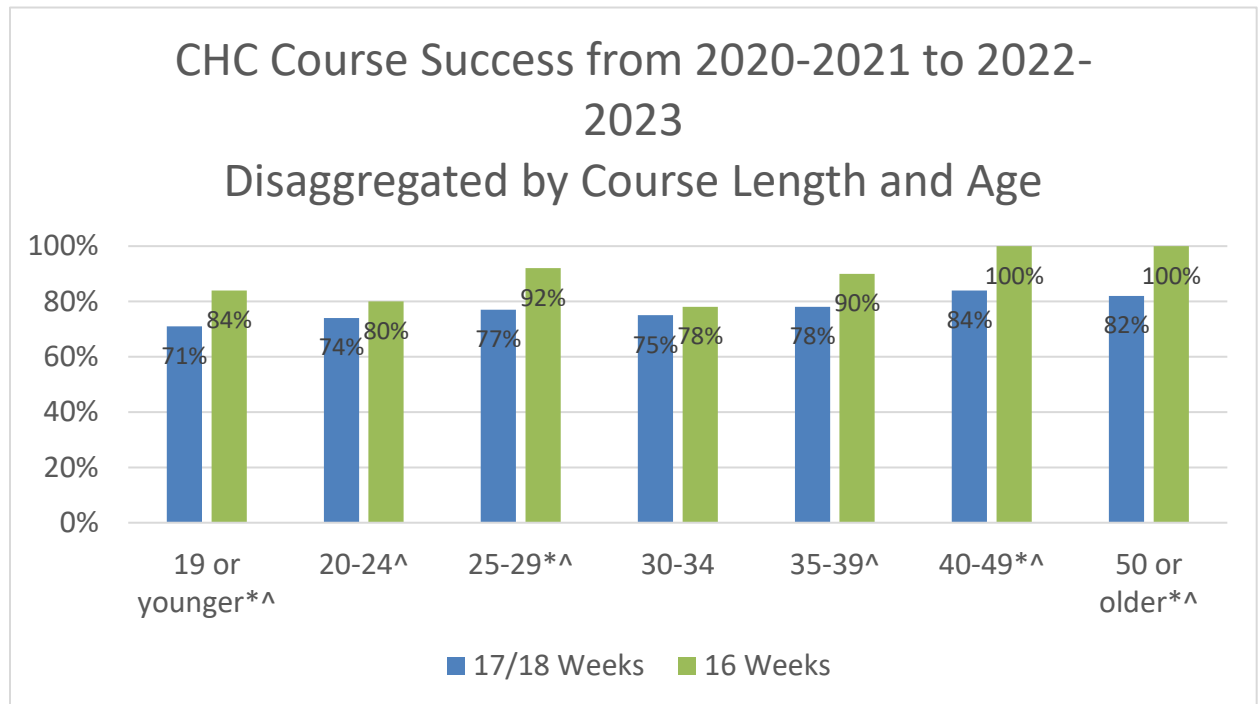


- 1.) If you can bring up the age group success rates during these compression classes.
Where are you at with that research?

When disaggregated by age, students are more likely to complete a course successfully in 16-week courses in all age groups.



*The difference is statistically significantly ($p < .001$) higher for students in 16-week classes for the following age groups: 19 or younger, 25-29 years old, 40-49 years old, and 50 years old or older.

