

# Chabot-Las Positas Community College District

## Office of Educational Services & Student Success

### Meeting Notes

Alternative Academic Calendar Committee (AACC)

Thursday, January 12, 2022

2:00 P.M. - 3:30 P.M.

Zoom: <https://us06web.zoom.us/j/85246758275>

#### Committee Members in Attendance:

(Chabot College) Jason Ames, Jamal Cooks, Paulette Lino, Patricia Shannon, Rob Yest, Noell Adams, Theresa Pedrosa

(Las Positas College) Nan Ho, Joel Gagnon, Michael Peterson, David Rodriguez, Jean O'Neil Opipari

(District Office) Theresa Fleischer Rowland, Estella Sanchez

Committee Members Not in Attendance: Liem Huynh, Dana Nakase, Kisha Turner, Lara Weidemeyer

#### Others in Attendance:

Consultant John Mullen, Dale Wagoner, Tamica Ward, Bruce Griffin, Kristen Whittaker, Jonah Nicholas, Matt Kritscher, Dave Fouquet

### Agenda

1. Welcome
2. Approval of Meeting Notes and Follow-up
3. Study Group Exploration
4. Exploring a Sample Alternative Calendar with Discussion
5. Closing with Comments and Questions

#### **1. Welcome – Theresa**

Theresa opened the meeting and welcomed everyone. She reminded people where they can locate committee materials. She then reviewed the meeting agenda.

#### **2. Approval of Meeting Notes and Follow-up– Jason and John**

Jason reviewed the meeting notes and followed up on discussions that took place at the last meeting and went through some of the criteria. He then asked if anyone would like to add to the list of criteria, goals, or to the questions from the previous meeting that will guide us forward. Jason reviewed the list of questions from the last meeting including a question about those in disabled service programs and governance around the impact of flex days. He then added to the list of questions on the environmental impacts and how a compressed calendar affects retention.

#### **3. Study Group Exploration – Theresa**

Theresa shared the draft study group document describing the reports in more detail, asking for edits and clarifications. She mentioned the AACC would continue to meet twice a month and study groups would form in January to begin to gather information. She indicated there

are four (4) proposed study groups that will discuss considerations, raise questions, involve constituencies, study peer colleges, and reports back to the committee on findings and recommendations. Theresa indicated the timeline needs to be discussed. Clarification was made in response to a question that Study Groups will be self-directed by the members, and if support is needed it would be provided. A question was raised about the timeline of an application to the State Chancellor's office, including the best ways to be successful. Theresa stated in Phase 1 of the work, the AACC will form the recommendation to the Chancellor and discuss criteria for readiness. That is if the AACC decides to recommend an alternative, part of that recommendation would include an implementation year and the criteria of readiness. Phase 2 will be preparing the application to the CCCCCO (Community Colleges Chancellor's Office). The AACC Co-Chairs emphasized timing is important to consider and will be decided later with a realistic plan based on a certain year. Members mentioned concern about the delivery of services and how the compressed calendar will impact students in general and the focus group. Throughout this discussion, Theresa made real-time edits on the working document and thanked everyone for their input on the Study Group draft.

A suggestion made for the Study Groups was to create a repository where information gathered or research studies could be viewed by others, which would help with gaining traction.

A request was made for little reminders or a scheduled check-in by the chairs. Members would like to see examples as to how a form would get submitted or conduct research before deciding on how the group wants to present information on what they uncover.

One attendee provided a suggestion to get the ball rolling and mentioned that the reality other than students is that the major impact of moving to a compressed calendar really is the faculty, as well as the impact to class schedules. Will there be an additional 10 or 15 mins per session? And how many classes will be lost? The constituency group that would typically have an issue is the science faculty impacting their labs. Conversations will arise and it will be important showing the impacts, the attendance accounting, and the minutes added to each section. John stated the most productive way to go about it is exactly what was mentioned, and he has in mind a practice that he recommends be used.

Before moving to the next item on the agenda, Theresa provided a yes or no poll to the committee to indicate if they had a sense of which groups they would list their name under and be interested in being a part of. Results of the poll indicated 92% selected yes and 8% selected no.

#### **4. Exploring a Sample Alternative Calendar with Discussion – John and Jason**

John reviewed fundamental calendar requirements and outlined key choices to be made in designing a compressed calendar. Refer to [Key Choices in Compressed Calendar Design](#). He explained there must be at least 175 days of instruction, including final exam days, and the calendar must include at least 32 weeks of instruction. Students must continue to receive the number of hours of instruction specified in each course outline. He next displayed the State-mandated holidays for the academic year 2024-25, pointing out that the only choice involving

them is the selection of one of four possible dates for the Lincoln Day holiday. John indicated the complex rules on FTES (Full Time Equivalent Students) calculation remain in force and stated the minimum session length of 50 minutes as an example. He then shared an example of a Draft CLPCCD Compressed Academic Calendar for 2024-25 with the committee. Refer to [Example of a CLPCCD Compressed Academic Calendar for 2024-25](#).

### **5. Closing with Comments and Questions – Jason and John**

A question was asked as to whether the compressed calendar will require faculty to have more variable flex days. Jason asked John would it be fair to say that there are multiple variations of a calendar that may or may not include more flex days. John responded that you can have no flex days, 1 or 2, or even more.

A member asked whether there were districts out there that have maybe a dozen flex days with the idea of not having as many instruction minutes in the class. John responded that if you have a 16-week calendar and you have flex days, those flex days are going to be outside the 16 weeks. No classes will be canceled within the term.

A member asked whether it still takes 3 days to define a week. John responded that, yes, a week must have at least 3 days of instruction or examination, and there must be 16 such weeks in each primary term (semester).

A comment was made that seeing what an annual academic calendar looks like is useful, but the actual impacts to various disciplines and divisions are not seen and could result into problems.

One member expressed concern from a student's standpoint with having longer classes during the week and the possibility of weekend classes having to fit in, along with work, to their weekly schedule.

Another member indicated that there are items that would need to be considered for classified professionals that are currently on the calendar that may not be moved so easily.

John was asked if the study groups would be the right place to discuss the impact on non-instructional faculty such as counselors and librarians who are not on the instructional calendar. John responded that yes, the perspectives of all employee groups will be considered in both study group and full committee discussions.

In closing, Jason mentioned to the committee an email will come from Estella asking for study group preferences and mentioned topics that will be discussed at the next meeting, as well as getting folks into their appropriate and preferred study group.