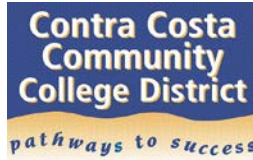


Governing Board

Vicki Gordon, *President*
Timothy J. Farley, *Vice President*
John E. Márquez, *Secretary*
Greg Enholm
Gary Walker-Roberts



Chancellor
Fred E. Wood, Ph.D.

College Presidents
Contra Costa College Mojdeh Mehdizadeh
Diablo Valley College Ted Wieden (Interim)
Los Medanos College Robert Kratochvil, Ed.D.

October 13, 2017

Mario Rodriguez
Vice Chancellor
Chancellor's Office
California Community Colleges
1102 Q Street
Sacramento, CA 95814

Dear Vice Chancellor Rodriguez:

In accordance with Title 5, Section 55702, of the California Code of Regulations, Contra Costa Community College District (4CD) requests approval to change its academic year calendar from its current 17.5-week configuration to a 16-week primary term configuration commencing with the 2018-19 academic year. The District has long included as part of its calendar six total flex days and will continue to include six total flex days outside of the 16-week primary terms, should its request be approved. For apportionment purposes, the effect of the District's request is to convert from a term length multiplier of 17.5 to one of 16.6.

In deliberating options to compress the calendar, 4CD looked at a number of term-length multipliers, course scheduling patterns, and academic calendars, ultimately settling on the proposed 16-week primary term calendar. 4CD includes a number of attachments demonstrating how apportionment reporting requirements will be met while keeping within other constraints such as Carnegie unit limitations and the CalSTRS 175-day minimum. The District is aware of the fact that calendar conversion is intended to be apportionment-neutral and proposes a calendar and course scheduling patterns that, to the extent possible, maintain net reportable FTES at its historical rate. Exhibits demonstrating reporting compliance are listed below.

- Exhibit 1 – Proposed 2018-19 Academic Calendar
- Exhibit 2 – Sample Course Scheduling Patterns for various meeting times per week and total minutes
- Exhibit 3 – Course Meeting Minutes Grid to be used for scheduling non-standard courses
- Exhibit 4 – Table showing examples of contact hour calculations

Conversion to a 16-week calendar was long debated at 4CD, with substantive work initiated in 2005, a meta-review completed in 2015, and implementation intent and details ultimately approved by various constituent groups in 2016 and 2017. The District and its faculty union, United Faculty, hosted a series of events where speakers from other colleges that have converted to a compressed calendar shared their experiences, answering questions from faculty, classified and management. Important to the ultimate decision, it was noted in the

2015 review that by 2014, over 50 California community colleges had converted to a compressed calendar since 1998, with none reverting to the traditional calendar. 4CD provides key exhibits demonstrating a small portion of the deliberation and consent to convert to the 16-week calendar and would be happy to provide more if requested.

- Exhibit 5 – Compressed Calendar Study – Executive Summary (2006)
- Exhibit 6 – Meta-review “Examining the impact of adopting a compressed calendar on the college wide FTES, course success and student persistence.” prepared by 4CD Office of Research and Planning (2015)
- Exhibit 7 – Agreement with Local 1, classified bargaining representative, to implement the compressed calendar (Approved by 4CD Governing Board December 14, 2016)
- Exhibit 8 – Agreement with United Faculty, faculty bargaining representative, to implement the compressed calendar (Approved by 4CD Governing Board February 22, 2017)

Although there are many real or potential advantages and disadvantages in moving to a 16-week calendar, those that really matter, and those upon which 4CD relied in coming to its decision, revolve around student success and completion. Listed below are the most salient. Exhibits 5 and 6 contain a more extensive discussion of the advantages and disadvantages debated.

Advantages:

- Research indicates a small but statistically significant improvement in course success rates for students in colleges on a compressed calendar.
- Research indicates a small but statistically significant improvement in student persistence rates for students in colleges on a compressed calendar.
- 4CD has no contiguous community college district on a non-traditional calendar. Offering students an option would be to their benefit, and better align with the academic calendars of neighboring California State, East Bay and the University of California, Berkeley.
- 4CD can maintain its historical FTES and meet all other legal requirements, while potentially offering at least one additional intersession, providing more options to our students.

Disadvantages:

- Certain activity and lab-based courses will have to restructure course content in a substantive way where it is not feasible to convert a set number of discreet lessons into fewer, but longer class meetings.
- The faculty has less time in a given semester for professional activities and department work outside the classroom.
- Students spend more time per week in class and therefore may have less time for outside activities.

After careful and deliberate consideration, 4CD strongly feels that converting to a 16-week calendar is in the best interest of its students. As is demonstrated in the exhibits, we have thoroughly studied the legal and reporting requirements, and our proposal ensures compliance in all areas. 4CD would like to thank the State Chancellor’s Office staff, in particular, Elias Regalado, for assistance and guidance as we navigated this decision.

The District will gladly provide any additional documentation or address any questions or concerns regarding our request.

Sincerely,



Eugene Huff
Executive Vice Chancellor, Administrative Services

EH:map

Enclosures: Exhibits (8)

c: Laura Hope, Executive Vice Chancellor
LeBaron Woodyard, Ph.D., Dean, Academic Affairs Division
Elias Regalado, Director of Fiscal Standards and Accountability

EXHIBIT 1

Color DRAFT 16-Week CCCC 2018-19 Academic/Classified Calendar (rev 10/13/17)

4 Independence Day Holiday

JULY 2018						
S	M	T	W	Th	F	S
1	2	3	H	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2019						
S	M	T	W	Th	F	S
		H	H	H	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	H	22	23	24	25	26
27	28	29	30	31		

1-3 Winter Recess/ Holidays
 7 Winter Intersession Begins
 21 Dr. Martin Luther King, Jr. Day Holiday

22-23 FLEX Days (Optional)
 24 Mandatory Faculty Service Day (FLEX Day)
 27 Fall Classes Begin

AUGUST 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	H	N
N	H	19	20	21	22	23
24	25	26	27	28		

2 Winter Intersession Ends
 6-7 FLEX Days (Optional)
 8 Mandatory Faculty Service Day (FLEX Day)
 11 Spring Classes Begin
 15 Lincoln Day Holiday
 16-17 No S/S Classes
 18 Washington Day Holiday
 25 Census Date

3 Labor Day Holiday
 10 Census Date
 28 Native American Day Holiday

SEPTEMBER 2018						
S	M	T	W	Th	F	S
						1
2	H	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	H	29
30						

MARCH 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

OCTOBER 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

8-13 Spring Recess

12 Veterans Day Holiday
 22-23 Thanksgiving Day and Day After Holidays
 24-25 No S/S Classes

NOVEMBER 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	H	13	14	15	16	17
18	19	20	21	H	H	N
N	26	27	28	29	30	

MAY 2019						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	H	28	29	30	31	

27 Memorial Day Holiday

14 Fall Semester Ends
 24-31 Winter Recess / Holidays

DECEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	H	H	H	H	H	29
30	H					

JUNE 2019						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

7 Spring Classes End
 17 Summer Intersession Begins

Instructional Meeting Days	Su	M	T	W	Th	F	Sa	Total Instructional Days towards 175 Requirement	Mandatory Faculty Svc Day (FLEX)	Total Service Days	Flex Obligation (C & A/C)
FALL	0	14	16	16	15	14	14	89	1	90	Su, M, Th, F, Sa
SPRING	0	14	16	16	16	15	14	91	1	92	Su, M, F
								180		4	FLEX (Max 2 Var per semester)
										186	Total Service Days

EXHIBIT 2

Sample Blocks - 54 hour lecture classes - 8:00 Start (3 hour per week class)

