

# Compressed Courses and Student Success

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# Session Objectives

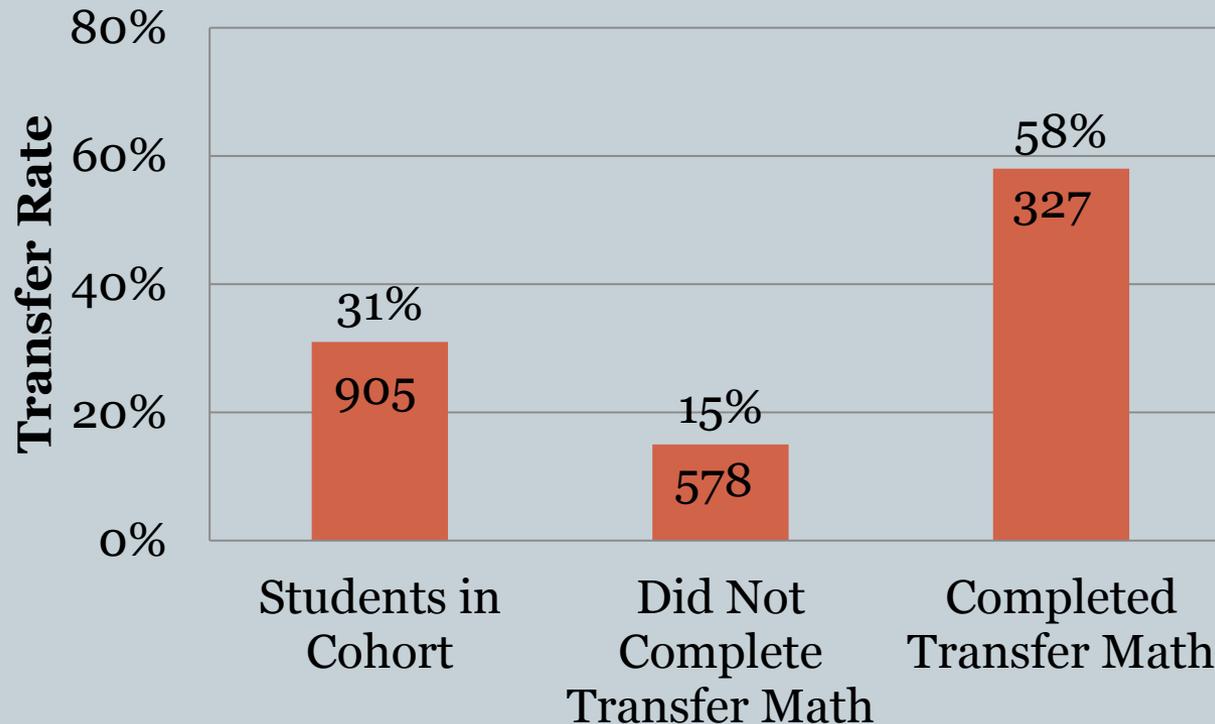
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- Review the research on the best predictors of Crafton students transferring to a four-year institution
- Review the Characteristics of high impactful programs
- Examine the impact of course length on student success
- Explore implementing compressed courses as a high-impact strategy for student success

