

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

2018-19 COMPRESSED CALENDAR WORKGROUP

FINAL REPORT

March 8, 2019

Presented to Chancellor's Consultation Council

DRAFT

I. EXECUTIVE SUMMARY

Discussions among VCCCD stakeholders regarding the possibility of converting the District's traditional 18-week semester calendar to a 16-week calendar with a winter intersession have occurred intermittently for a number of years.

Establishment of Workgroup and Membership

The 2018 Compressed Calendar Workgroup (Workgroup) was established in Fall, 2018 by Chancellor Gillespie, in response to a Resolution that was adopted by Moorpark College Academic Senate asking for dialog about a compressed calendar. This Resolution was subsequently discussed at the Academic Senates of Oxnard and Ventura colleges, whereby each senate affirmed it was favorable to reopen the conversation. After several conversations with the Chancellor in various venues about Workgroup composition, the Workgroup membership was accepted by the Chancellor's Consultation Council on September 28, 2018. Membership of the Workgroup included representation from Associated Student Government (ASG), academic senate, classified senate, student services, instruction, AFT, SEIU and administration, with a focus on equitable representation amongst the colleges. One ASG student representative from each college participated. AFT provided documentation from previous compressed calendar discussions for the Workgroup to consider, while leaving its membership seat unfilled for this scope of work.

Charge of the Workgroup

The Workgroup was tasked with the primary focus of determining whether a compressed calendar would be beneficial to students. In part, this concentrated scope would provide clarity of purpose that would empower the Workgroup to conduct single-minded research that would enable reaching a relatively rapid conclusion, with possible recommendations that could set the stage for additional comprehensive pedagogical and operational discussions.

Research Process

The Workgroup determined that its conclusions would be based on empirical data to the greatest degree possible, with a purposeful commitment to avoid well-meaning, yet subjective perspectives and opinions that are not data-informed. With this focus, the Workgroup compiled and reviewed a notable list of existing research that was conducted from 2000 through 2018 for other institutions. Also, Workgroup members gathered qualitative data about the topic by conducting local and statewide surveys. Student Workgroup members worked together to conduct surveys of students at each campus. Further, the Workgroup has reviewed, documented and summarized existing, relevant VCCCD data related to student outcomes and course length. All research sources are listed in Section VII – Sources. Additionally, the Workgroup has established website pages that memorialize its overall work, including this final report. The Workgroup website pages include items such as research reports and presentations from other colleges, Workgroup driven surveys and the Workgroup's meeting agendas and minutes. Such documentation will be available on the web pages indefinitely, for others to review or consider in future discussions about a compressed calendar.

Recommendations

In response to the charge of the VCCCD Compressed Calendar Workgroup, the Workgroup has determined that 16-week semester classes do not provide significantly better benefits for students in terms of student retention or success when compared to 18-week semester classes. However, students may benefit from improved retention and success rates from classes of shorter duration than 16-18 week semesters, particularly in classes of 6-9 weeks and also in classes of 4-5 weeks. Therefore, on behalf of students, the Workgroup makes the following recommendations:

Recommendation 1 — The Workgroup supports the adoption of a calendar with two 16-week semesters and the inclusion of a winter intersession of 4-5 weeks.

Recommendation 2 — The Workgroup recommends that additional comprehensive research should be conducted by VCCCD to determine the feasibility and operational impact for implementing a compressed calendar that includes a winter intersession. This additional research should address the initial and ongoing cost of implementation, a suggested implementation timeline and examples of potential course schedules. Other key issues that should be considered holistically include the following:

- Student learning and pedagogical issues
- Curriculum/course offerings
- Class scheduling
- Student enrollment/apportionment issues
- Facilities/room utilization
- Student support services
- Information Technology support services
- Payroll/fiscal support services
- Overall administrative expenditures
- Faculty, classified and staff compensation
- Other issues, services, or activities as may be determined

The Workgroup's findings and recommendations were derived from the review and analyses of studies that were conducted by or for other California community colleges from 2000-2018. The basis for these findings and recommendations are detailed in Section III – Data Analyses and Conclusions. Additionally, during the Workgroup's investigation a broad array of specific considerations and key concerns that were beyond the charge of this Workgroup were raised. The Workgroup felt these issues were important to memorialize; thus, they are recorded in Section IV – Further Considerations. Notably, the impact of a compressed calendar environment on classified staff remains to be understood. Due to the fixed scope of the Workgroup's research focus, contributions of vital information concerning the impact of a compressed calendar on college and district operations were precluded from being collected for inclusion in this report from institutional stakeholders, namely classified senate, academic senate, faculty, staff, administration, and SEIU and AFT membership. The views of these important constituencies

will be important to consider should the District proceed with additional comprehensive research, as noted in Recommendation 2 above.

DRAFT

II. DEFINITIONS

Traditional Calendar – as defined by ASCCC

“The California Education Code ~58142 requires community college districts . . . ‘to maintain the colleges . . . for at least 175 days during the . . . fiscal year.’ The calendar traditionally used by most districts has been a 18-18-6-6 model that includes two semesters of 17.5-18 weeks, and one or more summer sessions of 6, 8, or 12 weeks in length.” (ASCCC Report, 2000)

Compressed Calendar – as defined by ASCCC

“Alternative calendars . . . seek to define those 175 days (required by California Ed Code) outside that traditional construction while preserving the same number of instructional hours per course. As an alternative, those calendars may be compressed (wherein the students have more contact with faculty per day, for fewer days or weeks, with no loss of instructional time . . .)” (ASCCC Report, 2000)

Compressed Calendar – as defined by VCCCD Compressed Calendar Workgroup

The Workgroup defined a compressed calendar as two 16-week (16.0-16.9 term length multiplier) semesters plus a winter intersession of 4-5 weeks. In forming its definition, the Workgroup discussed and considered several interpretations of “compressed calendar”. These included:

- Semesters of 16 weeks with summer terms
- Semesters of 16 weeks with summer terms as well as the option of a 4-5 week winter intersession
- Four quarters, each of 10-11 weeks
- Semesters of 17.5 to 18 weeks, within which shorter classes of varying lengths are scheduled such as 4 week, 6 week, 8 week, 9 week, 12 week, 15 week

III. DATA ANALYSES AND CONCLUSIONS

The Workgroup’s overall findings and recommendation were derived from the Workgroup’s review and comprehensive analyses of studies (and corresponding conclusions) that were conducted at or for other California community colleges, as well as a review of representative data from Data Mart including retention and success outcomes of VCCCD colleges and selected other colleges in California. The Workgroup’s conclusions are listed below, with an accompanying description of the most pertinent information supporting each conclusion.

Conclusion 1

College-wide course completion and success rates improved insignificantly, if at all, in 16-week compared to 18-week semesters.

