



Synopsis

Research Briefs from Institutional Research

Three-Year Study of Success and Retention Rates Prior to and After Converting to an Alternative/Compressed Calendar System

Overview: As Chaffey College explores the possibility of converting to an alternative calendar, it appears that there is minimal research specific to California Community Colleges that addresses student success and retention, especially beyond a cursory college overview. To provide decision-makers with more specific data and information, at the request of the Compressed Calendar Task Force the Office of Institutional Research examined student success and retention rates at other California Community Colleges that are currently on an alternative/compressed calendar system.

Methodology: Working with the California Community College Chancellor's Office Fiscal Services Unit, a list of California Community Colleges that are on an alternative/compressed calendar system was obtained. In total, 40 of the 109 California community colleges (36.7%) are on an alternative calendar system. For the purposes of this study, three colleges were excluded from the study because they were on a 12-week quarter system, three colleges were excluded because they had just converted to an alternative calendar in 2005-06, and one college was excluded because it has been on an alternative calendar since 1991-92, pre-dating the availability of MIS data from the Chancellor's Office.

Among the remaining 33 institutions, Fall semester data was downloaded from the California Community College Chancellor's Office Data Mart. To examine long-term gains/declines in success and retention rates, a six-year window was examined: the three-year period prior to converting to a compressed calendar and the first three years under an alternative calendar system. Data was downloaded by two-digit taxonomy of program (TOP) code and by basic skills status to determine whether conversion to a compressed calendar system had an impact on specific instructional programs or student performance by basic skills status. In total, 6,752,548 enrollments were examined across the six-year window.

Caveat: By legislation, all California Community College districts are required to adhere to MIS collection and reporting requirements as outlined in the MIS Data Element Dictionary and the Data Submission User's Guide. While the Chancellor's Office provides many syntactical and referential editing tools and strongly encourages districts to perform local edits prior to submission, ultimately users must still routinely review analysis reports, referential files, and other sources to ensure that submitted data possesses integrity and accurately reflects the district. At Chaffey College, a number of offices routinely review the aforementioned sources (and other materials) to ensure that data submitted on behalf of Chaffey College is up-to-date and accurately depicts courses, student enrollment, and faculty and staff activity. While Chaffey can speak with confidence about the integrity of its MIS data, it is unknown to what extent other districts engage in similar practices. Although MIS data represents the official source data for a college/district, the accuracy of this data may vary depending upon each district's internal editing and review processes.

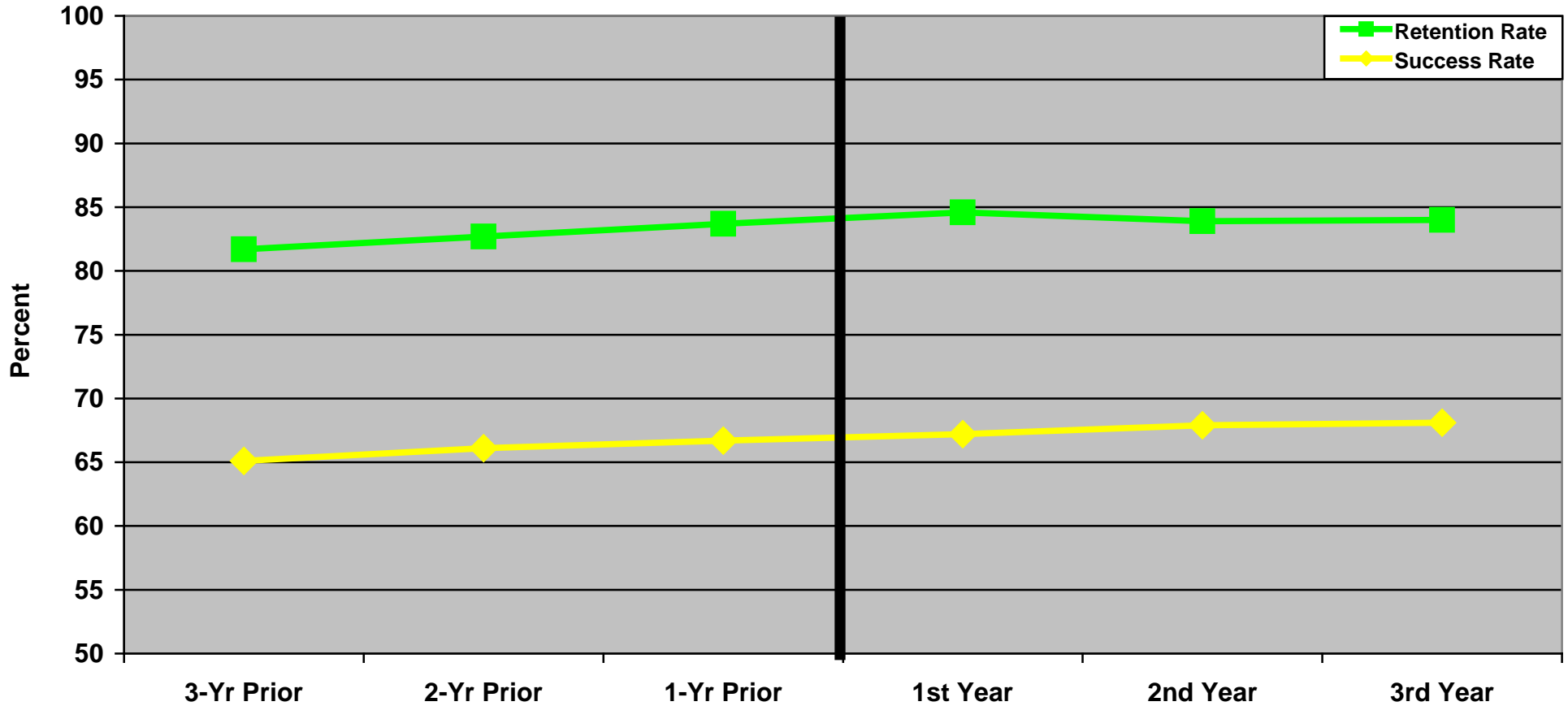
Findings: While there are some smaller 2-digit TOP code programs that Chaffey College does not offer, course enrollments at Chaffey College roughly approximate the course enrollments at the 33 institutions included in the study. Additionally, basic skill status enrollments at Chaffey College mirror the basic skills status enrollments of the 33 institutions included in the study.

