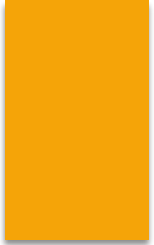


No Calendar Change

- The 5th Proposal -

AN ARGUMENT IN FAVOR OF KEEPING WINTER INTERSESSION



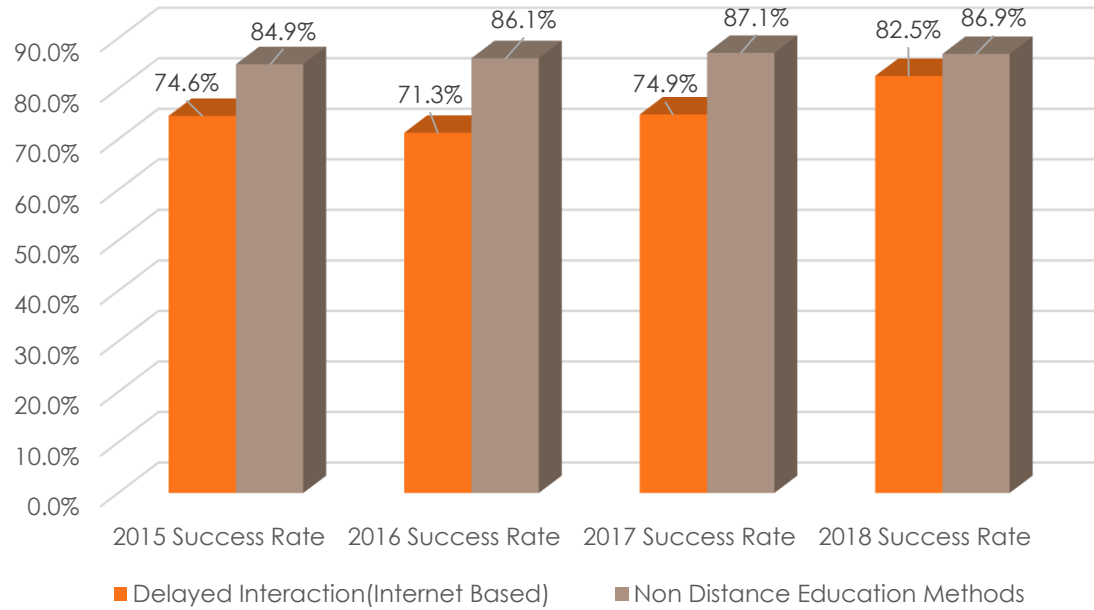


“As we increase success, retention and completion, we will meet our enrollment challenges of the increasing emphasis on completion rates for statewide initiatives and the push for performance based funding.”

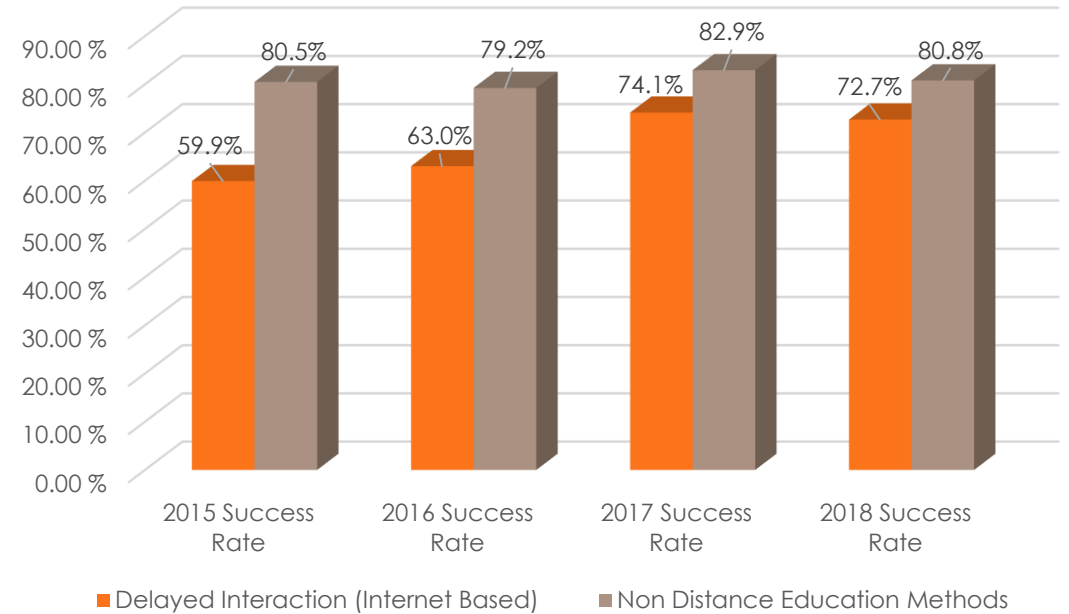
Office of the President, October 17, 2017

