

***Draft 1/13/23 with 1/12 Committee edits
Still in discussion and further editing***

AACC Study Groups (some overlap of discussion and content expected)

While the full AACC continues to meet twice a month, Study Groups will form in January 2023 for a finite period to gather information and inform the exploration of an alternative academic calendar which is in the best interest of CLPCCD (meaning all constituents incorporated by that acronym).

Purpose: discuss considerations, raise questions, involve constituencies, study peer colleges, report back to the Committee on findings and recommend any needed steps in the CLPCCD discovery process.

Proposed: Study Groups will be two to four (2-4) AACC members working together to define their topical area of “study”. AACC Members will identify their area of interest and propose their names to join one or more groups so the AACC Co-Chairs can finalize Study Group assignments in January 2023.

Study Group teams will gather information through exchanges with their district-wide colleagues, constituencies, and peer colleges as appropriate to inform the AACC’s work. Any credible methodologies may be used, e.g., citing published research, conducting interviews, gathering input, collecting presentations, using surveys, etc...

Study Groups will meet during and between meetings of the AACC . AACC Co-Chairs will construct check-in times for Study Groups to meet in breakout rooms as needed during the AACC meetings for support and momentum. Study Groups will share progress updates with the full Committee to provide beneficial exchange even as the study is in progress; this will facilitate efficiency since the areas of study are expected to have some overlap of content.

Timeline: to be discussed at January 12 AACC meeting. For example, for what period of time will the Study Groups come together? When will information be needed to share back with AACC? In what form? When will progress updates be expected? What indicators will signal when the study is complete?

Committee Comments:

- Set May 1 as a date to complete the study topic.
- At CCCC, they created a repository of info, shared folder/drive.
- It would be helpful to get reminders from AACC Co-Chairs.
- Let the Study Groups meet to decide on their approach before deciding on collecting documents.

See page 2 for proposed Study Groups.

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Proposed Study Groups

1. Student Outcomes, Learning, and Success
 - a. Purpose: examine issues related to student health, success, persistence, and retention, considering instructional modalities and support requirements
 - b. Methodology: (example, not limited) Review research findings and gather information from students, instructors, administrators and classified professionals at other community colleges throughout the state that have converted to a compressed calendar and analyzed student success outcomes before and after adoption. How does this impact students?
2. Enrollment Management, Fiscal Implications, Calendaring
 - a. Purpose: determine impact on district revenue and expenditures; consider state apportionment formulas based on maximizing FTES growth and consider enrollments in a stable, increasing, or declining environment.
 - b. Methodology: (example, not limited) review methods to maximize course apportionment, look at impact if day schedule extends and affects evening program, examine scenarios for number of flex days used, consider what peer colleges are offering regarding intersessions and summer term lengths. How does this impact students?
3. Implications on Business Processes (e.g., Departmental Operations)
 - a. Purpose: consider availability of down time for business processes and functional operations for specific and/or across departments such as A&R, Counseling, Financial Aid, Library, ITS, Maintenance & Operations, Instructional Divisions, Work Experience, DSPS, EOPS, Child Development Centers, cohort-based and other special populations programs, etc...
 - b. Methodology: (example, not limited) analyze general effects, explore assortment of issues that would need to be considered, note differences across colleges within same departments. How does this impact students?
4. Instructional Programs and Support, Operational Scheduling including facilities
 - a. Purpose: examine issues related to scheduling content in compressed calendar, adapting special programs and considerations, maximizing room utilization, lab scheduling, flex days, and other areas of impact on instruction and instructional support.
 - b. Methodology: (example, not limited) Gather internal and external data that includes 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. How does this impact students?

In addition, the AACC Co-Chairs will work with union leadership to conduct a high-level informal review of Collective Bargaining Agreement implications (FA, SEIU) to generate a sense of awareness for the articles which would likely need to be revisited should the district decide to apply and adopt a calendar that varies from the 17.5 primary term.