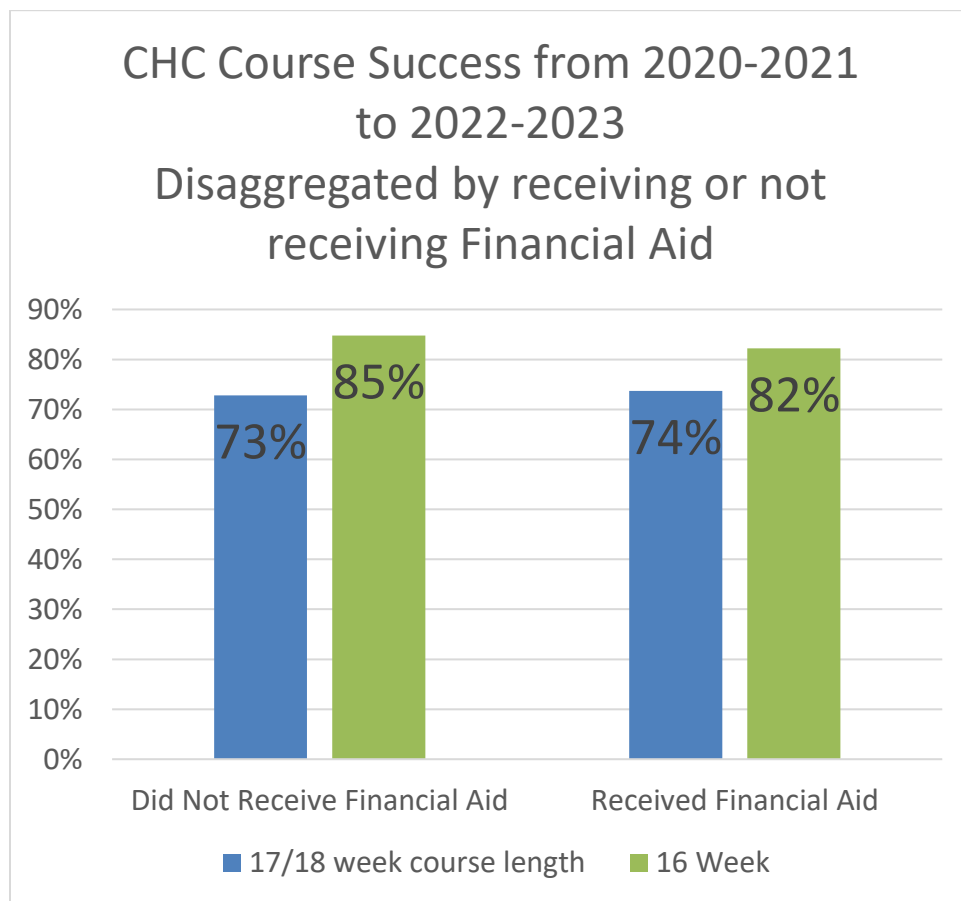
^The difference is substantially ($ES \geq .10$) higher for students in 16-week classes for the following age groups: 19 or younger, 20-24 years old, 25-29 years old, 35-39 years old, 40-49 years old, and 50 years old or older.

3.) To add on to that can we also see that session rate for students who are parents and students who are from different tax brackets?

We currently do not collect information to that detail. We do have whether or not a student receives financial aid.

Students who received Financial Aid were statistically significantly ($p = .002$) and substantially ($ES = .19$) more likely to successfully 16-week courses (82%) than 17/18-week courses (74%).

Students who Did Not Receive Financial Aid were statistically significantly ($p = .001$) and substantially ($ES = .22$) more likely to successfully 16-week courses (85%) than 17/18-week courses (73%).