	Monday	Tuesday	Wednesday	Thursday	Friday
Before 8:00am					
8:00-9:25	Class A - 54 hrs 8:00-9:25	Class B - 54 hrs 8:00-9:25	Class A - 54 hrs 8:00-9:25	Class B - 54 hrs 8:00-9:25	
9:35-11:00	Class C - 54 hrs 9:35-11:00	Class D - 54 hrs 9:35-11:00	Class C - 54 hrs 9:35-11:00	Class D - 54 hrs 9:35-11:00	
11:10-12:35	Class E - 54 hrs 11:10-12:35	Class F - 54 hrs 11:10-12:35	Class E - 54 hrs 11:10-12:35	Class F - 54 hrs 11:10-12:35	
12:45-2:10	Class G - 54 hrs 12:45-2:10	Class H - 54 hrs 12:45-2:10	Class G - 54 hrs 12:45-2:10	Class H - 54 hrs 12:45-2:10	
2:30-3:55	Class I - 54 hrs 2:30-3:55	Class J - 54 hrs 2:30-3:55	Class I - 54 hrs 2:30-3:55	Class J - 54 hrs 2:30-3:55	
4:05-5:30	Class K - 54 hrs 4:05-7:15	Class L - 54 hrs 4:05-7:15	Class M - 54 hrs 4:05-7:15	Class N - 54 hrs 4:05-7:15	
5:40-7:05					
7:25-8:50	Class O - 54 hrs 7:25-10:35	Class P - 54 hrs 7:25-10:35	Class Q 7:25-10:35	Class R - 54 hrs 7:25-10:35	
9-10:25					

Sample Blocks - 54 hour labs - (3 hour per week)

	Monday	Tuesday	Wednesday	Thursday	Friday
Before 8:00am					
8:00-9:25	Lab A - 54 hrs 7:50-11:00	Lab B - 54 hrs 7:50-11:00	Lab C - 54 hrs 7:50-11:00	Lab D - 54 hrs 7:50-11:00	
9:35-11:00					
11:10-12:35	Lab E - 54 hrs 11:10-2:20	Lab F - 54 hrs 11:10-2:20	Lab G - 54 hrs 11:10-2:20	Lab H - 54 hrs 11:10-2:20	
12:45-2:10					
2:30-3:55	Lab I - 54 hrs 2:30-3:55	Lab J - 54 hrs 2:30-3:55	Lab I - 54 hrs 2:30-3:55	Lab J - 54 hrs 2:30-3:55	
4:05-5:30					
5:40-7:05	Lab M - 54 hrs 4:05-7:15	Lab N - 54 hrs 4:05-7:15	Lab O - 54 hrs 4:05-7:15	Lab P - 54 hrs 4:05-7:15	
7:25-8:50					
9-10:25	Lab Q - 54 hrs 7:25-10:35	Lab R - 54 hrs 7:25-10:35	Lab S - 54 hrs 7:25-10:35	Lab T - 54 hrs 7:25-10:35	

Sample Blocks - 72 and 108 hour classes

	Monday	Tuesday	Wednesday	Thursday	Friday
Before 8:00am		Class B - 72 hrs 7:20-9:25		Class B - 72 hrs 7:20-9:25	
8:00-9:25	Class A - 72 hrs 8:00-9:15	Class B - 72 hrs 7:20-9:25	Class A - 72 hrs 8:00-9:15	Class B - 72 hrs 7:20-9:25	Class A - 72 hrs 8:00-9:15
9:35-11:00	Class C - 72 hrs 9:35-10:50	Class E - 72 hrs 9:35-11:40	Class C - 72 hrs 9:35-10:50	Class E - 72 hrs 9:35-11:40	Class C - 72 hrs 9:35-10:50
11:10-12:35	Class D - 72 hrs 11:10-12:25	Class E - 72 hrs 9:35-11:40	Class D - 72 hrs 11:10-12:25	Class E - 72 hrs 9:35-11:40	Class D - 72 hrs 11:10-12:25
12:45-2:10	Class F - 108 hrs 12:45-2:10	Class F - 108 hrs 12:45-2:10	Class F - 108 hrs 12:45-2:10	Class F - 108 hrs 12:45-2:10	
2:30-3:55	Class G - 108 hrs 2:30-3:55	Class G - 108 hrs 2:30-3:55	Class G - 108 hrs 2:30-3:55	Class G - 108 hrs 2:30-3:55	
4:05-5:30	Class H - 72 hrs 4:05-6:10	Class I - 72 hrs 4:05-6:10	Class H - 72 hrs 4:05-6:10	Class I - 72 hrs 4:05-6:10	
5:40-7:05	Class H - 72 hrs 4:05-6:10	Class I - 72 hrs 4:05-6:10	Class H - 72 hrs 4:05-6:10	Class I - 72 hrs 4:05-6:10	
7:25-8:50	Class J - 72 hrs 7:25-9:30	Class K - 72 hrs 7:25-9:30	Class J - 72 hrs 7:05-9:10	Class K - 72 hrs 7:25-9:30	
9-10:25	Class J - 72 hrs 7:25-9:30	Class K - 72 hrs 7:25-9:30	Class J - 72 hrs 7:05-9:10	Class K - 72 hrs 7:25-9:30	

Sample Blocks - 90 hour lecture classes - (5 hour per week class)

	Monday	Tuesday	Wednesday	Thursday	Friday
Before 8:00am					
8:00-9:25	Class A - 90 hrs 8:00-9:35	Class B - 90 hrs 7:05-9:35	Class A - 90 hrs 8:00-9:35	Class B - 90 hrs 7:05-9:35	Class A - 90 hrs 8:00-9:35
9:35-11:00	Class C - 90 hrs 9:45-10:55	Class C - 90 hrs 9:45-10:55	Class C - 90 hrs 9:45-10:55	Class C - 90 hrs 9:45-10:55	
11:10-12:35	Class D - 90 hrs 11:10-12:20	Class D - 90 hrs 11:10-12:20	Class D - 90 hrs 11:10-12:20	Class D - 90 hrs 11:10-12:20	
12:45-2:10	Class E - 90 hrs 12:45-1:55	Class E - 90 hrs 12:45-1:55	Class E - 90 hrs 12:45-1:55	Class E - 90 hrs 12:45-1:55	
2:30-3:55	Class F - 90 hrs 2:30-3:40	Class F - 90 hrs 2:30-3:40	Class F - 90 hrs 2:30-3:40	Class F - 90 hrs 2:30-3:40	
4:05-5:30	Class G - 90 hrs 4:05-6:35	Class H - 90 hrs 4:05-6:35	Class G - 90 hrs 4:05-6:35	Class H - 90 hrs 4:05-6:35	
5:40-7:05					
7:25-8:50	Class I - 90 hrs 7:25-9:55	Class J - 90 hrs 7:25-9:55	Class I - 90 hrs 7:25-9:55	Class J - 90 hrs 7:25-9:55	
9-10:25					

EXHIBIT 3

General Course Scheduling Patterns

Semester Hours	TLM	Target WCH	Minutes Per Class Schedule			
			1 Day /Week	2 Day /Week	3 Day /Week	4 Day /Week
18	16.6	1.084	50			
36	16.6	2.169	125*	50/65		
54	16.6	3.25	190**	85		
72	16.6	4.337	255***	125*	75	55
90	16.6	5.422		150*	95	70
108	16.6	6.506		185**		85

All schedules include mandatory breaks:

* = one ten-minute break

** = two ten-minute breaks

*** = three ten-minute breaks

EXHIBIT 4

16-Week Term Scheduling Patterns Fall 2018 Implementation

		Proposed 16-Week Term, 16.6 TLM						
Current 18-Week Term	CURRENT WSCH	TARGET WSCH	WSCH SCHEDULED	1 Meeting Time Per Week Schedule	2 Meeting Times Per Week Schedule	3 Meeting Times Per Week Schedule	4 Meeting Times Per Week Schedule	
1 HR PER WEEK CLASS	18	1.084	1.00	50 minutes (example: 8am to 8:50am)	N/A	N/A	N/A	
2 HR PER WEEK CLASS	36	2.169	2.30	125 minutes (example: 8am to 10:05am; one 10 minute break)	50 minutes for one meeting, 65 minutes for second meeting (example: 8am to 8:50am and 8am to 9:05am)	N/A	N/A	
3 HR PER WEEK CLASS	54	3.253	3.40	190 minutes (example: 8am to 11:10am; two 10 minute breaks)	85 minutes each meeting (example: 8am to 9:25am)	50 minutes for two meetings, 70 minutes for third meeting (example: 8am to 8:50am twice, and 8am to 9:10am once)	N/A	
4 HR PER WEEK CLASS	72	4.337	4.5 or 4.6	N/A	125 minutes each meeting (example: 8am to 10:05am; one 10 minute break) <i>4.6 WSCH</i>	75 minutes each meeting (example: 8am to 9:15am) <i>4.5 WSCH</i>	N/A	
5 HR PER WEEK CLASS	90	5.422	5.6 or 5.7	N/A	150 minutes each meeting (example: 8am to 10:30am; one 10 minute break) <i>5.6 WSCH</i>	95 minutes each meeting (example: 8am to 9:35am) <i>5.7 WSCH</i>	70 minutes each meeting (example: 8am to 9:10am) <i>5.6 WSCH</i>	
6 HR PER WEEK CLASS	108	6.506	6.6 or 6.8	N/A	185 minutes each meeting (example: 8am to 11:05am; two 10 minute breaks) <i>6.6 WSCH</i>	125 minutes for two meetings, 110 minutes for third meeting (example: 8am to 10:05am twice, and 8am to 9:50am once; one ten minute break for each meeting) <i>6.6 WSCH</i>	85 minutes each meeting (example: 8am to 9:25am) <i>6.8 WSCH</i>	

EXHIBIT 5

Compressed Calendar Study - Executive Summary

INTRODUCTION

The Compressed Calendar Task Force was initiated in the fall 2005 semester, composed of four co-chairs and members from each of the four constituencies. The charge of the task force, as directed by Dr. Helen Benjamin, was:

To conduct a feasibility study looking at the possibility of instituting a compressed calendar at CCCCD. This includes reviewing various models (such as different number of weeks, trimester systems, block schedules) and identifying issues (union contracts, FTES impact, facility issues, staffing, cost, instructional challenges, technology challenges, etc.). Sub-groups may be tasked to work on the identified issues and possible remedies. A detailed analysis of pros and cons should be conducted.

Using the information from the report, CCCCD will determine whether or not to move forward on an entire package of the compressed calendar. This would be a constituency-based policy discussion with the Board eventually making a final decision.

If the decision is to implement, a detailed implementation and operation plan (including specific tasks and timelines) will need to be put together, carried out, monitored, and adjusted as necessary.

The task force convened its first meeting in December. At the initial meeting, the team created eight work groups to address issues related to a compressed calendar. Each work group was given a specific scope. The work groups were:

1. Scheduling
2. Financial
3. Student Learning and Success
4. Instructional Programs
5. Student Services
6. Instructional Support
7. Local 1 Contract
8. United Faculty Contract

The remainder of this document provides a summary of findings from each work group.

CALENDAR/SCHEDULING

The Calendar/Scheduling Work Group was charged with determining optimal course and session scheduling that maximizes room utilization and state apportionment. This group focused its review on a 16-week semester conversion with three flex days per semester.

A review of room scheduling options considered state apportionment formulas, the extension of the day schedule and its effect on the evening program, and the number of flex days used. Session scheduling considered the impact to student course progression, reasonable intersession or summer length, and the availability of down time for facilities maintenance.

This review indicated the following:

- The District can maximize course apportionment if an even number of hours are scheduled over an odd number of days and courses with an odd number of hours are scheduled over an even number of days. Therefore three-hour classes would be scheduled over two days, four-hour classes over three days and five-hour classes over four days.

- A predetermined block schedule must be confirmed and all courses must be scheduled within this format to avoid conflicts that would impede student enrollment. This would create unscheduled small blocks of time within the schedule that could be minimized with careful scheduling.
- The goal is to schedule courses so the District reaches the maximum apportionment allowed for each course and on most occasions this means slightly exceeding the maximum.
- A winter intersession would provide students an opportunity to complete an additional course before a fall transfer. A summer intersession course would not provide this same opportunity.
- The District currently offers a 17-week fall semester and an 18-week spring semester. A 16-week compressed calendar with three flex days, prior to each semester, would represent a 16.6-week semester.
- Saturdays, with a minimum of three hours of scheduled offerings, can be counted toward the 175-day STRS requirement.
- Certain programs, because of limited facilities or external agency constraints (i.e. nursing, athletics, and dental), may need to continue functioning in a traditional semester.
- A proposed set of two 16-week semesters can be combined with either a winter intersession (four- or six-week sessions) and a regular summer session, or two consecutive six-week summer sessions.
- Course scheduling blocks in the compressed calendar will be longer so the school day must start earlier and end later so the same number of courses can be scheduled in the same room.

Next Steps

- Schedule an entire semester in the compressed calendar format to fully assess the impact on facilities and apportionment.
- Compare the advantages (cost, FTES) of block scheduling under the current calendar with that of the compressed calendar.
- Verify that the System Office will fund the additional hours generated in the 85-minute block format.
- Estimate the number of sections that could be offered in the compressed format (assuming a specified number of additional minutes) as compared with current offerings.
- Assess the impact on the evening program if day classes run later.
- The District should compare the advantages of the two session scheduling options.
- The District should review decisions made by other area community colleges regarding a compressed calendar schedule.
- Then the District should select its best option regarding the options for session scheduling.

FINANCIAL

The Financial Work Group was given the charge to determine the impact the compressed calendar would have on the District's revenue and expenditures. This work group focused its review on a conversion to a 16-week calendar since it is the compressed calendar used by most of the districts in California.

Colleges can increase revenues by converting to a compressed calendar the following two ways:

1. Using the state FTES formula to maximize FTES during the fall and spring semesters.
2. Increasing intersession course offerings by using the extra weeks gained in the conversion to a compressed calendar.

How the compressed calendar impacts a District's FTES depends greatly on developing an academic calendar and course schedule that will take advantage of the opportunities for FTES growth provided by a compressed calendar. Accordingly, if a goal of converting to a compressed calendar is FTES growth then the District needs to take great care to develop an academic calendar and course schedules that maximize FTES.

This work group's review indicates the following:

- Most districts converting to a compressed calendar experienced FTES growth rates greater than the state average. These districts grew approximately 3.89 percent more than the state average.
- The Scheduling Work Group estimates that the District could increase its FTES for fall and spring by approximately one percent.
- In the long run the District could increase its FTES by as much as 5 percent by increasing course offerings in a winter or summer intersession.
- The District receives approximately \$1 million from the state for a one percent increase in FTES.

Measuring the impact on expenditures is very difficult. While several work groups identified areas where people said they would need additional resources, the Financial Work Group could not develop generalizations about district-wide cost increases due to the following factors:

- Whether costs increase due to the implementation of a compressed calendar will depend on the unique circumstances in each department and many vary widely between locations. Also, the circumstances can change dramatically depending on how the compressed calendar is implemented, including intersessions.
- The District has endured several years of significant budget reductions. It was difficult to determine whether people's request for additional resources was related directly to the conversion to a compressed calendar or the general need for additional resources.

As the issue of going to a compressed calendar moves forward, developing a list of needed resources is critical. This project would be the next step in the fiscal area.

The Financial Work Group did note one area of potential expenditure savings. Section 20.4.5.2 of the Collective Bargaining Agreement with United Faculty states that for all semester length AC and C course sections, instructors are compensated for an 18-week semester. This results in compensating instructors for 36 weeks per academic year. However, the state only funds the District for a 35-week academic year. If the District aligned its compensation formula to the actual weeks in an academic year it would save approximately \$440,000 based on information provided by District IT.

STUDENT LEARNING AND SUCCESS OUTCOMES

The Student Learning Outcomes Work Group was charged with looking at issues related to student success, persistence, and retention. The work group looked at general research findings and surveyed other community colleges throughout the state who have converted to a compressed calendar. The group found that many of the community colleges surveyed did not statistically analyze success, retention, and/or persistence before and after the change to a compressed calendar. Of those that did, only a slight improvement was seen in these areas. In addition, very few colleges evaluated performance by students before and after adopting a compressed calendar. Those that did found that retention improved, especially in terms of withdrawals. However that impact depended on the course. This was also found to be true in terms of the faculty observations of student learning outcomes. They found that students in the math and sciences had a much more difficult time than those in other courses. Most of the institutional research departments reported that there was some change to course syllabi. Of

these, some reported that instructors simply had to split up classes into A and B series or drop parts of the curriculum all together.