# Best Predictor of Transferring to Four-Year Institution is Completing Transfer Level Math

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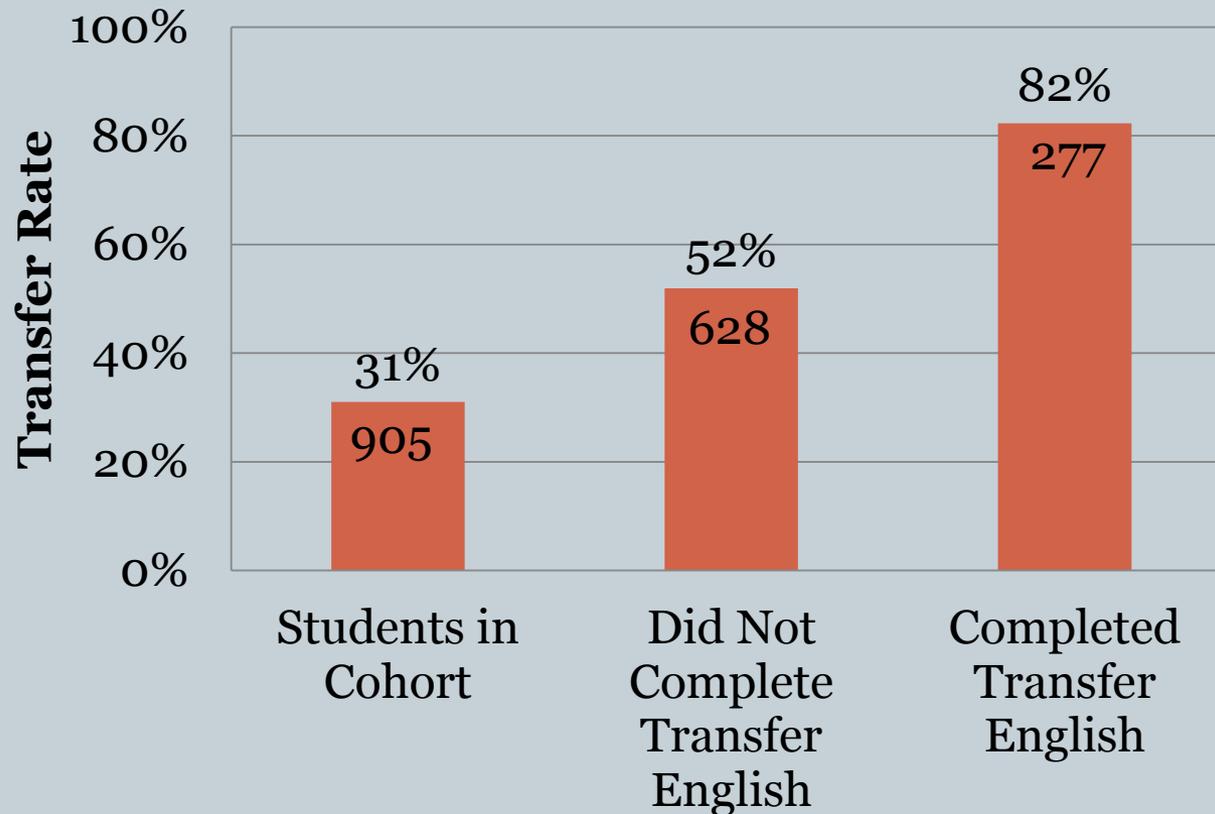
- The best predictor of transferring to a four-year institution is to complete transfer level math