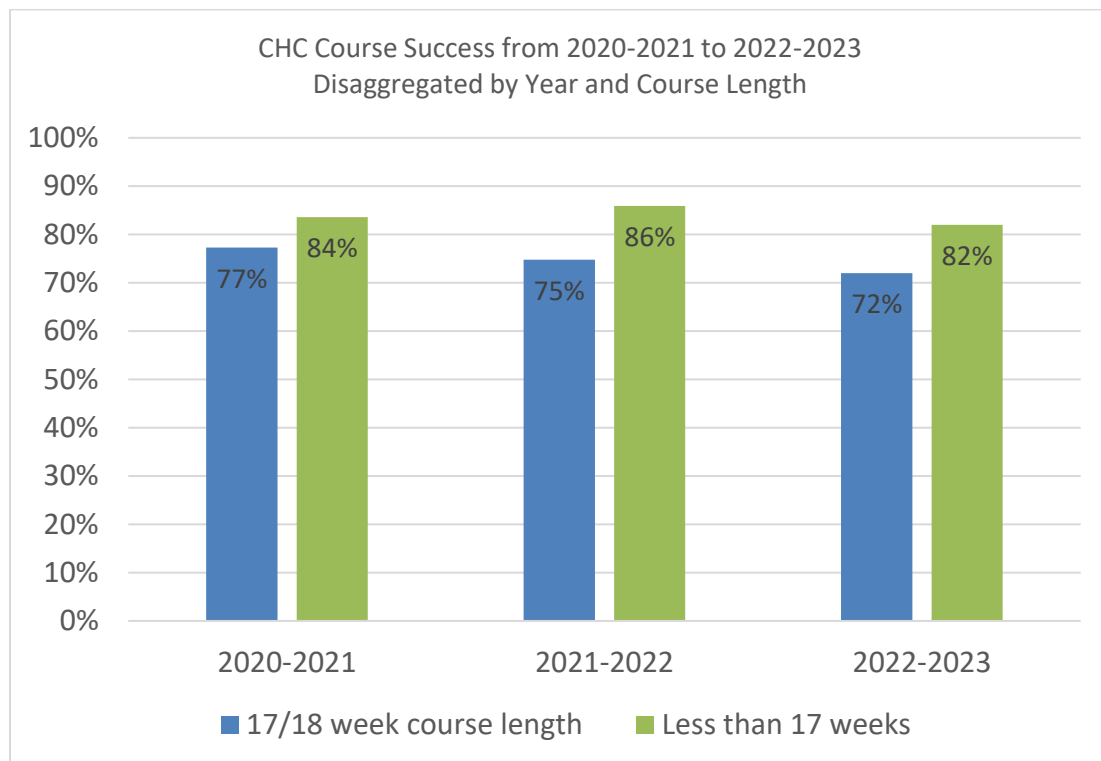


5.) We liked the graph for the CHC Course Success Rates, but can we see the success rates between the 17/18 week courses compared to the 16 week courses in the same courses/course types?

a.) - Ex. MATH 250/251, CHEM101/150/151, BIO 100/130, anatomy, maths, sciences, ect... other stem and general classes side by side.

Below shows the aggregated success rate comparison by week for Anatomy, Biology, Chemistry, and Microbiology.

In the last three years, Crafton students taking **Anatomy, Biology, Chemistry, and/or Microbiology** are statistically significantly ($p < .001$) and substantially ($ES = .21$) more likely to complete compressed courses successfully (83%) when compared to students in 17 and 18-week courses (73%).

