

Las Positas College Flex Day

Thursday March 20, 2025





Ronald P. Gerhard

Chancellor

Agenda

- 1. Compressed Calendar**
- 2. Winter Intersession**



Compressed Calendar Overview

Why this discussion during Flex Day?

- To provide faculty and departments with dedicated time to plan and adjust to the new block schedule and compressed calendar
- Facilitate collaborative discussions on curriculum pacing, scheduling logistics, and student success strategies.
- Identify, discuss, and address challenges and solutions for instructional delivery, workload distribution, and student support services

Definition of a Compressed Calendar

- A **compressed academic calendar** shortens the semester length from **18 weeks to 16 weeks** while maintaining the same number of instructional hours.
- This results in classes meeting **more frequently or for longer durations** to cover the same material.

Traditional vs. Compressed Calendar

- **Traditional (18 Weeks):** Longer semesters, spread-out coursework.
- **Compressed (16 Weeks):** Same content in fewer weeks, longer class meetings.
- **Potential Additions:** Winter and summer intersession courses for added flexibility.

Potential Benefits for Students

- **Faster Completion Rates:** Students can complete degrees/certificates more quickly.
- **Reduced Burnout:** A more focused semester may improve retention.
- **More Flexibility:** Additional intersession allows students to take more courses.

Potential Benefits for Students

- Aligns with State Funding Model (SCFF):
 - Increased enrollment potential.
 - Improved degree completion rates.
 - Greater retention for financial aid recipients.
- Financial Stability:
 - Helps the district secure additional funding in the future.
 - Reduces budget shortfalls.

Potential Impact on Enrollment and Student Success

- Over 60 of 116 California Community Colleges have transitioned to a 16-week semester.
- Studies suggest no negative impact on student success rates.
- Some colleges report improved course completion and student retention.



Compressed Calendar

Student and Employee Study

Purpose of the Study

- **Objective:** Evaluate the potential transition from a 17.5/18-week semester to a 16-week compressed calendar.
- **Context:** Conducted by the Alternative Academic Calendar Committee (AACC).
- **Methodology:** Surveys and focus groups with students (908) and employees (443).

Research Approach

- **Phase 1:** Quantitative Surveys (Nov 6-13, 2023).
- **Phase 2:** Qualitative Student Focus Groups (Nov 29-30, 2023).
- **Key Data Sources:** Student and Employee feedback, comparative analysis of compressed calendar experiences.

Overall Sentiment Toward a Compressed Calendar

•Students (908):

- 38% find it appealing.
- 34% are neutral.
- 26% find it unappealing.

•Employees (443):

- 47% find it appealing.
- 18% are neutral.
- 35% find it unappealing.

Students who have **prior experience** with a compressed calendar were **more likely to support the transition**. The data shows:

- **55% of students with prior compressed calendar experience** found the transition **appealing**.
- **20% were neutral.**
- **23% were unappealing.**
- **2% were unsure.**

Perceived Benefits

- **Students:**
 - More time for **rest, work, and alignment** with transfer institutions.
 - Faster completion of coursework and degrees.
- **Employees:**
 - Increased efficiency and focus.
 - Potential to reduce **burnout and align with other institutions.**

Concerns and Challenges

- **Students:**

- Faster pace might impact **learning retention**.
- Needy clarity on **DSPS and student support resources**.

- **Employees (443):**

- Full-time **classified professionals** concerned about **increased workload**.
- Logistical challenges in **scheduling lab courses and student services**.

Perspectives

- **Students:**

- **Transfer students, caregivers, and working students** generally support a compressed calendar.
- **Students receiving DSPS services** express the most concern.
- **A quarter of students remain unsure** about how the change might impact them.

- **Employees (443):**

- Employees with prior compressed calendar experience **view the shift positively.**
- Concerns about **workload, course planning, and student support services.**

Potential Impact on Enrollment and Learning

- Enrollment **unlikely to be negatively impacted**.
- Students express a **need for clear communication** on how changes will affect them.
- Faculty concerns about **maintaining academic quality** with reduced weeks.