TOP CODE PROGRAM	2-DIGIT TOP CODE	Compressed Calendar Study Enrollments (N = 6,752,548)		Chaffey College Enrollments, Fall 2004 (N = 52,104)	
		N	%	N	%
AGRICULTURE AND NATURAL RESOURCES	01	39,738	0.59	n/a	
ARCHITECTURAL AND RELATED TECHNOLOGIES	02	21,782	0.32	n/a	
BIOLOGICAL SCIENCES	04	187,940	2.78	1,793	3.44
BUSINESS AND MANAGEMENT	05	442,224	6.55	4,329	8.31
COMMERCIAL SERVICES	30	24,020	0.36	n/a	
EDUCATION	08	643,301	9.53	3,528	6.77
ENGINEERING AND INDUSTRIAL TECHNOLOGIES	09	210,035	3.11	1,217	2.33
ENVIRONMENTAL SCIENCES AND TECHNOLOGIES	03	4,638	0.07	45	0.09
FAMILY AND CONSUMER SCIENCES	13	269,374	3.99	3,140	6.03
FINE AND APPLIED ARTS	10	563,170	8.34	3,900	7.49
FOREIGN LANGUAGE	11	205,964	3.05	1,317	2.53
HEALTH	12	157,151	2.33	2,497	4.79
HUMANITIES	15	901,421	13.35	6,350	12.19
INFORMATION TECHNOLOGY	07	315,466	4.67	2,320	4.45
INTERDISCIPLINARY STUDIES	49	561,628	8.32	4,279	8.21
LAW	14	28,451	0.42	n/a	
LIBRARY SCIENCE	16	8,825	0.13	n/a	
MATHEMATICS	17	609,804	9.03	4,216	8.09
MEDIA AND COMMUNICATIONS	06	65,040	0.96	741	1.42
MILITARY SCIENCES	18	151	0.00	n/a	
PHYSICAL SCIENCES	19	231,021	3.42	1,974	3.79
PSYCHOLOGY	20	255,379	3.78	1,561	2.99
PUBLIC AND PROTECTIVE SERVICES	21	229,559	3.40	948	1.82
SOCIAL SCIENCES	22	776,466	11.50	7,949	15.26
BASIC SKILLS STATUS					
Non-Basic Skills Courses		6,235,228	92.33	48,077	92.27
Pre-collegiate Basic Skills		495,341	7.44	4,027	7.73
Basic Skills Courses		21,979	0.33	0	0.00

The tables on the following pages identify success and retention rates in the three Fall semesters leading up to conversion to an alternative calendar system and success and retention rates in the first three Fall semesters that institutions were on a compressed calendar system. Four separate analyses were conducted:

- Success and Retention Rates by College
- Success and Retention Rates by 2-Digit TOP Code
- Success and Retention Rates by Basic Skills Status
- For TOP Code Programs that have a Basic Skills and/or Pre-collegiate Skills component, success and retention rates by basic skills status within TOP Code