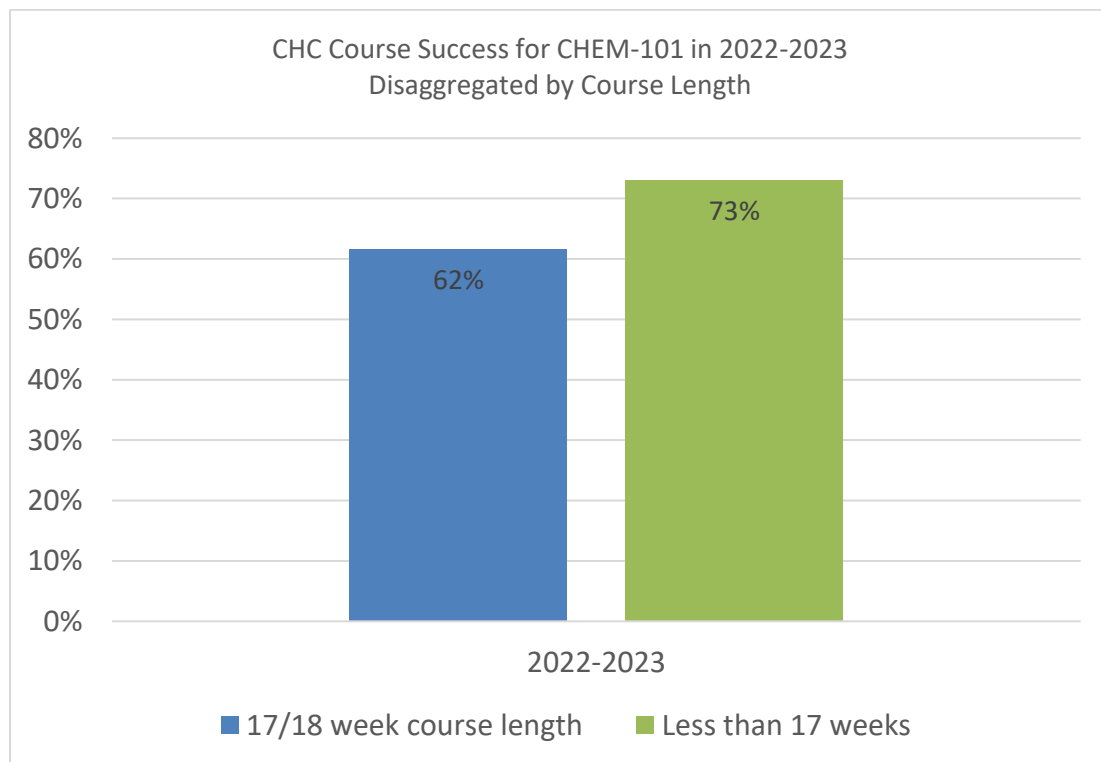


Next, data for specific classes reference on the prior page are examined in the following pages.

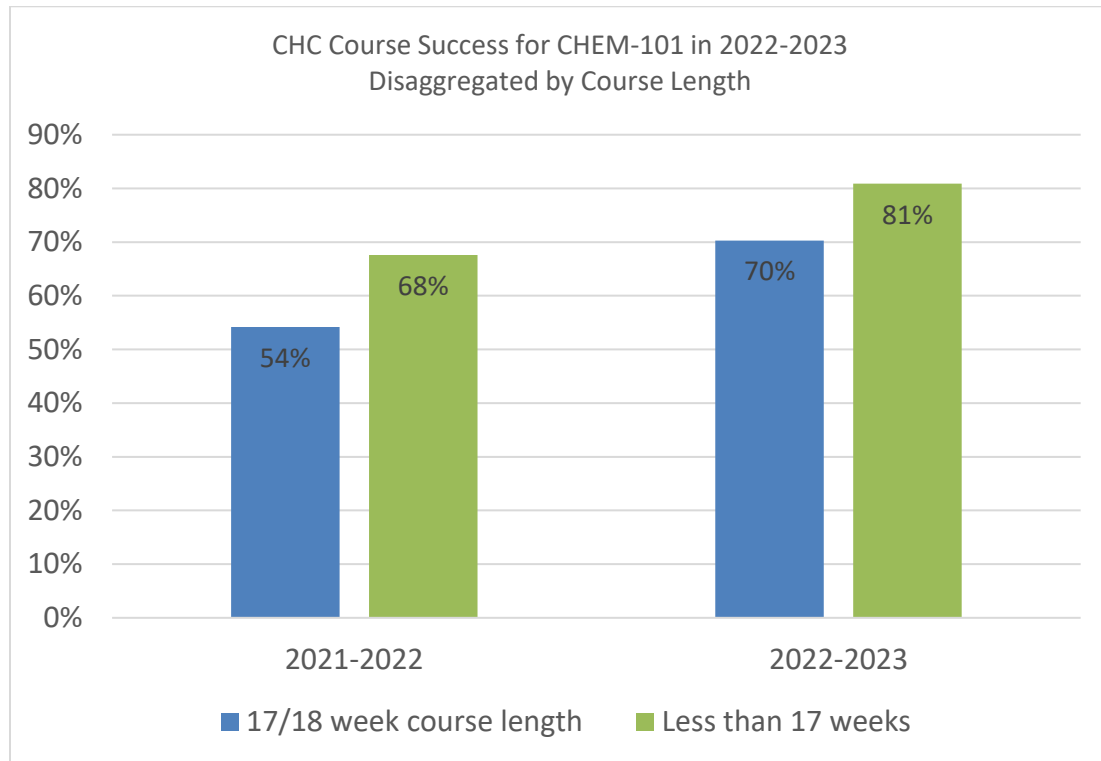
Chemistry. In a recent study conducted by the CHC Office of Institutional Effectiveness, Research, and Planning, “The length of time CHEM-101 course were offered (in weeks) had a significant effect ($p = .015$) on CHEM-101 success. For each additional week in course duration the odds of success decrease by about 5%, regardless of MATH-102 completion status or student ethnicity.”