# Transferring to Four-Year Institution is Related to Completing Transfer Level English

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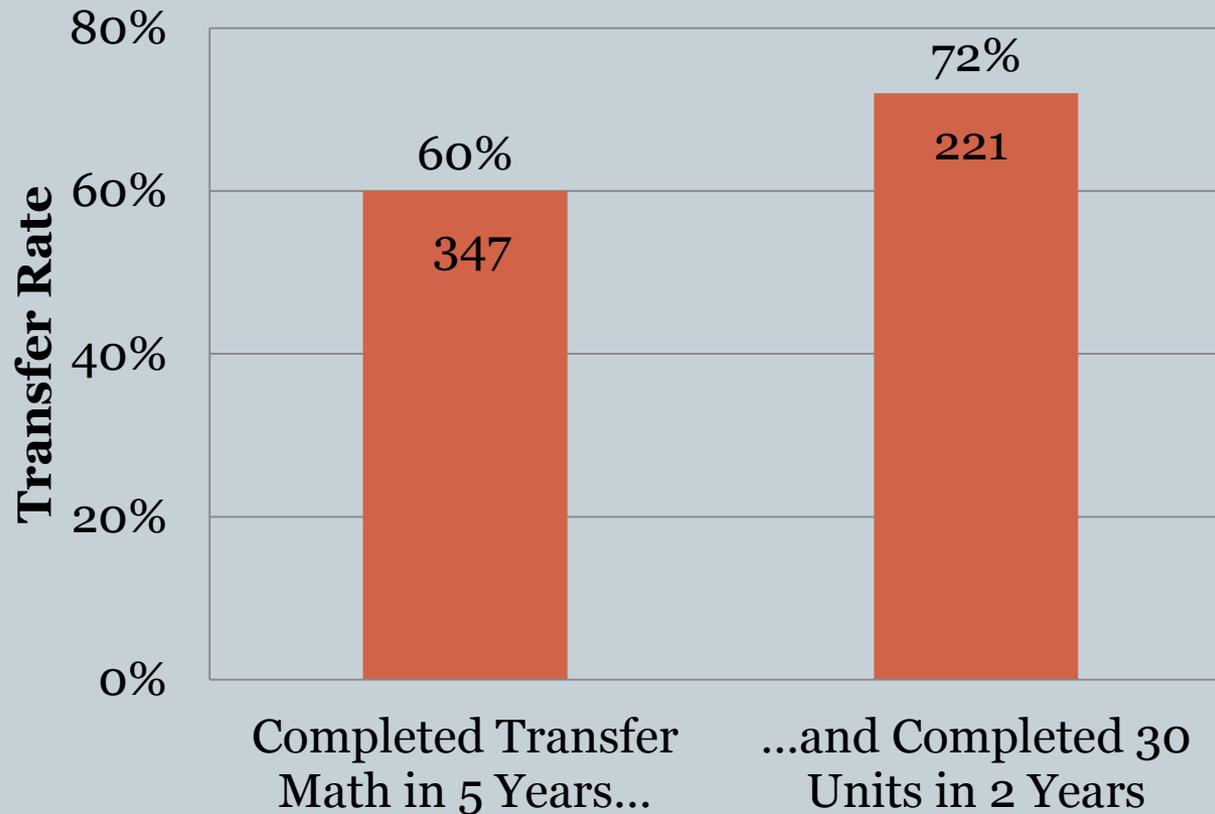
- Students completing transfer level English are more likely to transfer to a four-year institution



# Transfer Level Math and Completing 30 Units

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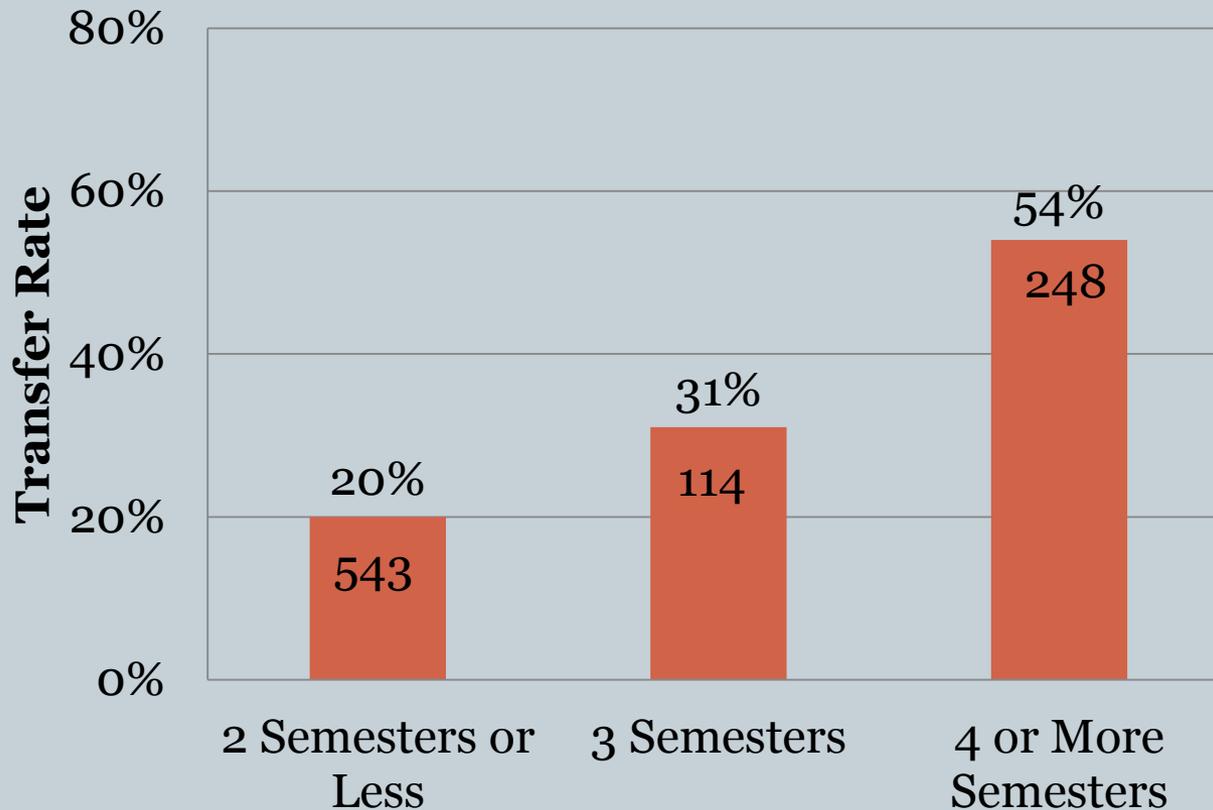
- Students who successfully complete transfer math in five years **and** 30 units in two years have a 72% transfer rate



