



EL CAMINO COLLEGE  
EL CAMINO COLLEGE COMPTON CENTER

**DISCUSSION TOPICS - CALENDAR OPEN FORUMS**  
**November 11 and 29, 2010 - El Camino College**  
**December 2, 2010 – Compton Center**

**Class Offerings during Winter Intersession**

- Will we increase class offerings so students can fulfill their requirement?
- Will there be an increase in the number of faculty who teach during Winter Intersession?
- Winter Intersession is limited because of five-weeks. We cannot offer all the classes we would want.
- Is there any data on how many students would take winter if more classes were offered? The information is available on the Institutional Research website under Surveys.
- There are limited offerings during the five weeks. Santa Monica has six weeks. Their success and transfer rates are higher than ECC's. It is a model to consider.
- Santa Monica's success is in transferring and not in admitting students. ECC has a higher admit rate versus a transfer rate than Santa Monica.
- You can only grow Winter to a certain point and it affects enrollment in the spring. Spring and fall is when faculty is on contract. During summer, you attract more students from other institutions. Student recruitment efforts are greater in the summer.
- We may be forced next year to decrease course offerings because the state will not pay the same as now. We do not have the ability to grow.
- We need to schedule smarter.
- Was there an evaluation of the impact of some of the programs that are in close proximity to each other?
- For Political Science, the Winter Intersession has been a great success. Two sections are offered and they are always filled.

**Financial Impact of the Winter Intersession at El Camino College and Compton Center**

- El Camino College is funded full-time based on FTES. In 2006/2007, the District had to make a decision to shift or not to shift FTES. The state paid the District based on 19,312 students – up to approximately \$87 million to provide education to our students. However, the actual FTES earned was 18,259. We were short 1,054 FTES. Because we were down in FTES, ECC would have lost over \$4.7 million in funding. These are funds that would cover more classes and salaries. When this occurred, ECC had to play a shifting game. We borrowed enough FTES from Summer 2007, 1,054, to get funded for 19,312. This shift left us deficit in 2007/2008. By moving 1,054 FTES, we had to shift again. From Summer 2008, we moved 887 FTES, and we reported 19,337 to get the full amount of funding from the state. In 2008/2009, we had an enrollment boom. With the shift, we earned 20,472 FTES. We educated more students than what was funded. By continuing to add and fill more classes, it cost ECC \$7 million. It is a balancing game to pay and educate more students.



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- With the numerous shifts of moving the summer FTES, you will encounter problems and less money. In terms of summer students, we have a lot more coming from other colleges and universities.
- In order to maintain growth with Compton Center, shifting of FTES was required as well. Summer offers the flexibility to shift FTES. This shifting ability was critical to Compton Center for 2008/2009. In 2009/2010, FTES was projected at 5,600. However, since summer was late in starting, we lost the ability to shift FTES. Compton Center lost \$1.3 million. Presently, this is the last year in which Compton has the opportunity to grow. Anticipated FTES is 6,600.
- If we are having trouble balancing our books, we need to learn from other colleges how they do it.
- Why should the student have to pay for the mistakes of management? Why should the burden fall on our shoulders?
- It is no one's fault the enrollment went down. It is the administration's responsibility to make sure that the institution is run in an efficient way to avoid losing funding. We offer courses that will give us that flexibility.
- Have you considered the fact that with the cost of education with CSU and tuition increases coming up within the next few months how that would impact enrollment for the winter session? Students are enrolled here in classes because they cannot afford the cost for CSU and UC for continuing students.

### **Questions and Responses Regarding Notification of Calendar Open Forums**

- There seems to be a lack of advertisement to attend the forums. Need additional advertisement campus wide. Notification of the open forums was sent on the list serv and ASO was informed.
- What details did you use to arrive at your conclusion? Is there a danger that the numbers could be drastically different? What format did you use to send out the data? The survey was e-mailed to students at their ECC e-mail address and their private e-mail address as well. Three reminders were sent out. Responses from administrators and staff were comparable to students. Although a higher response rate was received from students. The response rate from administrators was about 50%.

### **Instructors' Schedule During Winter Intersession**

- Instructors use the time off to do research and to refresh themselves in order to be more effective during the next semester.
- Winter is a time when faculty does not need to attend meetings.
- Faculty is not on contract during the Winter Intersession
- Committee meetings involving faculty must be postponed until a later time.

### **Shift in Student Population**

- We have a growing number of students who are parents.
- Students who are parents cannot attend the summer sessions because the children are at home. In the winter, children go back to school.