CHEM-150 and 151 have not been offered for a sixteen-week period yet during the fall and spring semester. CHEM-101 has been offered for a fifteen-week period during the 2022-2023 academic year.

In 2022-2023, Crafton students taking **CHEM-101** were almost statistically significantly ($p = .051$) and were substantially ($ES = .24$) more likely to complete compressed courses successfully (73%) when compared to students in 17/18-week courses (62%).



Math. In 2021-2022 and 2022-2023, Crafton students taking **MATH-250 or MATH-251** were statistically significantly ($p < .001$) and substantially ($ES = .33$) more likely to complete compressed courses successfully (78%) when compared to students in 17/18-week courses (62%).



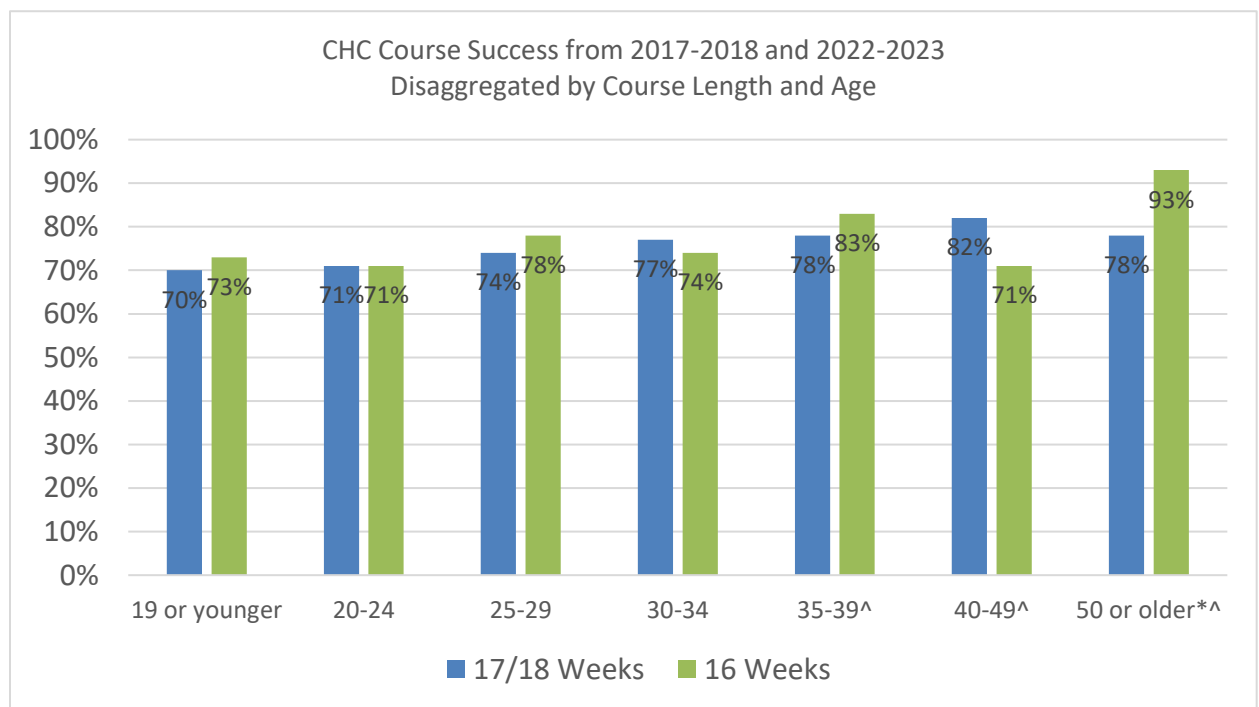
Biology. BIOL-100 was not offered for sixteen weeks. It has been offered for 7, 8, and 12 weeks. In addition, BIOL-130 and 131 has only been offered for 17 weeks.

Anatomy. ANAT-101 has not been offered for less than 17 weeks. ANAT-150 was offered for eight weeks one time in the last five years. ANAT-151 was offered for sixteen weeks in 2020-2021 with a course success rate of 93%. The ANAT-151 course success rate in ANAT-151 offered for seventeen weeks in that same year was 92%.