SUCCESS AND RETENTION RATES:



	3 Years Prior to Alternative Calendar	2 Years Prior to Alternative Calendar	One Year Prior to Alternative Calendar	First Year on Alternative Calendar	Second Year on Alternative Calendar	Third Year on Alternative Calendar
Success Rates	65.1%	66.1%	66.7%	67.2%	67.9%	68.1%
Retention Rates	81.7%	82.7%	83.7%	84.6%	83.9%	84.0%

SUCCESS AND RETENTION RATES by COLLEGE:

SUCCESS RATES:

BY COLLEGE:	First Year on Alternative Calendar	Prior to Alternative Calendar			After Alternative Calendar		
		Three Years Prior to Alternative Calendar	Two Years Prior to Alternative Calendar	One Year Prior to Alternative Calendar	First Year on Alternative Calendar	Second Year on Alternative Calendar	Third Year on Alternative Calendar
ANTELOPE VALLEY	2001-02	64.2%	70.2%	66.3%	66.6%	67.2%	67.1%
BAKERSFIELD	2002-03	59.8%	66.4%	65.6%	67.3%	66.5%	67.6%
CABRILLO	1998-99	65.7%	67.1%	68.0%	69.1%	66.6%	64.4%
CERRO COSO	2002-03	61.4%	67.1%	66.0%	70.4%	67.4%	65.5%
COASTLINE	2001-02	69.1%	66.2%	66.6%	68.8%	69.3%	67.9%
COLUMBIA	2002-03	68.8%	68.6%	69.6%	70.6%	69.7%	69.9%
COLLEGE OF THE DESERT	2003-04	69.4%	69.4%	69.4%	66.9%	63.5%	n/a
EAST LOS ANGELES	2002-03	64.7%	69.5%	69.5%	76.2%	74.4%	67.2%
EL CAMINO	2002-03	62.4%	63.4%	65.4%	65.3%	65.7%	65.6%
EVERGREEN VALLEY	2001-02	66.3%	67.7%	64.1%	62.1%	63.5%	65.2%
GLENDALE	2001-02	68.6%	66.9%	67.9%	68.2%	69.0%	69.8%
GOLDEN WEST	2001-02	65.4%	64.9%	64.6%	66.5%	66.3%	63.7%
LOS ANGELES CITY	2001-02	63.2%	64.3%	65.7%	71.2%	78.9%	72.5%
LOS ANGELES HARBOR	2001-02	64.6%	62.7%	65.0%	66.8%	71.7%	72.4%
LOS ANGELES MISSION	2001-02	63.9%	64.6%	65.3%	66.4%	72.6%	75.5%
LOS ANGELES PIERCE	2000-01	65.2%	67.5%	64.7%	65.9%	67.2%	75.2%
LOS ANGELES SOUTHWEST	2000-01	55.3%	61.0%	56.4%	58.4%	60.1%	65.7%
LOS ANGELES TRADE-TECH	2001-02	66.3%	64.7%	72.4%	65.3%	73.1%	73.8%
LOS ANGELES VALLEY	2000-01	64.0%	65.1%	65.3%	65.8%	66.6%	75.1%
MISSION	2003-04	64.5%	64.1%	63.8%	64.4%	66.2%	n/a
MODESTO	2002-03	63.0%	61.9%	62.9%	64.9%	64.4%	64.6%
ORANGE COAST	2001-02	68.2%	67.6%	69.9%	69.3%	70.3%	70.8%
PASADENA	2003-04	66.5%	67.6%	68.3%	68.2%	66.8%	n/a
REDWOODS	2001-02	71.8%	70.3%	69.2%	69.3%	68.9%	67.4%
RIVERSIDE	1999-00	62.9%	64.9%	70.9%	73.0%	66.5%	67.3%
SAN DIEGO CITY	2002-03	62.3%	64.7%	63.8%	64.6%	63.7%	64.5%
SAN DIEGO MESA	2002-03	65.1%	64.8%	65.1%	64.5%	65.4%	66.4%
SAN DIEGO MIRAMAR	2002-03	74.1%	73.5%	73.1%	72.1%	69.2%	73.1%
SAN JOSE CITY	2001-02	67.5%	66.6%	63.0%	61.8%	62.6%	65.2%
SANTA BARBARA	2003-04	68.5%	68.0%	68.2%	66.5%	70.2%	n/a
VICTOR VALLEY	2004-05	60.5%	61.6%	60.1%	61.0%	n/a	n/a
WEST LOS ANGELES	2002-03	66.6%	67.4%	70.3%	71.1%	71.1%	61.9%
WEST VALLEY	2002-03	66.0%	65.8%	70.3%	61.3%	64.3%	64.8%
TOTAL		65.1%	66.1%	66.7%	67.2%	67.9%	68.1%
CHANGE FROM PRIOR YEAR			+ 1.0%	+ 0.6%	+ 0.5%	+ 0.7%	+ 0.2%
PERCENT GAIN/DECLINE OVER PRIOR YEAR			+ 1.5%	+ 0.9%	+ 0.7%	+ 1.0%	+ 0.3%
# OF COLLEGES EXPERIENCING IMPROVEMENT			17	18	21	17	18
# OF COLLEGES EXPERIENCING DECLINE OR NO IMPROVEMENT			16	15	12	15	10

