Faculty Forum

16-Week Academic Calendar
&
Competency-Based Education (CBE)

March 26, 2024

16-Week Implementation Team

- Julie Clark (Co-Lead)

- Alison Huff (Co-Lead)

- Dee Sigismond

- Liliana Reyes (Student)

- Hannah Redd-Hallman (Classified)

- Sandi Goudy (Classified)

- Travis Lindsey (Classified)

- Veronica Munguia (Classified)

- Lisa Diaz (Faculty)

- Cheryl Zelinsky (Faculty)

- Scott Coahran (Faculty)

- Denisha Dawson (Faculty)

- Mike Weepers (Faculty)

- Josh Daughdrill (Faculty)

- Jeanette Martin (Management)

- Toni McCall (Management)

- Estelina Jones (Management)

- Marie Bruley (Management)

- Kelly Avila (Resource)

- Mike McCandless (Resource)

- Greg Soto (Resource)

- Jason Judkins (Resource)

- Bob Casey (Resource)

- Karen Lang (Resource)

- Daisy Zaragoza (Resource)

- Melissa Mock (Point Person)

Timeline

Spring 2022	Spring 2023	Spring/Summer 2023	Fall 2023	December 2023	March 2024	Spring/Summer 2024	Fall 2024
Innovative Enrollment and Scheduling Workgroup recommended transition to 16-week calendar	President Vitelli announced transition to 16-week calendar recommended by the Innovative Scheduling Workgroup	Cross constituent group selected to serve on 16 week Implementation Team	Visit from IEPI resource team which presented a list of options	Merced College Implementation Team presented a draft 16-week 2025-26 Academic Calendar to President Vitelli	2025-26 Academic Calendar approved by the Board of Trustees	Implementation Team sub groups work on block scheduling, website communication and, student surveys/focus groups	Review operations and how they will transition into the 16-week calendar. Finalize Fall 2025 and Spring 2026 course schedule

Factors

- Reviewing of other community college calendars

- Align with UC Merced calendar

- Consistency between Fall and Spring semester

- Create a true 16 week calendar that is not extended

- Allow for consistent on boarding of classes and streamline start and end dates for students

- Ensure time for administrative processes - needed especially for Admissions and Records and Financial Aid

Recommendations

- 16-week calendar includes fall, spring, and summer sessions (no winter session)

- No Spring Break to maintain continuity of semesters due to the variable timing of the traditional spring break

- Two week (minimum) instructional break between each session to allow for administrative processes such as grades, transcripts, financial aid, pre-registration, etc.

- Summer sessions to allow for robust summer offerings including laboratory and clinical classes

MERCED COLLEGE

FALL 2025 SEMESTER

AUGUST 2025
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER 2025
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER 2025
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2025
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER 2025
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SPRING 2026 SEMESTER

JANUARY 2026
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2026
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2026
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2026
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2026
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SUMMER 2026 SESSION

MAY 2026
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2026
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY 2026
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2026
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Legal Holidays / Local
Legal Holidays	Local
Labor Day	1-Sep-25
Veteran's Day	11-Nov-25
Thanksgiving Day	27-Nov-25
Thanksgiving Friday	28-Nov-25
Christmas Day	25-Dec-25
Winter Break	26-Dec -- 01-Jan
New Year's Day	1-Jan-26
Martin Luther King	19-Jan-26
Lincoln Day	13-Feb-26
Washington Day	16-Feb-26
Good Friday	3-Apr-26
Memorial Day	25-May-26
Juneteenth-observed	18-Jun-26
Independence Day-observed	2-Jul-26

Fall 2025 Semester:	85
Fall FLEX	2
Spring 2026 Semester:	86
Spring FLEX	2
Total Instructional Days:	175
Summer Session:	45

Fall 2025:	16 Weeks
Spring 2026:	16 Weeks
Summer 2026:	12 Weeks

APPROVED!

Benefits to Students (and all employees)

- Clear on and off ramps for with 4, 8, 12, and 16 week classes

- Higher success rates with shorter classes

- Students stay on track toward graduation and athletic eligibility

- Majority of MW and TTh class schedules

- Students will have more flexibility with work schedules

- Faculty can utilize Fridays to do outside the classroom work

- Academic year complete at the end of April

- Three and a half months off between Spring and Fall for faculty

No Spring 2025 Pilot in Los Banos

Academic Schedule

- Extra 2 holidays on Mondays would cause MW classes to be different than TTh
  - Example: An ENGL-01A on MW would be longer than a TTH ENGL-01A
- Different start/end dates between Merced and Los Banos would cause confusion
- Inability to offer livestreaming courses from Merced

Events & Meetings

- Graduation in Los Banos would be difficult to plan
- Difficulty in keeping cohort and Area Meetings consistent

Important Deadlines

- Different census/drop dates would cause confusion

Vision 2030 Support for CBE

1. All actions, policies and procedures, will be enacted centering equity and inclusion and dismantling prejudice and racism.

2. Increase equitable access, success and support for:

   A. Dual Enrollment in degree pathway

   B. Justice-involved and justice-impacted Californians' enrollment in degree pathways including the community college baccalaureate.

   C. Foster youth in degree pathways

   D. Veterans in degree pathways including the Military Articulation Program

5. Increase flexible term structures, flexible schedules and credit for prior learning opportunities to support working adult learners increase their full-time course intensity.

7. Increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them, including apprenticeships, work-based learning and incorporating Learning-Aligned Employment Programs.

What are the principles of CBE?

- Time is variable, learning is constant

- Required demonstration for master of proficiency

- Determined by rigorous assessments- Real-world applicable

- Focused on the student learning journey

- Offered in a flexible, self-paced approach

Who is doing CBE?

- Nationwide- Western Governors University, University of Massachusetts Global, Southern New Hampshire University

- CBE Pilot-Bakersfield College, Coastline College, East Los Angeles College, Madera College, Merced College, Mt. San Antonio College, Shasta College, Southwestern College

- AgTEC- Reedley College, Fresno City College, Madera College, Merced College, Coalinga College, Clovis College, Lemoore College

Where are we?

The Collaborative's Direct Assessment CBE Phases

Select the Program
Use data to identify and select a direct assessment CBE program of study.

Obtain Regional Accreditation and Program Approval
Seek and receive program approval from ACCJC, USDOE and the CCCCO

Launch Program
Successfully launch a CBE program and enroll students.

Establish Local Infrastructure for Innovation
Generate local support for CBE programs and establish a CBE implementation team that is representative of the campus community.

Design the Program
Create an equity-focused comprehensive direct assessment CBE program

Build Operational Model
Integrate direct assessment CBE into operating systems and establish infrastructure to support direct assessment CBE.

Continued Action Research & Scalability
Establish and implement direct assessment CBE evaluation plan, and a plan for continued faculty, staff, and student professional development and support.

We are here!

What does CBE impact?

- Everything
  - Financial Aid Processing
  - Course Design
  - Enrollment Management
  - Faculty Role

Discussion and Questions