Winter/Summer Success Rates

Winter Success Rate



Summer Success Rate

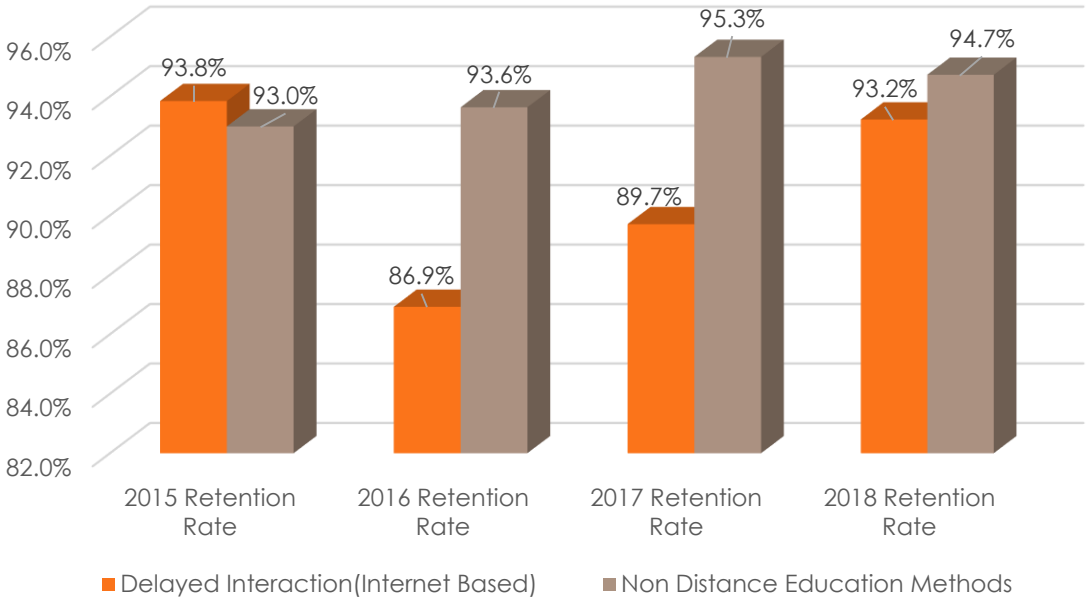


	Antelope CCD Total	Delayed Interaction (Internet Based)	Non Distance Education Methods
2015 Success Rate	84.0%	74.6%	84.9%
2018 Success Rate	86.1%	82.5%	86.9%

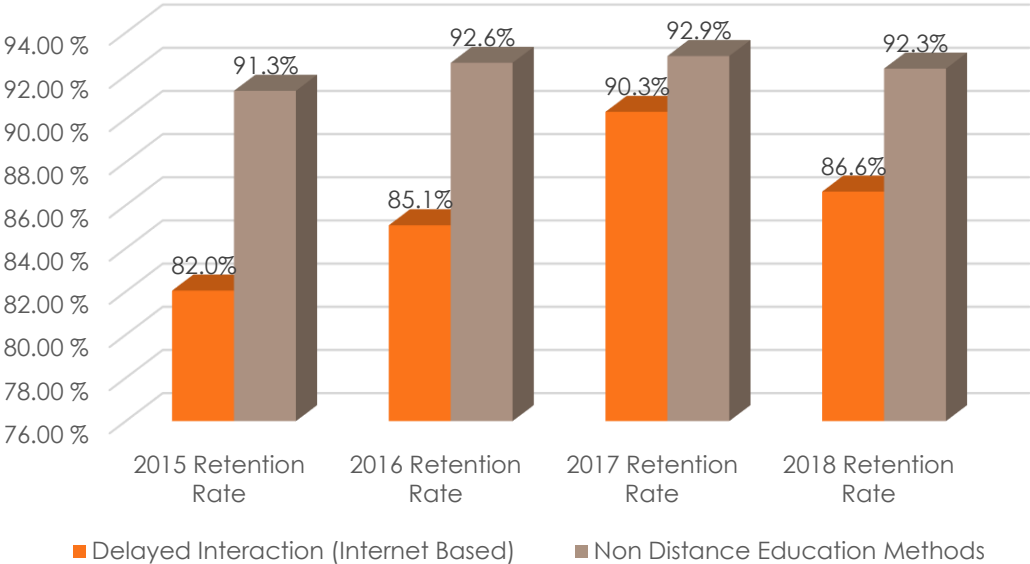
	Antelope CCD Total	Delayed Interaction (Internet Based)	Non Distance Education Methods
2015 Success Rate	78.0 %	59.9 %	80.5 %
2018 Success Rate	79.2 %	72.7 %	80.8 %