RETENTION RATES:

<i>BY COLLEGE:</i>	<i>First Year on Alternative Calendar</i>	<i>Prior to Alternative Calendar</i>			<i>After Alternative Calendar</i>		
		<i>Three Years Prior to Alternative Calendar</i>	<i>Two Years Prior to Alternative Calendar</i>	<i>One Year Prior to Alternative Calendar</i>	<i>First Year on Alternative Calendar</i>	<i>Second Year on Alternative Calendar</i>	<i>Third Year on Alternative Calendar</i>
ANTELOPE VALLEY	2001-02	80.3%	89.3%	86.7%	86.0%	87.2%	85.3%
BAKERSFIELD	2002-03	79.6%	85.9%	84.9%	87.4%	86.8%	86.8%
CABRILLO	1998-99	81.4%	82.7%	82.0%	84.8%	81.6%	79.7%
CERRO COSO	2002-03	81.9%	88.3%	86.8%	89.4%	87.0%	86.8%
COASTLINE	2001-02	85.4%	85.3%	85.0%	86.5%	86.3%	85.4%
COLUMBIA	2002-03	83.7%	83.1%	84.8%	84.8%	85.4%	84.9%
COLLEGE OF THE DESERT	2003-04	84.7%	84.8%	84.6%	82.5%	78.4%	n/a
EAST LOS ANGELES	2002-03	79.3%	85.9%	85.5%	84.3%	83.5%	84.9%
EL CAMINO	2002-03	78.6%	78.1%	80.2%	80.7%	80.6%	80.3%
EVERGREEN VALLEY	2001-02	82.0%	81.5%	78.5%	78.0%	77.8%	79.0%
GLENDALE	2001-02	88.9%	87.9%	88.2%	87.3%	88.4%	86.2%
GOLDEN WEST	2001-02	81.3%	82.3%	81.6%	83.5%	83.7%	83.5%
LOS ANGELES CITY	2001-02	78.7%	79.5%	84.3%	88.8%	88.6%	84.2%
LOS ANGELES HARBOR	2001-02	79.3%	76.0%	79.5%	80.7%	81.8%	82.1%
LOS ANGELES MISSION	2001-02	80.9%	82.0%	85.6%	88.9%	84.2%	86.1%
LOS ANGELES PIERCE	2000-01	77.6%	80.3%	78.7%	84.7%	84.8%	83.9%
LOS ANGELES SOUTHWEST	2000-01	72.8%	78.5%	76.7%	83.3%	86.1%	83.2%
LOS ANGELES TRADE-TECH	2001-02	78.6%	77.5%	84.9%	86.9%	85.3%	84.5%
LOS ANGELES VALLEY	2000-01	78.0%	78.7%	80.3%	86.3%	86.0%	84.3%
MISSION	2003-04	82.3%	80.1%	80.0%	84.7%	86.2%	n/a
MODESTO	2002-03	80.1%	80.6%	80.8%	82.6%	82.5%	85.8%
ORANGE COAST	2001-02	82.8%	82.6%	85.6%	84.3%	84.6%	85.7%
PASADENA	2003-04	83.4%	83.1%	84.2%	83.8%	83.3%	n/a
REDWOODS	2001-02	91.3%	90.4%	91.0%	91.4%	88.0%	85.6%
RIVERSIDE	1999-00	86.7%	88.1%	98.1%	99.5%	88.4%	89.1%
SAN DIEGO CITY	2002-03	80.8%	82.0%	81.1%	80.7%	79.9%	81.8%
SAN DIEGO MESA	2002-03	80.5%	81.2%	79.7%	79.4%	80.2%	81.8%
SAN DIEGO MIRAMAR	2002-03	84.9%	84.9%	83.4%	83.2%	79.8%	86.1%
SAN JOSE CITY	2001-02	81.2%	79.8%	79.4%	77.1%	76.7%	79.4%
SANTA BARBARA	2003-04	84.4%	84.6%	84.9%	84.1%	86.8%	n/a
VICTOR VALLEY	2004-05	82.8%	83.0%	82.8%	85.0%	n/a	n/a
WEST LOS ANGELES	2002-03	81.9%	84.8%	86.4%	83.4%	82.2%	83.6%
WEST VALLEY	2002-03	82.8%	81.7%	80.1%	77.2%	78.6%	79.3%
TOTAL		81.7%	82.7%	83.7%	84.6%	83.9%	84.0%
CHANGE FROM PRIOR YEAR			+ 1.0%	+ 1.0%	+ 0.9%	- 0.7%	+ 0.1%
PERCENT GAIN/DECLINE OVER PRIOR YEAR			+ 1.2%	+ 1.2%	+ 1.1%	- 0.8%	+ 0.1%
# OF COLLEGES EXPERIENCING IMPROVEMENT			19	15	18	11	13
# OF COLLEGES EXPERIENCING DECLINE OR NO IMPROVEMENT			14	18	15	21	15