Supporting data and analyses:

Chaffey College (2005 report)

Chaffey College examined six years of Fall semester data from 33 California community colleges that had moved from 18-week to 16-week semesters. In total, 6,752,548 enrollments were examined across the six-year window, which comprised the three-year period prior to conversion and the first three years under the new calendar. The data was compared by taxonomy of program (TOP) code and by basic skills status to determine the impact of conversion to a compressed calendar on specific instructional programs by basic skills status. The following findings compared the last year before the transition to a compressed calendar to the third year after the transition:

- Overall student success rates by college rose from 66.7% to 68.1% (+1.4%). “Overall success rates do not appear to decline upon converting to an alternative/ compressed calendar system.” The aggregated improvement of 1.4% was comprised of 18 colleges that experienced improvement and 10 colleges that experienced a decline or no improvement. Data was not available in the third year after transition for five of the 33 colleges studied.
- Success rates in non-basic skills courses stayed stable from 83.8% to 83.9% (+.1%).
- Success rates in pre-collegiate basic skills courses rose from 82.8% to 85.5% (+2.7%).
- Success rates in basic skills courses stayed stable from 83.1% to 83.3% (+.2%), “...but the sample is small (0.33% of all enrollments in study)”.
- Student retention rates rose from 83.7% to 84% (+0.3%). “Retention rates do not immediately decline in the first year under an alternative/compressed calendar system. However, a decline in retention rate was observed in the second year that institutions were on a compressed calendar system, with a slight improvement noted in the third year. Even after experiencing a second year decline and very minor improvement in the third year, 2nd and 3rd year retention rates were slightly higher [than] the year preceding conversion”.

San Joaquin Delta College (2008 report)

The key research questions explored in this study were:

1. Did the transition to a compressed calendar have any effect on FTES?
2. Did the transition to a compressed calendar have any effect on rates of student success?
3. Did the transition to a compressed calendar have any effect on rates of student retention?

San Joaquin Delta College examined 33 California community colleges (27 with winter intersessions) that had moved from 18-week to 16-week semesters. The 33 colleges that were examined each had data available on the CCCCO Data Mart for the three years preceding and subsequent to the conversion. Independent Means t-tests were used to determine any impact on FTES, student success and student retention before and after the colleges made the change to compressed calendar terms. Findings were:

- There was no significant difference in FTES, as the mean changed from 4,637 to 4,659 (n.s.).
- Student success rates rose from a mean of 66.0% to 67.5% (+1.5%).
- Student retention rates rose from a mean of 82.7% to 84.7% (+2.0%).

Ohlone College (2007 report)

This compressed calendar document was one in a series of 21 Ohlone Stories that chronicled the previous six years for the college's 2008 accreditation self-study in the art form of storytelling, which models an important cultural practice of the college's namesake—the Ohlone peoples. This narrative provides a broad story of the college's transition from an 18-week to a 16-week semester, with anecdotal comments that higher retention and success rates were recorded in the first year of implementation but not sustained in the second year, when the story ended [was written].

Cerritos College (Presentation to Board of Trustees, June 2018)

“Some, but not substantial, improvements in retention and success after conversion... both retention and success did not decline upon converting.” [The consultant presenting was speaking in general about results from shorter term courses, referencing past research conducted at Chaffee College and Santa Monica College. No figures were provided.]

Chaffey College (2018 report)

This study examined FTES generation and success and retention rates of colleges/districts on a 16- week primary term in order to address the following research questions:

1. What was the primary term FTES difference pre/post 16-week conversion?
2. What was the primary term success/retention rate difference pre/post 16-week conversion?
3. Do FTES differences exist between the fall and spring semesters? If so, how pronounced are these differences?

4. Do success and retention rate differences exist between the fall and spring semesters? If so, how pronounced are these differences?
5. On average, how much less FTES is generated in the winter intersession than in the primary terms (fall and spring)?
6. What are the success and retention rate differences between the winter intersession and the fall/spring semesters?
7. For colleges/districts that offer a winter intersession, do FTES generation and success/retention rate differences exist between the winter intersession and the summer semester?

Findings for post 16-week conversion included:

- "...slight improvements were observed in retention rates. Nine of the sixteen colleges examined experienced increases in fall semester retention rates with gains in retention ranging from +0.09% to +3.91%." In aggregate, "fall semester retention rates rose from 82.61% to 83.23% (+0.62%)."
- "Examining the spring semester, six of the sixteen colleges experienced increases in retention rates, ranging from +0.37% to +4.13%." In aggregate, "spring semester retention rates rose from 82.45% to 82.56% (+0.12%)."

Conclusion 2

Course completion rates are substantially higher for classes taken over a period shorter than 16–18 weeks. These increased completion rates peak in classes of between 6 and 9 weeks, typically resulting in a 5–10% increase in retention compared to 16-18 week classes. This is evident with shorter duration classes within a regular semester and also over summer and winter classes.

Supporting data and analyses:

Santa Monica College (2000 report)

This study entitled, *The Influence of Session Length on Student Success*, was conducted by Santa Monica College. The study utilized the college's database to examine Fall 1994 through Summer 1999 courses with a total enrolled student population of approximately 446,000. The study compared the wide range of course lengths that were offered, but primarily compared 16-week regular semester classes (77% of sample) to 6-week summer and winter classes (15% of sample) because of the sample sizes. Eight-week half-semester and summer evening courses (8% of the sample) were included in the comparison findings when the sample sizes were adequate for this subset of classes. Findings included:

- Overall withdrawal rates were summarized as 12% in 6-week classes, 16% in 8-week classes and 21% in 16-week classes, representing a 5% and 9% increase in retention in the shorter duration classes. These results are aggregated across (and represent) categories including instruction by full-time and part-time faculty, math and English classes, day and evening classes and all ethnic groups recorded (Asian, Black, Latino, White).

Chaffey College (2018 report)

The retention findings below were based on an analysis of ten colleges. The winter intersessions of four colleges consisted of five weeks while the other six colleges had winter intersessions of six weeks.

- “Among comparison colleges...retention rates in the winter intersession were higher than retention rates generated in the fall semester....In total, the three-year average retention rate in the winter intersession (90.45%) was 4.30% higher than the three-year average retention rate observed in the fall semester (86.15%).”
- “Among comparison colleges...retention rates in the winter intersession were significantly higher than retention rates generated in the spring semester....In total, the three-year average retention rate in the winter intersession (90.45%) was 4.41% higher than the three-year average retention rate observed in the spring semester (86.05%).”

Data Mart – VCCCD colleges, College of the Canyons (2019 analyses)

Using Data Mart, VCCCD conducted a high-level analysis of Fall semester classes at VCCCD colleges (18-week) and College of the Canyons (17-week) that compared three-years of retention rates to each of the same year’s shorter duration summer classes (varied weeks) for Basic Skills, Credit, Degree Applicable, Transferable and Vocational.

- For VCCCD colleges, retention rates in a shorter duration summer term compared to 18-week Fall Semester were on average 3% higher for basic skills, credit, degree-applicable and transferable classes and over 1% higher for vocational classes. (Table 1)
- For College of the Canyons, retention rates in a shorter duration summer term compared to 17-week Fall Semester were on average between 1-5% higher for basic skills classes, 4% higher for credit and degree-applicable classes and transferable classes and over 3% higher for vocational classes. (Table 2)

Data Mart can be used to compare a wide range of data within and across all California community colleges, for example, the retention rates of Fall 16-18 week classes to shorter duration summer classes. Data is also available for shorter duration winter intersession classes at colleges that provide such a term.