# Transferring and Enrolling Full-Time

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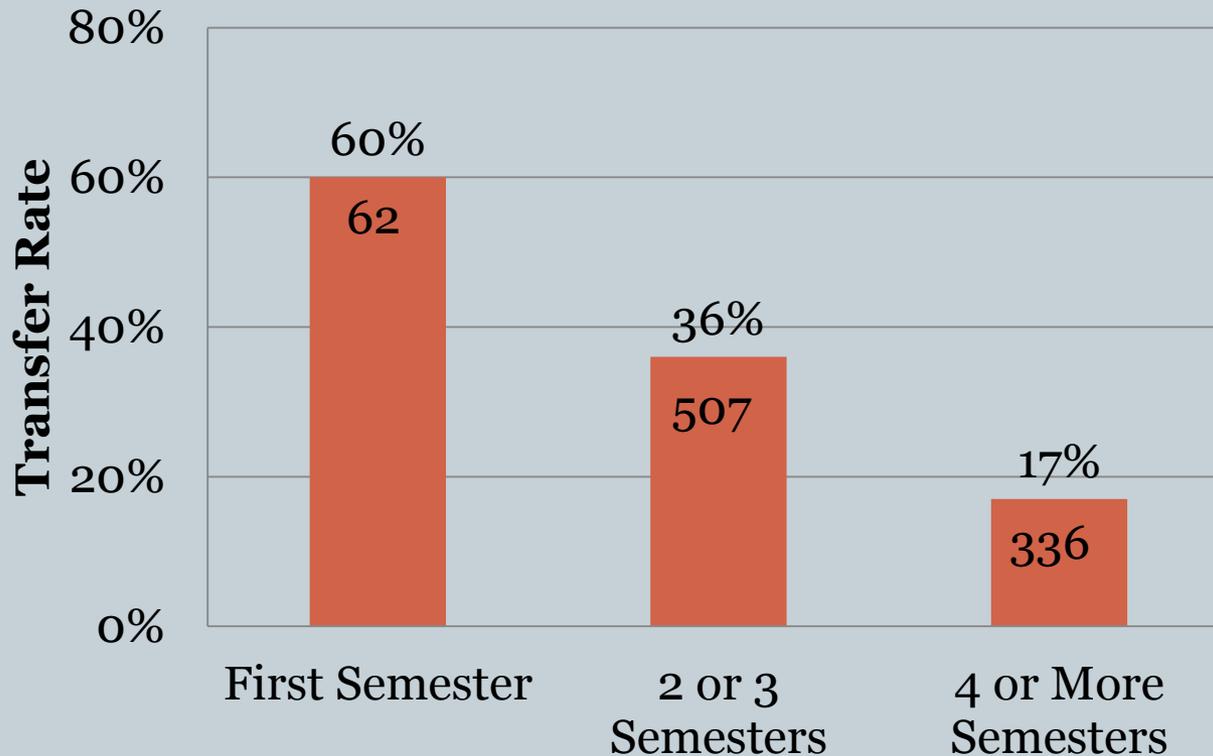
- Students are more likely to transfer if they enroll full-time



# Transferring and First Semester Units

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- Students who complete 15 units in their first semester are twice as likely to transfer (60%) than students in the first-time college student cohort (31%)



