Report of the Task Force on Academic Calendar

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Background: Motivations, Assumptions, and Facts

The Task Force has been charged with articulating reasons for and against converting from a quarter system to a semester calendar; we were not asked to advocate a particular position in the debate. Both in the body of the report and the appendices, we sketch out possible details in a hypothetical semester and trimester calendar so that some flesh will be on the alternative sets of bones. Because members of the CSLA community are all familiar with both the advantages and disadvantages of the current quarter calendar, we do not describe them in as great detail as we do those of the semester system. Please remember that the members of the task force have no decision making power—either concerning the calendar decision itself or to enact any of the ideas set forth here as part of the sketch of possible futures.

We encourage you to read thoroughly our, admittedly lengthy, report and its appendices. It is important that you discuss your views on the issues in this report with your departmental colleagues and your elected representatives—the Academic Senators from your College. If you are reading the report in hard copy, please look at the links underlined in the document on the CSLA Academic Senate's website: http://www.calstatela.edu/academic/senate/issues/index.htm.

If you have questions about the report, feel free to email the Task Force at calendr@calstatela.edu. We'll try to ensure that your questions are addressed at University or College meetings in October—meetings that we hope you plan to attend.

1. What motivates CSLA to consider converting to a semester calendar now?

Although there are many kinds of factors that go into a choice of academic calendar, there is a specific context in which our current discussion of possible calendar change takes place.

- The Chancellor's office has asked the six CSU campuses on quarters to consider converting to a semester calendar. Because the academic calendar is largely a curricular matter, CSLA faculty is deciding through the Academic Senate. President Rosser is committed to working in partnership with the Senate. [See Appendix A.]
- The six CSU campuses using a quarter calendar include Hayward, Bakersfield, San Bernardino, and LA plus the two Cal Poly campuses—San Luis Obispo and Pomona. In Spring 2001 the faculty or Academic Senate at SLO and Pomona voted to remain on quarters; their Presidents concurred. The other four are all scheduled to decide in Fall 2001. CSU Stanislaus, on a 4-1-4 semester calendar, has also been asked to consider converting to a more standard semester. Websites of the campuses give information about and insights into their thinking. Links may be found on the Senate website.
- There is funding for conversion from the Chancellor's office available for use before the end of the fiscal year 2003. This does not dictate that a conversion to semesters must take place in Fall 2003, but that this special funding ends that summer. The total allocation is $12 million. CSLA would likely receive at least $2 million. President Rosser has expressed his willingness to devote campus resources to support the work that conversion would require of faculty and staff [Appendix A].
- The CSU Executive Vice-Chancellor, David Spence, has asked that each campus weigh "public policy and systemwide interests" in making its decision. He states, "These

- classes and to financial aid, student progression to the degree, more efficient admissions, registration and other administration, more effective student transfer, and others." [See April 13, 2001 memo on the Senate website.] This report considers each of these reasons in the appropriate section.

2. What are the basic facts and assumptions needed in this report?

- State-funded, year-round operation: Regardless of our calendar decision, CSLA students will be able to attend classes year round. All CSU campuses are converting to state-funded, year-round operation.
- National and regional calendar patterns: In 2000-2001, 15% of U.S. campuses were on quarters; standard semesters comprise 66%; nearly 80% of campuses are on some type of semester or trimester calendar. In Southern California, all of the community colleges and the majority of CSU campuses are on semesters; local UC campuses use quarters in their undergraduate and most graduate programs. [See Appendix B.]
- Students: It is not clear exactly what kinds of assumptions one should make about the "tidal wave" of students believed to be approaching the CSU. We assume in this report that it is more reasonable to expect a modest increase of 2-3 % per year at CSLA. We should also recognize that "CSLA students" are not a monolithic group: they have a variety of circumstances, interests, and lifestyles.
- Unit conversion: 1 semester unit = 1.5 quarter units. Thus, 3-unit semester courses = 4.5 quarter units. To convert from quarters back to semesters, multiply .67 by the number of quarter units. A 4-unit quarter course = 2.67 semester units. [CSU Hayward's website has conversion tables.] A trimester calendar would use semester unit values.
- Units needed for degrees: The minimum number of units for an undergraduate degree is 120 semester units = 180 quarter units. Some programs have higher unit requirements. A Masters degree is 30 semester units = 45 quarter units.

3. How do semester calendars compare with our current quarter calendar?

Below are three sample academic calendars, using the 2003-04 academic year as the model. We emphasize that they are *merely* samples. In each case, we note as "downtime" the number of weeks when there are neither classes nor exams. Although there is great flexibility in the kind of calendar we choose to adopt, in order to facilitate ease of transfer, dates should mesh well with community college calendars. The Chancellor's Office has compiled various existing policies concerning the parameters of the academic calendar in a recent memo from Vice-Chancellors McClain and Spence. [See Memo of Sept. 7, 2001 on the Senate website.] Many of the current CSU policies and practices are within its jurisdiction to revise. Although the President received this memo after the Task Force report was completed, it is the belief of the Task Force that each option explored in our report is consistent with rational calendar policies that the CSU is likely to approve.

Quarters	*Classes 10 weeks*	*Examinations*
Fall	September 25 - December 6	December 8 - 13
Winter	January 5 - March 13	March 15 - 20
Spring	March 29 - June 5	June 7 -12
Summer	June 21 - August 28	August 30 - September 4

- This calendar assumes a Thursday start date in Fall, Mondays in the other quarters; the only vacation during a term is at Thanksgiving.
- There are **8 weeks** of downtime on a quarter calendar.

Trimesters	*Classes 14 (13) weeks*	*Examinations*
Fall	September 2 (8) - December 6	December 8 - 13
Spring	January 20 (26) - April 25	April 27 - May 1
Summer	May 17 (25) - August 21	August 23 - 28

- These terms start on Monday (Tuesday if there's a holiday). No vacation except Thanksgiving is assumed in the dates shown. Mid-term vacations or "dead days" before finals would obviously be easier to fit in on a 13-week term, although in spring there is time on either a 13- or 14-week term. In summer a 13-week term would be less likely to conflict with other community colleges and universities' calendars—although it is still very tight.
- There are **7 weeks** of downtime on a 14-week trimester calendar, and **10 weeks** of downtime on a 13-week trimester calendar.