Fiscal Considerations - SCFF



- **Overview:**

- Designed to allocate funding to community colleges based on performance and student outcomes, rather than relying solely on enrollment numbers (FTES). The primary goals of this funding model are to incentivize colleges, to improve student success, and close achievement gaps among different student populations.

- **Components:**

- Base Allocation – 3 year rolling average of FTES
- Supplemental Allocation – Number of AB 540 students, Pell Grant (federal) recipients, and Promise Grant (state) recipients
- Success Allocation – 3 year rolling average of the number of student successes achieved during the academic year

SCFF – Review Exhibit C

2024-25 First Principal
Chabot-Las Positas CCD
Exhibit C - Page 1

Chabot

Total Computational Revenue and Revenue Sources									
Total Computational Revenue (TCR)									
I. Base Allocation (FTES + Basic Allocation)								\$	91,937,521
II. Supplemental Allocation									18,635,446
III. Student Success Allocation									15,506,539
						Student Centered Funding Formula (SCFF) Calculated Revenue (A)		\$	126,079,506
						2023-24 SCFF Calculated Revenue + COLA (B)			124,538,465
						Hold Harmless Revenue (C)			139,856,226
						Stability Protection Adjustment			-
						Hold Harmless Protection Adjustment			13,776,720
						2024-25 TCR (Max of A, B, or C)		\$	139,856,226
Revenue Sources									
Property Tax & ERAF								\$	76,165,460
Less Property Tax Excess									-
Student Enrollment Fees									8,208,242
Education Protection Account (EPA)	Minimum of at least \$100 x Funded FTES			Funded FTES:	14,432.12	x	Rate:	\$1,105.80	15,958,993
State General Fund Allocation									29,570,706
State General Fund Allocation									
General Fund Allocation				\$	28,232,315				
Full-Time Faculty Hiring (FTFH) Allocation (2015-16 Funds Only)					1,338,391				
				Subtotal State General Fund Allocation	\$29,570,706				
Adjustment(s)					-				
				State General Fund Allocation (Includes Deferral to be Paid in 2025-26)	\$29,570,706			Available Revenue	\$ 129,903,401
				State General Fund Certification (Exhibit A)	\$27,491,364			2024-25 TCR (Max of A, B, or C)	139,856,226
				Deferral Amount	\$2,079,342			7.1165%	Revenue Deficit \$ (9,952,825)

SCFF – Hypothetical Example (Illustration Only)

Base Allocation 1 FTES: \$5,294 (three-year average)