# Six Success Factors

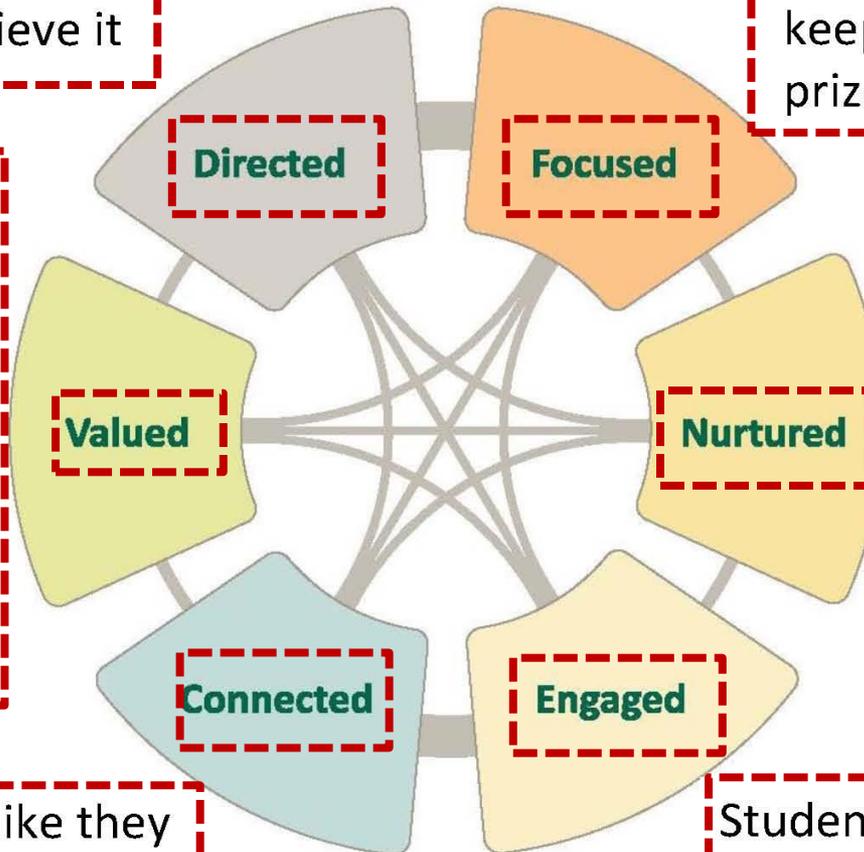
Students have a goal & know how to achieve it

Students stay on track—keeping their eyes on the prize

Students' skills, talents, abilities & experiences are recognized; they have opportunities to contribute on campus & feel their contributions are appreciated

Students feel like they are part of the college community

Students actively participate in their learning both in & out of class



Directed

Focused

Valued

Nurtured

Connected

Engaged

# Characteristics of High-Impact Practices for Community College Student Engagement

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- Whether or not a program is successful depends on...
  - How they are implemented (**quality**)
  - How many students they reach (**scale**)
  - How many practices students experience (**intensity**)