Typical Early Semester	*Classes 15 weeks*	*Examinations*
Fall	September 2 - December 13 [Can start earlier if want Oct. break or "dead days" before exams]	December 15 - 20
Spring	January 20 - May 8 [Assumes one week break]	May 10 - 15
Summer Term	June 1 - August 7 [Assumes 10 weeks maximum, and varying terms within them]	August 9 - 14

- The terms start on Monday (Tuesday if there's a holiday).
- There are **9 weeks** of downtime if we assume a 10-week summer term.
- Note that 12 weeks is the maximum summer term length that is compatible with a minimum of a week's break between terms and a reasonable winter vacation. Such a term could start May 25 and have final exams August 16 -21.

Curriculum, Teaching, and Learning

4. What are the pros and cons of curricular innovation in the context of calendar conversion at this time?

Although it is certainly true that faculty can revise the curriculum at any time, it often takes a particular motivation to do so. From many points of view this is a good time to rethink the curriculum.

- Many new faculty members have come to CSLA in the last decade.
- Many disciplines are changing rapidly.
- Every academic program has developed curricular goals and has at least started to develop methods for assessing whether we are meeting our goals.
- We have recently done extensive work to integrate many innovative teaching methods into the curriculum.
- CSU policies embodied in "Cornerstones" now encourage us to consider measuring the unit value of a course not simply in terms of the number of minutes spent in class, but in terms of the objectives that have been met. http://www.calstate.edu/Cornerstones/
- A semester calendar with courses of various numbers of units offers more flexibility for course design than does our current quarter system.
- Currently some programs have external pressure to rethink their curriculum from accrediting bodies.
- Although the level of funding offered to us to rethink our curriculum is not "an offer we can't refuse," it is a level of funding that, realistically, we will likely never see again.

On the other hand,

- It might be better to rethink the curriculum first, and then decide whether to convert to a different academic calendar.
- Even with released time for curricular revision, faculty may find it difficult to think creatively while rushing to meet deadlines. [See Section 17.]
- It may well be chaotic to have every program revising its curriculum simultaneously, e.g., consider the great burden on college and university curricular review committees unless serious streamlining takes place in the curricular approval process.

5. What do faculty and students in the CSU believe to be the relative advantages of quarters and semesters for student learning?

<u>Advantages of semesters</u>**:**

- The pace of a semester is "less stressful" for faculty as well as students. This reason may well be the most frequently cited in favor of semesters. In terms of student learning this translates into more time for the material to "sink in" and to complete assignments, more opportunity to catch up if students get behind due to illness, work or family emergencies (or even procrastination), etc. For the student balancing work, family, and academic work, it increases by 50% the number of weekends to complete assignments (admittedly, more assignments).

- Class periods can be somewhat shorter, helping the attention span of students.
- The greater number of weeks provides more opportunity for research, rewritten papers, field work, service learning, more multi-stage assignments or lab experiments, and so on.
- The ease of creating courses of varying units enables faculty to tailor the curriculum in appropriate sizes for the content to be covered. Although flexibility is present under quarters as well, there is pressure in many departments to conform to a 4-unit course standard.
- Semester calendars can allow for "dead time" enabling students to finish papers, research or projects and prepare for final exams without missing classes near the end of the term.

Note about trimesters: the advantages of semesters should accrue to trimesters as well; for those factors that are literally dependent on an increase in time, trimesters would be just slightly less advantageous.

Advantages of quarters:

- Students can focus on somewhat fewer courses at one time, yet take a wider variety of courses overall.
- It is easier to focus on a subject for a 10-week quarter than for a longer term.
- The faster pace of quarters does not allow students to fall behind.
- Longer individual class meetings allow more time for flexible uses, e.g., cooperative learning.
- Since each term is of equal length, both students and faculty know what to expect concerning their workload each time.
- If a student drops out for one quarter, it is only one third of an academic year that is lost, not one half.
- The advantage cited most frequently by students is, frankly, not our favorite: if one doesn't like the professor or the course, it is over more quickly. Nevertheless, this may contribute to student learning.

6. What does research say about student learning during quarters vs. semesters?

Very little of the literature contains data on student learning under different academic calendars, and the data we found are equivocal. Cal State San Bernardino cites a previous report of their own in 1993 that noted that semester CSU campuses have higher retention rates than quarter campuses, especially for at-risk students. However, current CSU figures show no significant calendar-related difference in retention rates. After the University of Minnesota converted from the quarters to semesters, researchers found no change in student evaluations of teaching. By contrast, students at Snead State Community College in Alabama believed they had a greater understanding of the class material due to the adoption of a semester calendar. At Santa Monica College the average grade of students was higher in 6-week courses than in regular semester courses. Central Missouri State University saw an overall negative impact in the first year after calendar change to semesters. The proportion of D, F and withdrawal grades increased. Given the number of factors that could have produced results such as these, one hesitates to put much stock in the available empirical data in this area.

In general there is not nearly as much research as one might expect comparing various kinds of outcomes on quarter and semester calendars. Since we are now in an era of accountability, there are likely to be more data on various outcomes after a few years of studying recent calendar changes in universities in Minnesota, Georgia, Utah, Virginia, and Florida.

7. How would the details of course units and schedules impact the daily lives of students and faculty members?

Both students and faculty wonder how, in the context of their full lives, they will manage the work that they need and want to do for their courses. Students often work many hours each week; some have family responsibilities as well. Faculty members want to pursue their professional development, research or creative activities.

For purposes of this discussion, let's assume that most GE classes will remain 3 units and that many major programs will be a mixture of 4- and 3-unit courses. In reality, of course, classes may be worth 1 or 2 units as well as 5 units or higher.

7a. What would a student or faculty member's week look like on a semester calendar?

Under a semester system the weekly class schedule could be very similar to that in the quarter system. A standard lecture class would meet "one hour" (50 minutes) for each semester unit of credit for students. See Appendix C for more detailed examples of classes with activities and labs. As you read the figures below and in the appendices, keep in mind that courses using innovative, "noncontact" instructional methods to meet curricular objectives would not necessarily be required to conform precisely to the number of minutes cited here.

