

Academic Calendar Proposal Update Summary

The following summary includes a reminder of the information presented in the Fall, and new events that will impact our students and the college. The current academic calendar will not meet the needs of our students and the future of the college given the demographic trends of shrinking high school classes, strengthening economic growth regionally, and the legislative action of changing the community college funding formula. These issues have created pressure on the college to proactively address them. The impact of these initiatives are lagging effects, the impact of which will not be felt until too late to effectively adjust to them. To recap, the calendar proposed is as follows:

Fall Semester (16 weeks):

- Begin Instruction the 3d Monday of August (no change)
Thanksgiving week (Mon-Wed) no instruction (new)
- End Instruction the 2d Friday of December (change, 1 week later)

Intersession: Eliminated (change from current calendar)

Spring Semester (16 weeks):

- Begin instruction 1st Monday in January following New Year's Holiday (change)
- Spring Break, week 9 (no change)
- End of Instruction 1st Friday of May (change)
- Commencement 1st Friday of May (change)

Summer Session (12 weeks):

- Begin Instruction 3d Monday of May (change)
- End Instruction 1st Friday of August (change)

Classes will be offered over the 12-week session and two, 6-week sessions will also be offered. The first 6-week session would begin the third Monday in May and end fourth week of June. The second 6-week session would begin the following Monday and end the first Friday in August. This is a total of 3 separate class sessions during the summer. Students may take classes in each of the three sessions.

Issues and Trends making the change necessary:

- As the economy strengthens, greater flexibility in class scheduling is needed to meet student need.
- Demographic changes indicate increasingly smaller high school graduating classes for the next decade. This requires greater flexibility to meet the diverse needs of a smaller population.
- The class compression required in a 5-week intersession prevents and/or constricts student ability to take multiple classes.
- Funding formula changes from the state are placing an emphasis on student completion, in governor's proposal this is based upon a three-year completion rate.
- The system Chancellor's Office has recommended that 20% of annual funding be based upon student performance and completion.
- Guided Pathways, a major initiative of the Governor and Chancellor, mandates an emphasis on completion rates and is tied to funding.

- Strong Workforce initiative already use a funding formula that includes a 17% component for student completion and employment.
- Financial aid award determinations for student packages now combine the number of units in degree progression and time to completion.
- California Promise Grant (formerly BOG waivers) recipients must be making progression toward education plan goals to continue to receive that grant funding.
- New funding formula restricts flexibility in assignment of FTES generated during summer session to the year in which the class is started not merely the fact that it crosses July 1 and can be used in either year.
- AB 705 requirements to use multiple measures for assessment and placement is placing greater emphasis on starting at collegiate level work. This will shift work from basic skills courses to collegiate level courses requiring less schedule compression.
- Current intersession consistently serves only 3,500 students even when additional sections are offered.
- Over 11,000 students from fall semester are not served during intersession.
- Of 72 community college districts in the state of California, only 21 have an intersession.
- Most area High Schools have commencements prior to June 1.
- Most community college districts in California, plus the CSUs have commencements in early to mid-May.
- CSU Long Beach and CSU Bakersfield both have strongly articulated programs with AVC and they support an AVC calendar change to match up scheduling for AVC transfer students.
- SOAR High School supports an AVC Calendar change to match up with their district scheduling for SOAR students who are also AVC students.

Benefits to students:

- Greater scheduling flexibility. Increased overall accessibility for all students.
- 12-week summer session allows for more courses to be scheduled and a viable evening schedule.
- Increased course availability. Opportunity to take more classes in Summer than is now available in Intersession and Summer by adding a total of an additional 11 weeks of instruction.
- Strengthens learning progression in skill based disciplines as the instruction occurs in a tighter timeline, and prevents reviewing material before progressing to the next level.
- Earlier completion opportunities.
- Quicker grade submission and transcript posting.
- Student registration for Spring semester will begin earlier.

Impact on the institution operations:

- No change to contractual obligations of faculty.
- No change to work year for classified or administrative staffs.
- Increase in FTES potential and enhanced planning horizons.
- There would be enhanced teaching opportunities for faculty.
- The breaks between sessions would be: No instruction during Thanksgiving week; 3 weeks between Fall and Spring Semesters; No instruction during Spring Break; 2 weeks between Spring semester and Summer session; and 2-3 weeks between Summer and Fall sessions depending on the year. For faculty who do not teach in the summer, the break would be from the first Friday in May until the Friday before the third Monday in August or approximately 16 weeks.