# When Considering Strategies Ask the Following Questions

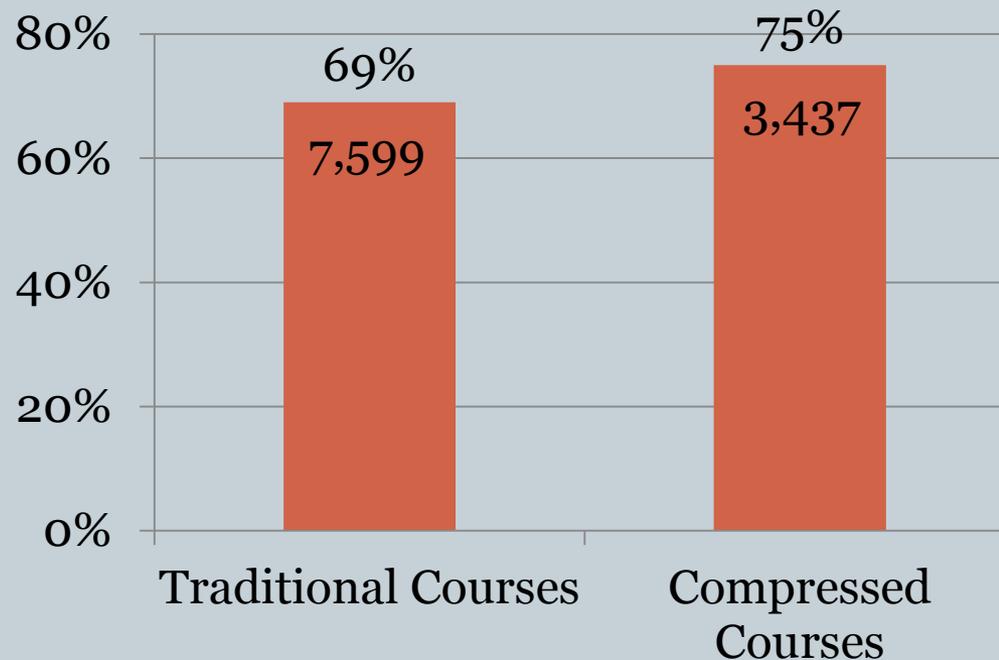
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- Entering students get a strong start
- Integrates student support and coursework
- **High expectations**
- Encourages learning in context
- **Accelerates student progress towards completion**
- **Clear pathways**
- **Designed for scale**
- Strategically focused professional development

# Compressed Courses are Related to Students Successfully Completing Courses

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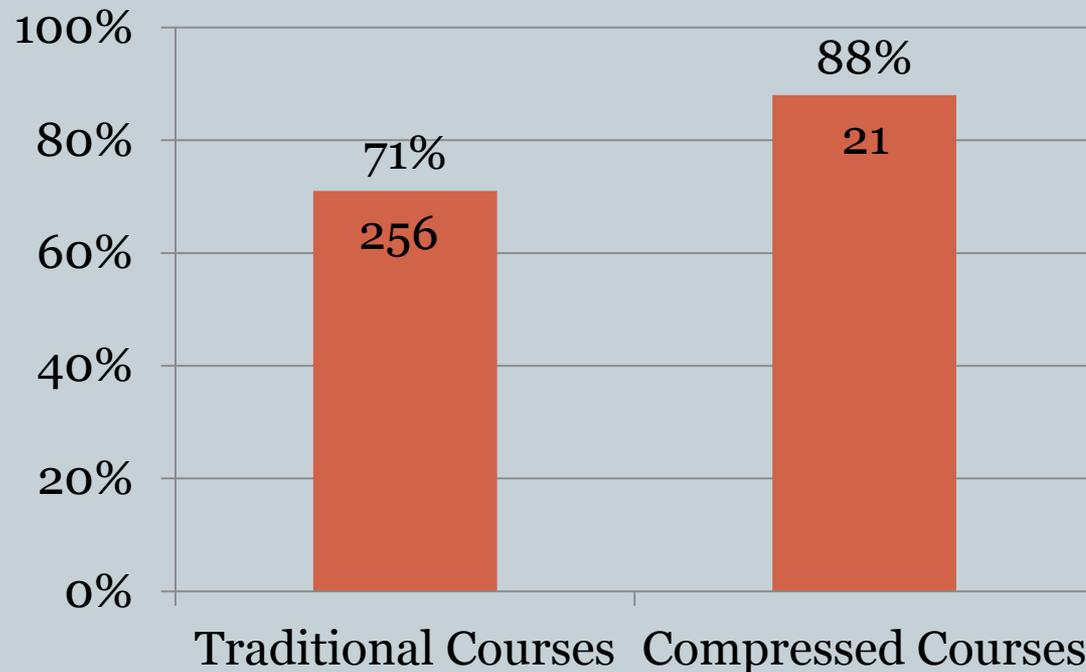
- Students in compressed courses are statistically significantly more likely to successfully complete the course (75%) than students in an 18-week course (69%).
- Students in compressed courses are 1.5 times more likely to successfully complete the course than students in an 18 week course when controlling for prior GPA and instructor.



# Students in Compressed English Courses are More Successful

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- Students in compressed English courses are substantially more likely to successfully complete the course (88%) than students in an 18-week course (71%).