Conclusion 3

Course success rates are substantially higher for classes taken over a period shorter than 16-18 weeks. These increased success rates peak in classes of between 6 and 9 weeks, typically resulting in a 9-15% increase in success compared to 16-18 week classes. This is evident both with shorter duration classes within a regular semester and over summer and winter classes.

Supporting data and analyses:

Santa Monica College (2000 report)

Overall student success rates were summarized as 78% in 6-week classes, 73% in 8-week classes and 64% in 16-week classes, representing a 14% and 9% increase in success in the shorter

duration classes. These results are aggregated across (and represent) categories including instruction by full-time and part-time faculty, math and English classes, day and evening classes and all ethnic groups recorded (Asian, Black, Latino, White). Report conclusions included:

- Greater success seen in day and evening classes
- Greater success seen with both full and part-time faculty instructors
- Students are most successful in 6-week classes because they drop less than longer duration classes
- Success was not attributable to faculty having different expectations for shorter courses; the study compared the same faculty in different modalities and success rates stayed the same
- Success was not attributable to grade inflation; student success was greater in 8-week classes compared to 16-week classes but grades were not higher in the 8-week classes; grades were higher in 6 week classes but researchers suspected different student populations might be attending these summer classes

Chaffey College (2018 report)

The success findings below were based on an analysis of ten colleges. The winter intersessions of four colleges consisted of five weeks while the other six colleges had winter intersessions of six weeks.

- “Among comparison colleges...success rates in the winter intersession were significantly higher than success rates generated in the fall semester.... In total, the three-year average success rate in the winter intersession (78.55%) was 11.24% higher than the three-year average success rate observed in the fall semester (67.31%).”
- “Among comparison colleges...success rates in the winter intersession were significantly higher than success rates generated in the spring semester.... In total, the three-year average success rate in the winter intersession (78.55%) was 10.52% higher than the three-year average success rate observed in the spring semester (68.03%).”

Data Mart – VCCCD, College of the Canyons (2019 analyses)

- For VCCCD, success rates in a shorter duration summer term compared to 18-week Fall Semester were on average xxx. (Table 3)
- For College of the Canyons, success rates in a shorter duration summer term compared to 17-week Fall Semester were on average xxx. (Table 4)

Conclusion 4

Higher success rates for classes that have durations shorter than 16-18 weeks are evident across student populations (e.g., ethnicity and gender). For some populations the rates

are slightly higher for shorter duration classes when compared to 16-18 week classes, while other populations experience success rates that are significantly higher.

Supporting data and analyses:

Santa Monica College (2000 report)

Overall student success rates were summarized as 78% in 6-week classes, 73% in 8-week classes and 64% in 16-week classes, representing a 14% and 9% increase in success in the shorter duration classes. These results are aggregated across (and represent) categories including instruction by full-time and part-time faculty, math and English classes, day and evening classes and all ethnic groups recorded (Asian, Black, Latino, White). Report conclusions included:

- Greater success seen across all four ethnic groups (Asian, Black, Latino, White)
- Success differential was similar for students who were both more and less mature in their academic paths
- The higher success rates benefit both more and less academically successful students—all drop less and achieve higher GPA
- Higher success was not because students take “easier” courses in shorter modules; the same pattern is observed for gateway 3 and 5 unit math classes and 3 unit English classes

Data Mart – VCCCD, College of the Canyons (2019 analyses)

- For VCCCD, xxx. (Table 5)
- For College of the Canyons, xxx. (Table 6)
- For College of the Canyons, xxx. (Table 7)

Conclusion 5

Higher success rates for classes that have durations shorter than 16-18 weeks are evident across almost all disciplines (including math and English) and academic preparation.

Supporting data and analyses:

Santa Monica College (2000 report)

Overall student success rates were summarized as 78% in 6-week classes, 73% in 8-week classes and 64% in 16-week classes, representing a 14% and 9% increase in success in the shorter duration classes. These results are aggregated across (and represent) categories including instruction by full-time and part-time faculty, math and English classes, day and evening classes and all ethnic groups recorded (Asian, Black, Latino, White). Report conclusions included:

- Greater success seen across English and math courses
- In English and math, retention of course knowledge for second sequence class was equal for students who took 6 or 16 week classes

City College of San Francisco (2001 report)

This study examined the relationship between intensity of study (defined as more hours per week of class within a subject matter area) and student success under two hypotheses: 1) Compression – increasing the amount of time per week spent in class by shortening the length of terms; and, 2) Intensity – increasing the amount of time per week spent in class by concurrently completing multiple classes within a subject matter area. Data from the enrollment periods of Spring 1998 through Fall 2000 was collected on the performance of students in English, mathematics, and English-as-a-Second-Language (ESL) classes during a compressed Summer term as well as from students enrolled in concurrent course sequences during Spring and Fall terms. Both compression and intensity were found to positively influence student success independently of each other.

- For English, success rates were summarized as 74% in Summer (2,458 enrollments), 64% in Spring (14,530 enrollments) and 60% in Fall (12,245 enrollments), representing an increase of 10% and 14% respectively.
- For math, success rates were summarized as 57% in Summer (3,006 enrollments), 54% in Spring (12,326 enrollments) and 51% in Fall (10,426 enrollments), representing an increase of 3% and 6% respectively.
- For ESL, success rates were summarized as 76% in Summer (2,277 enrollments), 69% in Spring (7,874 enrollments) and 66% in Fall (6,765 enrollments), representing an increase of 7% and 10% respectively.

Data Mart – VCCCD (2019 analyses)

Browse retention and success rates by discipline and academic preparation at each college by semester and intersession:

- For VCCCD, DSPS retention xxx. (Table 8)
- For VCCCD, DSPS success xxx. (Table 9)

Conclusion 6

Improved rates in shorter classes are thought to result from two primary factors: improved student retention and improved student learning (the “total immersion” factor).

Supporting data and analyses:

ASCCC (2000 report)

- Attributes some of higher student success in shorter formats to “total immersion” in fewer courses.

City College of San Francisco (2001 report)

- “It was found that both (compression of semesters and concurrent class enrollment within a subject matter area) influence student success independently of each other.”

Conclusion 7

All community colleges surrounding VCCCD are on a compressed calendar. These colleges all show completion and success rates in line with the state average.

Supporting data and analyses:

- Local colleges on a compressed calendar include College of the Canyons, Antelope Valley College and every LACCD college including the two closest to VCCCD service area, LA Valley College and LA Pierce College.
- Santa Barbara City College is the one local college on a compressed calendar with 16-week semesters but no winter intersession.

See Table 10 for a listing of the 2016-17 terms of all California Community Colleges. A historical annual listing of terms since the 2001-2002 academic year for all California Community Colleges can be found on Data Mart at https://datamart.cccco.edu/courses/Dist_Academic_Calendar.aspx.

Data Mart

Browse retention and success rates at local colleges by semester and intersession:

Conclusion 8

There is significant student interest in taking classes during winter intersessions.