Several faculty groups from different colleges found that the curriculum did change. They reported that the curriculum had to be manipulated to meet the shorter time constraints and to get through all of the course materials. This seemed to be particularly true not only in the math and sciences, but also in vocational courses. Of note is that two colleges reported a cut in lab hours for students. Most faculty groups reported that students generally like the compressed calendar schedule and did well in it. The population of students that suffered includes vocational students, students who are parents, and students who tend to be weaker students. Most faculty groups noted that they did not see a great difference in student motivation, but those who did report a change were almost all positive, indicating an increase in student motivation. Almost all participants reported greater difficulty in meeting their committee responsibilities and other outside obligations.

Next Steps

- Perform statistical analysis of student academic records for several sample schools to determine if student learning outcomes were increased or decreased.
- Determine any budgetary constraints in increasing lab hours and/or staffing associated with labs and tutoring.
- Determine what possible changes could be made, if any, for math and science courses in order for students have an easier time with their studies.
- Determine how faculty will be able to meet the time demands for other non-teaching faculty obligations in a shorter semester.

INSTRUCTIONAL PROGRAMS

The Instructional Program Work Group researched the effects of a compressed calendar on instructional programs. Its research was two-fold. The group gathered internal and external data that included both general questions regarding moving to a compressed calendar and more specific questions to determine issues, problems, and/or benefits of adapting instructional programs to a compressed calendar.

The internal data was gathered by sending e-mail and/or voice messages to faculty at each of the three colleges in the District (see Appendix A). The work group requested that faculty state specific concerns they have about placing the content of their instructional programs into a 16-week compressed calendar format (e.g. fitting in lab hours, state licensing exams, off-site internships, etc). The internal e-mail responses may be found in Appendix B. The work group's external data was gathered by dividing up the list of all 37 California Community Colleges that have converted to a compressed calendar. Each member in the group was responsible for contacting faculty in the programs listed above via telephone and/or e-mail. They were asked to share positive and negative impacts the compressed calendar schedule has had on their department or instructional program. In particular, they were asked to share any challenges they may have experienced. Group members also asked for any suggestions that might make the transition to a compressed calendar as smooth as possible. See Appendix C for the external e-mail survey and Appendix D for the responses received.

Below is a list of some of the most common issues and concerns expressed by the various programs contacted:

- Students' ability to retain information.
- Span of time between classes each week (ex. Wednesday to Monday).
- Scheduling of external internships.
- Amount of time for instructors to review work and provide feedback.

- Difficulty of lab scheduling and time.
- Long lab hours.
- Fewer course offerings due to longer class periods.
- Faculty load and class assignment.
- Cost of classroom materials (especially labs) for intersessions.
- Intersessions too short for courses with labs.
- Choosing not to have a designated finals week can be overwhelming for students and faculty.
- Lack of additional time for faculty and students to participate in committees, clubs and extra-curricular activities.

Next Steps

- There should be continued discussions with districts and problematic disciplines that have changed to alternative schedules to identify strategies that they used to adjust their schedules.
- A block schedule is an additional alternative and another opportunity to think outside the box and consider more creative scheduling.
- Further analysis should be considered to determine the impact on the education of the District's students and educational mission. The following questions need clarification: What does the Chancellor mean by recovery; by fiscal stability; by educational quality; by reorganization? There needs to be a clear mission and direction before considering change.
- There should be continued discussion about the financial impact of offering more courses and the benefit to the student and the District. There should be more of an advantage to change than just a one-time boost in money. More discussion is needed to discuss the permanent and long lasting benefits.
- Dialogue should continue among all parties to answer the many questions that remain about the working conditions in an alternative system. Will faculty work a full year (no summer) with only two- or three-week vacation time? Is the extra trimester going to be optional (i.e. teaching AC)? There may be the potential of significant pay increase opportunity. However, will management insist that faculty pay more for benefits in view of increased income?
- Continued dialogue is needed to address other issues. Currently faculty members are required to work 175 days a year. How will this be reconciled with two 16-week semesters? Some districts count Saturdays and Sundays. Should the District be counting those days now and should they be counted if the District goes to a compressed calendar?
- Additional review of Community Colleges, such as Modesto Junior College, should be done to evaluate the advantages and disadvantages of a compressed calendar system.
- The District must continue to solicit feedback to determine the impact of an alternative schedule on the high school students and the four-year university students that the District services during the summer session.
- Some courses and programs may benefit from a change and others would be adversely affected. The district should continue to solicit input from all stakeholders before a decision is made.
- Further discussion needs to take place to address the following issues: hours of work, units to teach, impact on counselors and librarians, access to library and other student services, student orientation schedules.
- Additional time is needed to review some of the research available on the impact of student participation in activities/service learning/volunteering on retention, persistence and success.
- The District should begin to look at course curricula of intensive short-term models. Also, District colleges could create a sequence of ESL courses where students are learning the

language (or area of study) with limited breaks in order to achieve outcomes more quickly.

STUDENT SERVICES

The Student Services Work Group found an array of responses to the surveys that were sent out over a month-long period. The responses ranged from positive comments including students liking the change, to negative comments that spoke of little time for maintenance of equipment and down time. There were also neutral comments saying there was no change at all. There were a great variety of departments surveyed within the California Community College system which seems to have led, at least in part, to these differences in responses. Departments such as admissions and records, library, financial aid, EOPS, and other were surveyed. As each of these departments have different functions and impacts on their campuses, the change to a compressed calendar had different effects on them all. This executive summary and following issue discussion will attempt to consolidate and explore the assortment of issues that came up for different departments, as well as the differences between colleges within the same department.

Within admissions and records departments that were contacted, the overwhelming data demonstrated that most of them found it difficult to obtain final grades from instructors and verify prerequisites in such a short period of time. A few colleges reported a need to tighten timelines for grade submission and impose penalties for not submitting grades on time. Another issue for most of the departments was the increased workload for staff and the reduction of down time. Finally, most reported that there was a positive impact on students who are able to complete their education faster. It was generally reported that the students liked the change when the move was made to a compressed calendar model.

Within academic affairs departments, it was reported, anecdotally, that FTES increased and again that students like the change. One challenge was to assist department chairpersons in calculating instructional hours. It was also found that the longer school day also conflicted at times with student work hours.

Within college bookstores, most reported there was a reduction in the amount of time available for preparation for upcoming terms, which necessitated an increase in overtime use. Additionally, more buy back periods were needed to address the increased number of terms. Some also reported an increase in sales. Finally, some reported that there was confusion for students as to which books applied to which term.

Within CalWORKS, an overwhelming number reported that the change was positive due to the fact that CalWORKS students are required to participate in a certain number of activity hours and the increased number of terms made it easier for students to fill these hours. The only negative reported was that it reduced the amount of time for studying.

Within childcare/children services, most reported a positive effect such as anecdotal higher retention rates and less burn out. There were some reports of difficulty for instruction and budgeting.

Within counseling departments, most reported that the compressed calendar was beneficial for students, especially in getting their education completed faster. Most also reported that additional hours were needed to meet the needs of counseling students.

Within disabled student services departments, it was reported that overall there was little impact for students in the program once they got used to the new timelines. Some DSS students like the shortened semester because it is easier for them to retain information when there is less time between tests. However, for other students who learn at a slower pace, mastering the course material is more challenging.

Within EOPS departments, responses ranged from additional time to complete projects in between terms to less time and increased strain on staff. Most reported that the change was beneficial for students giving them more options.

Within financial aid departments, most reported an increase in workload with less down time. Also, some policies required change, especially in terms of Return to Title IV Funds to the federal government. Most reported that the change was beneficial for students allowing them more options and to finish sooner.