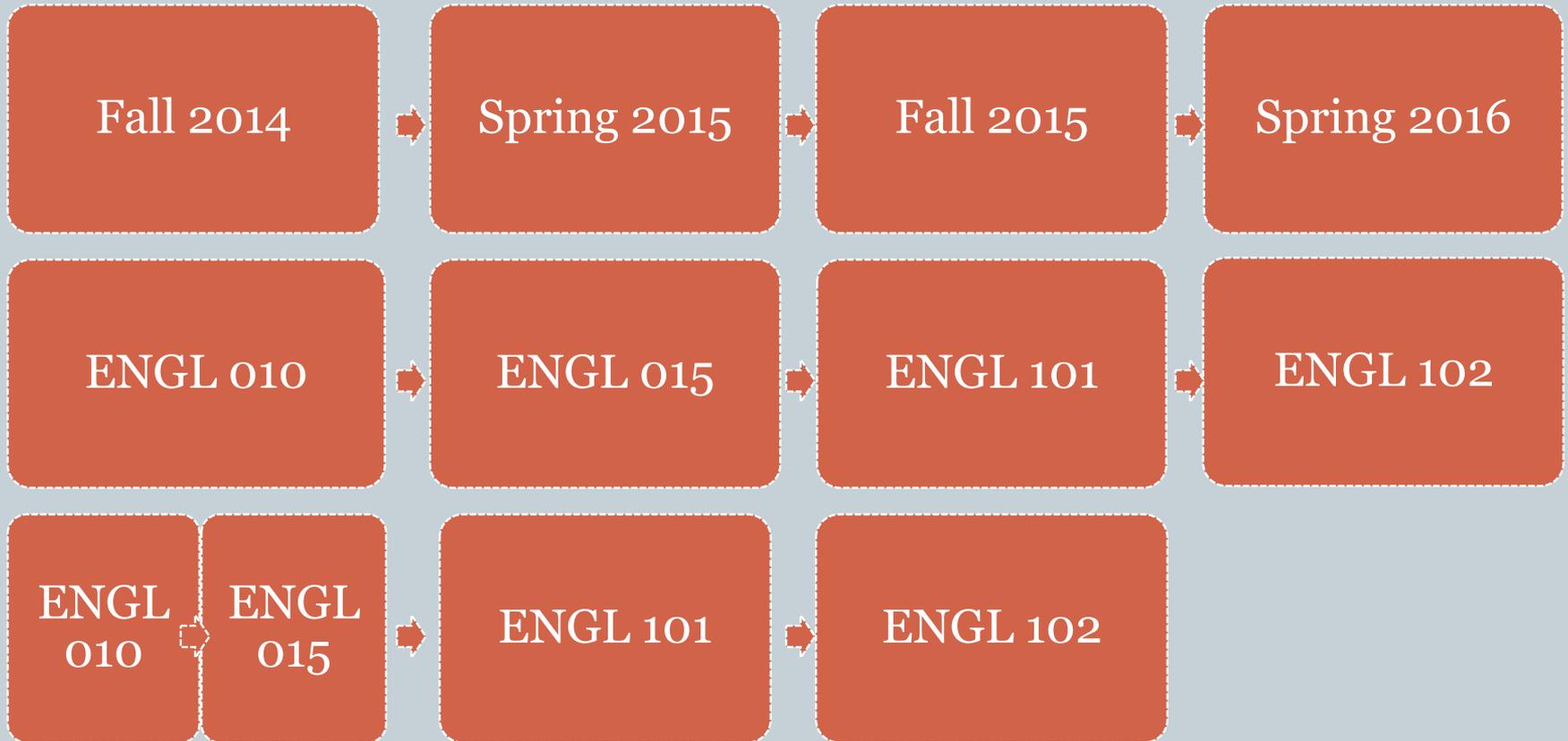
# Compressed Courses are a Successful High-Impact Strategy

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- With a traditional term of 18 weeks, two series of 8-week course offerings could be scheduled consecutively with a first set of courses beginning on the same week as traditional courses and a second set beginning on the eleventh week.
- English and math courses offered in compressed sequences provide opportunities for CHC to consider alternative scheduling, provide clear pathways, accelerate student completion, and increase transfer rates.