Supplemental Allocation pts @ \$ 1,252

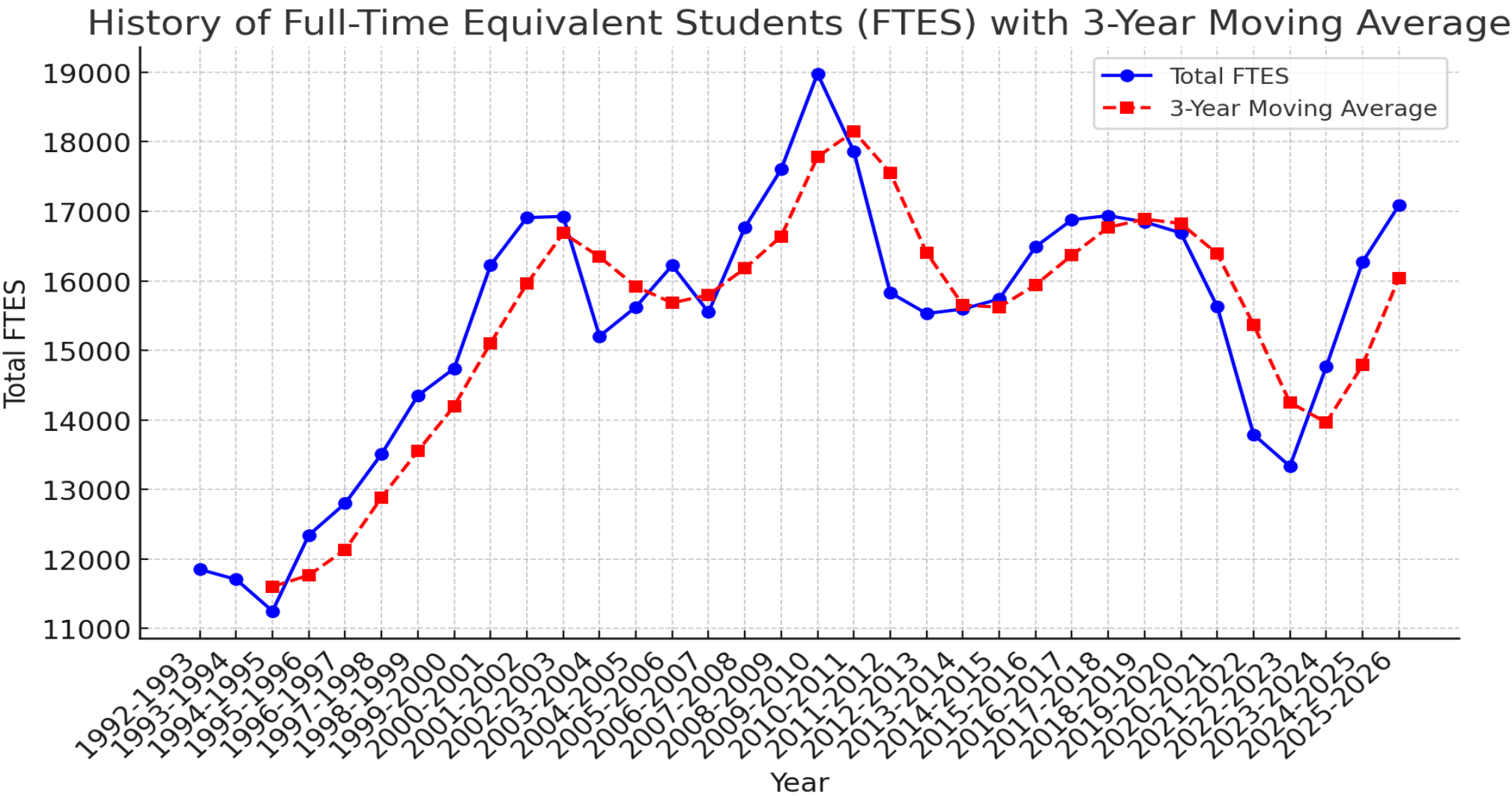
Success Allocation:

- 4 pts for ADT @ \$ 738 (three-year average)

- 6 pts for Pell Grant @ \$ 186 (three-year average)

- 4 pts for Promise Grant @ \$ 186 (three-year average)

Enrollment History



Enrollment Picture

CLPCCD

AY 2024-25 P1

CLPCCD	2023-24 R1	2024-25 P1	FTES		2024-25 Targets	Over/(Under) Target	2025-26 DEMC Recommendation w/ change
			Increase	% Increase			
Chabot	8,428.14	9,085.62	657.48	7.80%	9,755.00	(669.38)	9,975.00
LPC	5,987.59	6,635.65	648.06	10.82%	6,517.00	118.65	7,000.00
Total	14,415.73	15,721.27	1,305.54	9.06%	16,272.00	(550.73)	16,975.00
		A					B

3-Year Rolling Average

2025-26	B	17,275.00	9.88%
2024-25	A	15,721.27	9.06%
2023-24		14,415.73	12.22%
2022-23		12,846.29	
Actual 3-YR Average @ 24-25 P1		14,327.76	
Targeted 3-YR Average w/ 25-26		15,804.00	
2021-22		13,462.68	

Supplemental Allocation (Handout)

Metric		2021-22	2022-23	2023-24	y-o-y % Change	Point value/3-yr ave	\$/pt	Pt	Rate	Revenue	PY Revenue	y-o-y % change	y-o-y \$ change
Supplemental Allocation													
AB 540			456	472	3.51%	472	\$1,252	1.0		\$ 590,944	\$ 564,851.00	4.62%	\$ 26,093.00
Pell			3,739	4,821	28.94%	4,821		1.0		\$ 6,035,892	\$ 4,631,527.00	30.32%	\$ 1,404,365.00
Promise			7,837	9,592	22.39%	9,592		1.0		\$ 12,009,184	\$ 9,707,749.00	23.71%	\$ 2,301,435.00
Total			12,032	14,885	23.71%	14,885				\$ 18,636,020	\$14,904,127.00	25.04%	\$ 3,731,893.00