SUCCESS AND RETENTION RATES by 2-DIGIT TOP CODE:

SUCCESS RATES:

<i>BY 2-DIGIT TOP CODE PROGRAM:</i>		<i>Prior to Alternative Calendar</i>	<i>After Alternative Calendar</i>
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	<i>2-DIGIT TOP CODE</i>	Three Years Prior to Alternative Calendar	Two Years Prior to Alternative Calendar	One Year Prior to Alternative Calendar	First Year on Alternative Calendar	Second Year on Alternative Calendar	Third Year on Alternative Calendar
AGRICULTURE AND NATURAL RESOURCES	01	74.4%	75.8%	76.5%	75.7%	74.3%	77.2%
ARCHITECTURAL AND RELATED TECHNOLOGIES	02	68.1%	70.4%	70.2%	70.1%	71.5%	73.8%
BIOLOGICAL SCIENCES	04	63.7%	64.5%	64.9%	67.0%	66.9%	67.5%
BUSINESS AND MANAGEMENT	05	62.7%	63.6%	63.1%	64.7%	66.5%	66.2%
COMMERCIAL SERVICES	30	79.2%	77.4%	79.9%	79.7%	83.6%	82.6%
EDUCATION	08	71.5%	73.2%	75.7%	72.4%	73.3%	74.3%
ENGINEERING AND INDUSTRIAL TECHNOLOGIES	09	73.6%	73.5%	75.0%	75.0%	76.3%	77.7%
ENVIRONMENTAL SCIENCES AND TECHNOLOGIES	03	66.9%	69.2%	72.0%	73.4%	71.6%	70.1%
FAMILY AND CONSUMER SCIENCES	13	71.5%	73.6%	73.5%	74.3%	75.4%	75.6%
FINE AND APPLIED ARTS	10	69.9%	70.0%	70.2%	70.4%	70.6%	70.9%
FOREIGN LANGUAGE	11	65.0%	65.4%	65.1%	65.5%	66.8%	66.4%
HEALTH	12	80.6%	79.9%	79.8%	80.5%	81.6%	82.1%
HUMANITIES	15	63.7%	64.4%	64.8%	65.8%	66.8%	67.2%
INFORMATION TECHNOLOGY	07	63.0%	62.6%	62.6%	64.0%	64.0%	63.0%
INTERDISCIPLINARY STUDIES	49	63.4%	63.6%	63.2%	63.7%	64.6%	65.4%
LAW	14	71.8%	72.7%	72.2%	73.2%	73.0%	75.6%
LIBRARY SCIENCE	16	61.8%	63.7%	58.5%	62.0%	63.5%	54.5%
MATHEMATICS	17	51.4%	53.3%	53.5%	54.5%	54.8%	55.6%
MEDIA AND COMMUNICATIONS	06	67.7%	69.4%	68.2%	68.9%	70.7%	72.4%
MILITARY SCIENCES	18	50.0%	81.0%	53.3%	57.9%	56.3%	56.3%
PHYSICAL SCIENCES	19	64.4%	66.3%	66.9%	67.0%	67.0%	68.2%
PSYCHOLOGY	20	61.3%	61.7%	63.3%	64.1%	65.5%	65.9%
PUBLIC AND PROTECTIVE SERVICES	21	77.0%	79.6%	82.4%	84.0%	85.1%	82.8%
SOCIAL SCIENCES	22	62.6%	63.3%	63.3%	64.5%	65.1%	64.8%
TOTAL		65.1%	66.1%	66.7%	67.2%	67.9%	68.1%
CHANGE FROM PRIOR YEAR			+ 1.0%	+ 0.6%	+ 0.5%	+ 0.7%	+ 0.2%
PERCENT GAIN/DECLINE OVER PRIOR YEAR			+ 1.5%	+ 0.9%	+ 0.7%	+ 1.0%	+ 0.3%
# OF PROGRAMS EXPERIENCING IMPROVEMENT			20	12	19	17	15
# OF PROGRAMS EXPERIENCING DECLINE OR NO IMPROVEMENT			4	12	5	7	9