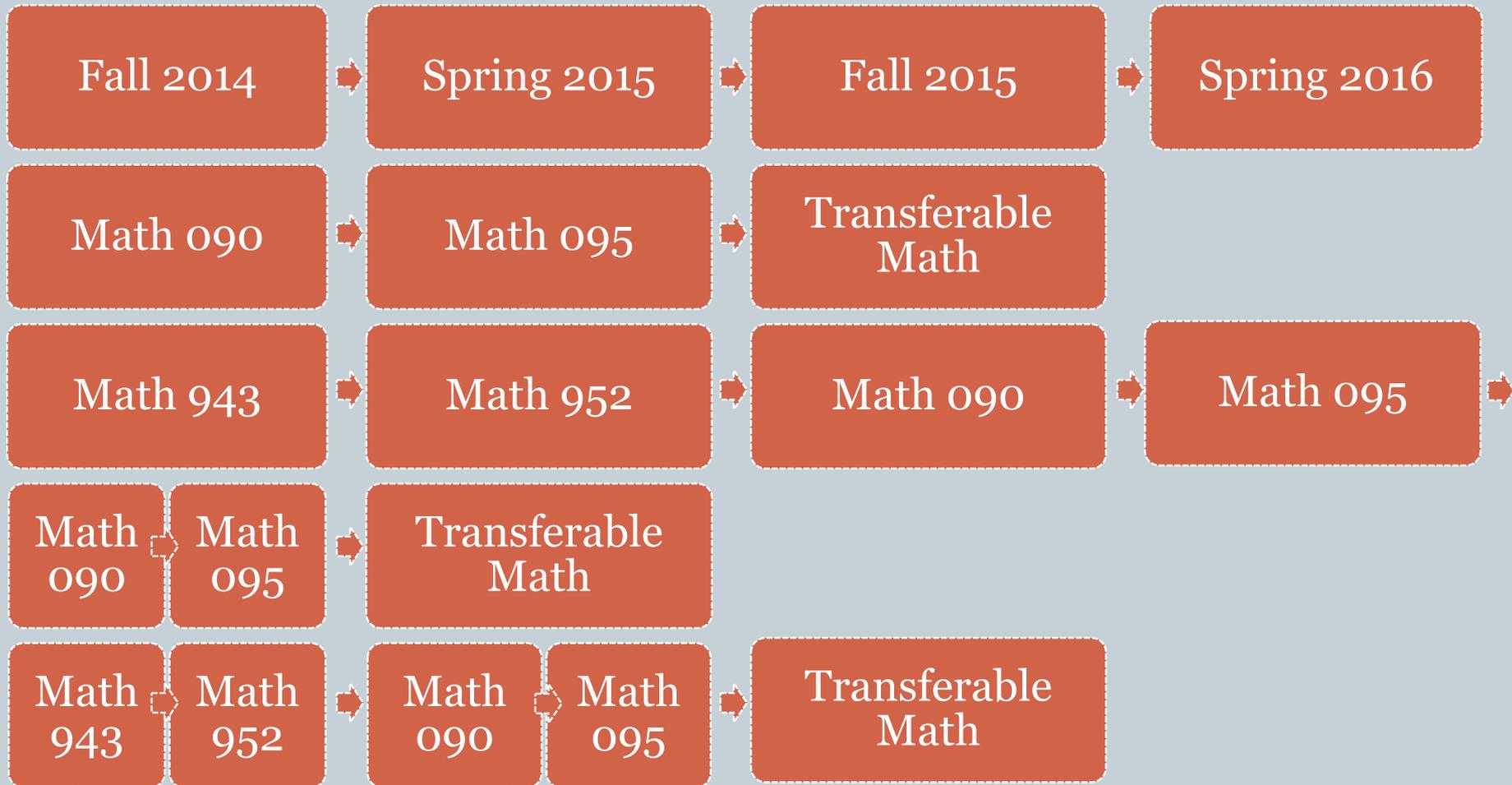
# English Courses with Condensed Sequences

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# Math Courses with Condensed Sequencing

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# Questions and Discussion

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