Within job placement, it was reported that the operation may not change due to the fact that job placement tends to operate all year. It was stated that additional student staff was required to deal with the increased workload. Down time and planning time was also an issue.

Within library/instructional – media services, similar to other departments, it was reported that the students tended to like the change but that staffing was a challenge and there was less down time to attend to maintenance of equipment, cleaning, etc.

Within police services, responses were consistent for all of the colleges that were contacted. They reported that increased staffing is needed in order to extend coverage during the winter intersession and longer summer sessions, with an expected increase in calls for service.

Within student life/student services it was reported that most students liked the change allowing them to complete their education faster and stay focused. It was also reported that there was little down time and that planning of events was more difficult as well as participation in these events.

Next Steps

- Research how new policies may be enacted to ensure grades are in on time and what faculty contract issues may be involved for increased penalties based on late submission or missing final grades.
- Determine the required budgetary and financial changes/increases necessary to hire additional staff to deal with the increased workload.
- Convene student focus groups to determine any student concerns.
- Determine the cost of a media campaign and the changes that will be necessary to print and post on the Web.

INSTRUCTIONAL SUPPORT

The instructional support work group collected information across the district concerning the impact of the compressed calendar on instructional support services. The primary concern was the lack of “down time” between semesters.

LOCAL 1 CONTRACT

No concerns were raised when soliciting input from all classified staff via email and speaking with Local 1 executive officers at their meeting. A review of the contract also uncovered no issues.

UF CONTRACT

There are many contractual issues that would need to be negotiated between the United Faculty and the CCCCD before a compressed calendar can be negotiated. Included in those issues are the following:

1. Faculty need to be compensated for changing all of their syllabuses to accommodate the changes in class meeting times.

2. Issues related to allocation and use of sick leave days need to be clarified:
 - a) Definition of "day" versus "evening" in a compressed calendar as compared to a traditional calendar day
 - b) Clarification of Friday as part of regular week or weekend
 - c) Interpretation of a "partial day"
 - d) Calculation for use of sick leave when an instructor is ill for an extended period of time, including most of a semester
3. Calculation of STRS credit for a compressed calendar
4. Impact on the scheduling of office hours
5. Impact on assignments for non-instructional faculty
6. Impact on the amount of prep time associated with each class
7. Impact on the arrangements for finals
8. Issues related to FLEX requirements:
 - a) Impact on the number of required FLEX days in a compressed calendar
 - b) Number of hours that constitute a FLEX day in a compressed calendar
9. Required numbers for each day that classes meet in a compressed calendar
10. Impact on holidays or other paid time off, for example, Spring Break
11. Changes in the maximum number of consecutive hours an instructor might teach or be scheduled for
12. Impact on reassigned time
13. Impact on department chair reassigned time
14. Impact on the evaluation process
15. Impact on teaching load
16. Impact on time available to complete and submit final grades

EXHIBIT 6

Examining the impact of adopting a compressed calendar on college wide FTES, course success and student persistence

*Gregory Stoup
Office of Research & Planning
Contra Costa Community College District
March 2015*

Since the Fall of 1998, over 50 California Community College have adopted a compressed calendar format for their college's standard semester course offerings. A total of 53 colleges adopted either a 16 or 17 week version of a compressed calendar over the period 1998 to 2014 with 48 of them moving to the 16 week variety. The corresponding figures for California community college districts over that period are 32 adopting some version of a compressed calendar with 30 of those districts moving to a 16 week compressed calendar.

The Contra Costa Community College District Research Office conducted an investigation into the role compressed calendars have on California Community Colleges by gathering data on full-time enrolled students (FTES), course success, and term-to-term retention rates from the California Community Colleges Chancellor's Office website. The research methodology used in this analysis builds on the research conducted by San Joaquin Delta College in 2008, which itself was a system-wide study which found that the move to a compressed calendar tended to be associated with noticeable increases in both student success and persistence rates and no significant impact on college wide FTES.

The key research questions explored in this CCCCDC investigation include:

- 1) Was the transition to a compressed calendar associated with a change in college FTES?
- 2) Was the transition to a compressed calendar associated with a rise or fall in course success rates?
- 3) Was the transition to a compressed calendar associated with a change in the rate of student retention?

A list provided from the Chancellor's Office was used to identify the colleges that were on compressed calendars which included information indicating the first academic year each college began their adoption of the compressed calendars. Data from the Chancellor's Office Data Mart were obtained from colleges if they met two predetermined qualifications: (a) were semester-based and (b) FTES, success, and retention data were available. After screening the colleges, 48 California Community Colleges met both criteria. FTES, success, and retention rate data were subsequently obtained for each of the colleges (note that the San Joaquin Delta study examined data from only 33 colleges). Similar data was collected on colleges not making any change to the course calendars to serve as a control group for the analysis. A total of 44 colleges met the two criteria for entrance into the control group.

Of the colleges making a transition to a shortened calendar, many of them made the transition to a shortened semester between 2001 and 2002, however, a significant number of colleges made their transition during the subsequent twelve years. All 48 community colleges examined in this study

shortened their semesters to 16 weeks and all provided students with summer sessions. Of the 48 colleges, 41 colleges also included winter intersessions.

Methodology

Independent Means t-tests were used to determine whether there were differences before and after the colleges made the change to shortened semesters. A three year average was used for each metric, calculated for the three years immediately prior to the conversion and the three years immediately following the conversion. These three year averages were calculated for FTES, course success rates and persistence rates at each of the examined colleges and the before and after averages were compared using the independent Means t-test.

In choosing the time periods for the colleges in the control group, adjustments were made, where possible to group colleges into geographic clusters and common time periods to be used in the analysis were assigned for each of those clusters. For example, several colleges in the Bay Area made the switch to a compressed calendar in 2001/02. Therefore, other college in the Bay Area not making the switch to compressed calendar and placed in the control group were assigned the same time period for the analysis. This accommodation wasn't possible for every college, in which case we chose a time period in common with most of the colleges in the treatment group.

Summary of Findings

No significant impact on overall FTES

Colleges having made the switch to compressed colleges experienced a 3.9% increase in the post three year average FTES value while the benchmark control group of colleges experienced a 3.2% increase. This difference between the growth median FTES for the compressed calendar groups and that of the control group was not found to be statistically significant at the 90% confidence level.

Modest impact on residential FTES

Because the FTES figures reported by the Chancellor's office include smoothing factors that capture, among others, district borrowing and don't differentiate between residential and non-residential FTES, a second layer analysis was conducted on residential FTES obtain from the 320 data reports submitted to the state's Chancellors Office. A constraint when using this data is that college level data is not available, so the level of analysis is limited to the District level of operation.

Examining this district level data we find that residential FTES for district's adopting a switch to a compressed calendar experienced an increase of increased by 4.1% while district's in cohort group saw residential FTES increase by 2.9%. A difference of means test on the rates of change revealed that this difference between the two groups was significant at the 90% confidence level.

While the difference didn't meet the higher 99% confidence achieved in the other tests (see below), this level of confidence is strong enough to suggest that the district's adopting to switch to a compressed-calendar format experienced an above expected rise in residential FTES associated with the making the calendar switch.

Statistically significant improvement in course success rates

Students in colleges switching to a compressed calendar collectively experienced an increase in overall course success rates from 65.2% to 66.5%, an improvement of 1.3 percentage points. This difference does represent a statistically significant improvement in course success rates at the rigorous 99% confidence level. By comparison the control group experienced a modest decline in the same success rates, dropping from 67.0% to 66.4%.

Statistically significant improvement in student persistence rates

To examine persistence rates we chose to use the nearest Fall-to-Spring period associated with before and after switch time period. So for a college making the switch to a compressed calendar in Fall 2008, the pre-switch persistence rates were calculated for Fall '07 to Spring '08 and the two previous fall-to-spring periods to obtain the three year average.

Students in colleges switching to a compressed calendar experienced a 1.2 percentage point increase in their Fall-to-Spring persistence rates, a rise from 81.0% to 82.2% associated with the time period of the switch. As it was for course success, this difference does represent a statistically significant improvement in student persistence at the 99% confidence level. By comparison the control group experienced a modest increase in persistence rates, rising 0.4 percentage points, from 81.3% to 81.7%. This increase in the persistence rate for the control group was not found to be statistically significant at either the 99% or 95% confidence level.