Microbiology. MICRO-102 and 150 has only been offered for seventeen weeks.

- 6.) With the age range succession graph we would like for the year 2020-2021 to be removed since covid was still affecting students in a negative way. There were a lot of online classes and students were still struggling. With this we would like to see a new graph with the years 2017-2018 and 2022-2023 for this graph?

In general, students in 16-week courses performed better than students in 17 week classes for each age group. The only statistically significant ($p < .05$) and substantial ($ES = .36$) was for students 50 years old or older. Specifically, students 50 years old or older were statistically significantly ($p < .05$) and substantially ($ES = .36$) more likely to complete compressed courses successfully (93%) when compared to students in 17-week courses (78%).

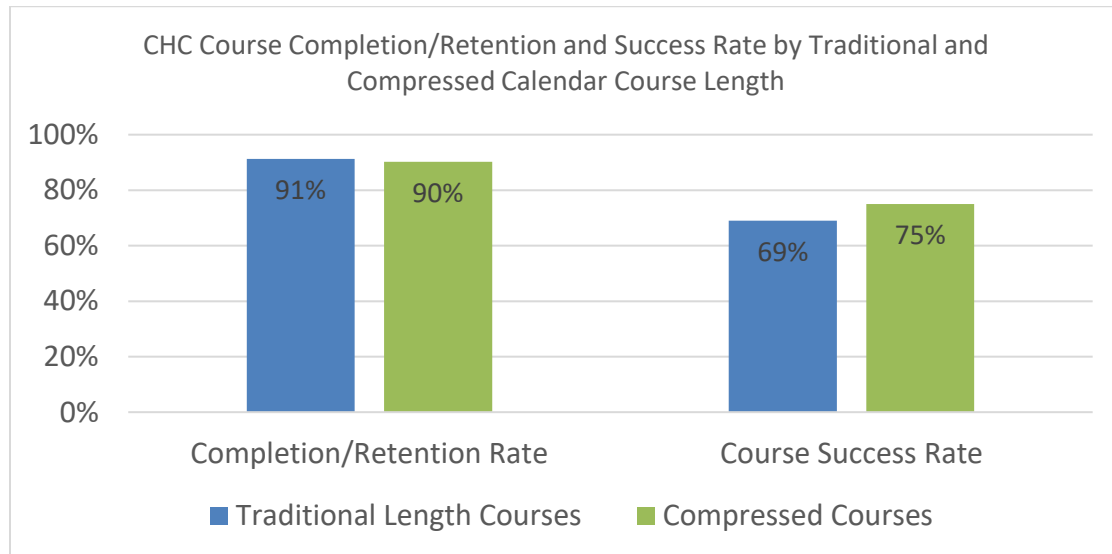


*The difference is statistically significantly ($p < .05$) higher for students in 16-week classes for students who are 50 years old or older.

^The difference is substantially ($ES \geq .10$) for the following age groups: 35-39 years old, 40-49 years old, and 50 years old or older.

8.) How can we see the numbers of students that enrolled in these “compressed classes” versus the number of students who have dropped out of that class? In addition, how can we see the ratio of completion versus enrollment? Who do we talk to, to get this information?