RETENTION RATES:

<i>BY 2-DIGIT TOP CODE PROGRAM:</i>	<i>2-DIGIT TOP CODE</i>	<i>Prior to Alternative Calendar</i>			<i>After Alternative Calendar</i>		
		Three Years Prior to Alternative Calendar	Two Years Prior to Alternative Calendar	One Year Prior to Alternative Calendar	First Year on Alternative Calendar	Second Year on Alternative Calendar	Third Year on Alternative Calendar
AGRICULTURE AND NATURAL RESOURCES	01	87.8%	88.2%	88.5%	89.3%	87.8%	90.5%
ARCHITECTURAL AND RELATED TECHNOLOGIES	02	81.1%	85.0%	82.1%	83.1%	83.1%	84.9%
BIOLOGICAL SCIENCES	04	79.1%	80.9%	81.5%	83.1%	81.4%	82.2%
BUSINESS AND MANAGEMENT	05	80.3%	81.9%	81.7%	82.9%	82.4%	81.8%
COMMERCIAL SERVICES	30	88.9%	87.8%	90.1%	88.8%	91.8%	91.9%
EDUCATION	08	83.5%	85.2%	87.3%	86.9%	86.3%	86.4%

ENGINEERING AND INDUSTRIAL TECHNOLOGIES	09	85.9%	85.7%	88.0%	89.2%	88.7%	89.2%
ENVIRONMENTAL SCIENCES AND TECHNOLOGIES	03	83.6%	85.4%	89.3%	88.5%	86.2%	84.1%
FAMILY AND CONSUMER SCIENCES	13	85.1%	85.9%	87.4%	88.2%	87.7%	83.5%
FINE AND APPLIED ARTS	10	83.2%	83.9%	84.7%	85.1%	84.7%	84.6%
FOREIGN LANGUAGE	11	79.3%	79.8%	80.0%	81.2%	81.0%	80.4%
HEALTH	12	90.5%	91.3%	90.6%	91.8%	91.8%	92.2%
HUMANITIES	15	80.3%	81.2%	82.1%	83.7%	83.2%	83.1%
INFORMATION TECHNOLOGY	07	82.4%	82.2%	83.1%	84.4%	83.9%	87.3%
INTERDISCIPLINARY STUDIES	49	84.4%	85.0%	85.5%	85.8%	85.4%	86.7%
LAW	14	82.9%	84.2%	85.7%	86.5%	84.6%	85.4%
LIBRARY SCIENCE	16	79.0%	81.2%	77.9%	79.6%	80.4%	76.4%
MATHEMATICS	17	73.4%	75.0%	76.0%	77.4%	75.7%	75.7%
MEDIA AND COMMUNICATIONS	06	80.9%	82.9%	84.4%	84.8%	85.1%	85.1%
MILITARY SCIENCES	18	64.3%	85.7%	80.0%	94.7%	90.6%	93.8%
PHYSICAL SCIENCES	19	79.0%	80.8%	82.1%	82.2%	81.1%	81.6%
PSYCHOLOGY	20	81.4%	82.2%	83.9%	84.7%	84.6%	85.0%
PUBLIC AND PROTECTIVE SERVICES	21	90.8%	91.6%	92.8%	93.6%	93.0%	92.7%
SOCIAL SCIENCES	22	81.0%	82.2%	82.7%	83.5%	83.1%	83.4%
TOTAL		81.7%	82.7%	83.7%	84.6%	83.9%	84.0%
CHANGE FROM PRIOR YEAR			+ 1.0%	+ 1.0%	+ 0.9%	- 0.7%	+ 0.1%
PERCENT GAIN/DECLINE OVER PRIOR YEAR			+ 1.2%	+ 1.2%	+ 1.1%	- 0.8%	+ 0.1%
# OF PROGRAMS EXPERIENCING IMPROVEMENT			21	19	21	3	14
# OF PROGRAMS EXPERIENCING DECLINE OR NO IMPROVEMENT			3	5	3	21	10