3-unit course	4-unit course
1 time per week = 150 minutes + break	1 time per week = 200 minutes + break
2 times per week = 75 minutes each	2 times per week = 100 minutes each
3 times per week = 50 minutes each	3 times per week = 67 minutes each

Although the actual number of units for individual faculty and students will vary, and surely the time spent in class is not the whole "courseload" story, let's start here with a hypothetical 12-unit course load.

- On **quarters**, students and faculty carrying 3 courses at 4 units each: spend 200 minutes x 3 = 600 minutes = 10 hours each week in class (or 12 segments of 50 minutes—assuming classes are seminars or lectures rather than activities or labs).

- On **semesters**, students and faculty carrying 3 courses at 4 units each: spend 200 minutes x 3 = 600 minutes = 10 hours each week in class

- On **semesters**, students and faculty carrying 4 courses at 3 units each: spend 150 minutes x 4 = 600 minutes = 10 hours each week in class

Note: The comparisons above assume a standard semester. The minutes to be spent in class under trimesters are noted in Appendix E.

7b. <u>But if we're doing 12 units in 4 courses of 3 units each, isn't it more work to prepare for more classes?</u>

- Overall, yes. However, if the classes are shorter, e.g., 75 minutes twice a week rather than 100 minutes twice a week, we will be preparing somewhat less material for each class. The pace would be slower.
- The amount of work we do outside of class will be more.
    - Students will need to take tests, do lab work, write papers, etc. for one more class. However, there will be a longer amount of time in which to do it—notably an increase in the number of weekends available in one term.
    - Faculty will need to interact with more students simultaneously, grade more students' work, probably prepare a greater number of different classes, etc. Again, there will be a longer span of time in which to accomplish it.

7c. <u>How might classes be scheduled on a semester calendar?</u>

We take once and twice per week as the standard because most CSLA students and faculty are accustomed to classes that meet no more than 2 times per week. See Appendix D for more semester module possibilities and Appendix E for class lengths on trimesters.
Keep in mind as you look at the class lengths and modules below and in the appendices that more flexible scheduling is possible using various teaching/learning methods when students are evaluated primarily in terms of meeting specified objectives.

<u>If most courses were 3 units, one possibility would be the following:</u>

<u>75 minutes MW or TTh</u>	<u>150 min. once each week</u> (perhaps Fri. and Sat. too)	
8:00- 9:15	8:00-10:40	
9:25-10:40		*Once a week modules include*
10:50-12:05	10:50- 1:30	*a 10 minute break.*
12:15- 1:30		
1:40- 2:55	1:40- 4:20	
3:05- 4:20		
4:30- 5:45	4:30- 7:10	
5:55- 7:10		
7:20- 8:35	7:20-10:00	
8:45-10:00		

<u>If both 3- and 4-unit classes are common</u>

- We could have modules on MW for 4-unit courses, and on TTh for 3-unit courses. 3-unit courses on MW would obviously fit within the 4-unit modules.

- We could schedule 4-unit classes 3 times per week at 67 minutes each. This length would fit within the 75minute block for 3-unit courses.
- We could try to integrate the modules, for example, as below.

4 units, twice per week	3 units, twice per week
8:00- 9:40	8:25- 9:40
9:50-11:30	10:00-11:15
11:40- 1:20	11:45- 1:00
avoid 4 units in afternoons	1:30- 2:45
(or pick another set of	3:00- 4:15
3 modules to avoid)	4:30- 5:45
5:50- 7:30	6:00- 7:15
7:40- 9:20	7:35- 8:50
	9:00-10:15

What is the percentage increase in number of modules on semesters?

Thinking in terms only of twice per week classes, there is an increase in available modules from 7 on the current quarter system (TTh schedule) to 9-10 modules available for twice a week semester classes (depending on how we accommodate 4-unit courses). This is an increase of 29 - 43% in the number of modules in a weekly schedule. This increase should accommodate the need to offer more classes in a semester than are now offered in a quarter.

For "evening" modules, there is an increase of 33% for 3-unit courses meeting twice a week; 4-unit classes are the same length as on quarters. For once a week, 3-unit class modules, there is a 100% increase in modules at night. See Section 14e for a discussion of classroom availability.

7d. Will students need to attend classes more days each week on semesters than on quarters?

There is no reason to believe they will need to in general. Classes will be shorter, so more classes can be fit into the same days. Of course, departments must schedule their courses carefully in order to make them convenient and accessible for students.

There is a related issue here. Semesters may have some advantages for students as they negotiate work schedules with employers. Their schedules will change one less time per year; and a few more class modules are likely to be available in one part of the day (or evening). On the other hand, if students must take a required course at a time inconvenient to their employers, a quarter system allows them to say, "It's only for 11 weeks."

8. What happens to the summer term?

- Three items of concern about summer are independent of the choice of academic calendar:

- The continuation of "Free Summer Quarter +": It is up to the Chancellor's office to decide whether to continue to fund it.
- Financial aid: It is available to students in summer.
- Rates of pay for faculty teaching an extra term in summer: This is a bargaining issue under negotiation between CFA and the CSU. At present, a few CSLA faculty members teach partial "P Quarters."

- Because of the differing summer curricular needs of various programs and the work schedules of different kinds of students, it is important under *any* calendar option to be able to offer summer courses of various lengths.
  - Courses in the summer term should be long enough to provide sound learning experiences for students and to count as a full term of faculty teaching.
  - One possibility would be a 10-or 11-week long term, with two shorter terms within it.
  - Or, given that the number of students would likely be lower in summer, different Colleges could handle their term lengths according to their students' needs, e.g., a short intensive session for public school teachers starting in mid-June, or a 10-11 week term for programs with high numbers of full-time working students.
  - Regardless of the manner in which flexibility is integrated into summer term we should take care not to erase any efficiencies that would be generated by a move to a semester calendar, e.g., it would be more efficient to have common registration periods and grade collection cycles.
- In Appendix F are calculations of the number of minutes for class meetings and possible modules for several possible summer terms. Below is one sample.

10 week term	= 225 minutes per week (3-unit course)
1 time per week	= 3 hrs, 45 min plus break
2 times per week	= 113 minutes each, 1 hr, 53 min
3 times per week	= 75 minutes each, 1 hr, 15 min
4 times per week	= 56 minutes each

A person teaching 3 of these courses 2 times per week, would teach approximately 5 hours, 35 - 40 minutes each of the two days.