Winter/Summer Retention Rates

Winter Retention Rate

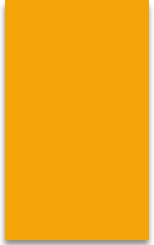


Summer Retention Rate



	Antelope CCD Total	Delayed Interaction (Internet Based)	Non Distance Education Methods
2015 Retention Rate	93.1%	93.8%	93.0%
2018 Retention Rate	94.5%	93.2%	94.7%

	Antelope CCD Total	Delayed Interaction (Internet Based)	Non Distance Education Methods
2015 Retention Rate	90.18 %	82.05 %	91.31 %
2018 Retention Rate	91.22 %	86.64 %	92.33 %

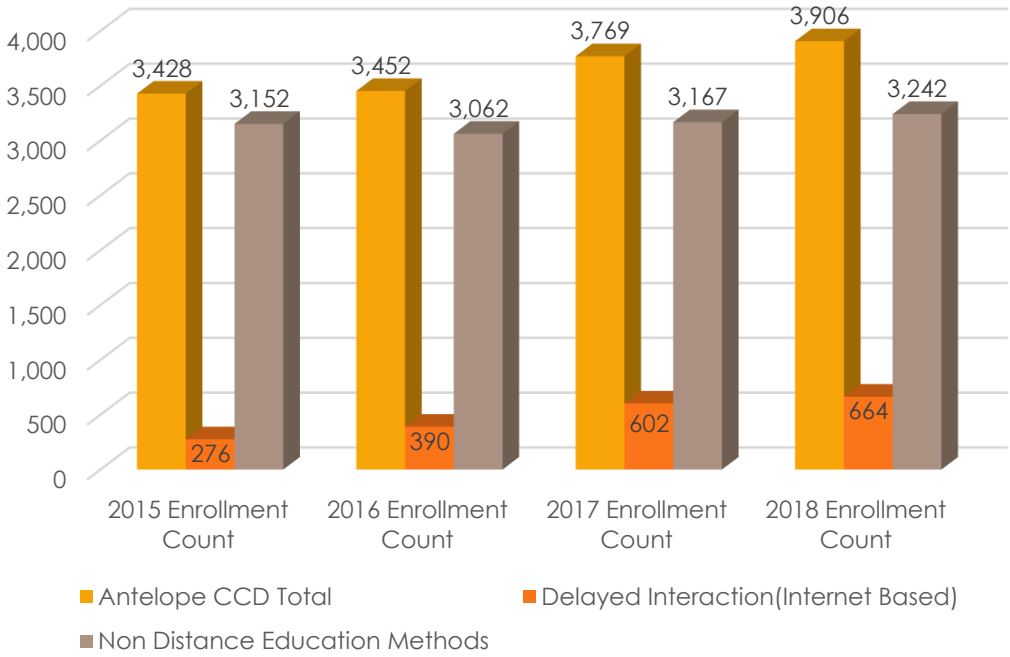


“...summer session is the only session of the college to experience growth over the past two years.”

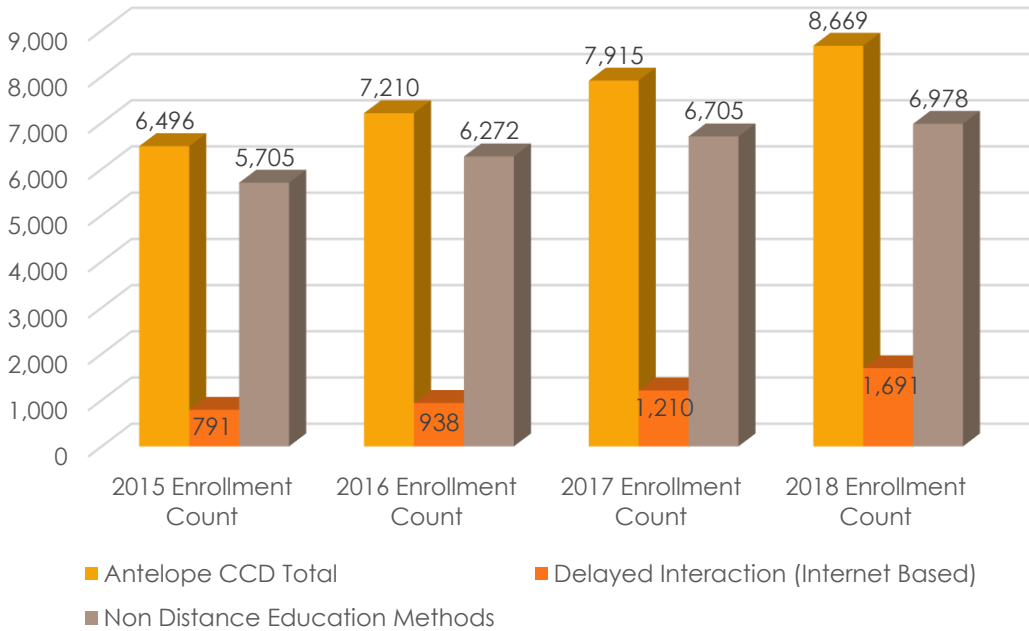
Office of the President, October 17, 2017