Conclusion

Based on this analysis, the evidence suggests that moving to a compressed 16 week calendar is associated with statistically significant increases in both course success rates and term-to-term persistence rates. The impact on course success rates was particular strong, given that the colleges in the control group experienced a modest decline in success rates. The increase in student persistence associated with switching to a compressed calendar was sufficiently above that of the control group to indicate that the difference was statistically significant and suggesting that a switch to a compress calendar is associated with a rise in student persistence.

The examination of the evidence explaining the association of compressed calendar colleges with growth in overall FTES revealed a higher growth in overall FTES for those colleges over that of the control group, but not a statistically significant level. However, when similar analysis was performed on the trends in *residential FTES* at the district level, the findings did show a statistically significant rise in residential FTES for districts switching to a compressed calendar over the benchmark control group.

Data Tables

Table 1. Means and t-test Results: Course Success and Retention Rates, Before & After Changing to a 16-Week Semester: **Treatment Group**

Variable	Mean	t-test	Prob. Significant
Course Success			
Before change	65.2%		
After change	66.5%	-2.66	.008 **
Student Retention			
Before change	81.0%		
After change	82.2%	-2.74	.009 **

Note ** $p < .01$

Table 2. Means and t-test Results: Course Success and Retention Rates: **Control Group**

Variable	Mean	t-test	Prob. Significant
Course Success			
Before change	67.0%		
After change	66.4%	-1.49	.159
Student Retention			
Before change	81.3%		
After change	81.7%	-1.50	.198

Note: neither t-test was significant at either the 99% or 95% confidence level.

EXHIBIT 7

2016-17 Tentative Agreement Between Contra Costa Community College District and Public Employees Union, Local 1

After a series of negotiating sessions considering all 2016-17 re-openers, the Parties have agreed that all current articles of the Collective Bargaining Agreement remain the same, with the exception of the following:

Compressed Calendar Statement

1. Local 1 is supportive of students being able to complete their educational objectives in a shorter amount of time leading to improved student retention and success.
2. Parties mutually agree that Local 1 shall be involved in operational decisions that may affect members.
3. If there are unanticipated contractual issues that need to be negotiated regarding a compressed calendar, they will be automatic negotiations re-openers.

ARTICLE 9 - LEAVES

9.16 ~~**CATASTROPHIC LEAVE:** The District shall allow employees to donate sick leave to individual employees who have suffered long term disabilities or illnesses. Donating employees shall retain a thirty (30) day balance of sick leave after their donation and may donate no more than twenty five (25) days of sick leave per year. The donation form can be obtained in the District Human Resources Office. A copy of the form can be found in Appendix B.~~

OPTIONAL CATASTROPHIC LEAVE PROGRAM: Employees shall be entitled to participate in an optional catastrophic leave program. The District shall maintain and manage eligibility for, participation in, and use of, the catastrophic leave program. A copy of the use request form can be found in Appendix B.

9.16.1 Each fiscal year (July 1st), every permanent Local 1 represented employee may opt into or out of the catastrophic leave program by donating one day of sick or vacation leave. An employee must notify the District no later than June 1st of each year for changes effective that July 1st. Once an employee opts in, the employee will continue to be in the program and will automatically donate and have deducted one day of the same type of leave each July 1 until the employee opts out or is no longer employed by the District.

9.16.2 An employee may opt into family coverage by donating one additional day annually to cover use for family members. The employee must opt into employee coverage to be eligible for family coverage. Once an employee opts into family coverage, the employee will continue to be in the program and will automatically donate and have deducted one day of the same type of leave each July 1 until the employee opts out or is no longer employed by the District.

9.16.3 For purposes of calculations, a "day" shall be defined as the employee's normal, regular service day at the point of donation or usage. Changes in months of service and/or hours worked per week shall not be factored in donation or usage.

9.16.4 Program usage shall be subject to certain requirements.

9.16.4.1 Employee must first exhaust all available and eligible accrued leave (including, but not limited to; sick leave, extended sick leave, vacation leave, personal necessity leave, personal catastrophic leave) before becoming eligible to use catastrophic leave.

9.16.4.2 Employee must use any leave credits that he/she continues to accrue on a monthly basis prior to using catastrophic leave.

9.16.4.3 An individual employee may use the catastrophic leave program for a maximum of 60 days in any 10-year period.

9.16.4.4 An individual employee may use the catastrophic leave program for a maximum of three separate occurrences in any 10-year period.

9.16.4.5 For family coverage usage eligibility, family shall be defined as the negotiated definition of "immediate family" in Article 9.1.1.

9.16.4.6 For purposes of determining an occurrence, usage need not fall on consecutive days. An "occurrence" shall be defined as usage related to one eligible event and may include absences on nonconsecutive days for periodic or episodic treatments, etc.

ARTICLE 14 – EVALUATION

The Classified Evaluation Form (Appendix D) shall be amended for evaluations commencing January 1, 2017 and after. A new criterion "9" shall be added, using the existing rating scale with the addition of a "Not Applicable" check-box option.

9. Student Learning Outcomes: Assists in using and/or uses the results of the assessment of student learning outcomes to improve teaching and learning.

ARTICLE 16 – DISCIPLINARY ACTION

16.1 ~~DISCIPLINARY ACTION – GENERAL~~ PROGRESSIVE INTERVENTION: The District shall be committed to support and foster employee improvement by coaching, motivating, providing specific suggestions and directives to help improve an employee's performance or behavioral deficiencies, and address such issues at the earliest possible opportunity to assist in the employee's positive change. No letter of counseling, written warning, or reprimand shall be issued unless the immediate supervisor and/or appropriate manager has met, or showed a good faith effort to meet, with the employee (and L1 representation if desired by the employee) to discuss the issue(s) and identify option(s) to improve deficiency(ices). All efforts to improve an employee's performance or behavior will be documented and reviewed by the immediate supervisor to justify any additional level(s) of progressive intervention or discipline if warranted. All documentation of progressive intervention may be used in a disciplinary proceeding.

ARTICLE 20 – SALARY AND BENEFITS

20.4.7.1 Participation in Medicare: All employees who retire from District service and become Medicare-eligible (currently age 65) are required to enroll in a Medicare-coordinated plan. Failure to enroll in a Medicare-coordinated plan after receiving 30 days’ notice from the District of this requirement shall result in termination of health benefits. All persons ~~retirees from the bargaining unit~~ who receive health benefits from the District must provide evidence to the District that they have successfully enrolled in Medicare Part A or present documentation why they are not eligible to enroll. For retirees enrolled in District benefits the District will reimburse Medicare Part B for those retiring with Medicare Part A. ~~For retirees enrolled in District benefits, to be eligible for reimbursement for Medicare B, retirees must participate in a District-sponsored Medicare Coordinated/Advantage program for the period in which reimbursement is sought.~~

Benefits Premiums Co-Pays for Those Reduced in Time: Employees reduced in weekly hours of work (FTE) as a result of reductions in fiscal years 2010-11, 2011-12, and 2012-13, shall have the District’s share of the costs of benefits premiums restored to the level of the FTE for which they have permanency for the duration of their 63-month reemployment rights, ~~plus an additional 12 months (75 months total)~~, or until such FTE is restored or obtained rights are exercised or refused. District and Local 1 shall meet and agree on the list of eligible employees.

Compensation Reopener: Parties agree that if another employee group settles for additional compensation for 2016-17, Parties will automatically reopen on compensation.

Police Services Reopener: Parties mutually agree to automatically reopen Article 9 as it relates to holiday pay and schedule for police services officers.

ARTICLE 21 – SUMMER WORK SCHEDULE

21.2 WHEN IS THE SUMMER WORK SCHEDULE: The summer work schedule shall be ~~from~~ the Monday following the end of the spring semester through the Friday which falls two weeks before the start of the regular fall semester.

21.2.1 SPRING BREAK: The summer work schedule shall apply to the week designated as “spring break” and all provisions of this article shall also apply.