Success Allocation (Handout)

Metric		2021-22	2022-23	2023-24	y-o-y % Change	Point value/3-yr ave	\$/pt	Pt	Rate	Revenue	PY Revenue	y-o-y % change	y-o-y \$ change
Success Allocation													
All	ADT	885	845	876	3.67%	869	\$ 738	4.0	\$2,952	\$ 2,564,304	\$ 2,616,848.00	-2.01%	\$ (52,544.00)
	AA	920	912	1,008	10.53%	947		3.0	\$2,214	\$ 2,095,920	\$ 1,891,786.00	10.79%	\$ 204,134.00
	BA	-	-	-	#DIV/0!	-		3.0	\$2,214	\$ -	\$ -	#DIV/0!	\$ -
	Credit Cert	273	236	623	163.98%	377		2.0	\$1,476	\$ 556,944	\$ 372,027.00	49.71%	\$ 184,917.00
	Transf math/engl	859	877	1,053	20.07%	930		2.0	\$1,476	\$ 1,372,188	\$ 1,313,781.00	4.45%	\$ 58,407.00
	Tranfer	1,373	1,171	1,033	-11.78%	1,192		1.5	\$1,107	\$ 1,319,913	\$ 1,415,918.00	-6.78%	\$ (96,005.00)
	CTE	2,926	3,202	3,579	11.77%	3,236		1.0	\$ 738	\$ 2,387,922	\$ 2,204,405.00	8.33%	\$ 183,517.00
	Living Wage	2,934	2,980	2,250	-24.50%	2,721		1.0	\$ 738	\$ 2,008,344	\$ 2,119,189.00	-5.23%	\$ (110,845.00)
Subtotal		10,170	10,223	10,422	1.95%	10,272				\$ 12,305,535	\$11,933,954.00	3.11%	\$ 371,581.00

Fiscal Outlook

- Must continue to increase enrollment.
- Must continue to educate financial aid opportunities to students.
- Must continue with pathways and student education plans in support of increasing completions, certificates, and degrees.



Winter Intersession

Winter Intersession Can Address Enrollment Challenges

- **Benefits for Students:**

- Ability to complete required courses faster.
- Reduce waitlist pressures in high-demand courses.
- More opportunities to maintain financial aid eligibility by earning extra units.

- **Benefits for Colleges:**

- Increases FTES (Full-Time Equivalent Students), supporting funding formula goals.
- Provides flexibility for students who need alternative scheduling options.

Proven Success of Short-Term Courses

- **Students thrive in short-term classes**
 - Summer terms have higher course success rates than Fall and Spring.
 - Appx. 60% of Summer 2024 enrollments were in 6-week or shorter courses.
 - Appx. 20% of Fall 2024 courses were 16 weeks or less.
- **Interpretation:** Students can succeed in accelerated courses.

Timeline

- **January** – Verify compliance
- **March** – Formal local approvals & kickoff
- **April** – ITS WICC environment available
- **June** – Start winter schedule build in PROD
- **November** – Registration begins
- **December** – Winter intersession starts
- **February 2026** – Project review and closeout

Coordination

- **Information Technology Services (ITS)** – System setup & testing
- **Academic Services** – Course scheduling & faculty assignments
- **Human Resources & Payroll** – Load/compensation adjustments
- **Marketing** – Promotion & outreach strategy
- **Financial Aid** – Disbursement & compliance
- **Admissions & Records** – Student support & term codes setup

Course Selection Criteria

- 4 to 5 weeks in length
- General Education courses
- Asynchronous delivery (fully online)
- No prerequisites required
- No courses with labs
- High demand, high fill rates, and high success rates