Winter/Summer Enrollment

Winter Enrollment Count



Summer Enrollment Count





“Winter Intersession is too short to offer math and science classes.”

2019 Winter Intersession Sections Offered by Division

A&H	CTE	Counseling	H&SS	MSE		R&L	S&BS	
16 Sections	6 Sections	2 Sections	24 Sections	43/96 (53 *TBA's) Sections		24 Sections	31 Sections	
ART 100	ACCT 111	HD 101	HE 101	BIOL 100	MATH 001	COMM 101	ANTH 101	PHIL 110
ART 110	BUS 101		HE 120	BIOL 101	MATH 065*	COMM 103	CT 105	POLS 101
MUS 101	CA 103		HE 201	BIO 101L	MATH 070*	ENGL 101	HIST 107	PSY 101
MUS 111	CIS 101		IATH 102	BIOL 104	MATH 102*	ENGL 102	HIST 108	PSY 236
MUSC 103			KINF 100	BIOL 201	MATH 105	ENGL 103	HIST 110	SOC 101
MUSC 107			KINF 130	BIOL 202	MATH 115	READ 099	HIST 111	SOC 110
MUSC 108			KINF 144	CHEM 101	MATH 120*	SPAN 101	PHIL 105	SOC 116
PHOT 107			RADT 106	CHEM 110	MATH 124*		PHIL 106	
THA 116A			RADT 205	GEOG 101	MATH 135			
THA 116B			VN 111	GEOG 105	MATH 140*			

Partial Rebuttal to Academic Calendar Proposal – Update Summary

- ▶ ***“As the economy strengthens, greater flexibility in class scheduling is needed to meet student need.”***
 - ▶ This suggests the need for more evening classes and more online classes, not a calendar change. Day shifts during the semester are the same as day shifts during the summer.
- ▶ ***“Demographic changes indicate increasingly smaller high school graduating classes for the next decade. This requires greater flexibility to meet the diverse needs of a smaller population.”***
 - ▶ Data presented at the AVC BOT Retreat in May 2018 reveals a decrease in HS graduates, but at the same time it also shows an increase in HS graduates enrolling at AVC.
- ▶ ***“The class compression required in a 5-week intersession prevents and/or constricts student ability to take multiple classes.”***
 - ▶ The difference in class time between a six-week course and five-week course is not enough to allow students, who otherwise wouldn't, to take a second class.

Partial Rebuttal to Academic Calendar Proposal – Update Summary

- ▶ ***“Funding formula changes from the state are placing an emphasis on student completion, in governor’s proposal this is based upon a three-year completion rate.”***
 - ▶ No data has been presented that conclusively ties completion rates to calendars.
- ▶ ***“California Promise Grant (formerly BOG waivers) recipients must be making progression toward education plan goals to continue to receive that grant funding.”***
 - ▶ The ability to progress is not exclusive to the calendar.
- ▶ ***“AB 705 requirements to use multiple measures for assessment and placement is placing greater emphasis on starting at collegiate level work. This will shift work from basic skills courses to collegiate level courses requiring less schedule compression.”***
 - ▶ Basic Skills are not the focus of Winter Intersession.

Three Excerpts from...

A Brief Examination of Literature Related to Academic Calendar Models

Shorter summer and winter classes have as much, if not more, success than longer term courses and are often preferred by students (Blumenstyk, 2013; Anastasi, 2007; ASCCC, 2000).

The literature also reveals that shorter courses often compete with their longer counterparts on success and retention, and both students and faculty tend to prefer the shorter version (Blumenstyk, 2013; Anastasi, 2007; ASCCC, 2000); with one possible exception in a calendar model that splits summer into two sessions. In a survey addressing such a model, only 30% of faculty appeared willing to teach in the late session of a two session summer (Carley, 2002).

"A winter intersession improves student success because it allows an accelerated completion of a course sequence or allows unsuccessful students to repeat class[es] in sequence without losing time or that sequence" (ASCCC, 2000, p.6)

**Don't leave
our students
out in the cold!**



Keep the Winter Intersession!