 10/26/16

Mike West, Date
Local 1 College District Unit President

 10/24/16

Gene Huff Date
CCCCD Executive Vice Chancellor

 10/26/16

LaKeesha Johnson Date
PEU Local 1 Senior Business Agent

 10/26/16

Dio Shipp Date
CCCCD Associate Vice Chancellor, CHRO

EXHIBIT 8

2016-17 Contra Costa CCD / United Faculty Tentative Agreement

Compensation:

Compensation Formula: The District will cover step and column increases and its share (94%) of health benefits premium increases for 2016-17. There will be no other changes in compensation as a result of the two-year, 2015-16 and 2016-17, compensation formula.

Compressed Calendar and Canvas Conversion Compensation: All faculty will receive a one-time, off-schedule payment calculated at 2.5% of base pay ("A" load or "C" load only, where "C" load shall include classroom, counseling, and librarian hours, and coaching contracts) for spring, 2017, to compensate for one-time work associated with shifting to a 16-week semester academic calendar effective fall 2018, and also for converting from Desire 2 Learn (D2L) to Canvas as our learning management system.

Parties agree that participation in professional development activities related to using Canvas helps improve teaching for any course and benefits students. Approved Canvas training shall qualify for FLEX credit.

Compressed Calendar, Effective Fall 2018:

UF and 4CD agree to begin the transition to a "compressed calendar," or 16-week semester academic calendar, with the first 16-week semester planned for fall 2018.

Commencing with the first compressed calendar semester, the following changes to Articles 7 and 10 of the collective bargaining agreement will be implemented as noted below.

Intersession: The rights and responsibilities, wages and working conditions of summer will apply to any intersession scheduled under the compressed calendar.

Evaluation, Sabbaticals, Leaves, Calendar (including Breaks and Finals Schedule), and other Time Lines: Unless otherwise specified in this or future agreements, all time lines will be adjusted for the compressed calendar by mutual consent between the UF and 4CD. The standard adjustment is 16/17.5 (weeks). Prior to implementing the compressed calendar, a UF/4CD workgroup will review the contract to adjust time lines as needed.

Article 7 – Faculty Load/Class Size

Changes to load for instructional faculty under the compressed calendar are intended strictly to reflect current practices. No policies related to instructional load were changed.

7.1 Faculty Load is credited in hours per ~~week-course (or WSCH for independent study and work experience)~~, which are assigned in instructional load assignments and/or non-instructional load assignments.

7.2 **INSTRUCTIONAL FACULTY:** The following types of instructional assignments are agreed to constitute a full instructional load ~~for a semester when conducted for the hours (or WSCH for independent study and work experience) specified (decimals are rounded); for a semester using total hours as specified on an official course outline of record.~~

7.2.1 Lecture Course Assignment. One wherein the instructor devotes his/her time in class to a presentation of subject matter and/or discussion, and/or problem solving. Time outside of class is devoted to preparation and to criticizing and evaluating assignments and examinations. ~~An assignment of fifteen (15) in-class hours shall be considered a full instructional load. One hour of lecture course assignment equates to .067 load.~~ **Every 18 hours on an official course outline will be equivalent to 1/15 of a full semester load.**

7.2.2 English Composition Type Course Assignment. A lecture course wherein an instructor is required to devote an extraordinary amount of time outside of class to criticizing and evaluating written assignments and examinations. ~~An assignment of twelve (12) in-class hours shall be considered a full instructional load, provided that at least nine (9) hours are assigned to English Composition type courses. One hour English composition type assignment equates to .083 load.~~ **Every 18 hours on an official course outline will be equivalent to 1/12 of a full semester load. An assignment of two hundred sixteen (216) in-class hours shall be considered a full instructional load, provided that at least one hundred sixty two (162) hours are assigned to English Composition type courses.**

7.2.3 Laboratory Type Course Assignments.

7.2.3.1 Laboratory One Type Course Assignment. One wherein the instructor devotes his/her time in class to the presentation of subject matter and to the supervision of students who are working on laboratory experiments and/or exercises. Time outside of class comparable to 7.2.1 is devoted to preparation and to evaluating assignments, examinations and/or performances. ~~An assignment of fifteen (15) in-class hours shall be considered a full instructional load. One hour of "Laboratory One" course assignment equates to .067 load.~~ **Every 18 hours on an official course outline will be equivalent to 1/15 of a full semester load.**

7.2.3.2 Laboratory Two Type Course Assignment. One wherein the instructor devotes the major portion of his or her time in class to the supervision of students who are working on laboratory experiments and/or exercises, practice or skill development. Time outside of class is devoted to preparation and to evaluating assignments, examinations and/or performances. ~~An assignment of twenty (20) in-class hours shall be considered a full instructional load. One hour of "Laboratory Two" type course assignment equates to .050 load.~~ **Every 18 hours on an official course outline will be equivalent to 1/20 of a full semester load.**

All courses and assignments classified as of June 30, 2014, as "Laboratory Type" assignments are reclassified under this agreement as "Laboratory Two" type assignments unless or until changes are agreed to following procedures outlined in 7.2.3.5 or following recommendations of the LTF as described in Part Two of this agreement or otherwise agreed to between the Parties.

7.2.3.3 Laboratory Three Type Course Assignment. One wherein the instructor devotes a considerable portion of the course to lecturing and/or demonstrating skills and techniques and the balance of the time to the supervision of student performance and/or the administration of a variety of tests. ~~An assignment of twenty-two (22) in-class hours shall be considered a full instructional load. One hour of "Laboratory Three" education type assignment equates to .045 load.~~ **Every 18 hours on an official course outline will be equivalent to 1/22 of a full semester load.**

7.2.3.4 Laboratory Four Type Course Assignment. One wherein the instructor devotes a considerable portion of the course working individually with students or in small groups, demonstrating skills and techniques and/or tutoring with effectively no preparation or outside time spent evaluating student work required. An assignment of thirty-five (35) in-class hours shall be considered a full instructional load.

~~One hour "Laboratory Four" education type assignment equates to .029 load. Every 18 hours on an official course outline will be equivalent to 1/35 of a full semester load.~~

7.2.3.5 Laboratory loads may be modified by the department with the approval of the college president to provide cost/revenue neutral load ~~reductions~~**changes**.

7.2.4 Physical Education Course Assignment. Courses ~~currently~~ **formerly** designated as "Physical Education" or "Activity" assignments will be reclassified as "Laboratory Three" assignments under 7.2.3.3 unless or until changes are agreed to following procedures outlined in ~~7.2.3.4~~ **7.2.3.5** or following recommendations of the **Load Task Force**.

7.2.5 Tutorial Course Type of Assignment. Courses formerly designated as "Tutorial Course Type" assignments will be reclassified as "Laboratory Two" assignments under 7.2.3.2 unless or until changes are agreed to following procedures outlined in ~~7.2.3.4~~ **7.2.3.5** or following recommendations of the LTF as described in Part Two of this agreement.

7.2.6 Work Experience Type Assignment. One wherein the instructor works with students and their employers to develop learning objectives, monitors progress, consults with students and employers, and evaluates the learning experience. ~~An assignment which develops a minimum of six hundred seventy-five (675) weekly student contact hours is considered a full instructional load. A full-time member participating in co-op ed whose semester load is below 1.0 shall be allowed to elect either load credit or monetary compensation for co-op ed.~~ **An assignment which consists of a minimum of twelve thousand one hundred fifty (12,150) semester student contact hours is considered a full instructional load. A full-time member participating in co-operative education whose semester load is below 1.0 shall be allowed to elect either load credit or monetary compensation for co-op ed.**

7.2.7 Independent Study Type Assignment. One wherein the faculty member conducts instruction in accordance with Administrative Code provisions, Chapter 4, Article 4 of Title V, Section 55300, et seq. ~~An assignment which develops a minimum of six hundred seventy-five (675) weekly student contact hours is considered a full instructional load.~~ **An assignment which consists of a minimum of twelve thousand one hundred fifty (12,150) semester student contact hours is considered a full instructional load.**

7.3 **NON-INSTRUCTIONAL FACULTY:** The following types of non-instructional assignments are agreed to constitute a full load when conducted for the amounts specified:

7.3.1 Counseling. The counseling assignment shall consist of scheduled counseling appointments and other assigned student personnel services e.g., group counseling sessions, high school counselor liaison, and departmental/divisional articulation. ~~An assignment of twenty-seven and one-half (27-1/2)~~ **thirty (30)** hours per week exclusive of counseling appointment preparation, evaluations, reports, and the like, shall be considered a full counselor load.