Supporting data and analyses:

ASCCC (2000 report)

- “Safety valve” without losing time allows students to retake courses, take pre-requisites, take review classes, add additional units for GE
- Allows for Study Abroad opportunities

Porterville College (2002 report)

- 60% of students “very likely” or “likely” to take winter intersession classes if offered
- 72% of students prefer to take classes that meet twice a week (for 85 minutes) compared with three times a week (for 62 minutes)

VCCCD (2018-19 Workgroup reports)

- Students have the opportunity to take more courses throughout the year, leading to faster completion, transfer, and employment (registrar, financial aid, and counselor reports)
- Students who are home for the winter break from their four-year schools have the opportunity to take courses (counselor report)
- Students can focus on a “harder” class such as math, or “easier” classes for General Education, for instance (financial aid survey)

- Students can take pre-requisites to enter Spring classes (financial aid survey)
- Students can combine winter intersession with Spring semester for purposes of financial aid, making students eligible for additional funding (financial aid survey)
- **Results narrative here** (survey of students at Moorpark, Oxnard and Ventura colleges)

Data Mart – College of the Canyons, LA Pierce College (2019 analyses)

Browse winter intersession headcounts by college for winter intersessions

- College of the Canyons – headcount for winter intersession 2017 around 8,000; for 2018 it was 9,000. (Table 11)
- Pierce College – headcount for winter intersession 2017 was around 6,000 students; for 2018 it was 5,500 students. (Table 11)

Supplementary Findings

- The option of maintaining the current calendar while retooling schedules to include more 4, 6, 8, 9 and 12 week classes built within the existing semesters was seen as possibly having advantages for students, as research indicates that shorter duration courses are beneficial to students.
- The option of retaining 18 week semesters but with different start dates to allow adding a winter intersession was discussed as another alternative, but this was considered to be non-viable because it would produce a level of operational/scheduling disruption that would be at least equivalent to simply reducing the length of each semester to 16 weeks.
- Converting to a quarter system was considered an unsuitable option because this type of calendar would be out-of-alignment with local area four-year colleges and universities.
- Anecdotally, transfer students are better prepared for the academic calendars in use at the CSU and UC systems with experience of taking shorter courses.
- To encourage external students such as those attending CSU to attend VCCCD colleges, a winter intersession should be aligned with the local education agencies in the area.
 - Fewer childcare issues when college terms correlate with school calendars in the Fall (ASCCC 2000 report)
 - More CSU students can attend intersessions when college calendars are aligned to CSUs (ASCCC 2000 report)
 - A Fall start date after Labor Day that matches many high school calendars allows for more parents to attend college classes (Ohlone 2007 report)

IV. FURTHER CONSIDERATIONS

In the course of its investigation the Workgroup recorded key concerns raised during its research. These concerns are documented below and should be considered in any further investigation regarding implementation of a compressed calendar.

1. Shorter time-frame considerations for students

- Students who take classes in a Winter intersession will have less time to register for the Spring semester; students who require completion of prerequisites can be dropped from Spring classes if final grades are not promptly submitted (Ohlone College, 2007 report; VCCCD registrars' 2019 report)
- Students will have less time to add, pay, get refunds or drop at start of semesters (Ohlone College, 2007 report; VCCCD registrars' 2019 report)
- Students will experience condensed exam weeks (ASCCC 2000 report)
- Grade submission turn-around time (Herrera email)

2. Shorter time-frame considerations for scheduling

- Ensure most classes can maintain a four-day weekly schedule; faculty did not want to teach on Fridays as part of regular schedule (Herrera email)
- Check there will be enough classroom space at all three colleges for compressed scheduling (Herrera email)
- Consider impact on lab classes in discussions of scheduling, room availability, and maintenance (Herrera email; Cerritos presentation)
- High contact hour programs will be challenged in scheduling (Cerritos presentation, eg Culinary Arts, Auto Technology, Nursing)
- Shorter time for clinical placements in the Health Sciences programs will be problematic (VCCCD Dean Report)
- Effects on dual enrollment scheduling if terms do not align due to a compressed calendar (Erika Endrijonas)

3. Student support services considerations

- Financial aid: requirements for funding for Veterans, Promise students, DSPS students, and more. (ASCCC report)
- Financial aid operations: always in session – maybe two weeks off in summer
- Counseling: ensure adequate counseling support for winter intersession (ASCCC report)
- Student wellness: health centers, emergency services, intervention services will need to expand their services (ASCCC report)

- Other academic support services, such as the libraries, tutoring centers, open computer facilities, etc, will need to expand their services (ASCCC report)
- Registration calendar and workflows need to be re-examined (Ohlone report)
- Administrative services including financial aid, bookstores, cafeterias, etc. as well as registration will need to expand their services (ASCCC report)

4. Revenue considerations

- FTES generally increases the first year of adoption of a compressed calendar but then levels out in the subsequent years (Ohlone 2007 report: increased 10.5% first year)
- FTES: “the results indicate no significant differences before and after the change in calendars” (San Joaquin Delta College 2008 report)
- One time increase in FTES . . . “approx. a 2.8% increase in contact hours” (Cerritos presentation)
- FTES calculation for Distance Education classes during winter intersessions (Erika Endrijonas)
- Important to choose year a district moves to new calendar carefully to maximize initial bump in FTES (Erika Endrijonas)
- Expense of new technology needs to administer compressed calendar (Cerritos presentation: \$602,140 for conversion)

5. Classified considerations

- Increased work for maintenance and operations with extended instructional day and winter intersession (Cerritos College presentation)
- Further research must be conducted in order to gain and establish a comprehensive understanding of what the impact of an additional term (i.e., winter intersession) will have on classified staff in terms of individual and departmental workload, employee work schedules, time availability between classes or terms to enter classes for maintenance, installation, upkeep or deep cleaning by Maintenance and Operations, Information Technology or other classified staff (VCCCD Classified Senate)
- Extended school hours from existing start and end times would increase workload and require shift rescheduling for police and security that are already running lean (understaffed) (VCCCD Classified Senate)
- Various matters yet to be determined (VCCCD Classified Senate)

6. Full-Time Faculty considerations (Herrera email)

- Can faculty apply their 15 LEH across the terms, including summer and winter intersessions?
- How will faculty benefits be calculated, for instance PT qualification for health plan?
- How will faculty evaluation be impacted, particularly tenure?

- How will office and campus-service hours be counted in the formula of work hours?
- “Every single article in the collective bargaining agreement will need to be reviewed to see what is impacted.”