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- Alignment with K-12 is a criteria to consider.
- There is a decline in the number of middle schools and it is projected this will continue. In planning for the future and maintaining enrollment, we need to strategize how to best utilize scheduling for students.
- The decrease in middle schools is a general population shift at middle schools to high schools because of lower birth rates, etc.
- Research shows that Winter Intersession students tend to perform better and have a higher GPA. The following is information from the survey:
  - Fifty-six percent of students preferred the current schedule. Forty-one percent said eliminate winter.
  - Benefits of current schedule: faster progress toward transfer and degree about 49%.
  - Calendar preferred by employees: ECC and Compton – 47%/66%, respectively, keep it the same. 46%/33%, respectively, eliminate winter.
  - Student Success in Basic Skills – full set of pre-college reading and writing courses offered in winter.
- Additional information is available on the Institutional Research website.

### **What process did the District use to survey students?**

- Institutional Research surveyed 3,000 students. The survey was e-mailed to students at their ECC e-mail address and their private e-mail address as well. Three reminders were sent out. The response rate was about 45%, which is good. The results were 500-600 responses. According to statistics if the responses are over 300, this is a good sample size. We are very careful to insure that the representation is accurate.
- How large was the sampling of students? Typically about 3,000 students. The results were 500-600 responses. If the results are over 300, this is a good sample size. We are very careful about ensuring that the representation is accurate.
- Is there a chance that the numbers could be drastically different?
- Will there be another survey? How informed were the students when they took the survey? Students would be more informed if another survey was done.
- Students are not aware and they need to be aware.
- There needs to be another survey.
- Looked at the questions from the past, they seem to be all for personnel. From community college standpoint, understand it is a very sensitive issue. As we grow over the next year, it would be good to survey students again. Believe it is a poor decision to make at this time.
- There should be a process to take the temperature again.
- The District is not at any point in making a decision at this time, but simply gathering information to determine what the calendar should look like.
- The Transfer Club had a petition signed by students. Most students do not know they have an e-mail. Students need to be told what this proposal is all about. No one knows what is going on.



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**Alternative to Winter Intersession**

**Support for Alternative:**

- Students could attend school on a 14-month pathway to an Associate Arts degree. If we eliminate winter intersession, there is the possibility of an accelerated fast track.
- It is also possible for ECC to look at a six-week, instead of a five-week summer session.
- Two back-to-back summer sessions could be expanded to 12 units, with eight in the fall. This would be advantageous for some students which could be doable with a 14-month degree program. Within the six weeks, students could be allowed to take up to 18 units.
- This schedule would be attractive for some students
- Winter would be eliminated and spring moved up. The semester would be over by May 11. There would be an opportunity for a 12-week session.
- One of the reasons there is discussion at this time is that three of El Camino's feeder high schools ended their session after our summer session began and the question was asked by one of our trustees why winter started so early. When we moved summer up, we started early. When we start too late, we lose the opportunity to shift and this eliminated the possibility of some high school students to take summer. Two back-to-back would open up the possibility for high schools.
- A 12-week session has many advantages. Makes more sense. Something to consider for tri-semester.
- Compton Center encounters the same problems with graduation dates of four high schools.

**Opposition to Alternative:**

- If students take a five-unit class in eight weeks, they need to spend 30 hours a week. Consider a system where students success, two back-to-back summer sessions would be quantity, but not necessarily quality.
- Pre-Algebra – taking classes in spring, they wait 11 weeks to proceed in the fall. The 11-week gap is not good as it lowers retention. The big gap in summer would hurt basic skills students. Students are discouraged from taking basic skill math classes in the summer.
- The college needs to come to grips with the number of maximum units a student is allowed to take. With this proposal, a student would develop a 72-hour week. This does not count sleeping and eating. To say a 14-month AA degree based on that assumption is highly irresponsible.
- In terms of Compton Center, eliminating Winter is doing a disservice to this community. A lot of schools are closing. If we do the same, it is a disservice to this community. The Financial Aid office will be congested for awarding summer and it will put them in a bind if winter is eliminated. In winter, everything will be done in time for spring.
- Who came up with the plan to end on May 11? Does this include spring break? Yes, if you start school on January 17.
- Ending the Spring semester in mid-May does not provide a tremendous benefit to students and does not get my support



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**General Comments from the Audience**