A 4-unit course would be 300 minutes per week. A person teaching 3 of these courses would teach 450 minutes (= 7.5 hours) on each of two days or 300 minutes (= 5 hours) on each of three days.

9. To what extent will a semester system reduce the variety of courses a student takes?

The minimum number of units for an undergraduate degree is 120 semester units = 180 quarter units. Some programs require a higher number of units.

180 quarter units	=	45 courses at 4 units each
120 semester units	=	40 courses at 3 units each or 30 courses at 4 units each (likely somewhere between 30 - 40 courses, say 35 - 37)

Graduate or credential programs are similarly affected:

45 quarter units = 11.25 courses at 4 units each
30 semester units = 10 courses at 3 units each or 7.5 courses at 4 units each

There are implications for both students and faculty here.

- We will take/teach fewer courses overall--by somewhere between 11% and 33%--depending on the mix of 3- and 4-unit courses that the faculty decides to adopt. Given that lower-division GE courses should probably remain at 3 units to facilitate articulation, the reduction in the number of courses is realistically going to be closer to 15%-20%. Whatever the precise number, there will be some reduction in the variety of courses on semesters.
- Whether or not students are disadvantaged by the decrease in variety seems to depend on the discipline. Students and faculty in some of the more professionally oriented programs find a narrower range of courses a disadvantage with employers. In many of the liberal arts, it makes no significant difference beyond individuals' preference for variety. Graduate schools, for example, expect most students to come from semester campuses, thus to have the range of courses typical in semester-based major programs.

10. How long will it take students to graduate? How many courses must be taken each term?

Consider both a 4-year and a 6-year path to an undergraduate degree (both assume good planning by students and an appropriate selection of courses offered in GE and in their majors).

4 Years On Quarters:
Freshman students who take 11-12 (4 unit) courses each year can graduate in 4 years (although fewer than 4% of students entering in 1993 and 1994 followed this path). These courses--averaging 45 units each year--can be spread among 3 quarters or 4. In fact, such students probably take 48 units, for example,

	Fall	Winter	Spring	OR	Fall	Winter	Spring	Summer
Units	16	16	16		12	12	12	12
Courses	4	4	4		3	3	3	3

4 Years on Semesters:
These same students on a semester or trimester system could average 30 units per year by taking 8-10 courses, assuming a mixture of 3- and 4-unit courses:

	Fall	Spring	OR	Fall	Spring	Summer
Units	15	15		11	10	9
Courses	4-5	4-5		3	3	3

So, on semesters, what students need to take more courses at any one time than they would on quarters? The students who are taking primarily 3-unit courses, want to graduate in 4 years, and attend only 2 terms per year.

6 Years on Quarters

Students who follow a 6-year path to graduation need to average 30 units each year (approximately 35% of the freshman entering in 1993 and 1994 followed this path). In the sample year below such a student takes 32 units:

	Fall	Winter	Spring	OR	Fall	Winter	Spring	Summer
Units	12	12	8		8	8	8	8
Courses	3	3	2		2	2	2	2

6 Years on Semesters

The same 6-year-plan students on a semester or trimester system could average 20 units per year by taking 5-7 courses, assuming a mixture of 3 and 4 units courses:

	Fall	Spring	OR	Fall	Spring	Summer
Units	10	10		7	7	6
Courses	3	3		2	2	2

Calculate the time to graduation another way:

The student who takes *two* 4-unit courses per quarter will take 22.5 quarters to complete 180 units. That is **5.62 years** if she goes all 4 quarters per year, and **7.5 years** if she attends 3 quarters per year.

The student who takes *two* 3-unit courses per semester will require 20 semesters (6.33 years) to finish. If her *two* courses are 4 units, she will require 15 semesters (5 years). Let's assume there will be a mix, so she requires **18 semesters**. This comes to **6 years** if she attends all 3 terms per year, and **9 years** if she attends only 2 terms.

Thus, the only student whose graduation will require significantly longer under semesters is the part-time student who takes one term off each year.

Again, however, the numbers do not tell the whole story. There will be scheduling consequences that would result from one less term per year; these would vary program by program. In highly sequential majors, thought must be given to the frequency with which sequences can be begun. In very small departments, faculty may be stretched to offer courses once each year. Factors such as these could delay students' completion of their degrees (as they do now).

The Task Force recommends that faculty begin discussing *immediately* hypothetical changes in their departmental or program curriculum in order to understand the impact and appreciate both the advantages and disadvantages of each of the calendars before Senators vote.

11. How would conversion to semesters affect various sectors of the curriculum?

11a. Articulation and Transfer Units

As noted above, one of the Chancellor's motivations for asking us to consider conversion is to facilitate articulation and transfer of courses among the community college and CSU campuses. Let's identify what in the current situation is problematic for students and whether conversion to semesters will help remedy it.

- In general, articulation and transfer of courses is simpler when unit values are equal.
- Nevertheless, several kinds of rules and practices are "calendar neutral." For example,
    - Transfers from other four-year institutions are allowed to transfer all non-remedial, non-professional credits.
    - Transfers from community colleges are allowed to transfer a maximum of 70 semester units (= 105 quarter units).
    - Community college transfers with their GE "fully certified" are held accountable for no further lower-division GE courses, regardless of the actual courses and their unit credit.
    - The student who receives only course-by-course articulation and not even "partial certification" of GE, will be liable for more courses on CSLA's GE program than on a typical community college GE program.
- Specific problems arise in certain kinds of situations. Although we have no data on exactly how often these situations occur, a semester calendar would help these students. For example,
    - Students who transfer from a semester campus usually have slightly higher credit for individual courses than we require (whether GE or a major course), e.g., 4.5 units for the lower-division classes for Engineering majors that would be 4 units at CSLA. The student does not "lose" credit for those extra .5 units; she receives unit credit. The problem in high-unit majors is that the student does not have any electives in which to use these units. Thus she ends up taking more than the minimum units needed for her degree.
    - Students who begin a sequence of courses on a semester campus but do not finish the sequence before transferring can find themselves required to take, e.g., Biol 102, when they have already completed half of the material before transfer.
- A semester calendar would aid those students who transfer from CSLA to a semester campus. These students can find that they have not satisfied GE or major requirements by small fractions of units. Although these students may not be CSLA's primary concern, this is the kind of systemwide/public policy issue that the Chancellor asked us to consider.