7. SEIU considerations

In general, emphasis needs to be put on determining the appropriate composition and deployment of classified employees, including configuration, number of employees, work assignments, work schedules, and reporting relationships. More specifically, the District should anticipate the effects of a compressed calendar on:

- Work load for classified staff (i.e., overall types and numbers of classified employees needed to implement and maintain a compressed calendar)
- Needs for faster turnaround of administrative support (e.g., financial aid awards, registration, scheduling, documenting and reporting of metrics)
- Loss of Christmas break days (500 classified employees X 3 days X 8 hours = 12,000 hours of comp time to be scheduled at another time during the year)
- Hours of operation that the colleges may remain open for student services requiring direct classified support
- Any new needs for mandatory overtime/weekend/evening work
- Scheduling of vacation, wellness, education leaves to accommodate new “operational needs”

V. ADDITIONAL RESEARCH

During its work, the Workgroup identified several ideas for additional research, particularly in regards to the VCCCD. These concepts are summarized below:

- The data primarily focuses on student success and retention measured by course; student retention to the next semester and student completion of certificate or degrees would provide a more comprehensive picture.
- The data available to the Workgroup did not include research on success and retention rates in shorter classes held at four-year schools.
- The data available to the Workgroup did not include research from outside California. Is data available for another large system such as the State University of New York (SUNY) system of 30 community colleges.
- The data says what is happening, but not why.
- The data on whether short intersessions are more beneficial for students compared to shorter classes within a regular semester is limited (Is it available on Data Mart? **It is available on the VCCCD DE dashboard?**)
- To focus on access can we disaggregate who is taking the intersession classes compared with the regular semesters?

VI. WORKGROUP MEMBERSHIP

Position	Representative
1 Academic Senate president (to serve as faculty tri-chair)	Nenagh Brown (MC)
1 Classified Senate president (to serve as classified tri-chair)	Amparo Medina (OC)
1 Vice Chancellor (to serve as administration tri-chair)	David El Fattal (DAC)
1 VP Academic Affairs	Rojelio Vasquez (OC)
1 VP Student Support	Damien Pena (VC)
1 VP Business Services	Silvia Barajas (MC)
1 Dean	Mary Rees (MC)
1 Registrar	Arlene Reed (VC)
1 Counselor	Yia Vang (VC)
1 Financial Aid Coordinator	Linda Faasua (OC)
1 SEIU rep	Maria Urenda
1 AFT rep	Unfilled
1 Moorpark Associated Student representative	Shida Delgosha
1 Oxnard Associated Student representative	Christian Franco
1 Ventura Associated Student representative	Claribell Ezennia
1 Data Analyst	John Cooney (DAC)

VII. SOURCES

The sources below are listed in order by year of publication then alphabetically by agency.

ASCCC (2000 report)

Alternative Calendars: Recommendations and a Progress Report. ASCCC Educational Policies Committee (including Elton Hall from Moorpark College). 2000. This report was published in response to 1992 state changes to the 175-day rule which caused colleges to consider alternative calendars. This report drew upon the alternative calendar experiences of Santa Monica College (pre-1992) and Riverside College (1999-2000) as the only two colleges that had transitioned to such calendars at the time of publication.

Santa Monica College (2000 report)

The Influence of Session Length on Student Success. Santa Monica College. 2000. Ruth Logan, Peter Geltner. Data drawn from 446,000 Santa Monica students from Fall 1994 – Summer 1999 (5 academic years)

City College of San Francisco (2001 report)

Compression of Semesters or Intensity of Study: What is it that Increases Student Success? Steven Spurling. Focuses on “intensity of study” vs “compression” as explanations for increased student success using City College of San Francisco data for basic skills English, math, and ESL courses from Spring 1998 through Fall 2000.

Porterville College (2002 report)

Community College Compressed Calendars: Results of a Student Survey and a Faculty Survey. Michael Carley. As well as providing the results from these two surveys carried out at Porterville College the two surveys themselves are included as appendices.

Chaffey College (2005 report)

Three-Year Study of Success and Retention Rates Prior to and After Converting to an Alternative/Compressed Calendar System. Study of 33 colleges over six years, three years prior to and three years after converting to compressed calendar; data drawn from Data Mart.

Ohlone College (2007 report)

An Ohlone Story: Calendar Conversion. Submitted by Ron Travenick. Description of moving from 18 week semester to 16 week over one year; no student success or retention data provided.

San Joaquin Delta College (2008 report)

California Community Colleges on Compressed Calendars: FTES, Success, and Retention Rated Before and After Compression. Matthew Wetstein, Alyssa Nguyen. Data on 33 colleges taken from the CCCCCO website used to answer whether the transition to a compressed calendar had

any effect on rates of student success and retention looking at the three prior and three subsequent years to the change.

Chaffey College (2017 report)

16-Week Calendar Survey - Surveys Responses: Executive Summary. Summary of responses to survey on compressed calendar from 1,297 full and part-time faculty, students, classified staff, and managers. Results incorporated into Chaffey report, 2018

Cerritos College (Presentation to Board of Trustees, June of 2018)

Compressed Calendar Presentation to Board of Trustees. Cerritos College. Presented by Dr. Fred Trapp, Cambridge West Partnership, LLC

Chaffey College (2018 report)

16-Week and Intersession Comparison – FTES Generation and Success and Retention Rates, 2014-15, 2015-16, and 2016-17 Academic Years. The research questions this report addressed included the differences between success and retention in the winter intersessions and the fall/spring semesters as well as the winter intersessions and the summer terms, examining the data of 18 colleges representing 12 districts.

Data Mart (2018-2019)

Chancellor's Office dashboard recording the MIT data submitted by each college across California since 1992. It has a dashboard for student enrollment, success, and retention rates which can be viewed across many categories including district, college, instructional method, term, and program type. This can then be broken down further by student population including CalWorks, DSPS, EOPS, first generation, foster youth, military students **Do we have this in writing?**

Erika Endrijonas, 2018

Interview with Erika Endrijonas, President, LA Valley College, by Nenagh Brown

MC, OC, VC Academic Senate Resolutions

VCCCD: AFT Bea Herrera email (representing views of AFT, 2018)

'List of issues/questions on compressed calendar that came up' in earlier VCCCD 2017-18 discussion of compressed calendar

VCCCD Compressed Calendar Workgroup Constituent Surveys, 2018:

- Academic Senate report, Nenagh Brown (MC)
- Associated Students' survey, Claribell Ezennia (VC, with participation from OC and MC Associated Students)

- Business Services report, Silvia Barajas (MC) Do we have this in writing?
- Dean report, Mary Rees (MC) Do we have this in writing?
- Counselor survey, Jose Vega (OC)
- Financial Aid survey, Linda Faasua (OC)
- Registrar survey, Arlene Reed (VC)

VCCCD Distance Education Dashboard

This district dashboard is currently being created for comparing student success rates across face to face, fully online, and hybrid formats of instruction. The data can be viewed across many categories that are fundamental to research on a compressed calendar including enrollment and class count, success, and ethnicity, as well as by college, semester, discipline, course, and weeks of duration.