SUCCESS AND RETENTION RATES by BASIC SKILLS STATUS:

SUCCESS RATES:

<i>BY BASIC SKILLS STATUS:</i>	<i>Prior to Alternative Calendar</i>			<i>After Alternative Calendar</i>		
	Three Years Prior to Alternative Calendar	Two Years Prior to Alternative Calendar	One Year Prior to Alternative Calendar	First Year on Alternative Calendar	Second Year on Alternative Calendar	Third Year on Alternative Calendar
NOT A BASIC SKILLS COURSE	65.8%	66.8%	67.4%	67.8%	68.6%	68.7%
PRECOLLEGIATE BASIC SKILLS COURSES	56.7%	57.2%	57.5%	59.6%	60.5%	62.2%
BASIC SKILLS COURSES	57.0%	60.7%	58.7%	51.7%	48.8%	59.3%
TOTAL	65.1%	66.1%	66.7%	67.2%	67.9%	68.1%

CHANGE FROM PRIOR YEAR		+ 1.0%	+ 0.6%	+ 0.5%	+ 0.7%	+ 0.2%
PERCENT GAIN/DECLINE OVER PRIOR YEAR		+ 1.5%	+ 0.9%	+ 0.7%	+ 1.0%	+ 0.3%

RETENTION RATES:

<i>BY BASIC SKILLS STATUS:</i>	<i>Prior to Alternative Calendar</i>			<i>After Alternative Calendar</i>		
	Three Years Prior to Alternative Calendar	Two Years Prior to Alternative Calendar	One Year Prior to Alternative Calendar	First Year on Alternative Calendar	Second Year on Alternative Calendar	Third Year on Alternative Calendar
NOT A BASIC SKILLS COURSE	81.8%	82.8%	83.8%	84.6%	84.0%	83.9%
PRECOLLEGIATE BASIC SKILLS COURSES	80.3%	81.6%	82.8%	85.1%	85.0%	85.5%
BASIC SKILLS COURSES	81.0%	84.4%	83.1%	70.0%	63.5%	83.3%
TOTAL	81.7%	82.7%	83.7%	84.6%	83.9%	84.0%
CHANGE FROM PRIOR YEAR		+ 1.0%	+ 1.0%	+ 0.9%	- 0.7%	+ 0.1%
PERCENT GAIN/DECLINE OVER PRIOR YEAR		+ 1.2%	+ 1.2%	+ 1.1%	- 0.8%	+ 0.1%

SUCCESS AND RETENTION RATES by BASIC SKILLS STATUS within 2-DIGIT TOP CODE:

Note: While basic skill and/or pre-collegiate basic skill enrollments were identified in other 2-digit TOP code programs, for comparison purposes only TOP code programs that have consistent semester-to-semester enrollments in basic skills and/or pre-collegiate basic skills courses are included in the table below.

SUCCESS RATES:

<i>BY BASIC SKILLS STATUS WITHIN TOP CODE</i>	<i>Prior to Alternative Calendar</i>			<i>After Alternative Calendar</i>		
	Three Years Prior to Alternative Calendar	Two Years Prior to Alternative Calendar	One Year Prior to Alternative Calendar	First Year on Alternative Calendar	Second Year on Alternative Calendar	Third Year on Alternative Calendar
EDUCATION						
Pre-collegiate Basic Skills	n/a	62.0%	68.4%	77.4%	66.1%	70.6%
Non-Basic Skills Courses	71.5%	73.3%	75.7%	72.4%	73.3%	74.3%
ENGINEERING AND INDUSTRIAL TECHNOLOGIES						

Basic Skills Courses	45.7%	61.0%	70.4%	88.3%	94.4%	93.0%
Non-Basic Skills Courses	73.7%	73.5%	75.0%	75.0%	76.2%	77.7%
FAMILY AND CONSUMER SCIENCES						
Basic Skills Courses	n/a	62.8%	42.5%	56.1%	51.1%	52.8%
Pre-collegiate Basic Skills	70.0%	30.0%	69.6%	48.7%	73.7%	100.0%
Non-Basic Skills Courses	71.5%	73.6%	73.5%	74.3%	75.4%	76.0%
HUMANITIES						
Basic Skills Courses	0.0%	52.2%	62.7%	62.1%	70.2%	48.2%
Pre-collegiate Basic Skills	57.1%	57.6%	58.7%	61.6%	60.2%	62.2%
Non-Basic Skills Courses	64.5%	65.3%	65.7%	66.3%	67.7%	68.0%
INTERDISCIPLINARY STUDIES						
Basic Skills Courses	58.2%	60.8%	59.2%	50.6%	44.5%	58.2%
Pre-collegiate Basic Skills	59.9%	60.6%	59.2%	60.9%	62.3%	63.3%
Non-Basic Skills Courses	67.1%	66.7%	67.6%	68.4%	69.7%	68.5%
MATHEMATICS						
Basic Skills Courses	25.6%	73.0%	63.6%	51.7%	67.6%	50.0%
Pre-collegiate Basic Skills	46.4%	48.0%	50.6%	52.3%	55.0%	58.3%
Non-Basic Skills Courses	52.3%	54.4%	54.0%	54.9%	54.7%	55.0%