11b. General Education and Other University Requirements

- A decision to convert to semesters would require modification of courses for General Education and University Requirements. There is a range of possibilities—from "straight conversion" of existing 4-unit courses into 3-unit semester courses to a complete rethinking of the GE program.

- A "straight conversion" approach for GE plus other University Requirements (Introduction to Higher Education and Engl 102) would make CSLA's units comparable to those of Northridge and Dominguez Hills. They would be 6-7 units higher than Long Beach and Fullerton (neither campus requires English 102). A grid in Appendix G lays out the comparison in detail.
- Although we would be comparable to some of our sister campuses, "straight conversion" would represent a ***5% decrease*** in the proportion of total units that are available for the major and free electives. It increases the total number of units from the present 78 quarter units (72 of GE, 4 of Engl 102 and 2 of Intro to Higher Ed) to the equivalent of 87 quarter units = 58 semester units. This means that 62 semester units (= 93 quarter units) would be left for the major and free electives in a baccalaureate program of 120 semester units. This impacts high-unit majors.

The Task Force wishes to inject our own views here. The General Education Subcommittee noted in June 2001 that converting to semesters would provide an opportunity to reconceptualize our approach to GE. Although this opportunity surely exists, we caution against rethinking GE at this time. Our reasons are below.

- A decision about the academic calendar should be made on the basis of *all* the relevant factors, *not* simply from a department or college's fear of FTE loss because the GE program might be modified.
- Our current GE program went into effect only three years ago; assessment of it is just beginning. Part of the Academic Senate's thinking at the time of revision was that ongoing assessment should lead to ongoing revision of the program. A reasonable timetable should be established for these activities independently of possible calendar conversion.
- The workload of rethinking and converting the curriculum in every major and minor program will itself stretch to the limit both (a) the faculty's time and attention, and (b) the many administrative processes needed to implement curricular and other changes.
- We recognize that programs with high-unit majors are negatively impacted by a "straight conversion." We recommend that these program request waivers or exemptions that would bring the relative percentages of GE and major programs back into their current balance.
- An additional advantage of "straight conversion" into courses of 3 semester units for lower-division GE relates to articulation and transfer: the ease of articulation and transfer from the community colleges into the CSU. Except for some science or modern language courses on some campuses, GE courses in the community colleges count 3 units. However, keep in mind that a straight conversion means that students who complete GE at CSLA take both a higher number of units and a higher number of courses than they would be required to under many community college GE requirements (including the IGETC).

11c. <u>Developmental Math and English courses</u>

English and Mathematics both now offer two 4-unit developmental (pre-baccalaureate) courses. If each of the classes were converted to 3 semester units, instructors believe that the pass rate would probably increase because of the addition of five weeks of instruction to each

course. Note, however, that the CSU has a policy that remediation must be completed in the first year, so those students who did not pass would have one less chance to complete remediation before they were disenrolled. Summer can be used under any calendar.

11d. Major Undergraduate and Graduate Programs

As noted above, a conversion to semesters offers the opportunity as well as the obligation to rethink our undergraduate majors/minors and our graduate and credential programs. We strongly encourage faculty members to begin discussing their programs now so that the Senate vote can be informed by such discussion.

- Programs would have considerable flexibility here. Faculty would be free to integrate various instructional methodologies and to create courses with different unit values in whatever combination and structure we find best.
- Even if a department does not wish to think creatively now, some revision of the undergraduate major would be unavoidable. For example, a major that currently requires 80-quarter units probably has 20 courses of 4 units each. Assuming that the faculty wants to keep the total units constant, an approximate conversion would be 54 semester units for the major, equal to 18 courses of 3 units each (or fewer courses if 4 unit courses were included). Thus some choices would need to be made: Should some required courses be merged or eliminated? Should the number of elective classes in the major be reduced? Are there ways to combine important content? Is it better to offer fewer courses of 4 units or a wider variety of courses of 3 units?
- Service courses for other programs would also have to be modified and coordinated with relevant program faculty.
- Graduate programs will be similarly affected. As noted earlier, a conversion from 45 quarter units (11+ courses of 4 units) to 30 semester units, reduces the number of courses to ten 3-unit courses or fewer.

Accredited Programs: Conversion would pose special problems for programs with accreditation reviews in the immediate future. We assume that program faculty and their deans would ask the accrediting bodies to postpone their reviews. Although conversion timing is problematic, a semester calendar might be advantageous in the long run because accrediting bodies tend to take semester calendars as the norm.

12. Additional Faculty Considerations

Because many issues relevant to faculty members and students' academic lives are the same, a number of faculty issues were discussed above in Section 5 on teaching and learning. Others are below.

12a. Discussion of Faculty Teaching Units

- For several years the faculty contract has not contained a rigid 12-unit teaching load for tenured/tenure-track faculty (abbreviated below as 'tenure-track faculty').

Long-term Fiscal, Administrative, and Staff Issues

13. What are the financial issues for students?

13a. Fee Payment Schedule

- Although the annual total of students' fees would not change, the percentage of it that they owe for each term would be greater on semesters. This factor may create a cash flow problem for some students.
- If students can pay after initial registration and make installment payments we could mitigate the cash flow problem. Other CSU campuses allow students to register prior to demand for payment. CSLA currently has two options that allow students to pay their fees in installments; both options have a "service charge." Clearly an "interest free" plan would be better for students, although maybe not fiscally sound. What is needed is a plan that allows student to register in a timely manner so that departments can anticipate their enrollments accurately (something that is true under any calendar choice). See Appendix H for details on fees and payment options.