VIII. LIST OF TABLES

TABLE 1: VCCCD — 3 Year Fall vs. Summer Retention

VCCCD 3 Year Fall vs. Summer Retention					
	Fall 2016	Fall 2016	Fall 2016	Fall 2016	Fall 2016
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate
Ventura CCD Total	82.39 %	86.50 %	86.61 %	86.73 %	88.95 %
Delayed Interaction (Internet Based)	74.65 %	81.11 %	81.60 %	81.59 %	84.08 %
Non Distance Education Methods	86.37 %	87.32 %	87.34 %	87.56 %	89.74 %
	Fall 2017	Fall 2017	Fall 2017	Fall 2017	Fall 2017
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate
Ventura CCD Total	84.58 %	86.14 %	86.17 %	86.48 %	88.93 %
Delayed Interaction (Internet Based)	76.09 %	83.41 %	83.67 %	83.69 %	84.02 %
Non Distance Education Methods	87.41 %	86.65 %	86.64 %	87.07 %	90.05 %
	Fall 2018	Fall 2018	Fall 2018	Fall 2018	Fall 2018
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate
Ventura CCD Total	85.44 %	87.43 %	87.46 %	87.51 %	89.45 %
Delayed Interaction (Internet Based)	79.20 %	84.31 %	84.40 %	84.25 %	85.11 %
Non Distance Education Methods	87.05 %	88.21 %	88.22 %	88.41 %	90.78 %
	Summer 2016	Summer 2016	Summer 2016	Summer 2016	Summer 2016
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate
Ventura CCD Total	85.30 %	89.08 %	89.14 %	89.25 %	89.21 %
Delayed Interaction (Internet Based)	80.24 %	85.37 %	85.46 %	85.54 %	84.63 %
Non Distance Education Methods	88.71 %	91.34 %	91.38 %	91.71 %	92.68 %
	Summer 2017	Summer 2017	Summer 2017	Summer 2017	Summer 2017
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate
Ventura CCD Total	87.97 %	90.73 %	90.75 %	90.94 %	91.34 %
Delayed Interaction (Internet Based)	83.19 %	87.84 %	87.90 %	88.25 %	86.65 %
Non Distance Education Methods	91.50 %	92.86 %	92.87 %	93.11 %	95.29 %
	Summer 2018	Summer 2018	Summer 2018	Summer 2018	Summer 2018
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate
Ventura CCD Total	89.19 %	90.63 %	90.62 %	90.76 %	91.77 %
Delayed Interaction (Internet Based)	91.89 %	88.34 %	88.32 %	88.43 %	89.26 %
Non Distance Education Methods	86.49 %	92.99 %	92.99 %	93.36 %	95.86 %

Source: CCCCO DataMart

Retention count is number of enrollments with grade of A,B,C,D,F,P,NP,I*,JPP,INP,FW

Note: Summer Semesters have fewer students and may receive a significant population from local Universities

TABLE 2: College of the Canyons — 3 Year Fall vs. Summer Retention

Canyons 3 Year Fall vs. Summer Retention						
		Fall 2016	Fall 2016	Fall 2016	Fall 2016	Fall 2016
		Basic Skills	Credit	Degree Applicable	Transferable	Vocational
		Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate
Canyons Total		85.13 %	88.83 %	89.02 %	88.63 %	92.06 %
	Delayed Interaction (Internet Based)	71.60 %	83.31 %	83.41 %	83.39 %	80.70 %
	Non Distance Education Methods	85.45 %	89.82 %	90.11 %	89.77 %	93.42 %
		Fall 2017	Fall 2017	Fall 2017	Fall 2017	Fall 2017
		Basic Skills	Credit	Degree Applicable	Transferable	Vocational
		Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate
Canyons Total		83.46 %	88.31 %	88.58 %	88.00 %	91.40 %
	Delayed Interaction (Internet Based)	78.91 %	84.05 %	84.13 %	83.69 %	83.56 %
	Non Distance Education Methods	83.65 %	89.36 %	89.75 %	89.24 %	92.73 %
		Fall 2018	Fall 2018	Fall 2018	Fall 2018	Fall 2018
		Basic Skills	Credit	Degree Applicable	Transferable	Vocational
		Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate
Canyons Total		80.13 %	88.78 %	89.10 %	88.31 %	92.45 %
	Delayed Interaction (Internet Based)	77.78 %	84.92 %	84.98 %	85.04 %	83.33 %
	Non Distance Education Methods	80.25 %	89.88 %	90.32 %	89.43 %	94.13 %
		Summer 2016	Summer 2016	Summer 2016	Summer 2016	Summer 2016
		Basic Skills	Credit	Degree Applicable	Transferable	Vocational
		Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate
Canyons Total		86.55 %	92.91 %	92.99 %	92.29 %	95.03 %
	Delayed Interaction (Internet Based)	88.89 %	90.06 %	90.06 %	89.98 %	86.71 %
	Non Distance Education Methods	86.31 %	94.47 %	94.64 %	93.94 %	97.07 %
		Summer 2017	Summer 2017	Summer 2017	Summer 2017	Summer 2017
		Basic Skills	Credit	Degree Applicable	Transferable	Vocational
		Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate
Canyons Total		85.67 %	92.69 %	92.80 %	92.22 %	94.90 %
	Delayed Interaction (Internet Based)	90.48 %	91.07 %	91.08 %	90.88 %	90.10 %
	Non Distance Education Methods	85.35 %	94.19 %	94.48 %	93.79 %	96.58 %
		Summer 2018	Summer 2018	Summer 2018	Summer 2018	Summer 2018
		Basic Skills	Credit	Degree Applicable	Transferable	Vocational
		Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate
Canyons Total		85.84 %	93.02 %	93.09 %	92.40 %	96.52 %
	Delayed Interaction (Internet Based)	77.27 %	91.76 %	91.80 %	91.51 %	93.99 %
	Non Distance Education Methods	86.80 %	94.45 %	94.61 %	93.69 %	97.83 %

Source: CCCC DataMart

Retention count is number of enrollments with grade of A,B,C,D,F,P,NP,I',IPP,IMP,FW

Note: Summer Semesters have fewer students and my receive a significant population from local Universities

TABLE 3: VCCCD — 3 Year Fall vs. Summer Success

VCCCD 3 Year Fall vs. Summer Success					
	Fall 2016	Fall 2016	Fall 2016	Fall 2016	Fall 2016
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
Ventura CCD Total	57.00 %	74.11 %	74.57 %	75.10 %	80.16 %
Delayed Interaction (Internet Based)	37.15 %	65.81 %	67.94 %	67.83 %	72.43 %
Non Distance Education Methods	67.20 %	75.38 %	75.54 %	76.27 %	81.41 %
	Fall 2017	Fall 2017	Fall 2017	Fall 2017	Fall 2017
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
Ventura CCD Total	67.73 %	74.86 %	75.02 %	75.88 %	80.43 %
Delayed Interaction (Internet Based)	51.23 %	70.66 %	71.36 %	71.47 %	71.90 %
Non Distance Education Methods	73.23 %	75.65 %	75.71 %	76.82 %	82.38 %
	Fall 2018	Fall 2018	Fall 2018	Fall 2018	Fall 2018
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
Ventura CCD Total	60.84 %	74.85 %	75.09 %	75.60 %	80.20 %
Delayed Interaction (Internet Based)	44.65 %	70.62 %	71.07 %	70.94 %	72.63 %
Non Distance Education Methods	65.05 %	75.90 %	76.10 %	76.89 %	82.54 %