RETENTION RATES:

<i>BY BASIC SKILLS STATUS WITHIN TOP CODE</i>	<i>Prior to Alternative Calendar</i>			<i>After Alternative Calendar</i>		
	Three Years Prior to Alternative Calendar	Two Years Prior to Alternative Calendar	One Year Prior to Alternative Calendar	First Year on Alternative Calendar	Second Year on Alternative Calendar	Third Year on Alternative Calendar
EDUCATION						
Pre-collegiate Basic Skills	82.8%	82.8%	82.8%	93.0%	88.9%	90.8%
Non-Basic Skills Courses	83.5%	85.3%	87.4%	86.8%	86.3%	86.4%
ENGINEERING AND INDUSTRIAL TECHNOLOGIES						
Basic Skills Courses	93.5%	87.0%	100.0%	92.6%	98.1%	100.0%
Non-Basic Skills Courses	85.9%	85.7%	88.0%	89.2%	88.7%	89.2%
FAMILY AND CONSUMER SCIENCES						
Basic Skills Courses	n/a	92.2%	65.0%	85.4%	75.6%	63.9%
Pre-collegiate Basic Skills	80.0%	60.0%	100.0%	86.5%	84.2%	100.0%
Non-Basic Skills Courses	85.1%	85.9%	87.4%	88.2%	87.7%	87.3%
HUMANITIES						
Basic Skills Courses	0.0%	65.2%	88.1%	69.0%	90.4%	92.1%
Pre-collegiate Basic Skills	79.7%	80.1%	83.3%	85.1%	84.5%	84.5%
Non-Basic Skills Courses	80.4%	81.4%	81.9%	83.5%	83.0%	82.9%
INTERDISCIPLINARY STUDIES						
Basic Skills Courses	81.6%	84.1%	82.8%	69.0%	59.5%	81.0%
Pre-collegiate Basic Skills	82.8%	84.5%	84.5%	86.3%	86.9%	87.7%
Non-Basic Skills Courses	86.1%	85.5%	86.6%	87.1%	87.1%	85.7%
MATHEMATICS						
Basic Skills Courses	69.2%	91.9%	75.8%	89.7%	91.6%	75.0%
Pre-collegiate Basic Skills	73.7%	75.3%	77.4%	81.5%	80.1%	80.1%
Non-Basic Skills Courses	73.3%	74.9%	75.7%	76.6%	74.8%	74.8%

A Few Observations:

Overall:

- Overall success rates do not appear to decline upon converting to an alternative/compressed calendar system
- 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 in the year preceding conversion.

By 2-Digit TOP Code:

- In examining success rates, no discernable pattern was observed that characterizes all TOP code programs. While seven TOP code programs experienced success rate increases in all three years after converting to a compressed calendar system, six TOP code programs experienced success rate declines in two out of three years after converting to an alternative calendar system.
- In the first year on an alternative calendar system, 21 of the 24 TOP code programs experienced retention rate improvements. However, the exact opposite was observed in the second year when 21 of the 24 TOP code programs experienced declines in retention rate. Retention rate was relatively static in the third year.

By Basic Skills Status:

- Success rates in non-basic skill and pre-collegiate basic skill courses consistently improved prior to and after conversion to a compressed calendar system. Success rates in basic skills courses declined significantly in the first year and further in the second year after conversion to an alternative calendar system but rebounded strongly in the third year, exceeding success rates observed in the year prior to conversion. However, it should be noted that basic skill course enrollments represent only 0.33% of all enrollments in the study.
- Among non-basic skill and pre-collegiate basic skill courses, the consistent improvement in retention rate observed in the semesters leading up to calendar conversion continued into the first year on an alternative calendar system. In non-basic skill courses, retention rates declined in the second and remained relatively static in the third year. In pre-collegiate basic skill courses, retention rates remained relatively static in the second year and improved in the third year. Among basic skill courses, significant declines were observed in the first and second years on a compressed calendar system with retention rates rebounding to pre-conversion levels in the third year. The same caveat about population size (0.33%) should be noted.