SPRING 2025 - FLEX DAY

Dr. Dyrell Foster
College President



LAS POSITAS
COLLEGE

Spring 2025 – Flex Day

Outcomes for the Day

- Gain a better understanding of the Winter Intersession & Compressed Calendar in relation to your role or department
- Define steps for implementing or adjusting to the Winter Intersession & Compressed Calendar within your team/department
- Plan for upcoming tasks and collaborate with colleagues on implementation
- Suggest topics for future discussions or sessions to support you in implementing or adjusting to the Winter Intersession and/or Compressed Calendar

Spring 2025 – Flex Day

Schedule for the Day

10:00 a.m. - 12:00 noon.	FACULTY DIVISION WORKGROUPS	Various (see below)
	Deans will lead division workgroup conversations using planning tools. Workgroups will include counseling and library faculty throughout the divisions	
	Arts & Humanities	RM 1006
	Business, Social Science, & Learning Resources	RM 2420
	Public Safety, Advanced Manufacturing, Transportation, Health & Kinesiology	RM PE212
	Science, Technology, Engineering, & Math	RM 21211

10:00 a.m. - 12:00 noon.	CLASSIFIED PROFESSIONALS WORKING WITHIN AN ALTERNATIVE ACADEMIC CALENDAR	1011
	Classified leadership will lead the conversation on: Working within a Winter Session & a 16-week long semester; Caring Campus and Teambuilding	

Spring 2025 – Flex Day

Schedule for the Day

12 noon - 12:45p.m.	LUNCH	Cafeteria
1:00 p.m. - 3:30 p.m.	DIVISION COLLABORATION & PLANNING	Various (see below)
	All Student Services	Cafeteria
	Arts & Humanities	RM 1011
	Business, Social Science, & Learning Resources	RM 2420
	Public Safety, Advanced Manufacturing, Transportation, Health & Kinesiology	RM PE212
	Science, Technology, Engineering, & Math	RM 21211
3:30pm - 4:00 p.m.	AFTERNOON SNACK & CONNECTION TIME	Cafeteria
	Donuts	

Introducing the New Block Schedule



Dr. Nan Ho
Vice President of Academic Services

What is a Block
Schedule?

Why Does it
Matter to
Students?

Honoring LPC's
Culture

Draft Blocks - 54 hour classes

3 units lec (currently 3 hrs lec/wk)

	Monday	Tuesday	Wednesday	Thursday	Fri or Sat
Before 8:00am					
8:00-9:25	Class A	Class B	Class A	Class B	Class S 8:00-11:10*
9:40-11:05	Class C	Class D	Class C	Class D	
11:20-12:45	Class E	Class F	Class E	Class F	Class T 11:20-2:30*
1:00-2:25	Class G	Class H	Class G	Class H	
2:45-4:40	Class I or Meeting (2:45-4:45)	Class J or Meeting (2:45-4:45)	Class I or Meeting (2:45-4:45)	Class J or Meeting (2:45-4:45)	
5:00-6:25	Class K	Class L	Class K	Class L	
6:40-8:05	Class M	Class N	Class M	Class N	
6:40-9:50		Class O	Class P	Class Q	Class R

* varies from the start or end of block



Guiding Principles for a Student-Centered Schedule



Ensure students can successfully navigate
their class schedule each day

Ensure students can successfully navigate
their academic pathway requirements
each term

Today is Our First Step



Student-centered scheduling will involve future discussion and collaboration with other programs

- Work with your deans on the nuances of your program
- Programs and pathways have specific needs and constraints
- Room or lab constraints will affect scheduling
- Evening students may require variation from block

What Tools Will We Have Today?



- Draft Block Schedule
- Block Schedule Conversion Tool
- Guidelines
- Deans and Counselors
- Each other

Spring 2025 – Flex Day

Thanks to the following:

- **M&O and IT Departments**
- **Chancellor Gerhard**
- **Professional Development Committee**
- **Faculty Association and SEIU**
- **VP, Nan Ho & Academic Deans**
- **Faculty facilitators for the afternoon sessions:**
 - Ann Hight (STEM)
 - Meghan Swanson-Garoupa (A&H)
 - Craig Kutil (BSSL)
 - David Powers (PATH)

Spring 2025 – Flex Day

Reminders for the Day

- Department/Discipline Breakout Rooms are available in the afternoon, should you need additional collaboration space