	Summer 2016	Summer 2016	Summer 2016	Summer 2016	Summer 2016
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
Ventura CCD Total	73.73 %	80.69 %	80.80 %	81.35 %	82.11 %
Delayed Interaction (Internet Based)	62.28 %	75.45 %	75.70 %	76.07 %	76.67 %
Non Distance Education Methods	81.45 %	83.89 %	83.91 %	84.84 %	86.23 %
	Summer 2017	Summer 2017	Summer 2017	Summer 2017	Summer 2017
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
Ventura CCD Total	75.94 %	82.70 %	82.76 %	83.40 %	84.54 %
Delayed Interaction (Internet Based)	69.91 %	78.82 %	78.93 %	79.49 %	77.87 %
Non Distance Education Methods	80.39 %	85.57 %	85.62 %	86.55 %	90.14 %
	Summer 2018	Summer 2018	Summer 2018	Summer 2018	Summer 2018
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
Ventura CCD Total	63.51 %	82.36 %	82.44 %	82.91 %	83.99 %
Delayed Interaction (Internet Based)	59.46 %	79.25 %	79.37 %	79.64 %	79.21 %
Non Distance Education Methods	67.57 %	85.57 %	85.61 %	86.55 %	91.80 %

Source: CCCC DataMart

Success count is number of enrollments with grade of A,B,C,P,IA,IB,IC,IPP

Note: Summer Semesters have fewer students and may receive a significant population from local Universities

TABLE 4: College of the Canyons — 3 Year Fall vs. Summer Success

Canyons 3 Year Fall vs. Summer Success					
	Fall 2016	Fall 2016	Fall 2016	Fall 2016	Fall 2016
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
Canyons Total	59.93 %	75.16 %	76.10 %	75.21 %	84.58 %
Delayed Interaction (Internet Based)	55.56 %	66.71 %	66.82 %	66.79 %	67.67 %
Non Distance Education Methods	60.04 %	76.67 %	77.90 %	77.03 %	86.60 %
	Fall 2017	Fall 2017	Fall 2017	Fall 2017	Fall 2017
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
Canyons Total	56.28 %	75.37 %	76.53 %	75.37 %	83.86 %
Delayed Interaction (Internet Based)	58.59 %	68.46 %	68.60 %	67.73 %	71.30 %
Non Distance Education Methods	56.19 %	77.07 %	78.62 %	77.57 %	85.99 %
	Fall 2018	Fall 2018	Fall 2018	Fall 2018	Fall 2018
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
Canyons Total	52.95 %	76.34 %	77.24 %	75.54 %	85.20 %
Delayed Interaction (Internet Based)	45.45 %	70.32 %	70.54 %	70.51 %	71.03 %
Non Distance Education Methods	53.33 %	78.05 %	79.23 %	77.26 %	87.80 %
	Summer 2016	Summer 2016	Summer 2016	Summer 2016	Summer 2016
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
Canyons Total	65.17 %	84.85 %	85.14 %	83.88 %	90.12 %
Delayed Interaction (Internet Based)	81.48 %	78.63 %	78.61 %	78.57 %	73.29 %
Non Distance Education Methods	63.50 %	88.25 %	88.83 %	87.67 %	94.23 %
	Summer 2017	Summer 2017	Summer 2017	Summer 2017	Summer 2017
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
Canyons Total	64.78 %	84.40 %	84.73 %	83.70 %	90.28 %
Delayed Interaction (Internet Based)	52.38 %	81.34 %	81.41 %	81.09 %	81.33 %
Non Distance Education Methods	65.61 %	87.25 %	87.96 %	86.76 %	93.40 %
	Summer 2018	Summer 2018	Summer 2018	Summer 2018	Summer 2018
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
Canyons Total	63.47 %	85.35 %	85.59 %	84.16 %	92.47 %
Delayed Interaction (Internet Based)	54.55 %	82.68 %	82.75 %	82.23 %	86.61 %
Non Distance Education Methods	64.47 %	88.37 %	88.90 %	86.96 %	95.49 %

Source: CCCC DataMart

Success count is number of enrollments with grade of A,B,C,P,JA,JB,JC,IPP

Note: Summer Semesters have fewer students and may receive a significant population from local Universities



TABLE 5: VCCCD (Ethnicity) — 3 Year Fall 16-18 Weeks vs. 10-15 Weeks vs. 1-9 Weeks

		16-18 Weeks			10-15 Weeks			1-9 Weeks		
		Fall 2015	Fall 2016	Fall 2017	Fall 2015	Fall 2016	Fall 2017	Fall 2015	Fall 2016	Fall 2017
Face to Face	American Ind./Alask. Native	76.6%	71.0%	74.0%	66.7%	50.0%	60.9%	75.0%	100.0%	85.7%
	Asian	81.1%	79.2%	80.9%	74.4%	75.9%	78.9%	74.3%	87.0%	77.2%
	Black or African American	69.5%	68.9%	68.8%	63.9%	59.3%	72.6%	58.6%	80.0%	75.0%
	Hispanic	71.3%	72.6%	72.8%	69.0%	68.6%	73.6%	76.7%	85.8%	82.0%
	Pacific Islander	61.5%	77.2%	78.1%	77.8%	66.7%	75.0%	100.0%	100.0%	80.0%
	Two or More Ethnicities	75.9%	75.9%	75.8%	68.6%	70.2%	81.6%	63.1%	81.7%	85.5%
	Unreported	76.9%	76.4%	77.4%	76.2%	69.0%	94.3%	80.0%	87.5%	73.3%
	White	79.3%	79.9%	79.5%	77.7%	77.7%	78.4%	84.1%	86.7%	87.8%
Fully Online		16-18 Weeks			10-15 Weeks			1-9 Weeks		
		Fall 2015	Fall 2016	Fall 2017	Fall 2015	Fall 2016	Fall 2017	Fall 2015	Fall 2016	Fall 2017
	American Ind./Alask. Native	66.7%	73.9%	70.4%	100.0%	100.0%	71.4%	50.0%	100.0%	90.0%
	Asian	77.1%	80.0%	79.7%	84.0%	60.2%	80.6%	65.6%	72.8%	75.9%
	Black or African American	50.5%	52.1%	62.7%	41.2%	47.5%	63.0%	30.3%	57.5%	53.9%
	Hispanic	63.3%	64.4%	67.8%	58.8%	51.0%	66.3%	53.2%	56.5%	67.4%
	Pacific Islander	64.7%	66.7%	70.6%	66.7%	0.0%	85.7%	66.7%	100.0%	66.7%
	Two or More Ethnicities	72.4%	68.8%	70.4%	69.6%	61.4%	61.8%	62.5%	53.2%	73.6%
Unreported	77.8%	64.7%	68.4%	100.0%	57.1%	53.3%	50.0%	37.5%	93.8%	
White	73.9%	75.7%	77.7%	68.5%	71.4%	78.7%	68.8%	72.6%	73.4%	
Hybrid		16-18 Weeks			10-15 Weeks			1-9 Weeks		
		Fall 2015	Fall 2016	Fall 2017	Fall 2015	Fall 2016	Fall 2017	Fall 2015	Fall 2016	Fall 2017
	American Ind./Alask. Native	50.0%	22.2%	71.4%	0.0%	0.0%	100.0%	0.0%	100.0%	33.3%
	Asian	73.0%	68.5%	73.6%	80.0%	77.3%	84.8%	66.7%	75.0%	72.7%
	Black or African American	51.9%	51.8%	45.3%	0.0%	50.0%	66.7%	53.3%	42.9%	73.3%
	Hispanic	60.4%	57.0%	64.1%	36.2%	57.4%	69.6%	69.7%	70.0%	71.1%
	Pacific Islander	50.0%	40.0%	40.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
	Two or More Ethnicities	62.2%	62.2%	63.8%	50.0%	90.0%	78.6%	60.0%	62.5%	63.6%
Unreported	55.6%	53.8%	58.3%	0.0%	100.0%	66.7%	50.0%	100.0%	100.0%	
White	67.7%	68.1%	72.9%	48.4%	75.5%	77.3%	53.3%	79.5%	82.3%	