7.3.2 Librarians/Learning Resources Assignment. One wherein the librarian performs duties consistent with the provisions of library/learning resources services and the operation of facilities where library/learning resources services are offered. An assignment of forty (40) hours per week, ~~thirty-five (35)~~ **thirty-eight (38)** of which are normally assigned to **library-related activities** in the library/learning resources facilities, ~~five (5)~~ **two (2)** in unscheduled associated and/or professional duties, shall be considered as a full librarian/learning resources assigned load.

7.3.3 School Nurse Assignment. One wherein the school nurse performs duties consistent with the provision of student health services and the operation of facilities where student health services are offered. An assignment of forty (40) hours per week, ~~thirty-five (35)~~ **thirty-eight (38)** of which are normally assigned to **health-related activities in the health office**, ~~five (5)~~ **two (2)** in unscheduled associated and/or professional duties, shall be considered as a full school nurse assigned load.

7.3.4 Tutoring Coordinator Assignment. One wherein the tutoring coordinator performs duties consistent with the provisions of tutoring services and the operation of the facilities where tutoring services are offered. An assignment of ~~thirty-five (35)~~ **forty (40)** hours per week, ~~thirty (30)~~ **thirty-eight (38)** hours per week which are normally assigned to **tutoring-related activities in the tutoring center**, ~~five (5)~~ **two (2)** hours per week in unscheduled associated and/or professional duties, shall be considered as a full tutoring coordinator assigned load.

7.3.5 Learning Specialist. This assignment shall consist of instructional and/or non-instructional duties. Instructional duties shall be determined by the scheduling process of the college and department where the member is assigned. A full non-instructional load for a learning specialist shall be 40 hours, **two (2) hours per week in** ~~with one-eighth (1/8) of the non-instructional hours un-~~ scheduled associated and/or professional duties.

7.3.6 Mixed Loads For Non-Instructional Positions. Mixed loads with teaching and non-teaching assignments may be taught and the non-teaching load proportionately reduced.

7.3.7 New Non-Instructional Position. Full load for any new faculty non-instructional position created during the life of this Agreement shall be forty (40) hours, with ~~thirty-five (35)~~ **thirty-eight (38)** hours scheduled duties and ~~five (5)~~ **two (2)** hours unscheduled associated and/or professional duties.

Article 10 – Working Days - Calendar

Flex: Flex days will continue to be negotiated as part of the calendar, following existing contractual procedures. The first year of under the compressed calendar, and as part of the standard 175-day assignment, there will be a 6-day flex obligation (two mandatory; two optional; and two variable flex days).

Office Hours:

7.8.1 Instructional Type Assignments. For Regular and Contract I, II, and III faculty, all instructional type assignments require, over and above stated load requirements, five (5) **scheduled** office hours per week, scheduled no more than one and one-half (1 ½) per day, **and one half (1/2) hour per week unscheduled for electronic communications with students and other work with students outside of class**. Faculty teaching on-line courses may, at their option, hold **scheduled** office hours on-line in the same ratio as their on-line courses are to their total semester load.

All other office-hour provisions, outlined in Article 7.8, remain unchanged under the compressed calendar.

Part-Time Faculty Benefits:

21.9.5.8 Part-time unit members beginning participation in the spring semester will submit provider enrollment forms to their campus human resources office during open enrollment dates, ~~January 15 through February 1~~ **January 1-January 21** of each year, providing the District has notified eligible part-

time faculty by two weeks before the beginning of open enrollment period via campus mail and e-mail. On or before February 8, the District will provide the designated U.F. representative a list of the part-time enrollees, and load data for only the enrollees for the previous spring and fall semesters.

21.9.5.9 Coverage for those beginning participation in the fall will be effective on October 1. Coverage for those beginning participation in the spring will be effective **February 1** ~~March 1~~.

Article 13 Non-Credit Instruction:

13.3 EXTRA-CONTRACTUAL: All assignments except for those in Section 13.2 above are extra-contractual (**not part of regular "A load"**), and the employees are members of the bargaining unit.

~~13.7 **NO REOPENERS ON NON-CREDIT INSTRUCTION DURING CONTRACT TERM:** All items pertaining to non-credit instruction shall not be subject to re-openers for the duration of this Agreement~~

13.7 This article does not apply to non-credit courses where the District receives apportionment at the standard for-credit rate.

Safety and Security:

The UF and 4CD share a commitment to providing the safest possible learning and teaching environment. Towards this end, the parties agree as follows:

- 1) Beginning in fall of 2017, 4CD and UF agree to conduct a general safety review to cover issues related to campus security, including but not limited to: emergency preparedness; access to police services; and policies and procedures related to classroom security and dealing with disruptive students. In fall of 2018, 4CD and UF will form a workgroup to discuss the results of this review and make recommendations for improvement.
- 2) 4CD has already begun the process of upgrading classrooms to include an electronic means of contacting emergency services. This process will continue in 2017-18, and before the start of the fall 2018 semester, 4CD will provide data to the joint workforce tasked with reviewing security related to how many classrooms have been equipped with electronic means of contacting police services.
- 3) Beginning in spring of 2017, 4CD will upgrade classrooms to include posted safety and emergency-protocol instructions. Before the start of the fall 2018 semester, 4CD will provide data to the joint workforce tasked with reviewing security related to how many classrooms have been equipped with posted security protocols.
- 4) Beginning in spring of 2017, 4CD and UF will work together to develop a safety training program for faculty, including training in emergency procedures as well as workplace safety issues such as avoiding or responding to sexual harassment. By spring of 2018, safety training will be made available to all faculty on an annual basis. Approved safety training will qualify for FLEX credit.

5) Policies and procedures related to security cameras have been reviewed and, where appropriate, approved by the bargaining teams. Security cameras may be used district-wide to help police enforce the law, but will not be used in disciplinary proceedings or to enforce district policy except where related to safety, including allegations of harassment, or significant misappropriation of resources for personal gain. Neither 4CD nor the District Police Department will contract with third-party vendors to monitor security camera footage.

Separation Incentive: The District will offer a separation incentive for faculty with at least five years of full-time service who announce their plans to separate by March 1, 2017, and do so by June 30, 2017. The incentive will pay \$1000 per full-year of service, up to \$20,000.

Automatic Reopeners:

The UF and District agree to continue working in spring 2017 to negotiate changes in science lab load based on recommendations of the Load Task Force. The UF and District agree that resolving this issue in the spring is a top priority.

The bargaining teams will meet in spring 2017 to continue discussing open issues. In addition to salary and benefits, the UF and District may each designate up to two articles to open for 2017-2018 negotiations. Also, the following issues, discussed during 2016-2017 negotiations, will be open for 2017-2018 negotiations:

- Article 7, to focus on science lab load parity and related issues; coaching assignments; and recommendations by the Load Task Force including costs and options for cost offsets; as well as part-time office hours.
- Article 6, to focus on program lead definition and compensation; as well as compensation for department chairs.
- Article 21, to focus on Medicare coordination, wellness, and recommendations from the Benefits Committee.
- Article 20, to focus on salaries, including possible changes to the salary schedules, as well as pay-per-load for part-time faculty.

FOR THE DISTRICT:

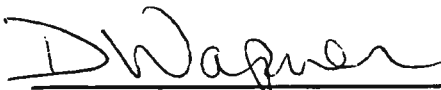


Gene Huff, Executive Vice Chancellor

2/22/17

Date

FOR UNITED FACULTY:



Donna Wapner, President

2/22/17

Date



Jeffrey Michels, Chief Negotiator

2/22/17

Date