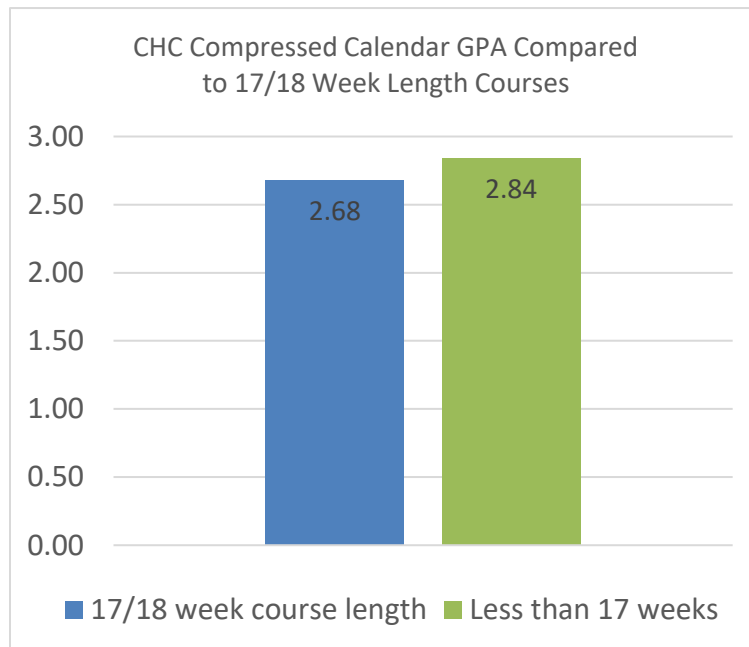
Statistically, the completion or retention rate is the same. When looking at course success rate, Crafton Hills College students who complete compressed courses are statistically significantly ($p < .001$) and substantially ($ES = .13$) more likely to successfully complete a course (75%) than students in traditional length courses (69%).



- 10.) How can we see success reports/greater improvements? for instance the amount of students that received an A, B, and/or C, in these “compressed” classes? How are students able to maintain high grade point averages (what's the comparison between a regular to compressed calendar)?

a.) Student success is C or better but students mainly want B or better

Crafton students enrolled in sixteen-week length courses were statistically significantly ($p < .001$) and substantially ($ES = .11$) more likely to earn a higher GPA in compressed courses (2.84) when compared to students in 17 and 18-week courses (2.68).



- 11.) How will Crafton be analyzing student succession, retention, and/or persistence before and after the change to a compressed calendar. Furthermore, how will we be able to see these rates?

Based on past research at other colleges we should see a slight increase in course success rates. In addition, we will use a similar methodology of comparing years prior to and after the implementation of the compressed calendar. Crafton will also monitor groups that are disproportionately impacted. These analyses are already built into Crafton's annual data updates.

- 12.) I have a couple concerns. We have a lot of students that are parents and older. I can see them struggling with this rather than improving. I generally think this compressed calendar is more focused on our younger students. And since classes now will be broken down into parts, such as the stem courses. I can see students having to pay more for all these classes. After reading up, I came across a problem.

The age data above indicates that older students will benefit from a compressed calendar.

- 14.) The population of students that suffered includes vocational students, students who are parents, and students who tend to start remedial level students. Most faculty groups noted that they did not see a great difference in student motivation, but those who did report a change were almost all positive, indicating an increase in student motivation.

Vocational students will not be impacted by the change to a compressed calendar. Their classes will continue to be offered in the same way that they currently are offered.

Remedial students will continue to be supported through tutoring, supplemental instruction, and embedded tutoring. These have continued to increase over the last three years and we have increased these budgets to increase these services further.

- 15.) Also a main key factor in the secession at the other school, is the resources that they all have. How will we improve our resources to have similar if not better succession rates?

a.) For example

i.) 2. Financial

- (a) With compressed classes it's going to be hard to work and go to school. How will Crafton be helping their students financially? Thoughts who were financially supported, did better than those who weren't.

The college will connect students to campus resources such as scholarships, Financial Aid, Basic Needs, and EOPS. If students need additional resources to meet basic needs the college will connect them to community resources.

ii.) 3. Student Learning and Success

- (a) How are we going to expand the tutoring center/stem center while also respecting their time schedules?
(b) What classes will be compressed? Will all classes be compressed or will higher unit classes such as stem courses be left alone?

All classes, except for certain ones in occupational programs due to accreditation requirements, will be scheduled within a compressed calendar. Crafton faculty will explore adjustments to scheduling classes that might involve scheduling three days a week instead of two days to spread the content out, which is depending on faculty input. Faculty and the administration will continue to work together on developing a schedule that supports student success.

iii.) 4. Student Services

- (a) How are we going to expand the tutoring center/stem center while also respecting their time schedules?

- (b) Will Crafton be opening more centers for students to receive help?