TABLE 6: College of the Canyons (Ethnicity & Gender) — Fall vs. Winter Retention

DRAFT

TABLE 7: College of the Canyons (Ethnicity & Gender) — Fall vs. Winter Success

DRAFT

TABLE 8: VCCCD (DSPS) — 3 Year Fall vs. Summer Retention

VCCCD DSPS - Retention					
	Fall 2016	Fall 2016	Fall 2016	Fall 2016	Fall 2016
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate
Ventura CCD Total	83.73 %	85.42 %	85.59 %	86.76 %	87.25 %
Delayed Interaction (Internet Based)	78.82 %	81.94 %	82.63 %	82.52 %	81.18 %
Non Distance Education Methods	84.49 %	85.71 %	85.82 %	87.13 %	87.76 %
	Fall 2017	Fall 2017	Fall 2017	Fall 2017	Fall 2017
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate
Ventura CCD Total	87.89 %	85.81 %	85.67 %	86.02 %	88.48 %
Delayed Interaction (Internet Based)	72.92 %	82.30 %	83.12 %	83.20 %	81.94 %
Non Distance Education Methods	89.34 %	86.17 %	85.94 %	86.36 %	89.37 %
	Fall 2018	Fall 2018	Fall 2018	Fall 2018	Fall 2018
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate
Ventura CCD Total	89.00 %	87.47 %	87.07 %	87.63 %	89.44 %
Delayed Interaction (Internet Based)	85.19 %	86.59 %	86.64 %	86.73 %	84.02 %
Non Distance Education Methods	89.22 %	87.58 %	87.13 %	87.77 %	90.19 %
	Summer 2016	Summer 2016	Summer 2016	Summer 2016	Summer 2016
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate
Ventura CCD Total	93.75 %	91.44 %	91.24 %	91.34 %	94.00 %
Delayed Interaction (Internet Based)	100.00 %	91.10 %	90.76 %	90.76 %	88.57 %
Non Distance Education Methods	92.98 %	91.54 %	91.40 %	91.55 %	96.92 %
	Summer 2017	Summer 2017	Summer 2017	Summer 2017	Summer 2017
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate
Ventura CCD Total	90.63 %	91.00 %	91.04 %	90.84 %	90.29 %
Delayed Interaction (Internet Based)	75.00 %	87.91 %	88.41 %	89.01 %	87.88 %
Non Distance Education Methods	92.86 %	92.18 %	92.11 %	91.63 %	91.43 %
	Summer 2018	Summer 2018	Summer 2018	Summer 2018	Summer 2018
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
	Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate
Ventura CCD Total	90.63 %	90.27 %	90.08 %	91.00 %	93.18 %
Delayed Interaction (Internet Based)	50.00 %	89.78 %	90.22 %	90.77 %	92.54 %
Non Distance Education Methods	96.43 %	90.58 %	89.98 %	91.16 %	93.85 %

Source: CCCC DataMart

Retention count is number of enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW

TABLE 9: VCCCD (DSPS) — 3 Year Fall vs. Summer Success

VCCCD DSPS - Success					
	Fall 2016	Fall 2016	Fall 2016	Fall 2016	Fall 2016
	Basic Skills	Credit	Degree Applica	Transferable	Vocational
	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
Ventura CCD Total	59.87%	71.89%	73.19%	75.39%	76.80%
Delayed Interaction (Internet Based)	41.18%	66.88%	72.63%	73.35%	71.76%
Non Distance Education Methods	62.77%	72.31%	73.24%	75.57%	77.23%
	Fall 2017	Fall 2017	Fall 2017	Fall 2017	Fall 2017
	Basic Skills	Credit	Degree Applica	Transferable	Vocational
	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
Ventura CCD Total	75.23%	73.75%	73.96%	75.58%	78.54%
Delayed Interaction (Internet Based)	50.00%	70.28%	72.05%	72.39%	73.61%
Non Distance Education Methods	77.67%	74.10%	74.16%	75.97%	79.21%
	Fall 2018	Fall 2018	Fall 2018	Fall 2018	Fall 2018
	Basic Skills	Credit	Degree Applica	Transferable	Vocational
	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
Ventura CCD Total	66.40%	74.26%	74.89%	75.81%	81.75%
Delayed Interaction (Internet Based)	33.33%	74.12%	75.67%	75.62%	75.15%
Non Distance Education Methods	68.32%	74.28%	74.79%	75.84%	82.67%

	Summer 2016	Summer 2016	Summer 2016	Summer 2016	Summer 2016
	Basic Skills	Credit	Degree Applica	Transferable	Vocational
	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
Ventura CCD Total	84.38%	80.89%	80.59%	81.53%	88.00%
Delayed Interaction (Internet Based)	71.43%	80.10%	80.43%	80.43%	82.86%
Non Distance Education Methods	85.96%	81.14%	80.65%	81.93%	90.77%
	Summer 2017	Summer 2017	Summer 2017	Summer 2017	Summer 2017
	Basic Skills	Credit	Degree Applica	Transferable	Vocational
	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
Ventura CCD Total	75.00%	83.16%	83.89%	83.57%	84.47%
Delayed Interaction (Internet Based)	75.00%	81.40%	81.64%	81.68%	72.73%
Non Distance Education Methods	75.00%	83.84%	84.81%	84.39%	90.00%
	Summer 2018	Summer 2018	Summer 2018	Summer 2018	Summer 2018
	Basic Skills	Credit	Degree Applica	Transferable	Vocational
	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
Ventura CCD Total	81.25%	81.82%	81.49%	82.49%	79.55%
Delayed Interaction (Internet Based)	50.00%	80.39%	80.73%	81.55%	73.13%
Non Distance Education Methods	85.71%	82.71%	82.00%	83.16%	86.15%

Source: CCCC DataMart

Success count is number of enrollments with grade of A,B,C,P,IA,IB,IC,IPP

TABLE 10: 2016-17 Terms of all California Community Colleges

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TABLE 11: College of the Canyons, LA Pierce College — Winter Intersession Enrollment

California Community Colleges Chancellor's Office Student Enrollment Status Summary Report			
	Winter 2016	Winter 2017	Winter 2018
	Student Count	Student Count	Student Count
Canyons	6,068	6,000	6,785
LA Pierce	5,678	5,642	5,055

Note: Unduplicated headcount

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