13b. Implications of the Division Between Part-Time and Full-Time Fees

- The division between full-time (6.1 units and above) and part-time (0-6 units) students is exactly the same under quarters and semesters. Students who take 8 quarter units each term (who for other purposes are considered "part-time") are "full-time" students for purposes of fees. Yet if that same student takes two courses of 3 units each on a semester system, he will be a "part-time" student for fee payment. Thus there is an interesting conflict of interest here. It is in the student's interest to pay for a lower fee; it is in the university's interest for him to pay a higher fee. Note that once a student takes 7 units, e.g., by taking a 4-unit and a 3-unit course, he has a strong financial incentive to take another course "for free."
- The Task Force has speculated about pilot programs that might be developed to make more gradual the increase from part-time to full-time in order to encourage students who want to take 2-3 courses at a time to go beyond 6 units. We might, for example, want to create an intermediate category between full- and part-time. In the past, the Chancellor's office was open to experimentation as long as the total fee income was no lower than on the standard scale. This topic clearly needs more work by the appropriate people.

13c. Financial Aid

- Undergraduate students are typically eligible for *full-time* financial aid at 12 units—on either a quarter or semester calendar. There are some kinds of aid available, prorated, for students who take fewer than 12 units. Graduate students have different standards to count as full-time, but are also eligible for prorated financial aid.
- Students who are eligible for financial aid might benefit from a semester system in the following ways.

- Although eligibility for various kinds of financial aid is determined annually and would not vary from calendar to calendar, there is one less time per year that the student needs to document her number of units.
- Students who transfer mid-year with aid packages would receive 50% of their aid for Spring Semester rather than to having to stretch it (as they do now) to cover both Winter and Spring Quarters.

- On the other hand, students who find it easy to satisfy the requirement of 12 units for full-time financial aid on a quarter system might find it harder to total 12 units on semesters. For example, if a student took 2 courses of 4-units and one 3-unit class, he would have 11 units. [One supposes that Physical Education classes might be the beneficiaries of this student's quandary!] If most courses were 3 units, the student would need to take 4 courses to receive full financial aid.

13d. Books

The total cost of books might well be lower on a semester system, although the dollar outlay at one given time might be more. Why? Students will take fewer courses overall on a semester calendar, but might spend more at one time by taking more courses simultaneously. The Task Force recommends that any change in payment schedules for fees or financial aid take this into account. Note that many books are designed for semester length courses, so more material can be used from them than for a quarter course.

14. What are the university fiscal issues?

As we consider fiscal issues, keep in mind that all cost comparisons require the assumption of year-round operation.

14a. Cal State LA's Quarter-System "Niche" in Recruiting Students

Were we to convert, our quarter "niche" would clearly be lost. We do not know how important this is because we have no data at the present time about the calendar preferences of local high school and community college students. Cal State Hayward surveyed students at Chabot College, its nearby community college in the East Bay, in 2001. Chabot students were split fairly evenly among those who prefer semesters, prefer quarters, and don't care. Students preferring semesters had a slight edge over the other groups. See Appendix I. In 1994 CSLA's Ad Hoc Committee on the Academic Calendar found that over 80% of our students preferred quarters (although the comparisons were not between two year-round state-funded calendars). CSLA's Associated Students are planning to survey neighboring community college students early in Fall 2001.

14b. Possible FTES Decline in the First Few Years After Conversion

It is very likely that FTES (Full-Time Equivalent Students) will decline. There are several factors that might contribute to such a decline.

- Students have a propensity to continue taking the same number of courses after calendar conversion, so the average unit load might decline. Other campuses have found that their

current students were likely to resist taking even one additional course each semester at first. Typically this lasts only until their current students graduate. There can be a financial factor at work here as well. As pointed out above, for purposes of fee payments 6 units is "part-time"; 6.1 or higher units is "full-time."

- Students who fear possible disruption during the transition process might react in one of two ways:
    - Some might transfer from our campus to a neighboring campus that chooses to remain on the quarter system. (Some students from Dominguez Hills finished their degrees at CSLA in the 1980s.)
    - Some might accelerate their schedule to graduate *before* conversion takes place. Other campuses that have converted to the semester system have had a slight increase in FTES during the transition years.
- There is also a belief that sound planning and recruitment, increased and focused advisement, incentives for students to maintain present loads, and a longer lead-time before conversion would go a long way toward reducing an FTES decline.
- Note that even campuses such as Dominguez Hills (whose students' average number of units per term remained depressed since conversion) have increased their total numbers of students, so also ultimately increased their FTES.

14c. <u>Possible Chancellor's Office Penalties for Enrollment Decline</u>

It has been customary for the CSU not to penalize a campus by withdrawing resources unless it falls below 2% of its projected enrollment. CSLA projects that we will be in a period of 2-3% annual growth during the relevant years. Thus even if the average student unit load declines, it might be possible to stay within 2% of our enrollment target by carefully setting the target. The question remains, what if we do fall below 2% of our target for a couple of years? There is no way to know for certain at this point, but it appears that a failure to come within 2% of our target could result in a reduced campus allocation. It should be pointed out that the Chancellor's office hasn't enforced that policy recently in the case of two other CSU campuses.

14d. <u>Administrative Costs, Staff Efficiencies and Services</u>

- There appears to be little potential for cost savings due to staff reductions, although there is great potential for improved service and less stressful workloads for CSLA employees. For example, the real work needed to plan, schedule, admit and enroll students, collect fees, distribute financial aid, and collect grades would be reduced by 25% on a year-round semester calendar; there is little evidence that any staff reductions would result. With the same staff doing 25% less work, there could be dramatic improvements in service. There might finally be time to assist students, faculty and department staff with services that are not currently available. Some minor savings would be realized from the reduction of overtime paid to staff during peak load times and a reduction in utility costs during increased downtime.
- Another kind of "increased service" would be an enhanced opportunity to do long-range planning. The nature of the quarter system requires that at least three quarters must be "active" at one time. The semester system would allow for more administrative and staff

downtime, thereby providing more time to plan and schedule administrative activities. These benefits would accrue in departmental and college offices as well as at the university level.

- While the conversion to a semester system would be clearly preferable for administrative activities in most ways, in the context of year-round operation both the semester and trimester schedules cause some concern for fiscal operations. These calendars place their start-up, payroll and hiring activities for the summer term coincident with the fiscal year-end process. This is a problem that all semester campuses in our system would face now that they begin to operate year-round. See the discussion of classroom availability (Section 14e) for other possible minor cost increases.