Yes, the Tutoring Center will be moving to the new instructional building in the middle of campus. The space will increase from 3,000 to 5,000 square feet so that Crafton will be able to serve more students. Crafton will continue to work to meet student needs in terms of available hours. The current plan is 8-7 M-TH, Friday 8-12 and Sunday online 10 - 2. NetTutor is an available option – 24/7.

iv.) 5. Instructional Programs

- (a) How will faculty also be supporting and helping these students while they are taking faster classes?

- (b) Also, how will our professors teach us better?

- (i) - will there be new training for professors to learn how to keep us students engaged during lectures?

Crafton has an ongoing training program and consistently offers numerous sessions each year that are devoted to student engagement. In addition, many of Crafton's classes are already offered in a compressed format. In Spring 2024, 49% of the sections were sixteen weeks or less.

v.) 6. Instructional Support

- (a) What are office hours going to look like? Will there be more?

As with everything Crafton engages in, we will continue to explore strategies to support students. Currently, office hours are a negotiated item and there is no plan to offer more.

Office hours are thirty minutes week for adjuncts teaching less than six units and an hour a week for those teaching six or more units. Full-time faculty need to maintain three office hours per week and two arranged office hours per week.

vi.) 7. Increase of units and or hours (increase hours)

- (a) How will increasing classes affect current students' schedules?

- (i) If classes are extended how does it affect students' jobs, children, and any other responsibility?

- (b) How will students be able to take more than one class in one day, if the compressed class they signed up for is 4 hours long? How will this be affecting their life and responsibilities?

Currently, Crafton offers sixteen-week courses and they are able to make those work with their schedules. As an example, the table illustrates that there is not much difference in offering a seventeen-week CHEM-101 class

versus a sixteen-week class. Specifically, in the CHEM-101 example below, both the sixteen-week and seventeen-week classes are scheduled for the same amount of time. The reason for that is that there is a range of hours in which classes can be scheduled, and sometimes that would not impact the classes. In other cases, this might add an additional 5-15 minutes to the course depending on the day it is scheduled and holidays.

Fall 2023	Seventeen Week		Sixteen Week		Difference
CHEM-101	Days and Times	Minutes	Days and Times	Minutes	
Lecture	TTH 12:15-1:35	80	TTH 7AM-8:20AM	80	None
Lab	T 9AM-12:05	185	T 10AM-1:05PM	185	None

vii.) 8. Bring back remedial classes

(a) Even with co-ed classes, I believe we should still bring back remedial classes.

(b) Bringing remedial classes back will help students who have spent a long time out of school learn how to be a student again. Not only that it helps with students whose first language isn't english.

California education code required us to remove remedial classes for English and math. Crafton has other options, specifically co-requisite courses, embedded tutoring, and supplemental instruction. Students have not enrolled in co-requisite courses and we are exploring other options: non-credit courses, writing lab into course, etc.

viii.) 9. Student workers and faculty pay

(a) How will this be affecting student workers? Many students work here at this school. If they are taking longer classes how will they have time for classes, studying, and then doing their jobs through the week?

Based on the example below, going from 17 to 16 weeks is would represent a very small change to the meeting times of a course (5 – 15 minutes), and in some instances, not a change at all.

(b) Not only that, how will our faculty be compensated for this change. I get that there is a certain amount of hours that our teachers are supposed to perform and complete. And that even with compressed classes you still have to make this work?

The amount of time a class is scheduled does not change and stays within the required minimum

and maximum hours for a class. Any areas that might be effective will be negotiated with the bargaining unit.

(c) You fight to give student workers and professors raises yet Crafton states it's big on equity, how is that?

Please refer to above responses.

16.) What I heard with chem and bio classes they are going to be split, how do you do it? How exactly are those classes being split? How will math classes be split into additional courses? Or will our classes be longer, instead of having a two hour class now it will be 3 or 4 hours long? Will Crafton have to increase the units for higher level courses, or break these classes up as well?

a.) Studies show that after just one hour, people retain less than half of newly presented information. It gets worse from there: after one day, people forget more than 70% of that new information; after one week, that climbs up to 90% forgotten.

Please refer to examples above. In some instances, classes will not change and in others, only 5-15 minutes.