- Students attending on the GI bill need to complete their education within 36 months. Without the winter intersession, we will have to find a job and may lose Veteran benefits.
- It seems that faculty and students want to retain the winter session. We need to take care of our students. Do something for them.
- What is the number of students disciplined during the Winter Intersession?
- Several years ago, other colleges did not have winter sessions. We are going back to something that other local colleges did. Students may remain at other colleges if we do not continue with Winter Intersession.
- When the Winter Intersession was first initiated, I was skeptical but as time went on, it turned out well.
- What do you need from the students to kill this idea? It was pointed out that this is not a proposal on the table, but merely for consideration and discussion.
- Winter Intersession looks good so why get rid of it? Think it is a bad idea.
- With respect to athletes, the winter term is very helpful to ensure eligibility for sports. They need to have 24 units between seasons. They can take one or two classes in the winter. Otherwise, for general transfer students, they cannot take the courses in the summer prior to transfer. They need 60 units to transfer to a UC.
- Opposed to shifting FTES from winter. Adding more winter classes would make more sense than adding two summer sessions.
- Do not support summer for high school students as they need this break.
- The more I get a clear understanding of the reason for the cut I think the administrators forget that the students are the ones paying the \$26 for the class. I live in Wilmington, but I chose ECC. The transfer is a lot quicker at ECC than from Harbor. Harbor does not offer winter classes. If you cut winter session, you will lose a lot more than what you are losing now.
- The ASO understand this is a proposal; however, we believe that those in opposition to eliminating the Winter Intersession should have the opportunity to debate it. Approximately 3,600 signatures have been acquired, including support from the HTP and ASO clubs. With so many signatures and opposition, we wonder why this proposal is still being brought up. Are there reasons why the administration keeps bringing it up? The success and retention rates prove it is better to continue with the Winter Intersession. So, why change? It was agreed in the beginning there would be three calendar forums to discuss the proposal – two at ECC and one at Compton Center. This is the second of the three. This proposal is not scheduled for Board of Trustees review.
- The International Club is in favor of keeping the Winter Intersession
- When the Calendar was set, was Compton Unified School District considered? Most school districts are moving forward to starting their school terms at the beginning of August. It is impossible to match the starting dates of all schools. The problem exists with the UCs. The best way is to try and match as many as possible.
- Santa Monica was the pioneer for Winter Intersession and they did not eliminate it.
- Winter Intersession is small with primarily continuing students. Many of them do not take winter classes because it is too fast.



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- There are students who would be attracted to this schedule.
- Compton is going to be proactive and be the trendsetter for this college to gain notoriety and build Winter Intersession for one more round. There will be a positive impact considering students will want to get an education and an opportunity to get out of school earlier. Winter Intersession seems a likely place to do it. We are trying to build a positive image. If we can be a trendsetter that other colleges will follow, then that would also give us a good leverage in the college system.
- If there had been no Winter Intersession last winter, I would not be passing my graduate seminar in philosophy. The Winter Intersession moves fast and I believe people need options. I believe it is a disservice to not have it. If you do not have classes, we will not come.
- Students have not figured out what is going on regarding cross enrollment. Students need to be educated on their options – mentoring is a good start. This will cut down on some of the hysteria.
- If the Winter Intersession is eliminated, the mentality of the students will change from getting an education to getting 12 units. They will enroll to get two units in the summer in order to get full financial aid. This will become a big issue, from appeal process to probation.
- Winter Intersession is important. Other schools do not offer this service. We need to keep options open for either a fast pace or slow pace. Some students cannot do 12 units.
- Proposed changes to the calendar with the elimination of the Winter Intersession would deny ECC, ECCCC, and outside students the opportunity to attend needed classes. Academic rigor is upheld and rises when community college students learn with four-year undergraduates. Please reconsider reinstating the Winter Intersession for transferable, academic programs.

### **Comments regarding and from Calendar Committee members**

- Do all members of the Calendar Committee support the idea?
- Bill Mulrooney, a member of the Calendar Committee, polled Admissions & Records staff and received feedback that they were in favor of eliminating the Winter Intersession and maintaining a back-to-back summer session. He believes we need more discussion, supporting data, and constituent input. Several options need to be on the table for consideration. Ultimately, the main concern is what is best for the student.
- The Calendar Committee went through a long process – discussion and research to determine whether we should adopt a 16-week calendar. This is the same process we used when we introduced the Winter Intersession. The Calendar Committee has some experience with these issues. We would welcome anyone who has a proposal they would like considered by the Calendar Committee.



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**Other Calendar Concerns and Closing Comment**

- I would prefer the semester always start on a Monday. This is especially important for Saturday classes. Often, students do not think Saturday classes start the week before and they get short-changed on adding and dropping a class. Also, because of lab issues, the week begins on a Saturday which is problematic for set-up. The technicians need to come in at 7 a.m. on Saturday to set-up. This is a huge waste of time and effort as we have to pay them for two hours regardless of the length of time it takes to set up. Students have a difficult time figuring out what “week” it is when the Saturday classes begin before the rest of the college is in session. This occurs only in the fall and not during the winter.
- No decision to eliminate the Winter Intersession is being made at this time. Possible discussion may take place again in 2012. The three open forums were held to obtain information from ECC and ECCCC regarding this calendar issue.