14e. <u>Classroom Availability and Scheduling</u>

- Currently there are 5 large lecture halls, with capacities of 125-205 students, 2 rooms with capacities of 90 students each, 12 "mid-size" rooms with capacities of 60-80 students each. Under the present quarter system, room availability is a problem in general only from 420 – 8 p.m., and, for large lecture halls, occasionally at other times.
- It is not clear what the precise impact of a semester calendar would be. In principle the increase of about one-third in the number of modules in each week would offset the fact that there is one less term per year available. There are standard and mid-size rooms that can accommodate moderate increases in class sizes. We don't know how many more courses would have enough students for the largest classrooms. The time period of 420 to 8 p.m. (or its equivalent on a semester calendar) would still be impacted even with additional evening modules.
- If it turns out that there is a shortage of specialized classrooms, e.g., computer classrooms, during prime evening hours, equipping such rooms would be an additional cost of conversion. The Department Chairs in the Natural Sciences report that they do not anticipate a laboratory shortage.
- If evening modules are impacted, Saturday classes might provide an alternative some working students would welcome. And in general Fridays and Saturdays could be used for once a week courses on semesters or quarters. See Appendix J for AQMD plan implications.

14f. <u>Campus Maintenance</u>

Since many projects of campus maintenance depend on the "down time" between terms, we can expect no major change. Our current calendar has 8 weeks of downtime; the calendars we sketched contain downtime from 7 to 10 weeks. Nevertheless, the reduction in the number of breaks would mean that some break periods would be longer in duration. This factor would give campus maintenance time to engage in larger projects during breaks.

"Conversion": Short-term Fiscal and Workload Issues

Because it is tedious to qualify every paragraph below with the phrase, "If we decide to convert to semesters," we ask you to remember that each paragraph in this section is qualified by this condition.

15. Do we know what conversion will cost and how it will be funded?

Although we don't have a precise estimate of the costs of conversion, other CSU campuses tend to at least double the 2 million already committed by the Chancellor's office. President Rosser has indicated that he would seek a high level of support from the Chancellor's office as well as consider conversion activities the highest priority on campus funds.

The Task Force will inject our views here to offer a few examples of campus funding sources. Readers will need to consider whether they believe conversion to be a good use of these or other funds.

- We believe that lottery funds, both those currently used for innovative instruction awards and for other projects, are a particularly good source of campus funds.
- In addition, because we believe that faculty cannot do justice to curricular innovation and program review self-studies at the same time, we recommend that the program review cycle be postponed during the period of transition and that the funds (and energy) normally expended there be used for conversion.
- Because it would be demoralizing to faculty to use Research and Creative Leave funds for conversion, we recommend that these funds not be diverted.

Note that President Rosser has indicated a willingness to be flexible on these kinds of issues. He and other campus administrators are well aware of the time, energy and money that the range of conversion activities will require. The Task Force assumes that a conversion coordinating body will be appointed and that the allocation of funding for faculty, administrators and staff will be negotiated through that body. This body would need to take into account the complexities of required tasks, funds that can be carried over beyond 2003, and so forth. This is clearly a situation in which the left hand and the right hand must not only know what the other is doing, but must be working closely together.

16. What are the major changes that would have to be made during conversion?

- Every academic course and program will need to be revised.
- All of these revisions will need to go through curricular approval process (one hopes, a streamlined process).
- New articulation agreements must be developed.
- Students who will be completing their degrees after conversion must receive extensive advising. This is a crucial to ensure that students are not disadvantaged by the transition and understand the importance of keeping their number of units up. (A post-conversion corollary is that faculty must make accommodations to enable students to finish their degrees without being penalized by the conversion.)

- Every campus system that relates to curriculum (catalogs, class schedules, room assignments, faculty work assignments, etc.) or to student advising, registration, enrollment, financial aid, degree audits for graduation, recruitment of new students, etc. must be modified to reflect and implement the changes.
- Modification of the systems just mentioned, plus Human Resources, must be coordinated with the CSLA's schedule of implementation of the Chancellor's office Common Management Systems (CMS). Although the adoption of these systems (using "PeopleSoft") is independent of a calendar decision, we include it as a "conversion activity" because of timing. We have already implemented many PeopleSoft administrative systems as well as its student systems such as "Golden Eagle Territory." Other PeopleSoft modules will replace OASIS. CSLA's current plan is to implement new systems every six months leading to a fully operational PeopleSoft student administration system in Fall 2003. If we decide not to convert to semesters, all systems would be implemented for the quarter system. If we convert to semesters in Fall 2003, implementation of the systems would be in semesters. If we convert in Fall 2004 systems would first be implemented for quarters and then modified for semesters (with obvious additional cost and workload implications).

17. How much time is required to make an organized and orderly transition from the quarter system to the semester system?

The Task Force first considered an implementation date of Fall 2003. That date works better for our catalog cycle, implementing new computer systems, timing of some Colleges' re-accreditations, and spending the Chancellor's funds. When we focused only on the processes with which we were most familiar as faculty members—curricular revision and the college and university curriculum approval processes—that date seemed feasible. However, in addition to these time-consuming faculty processes, there is a period of almost a year needed to implement calendar and curricular changes. When the Task Force took this fact seriously, we came to believe that a Fall 2004 implementation date is much more realistic—in spite of the increased costs and inconveniences that it would entail.

The sketch of tasks and dates below assumes that we would revise our rule that curriculum not be done in Summer term (as we did during GE revision). Note that nothing else is assumed below about possible revisions in curriculum processes. This area clearly needs some thought by the relevant faculty bodies. The dates given are the *latest* feasible dates; earlier dates might be better in many cases.

<u>Fall 2001 – Spring 2002</u>

- Allocate funding to faculty, management, and staff (ongoing in future years as well).
- Conversion coordinating body plans and "coordinates" (ongoing).
- Faculty in departments and other academic programs revise their curriculum (some would probably need Summer 2002 as well).
- Begin to plan and schedule implementation of administrative and student computer systems.

Fall 2002 – Spring 2003

- Review curriculum at the College and University level: GE/service courses/ majors/minors/graduate programs/credentials/certificates. For departments who can finish revisions by Spring 2002, the review processes could start in Summer 2002.
- As curriculum is approved,
    - Prepare advisement material (especially for students continuing after conversion).
    - Prepare recruitment material.
    - Develop/modify all systems related to curriculum.
- Prepare financial aid material.
- Continue work on other student and administrative systems for semesters.
- Extend 2001-2003 Catalog for an additional year.

Summer – Fall 2003

- Begin work on Catalog for 2004-2006.
- Continue to modify all administrative, curricular, and student systems for semesters.

Winter – Spring 2004

- Finish Catalog for 2004-2006.
- Schedule classes for 2004-2005.
- Advise all students very thoroughly.
- Plan the exact content of new courses.
- Ready all administrative, curricular, and student systems for use, then use them in scheduling classes, etc.

Summer 2004

- Last quarter term (shortened).

Fall 2004

- Implement Semester calendar.

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

DATE: July 31, 2001

TO: Ann Garry, Chair
Academic Senate Task Force on The Academic Calendar

FROM: James M. Rosser, President

CC: W. A. Taylor, Vice Presidents

RE: Consideration of Semester Conversion

I am pleased to respond to your request to share with your Task Force the current thinking of the University Administration regarding semester conversion.

The Academic Calendar is important to the academic governance process. For this reason, I am committed to working in partnership with the faculty, through the Academic Senate, to consider whether we shall make this move, and, if so, what the parameters of such a conversion should be, and how the transition process should occur.

As we consider this topic, the Administration is committed to the principles of flexibility, creative planning and mutual trust, especially in our joint dedication to academic integrity and excellence. In particular, I am quite open to a variety of possibilities regarding:

- the structures that emerge regarding the number of courses required for degrees and certificates and for General Education;
- the number of units carried by different courses;
- the number of courses and units taught by faculty during a given term;
- the length of the summer term and provisions for a full semester's work for both faculty and students;
- the schedule(s) under which students may pay their fees;
- and, the length of time we take for the transition.

If, through the Academic Governance process, we decide to make this transition, I am open to providing the resources needed for the faculty and staff to undertake the many tasks necessary to carry it out. I would approach the Chancellor's Office to negotiate the needed support, and also would consider this our highest priority in the use of campus funds. Once we decide upon the appropriate nature of the transition and the effective date for the switch over, I would anticipate discussions with the Chancellor's Office to secure its concurrence with the transition plan and schedule.

I look forward to the faculty's careful consideration of this issue and to receiving the recommendation of the Academic Senate. I, and other University Administrators, are available to your Task Force and to the Senate to participate further in this discussion.

Appendix B

Semester Calendars of Local CSU and Community Colleges

The CSU campuses have 15 weeks of instruction, plus 1 week for final exams. Fall semester starts in late August and ends before Christmas. Spring semester begins in late January and ends in late May. Besides holidays like Thanksgiving, in spring semester a 1 week spring break is inserted. The January and summer sessions have shortened calendars. Note that until this year the summer sessions were *not* state supported. The example below is for Long Beach in 2001 and is very similar to Dominguez Hills and Northridge. *Dates are from the first day of classes to the last day of final exams.*

Intersession-	January 2 to January 22
Spring semester-	January 29 to May 25
Summer session-	June 4 to August 22 (three overlapping 6 wk sessions)
Fall semester-	August 27 to December 15

The Community Colleges all follow semester calendars, but vary greatly in their start and finish dates. Pasadena adds 1 week for midterm exams, while others do not. The examples below are for 2001. *Dates are from the first day of classes to the last day of final exams.*

Intersession-	January 2 to February 3 (L.A. Valley)
	January 2 to February 8 (Santa Monica)
Spring semester-	January 8 to May 17 (Cerritos)
	January 16 to May 23 (Glendale)
	January 16 to May 25 (East L.A., L.A. City and Pasadena)
	February 5 to June 4 (L.A. Valley)
	February 12 to June 12 (Santa Monica)
Summer session-	May 21 to August 10 (Cerritos, two 6 & 8 wk sessions)
	May 29 to August 3 (L.A. City, one 8 wk & two 5 wk sessions)
	May 29 to August 17 (East L.A., three 6 wk sessions)
	May 29 to August 18 (Pasadena, two 6 wk sessions)
	June 4 to August 10 (Glendale, two 5 wk sessions)
	June 18 to August 10 (Santa Monica, 6 & 8 wk sessions)
	June 18 to August 24 (L.A. Valley, two 5 wk sessions)
Fall semester-	August 13 to December 13 (Cerritos)
	August 20 to December 21 (East L.A. and Pasadena)
	August 27 to December 18 (Santa Monica)
	September 4 to December 20 (L.A. Valley and L.A. City)
	September 5 to December 19 (Glendale)

Appendix C

Examples of Class Scheduling on Semesters

Note that class meeting lengths can be more flexible than is shown here. See discussion at the beginning of Section 7c.

Class Type	Class Length for 1 Semester Unit
Lecture	50 minutes / week
Seminar	50 minutes / week
Activity	100 minutes / week
Laboratory	150 minutes / week

Hypothetical Examples:

1 unit (1 hr. lab)
M 12:30-3:00 pm lab

3 units (3 hrs. lecture)
W 5:00- 7:45 pm lecture, including break, or
TTh 9:30-10:45 am lecture or
MWF 9:30-10:20 am lecture

3 units (2 hrs. lecture & 3 hrs. lab)
TTh 8:00- 8:50 am lecture and
Th 9:00-11:30 am lab

3 units (2 hrs. lecture & 2 hrs. activity)
MW 11:00-11:50 am lecture and
M 12:00- 1:40 pm activity

4 units (4 hrs. lecture)
MW 11:00 am- 12:40 p.m. lecture

4 units (3 hrs. lecture & 3 hrs. lab)
TTh 12:30- 1:45 pm lecture and
T 2:00- 4:30 pm lab

4 units (2 hrs. lecture & 6 hrs. lab)
TTh 12:30-1:20 pm lecture and
TTh 1:30-4:00 pm lab

5 units (3 hrs. lecture & 6 hrs. lab)
MW 12:30- 1:45 pm lecture and
MW 2:00- 4:30 pm lab

Appendix E

Class Lengths on 14-Week and 13-Week Trimester Calendars

Length of Classes	Number of Twice-Weekly Modules Possible Per Day
14 weeks:	
A 3-unit course (2250 minutes total) would meet 1 time per week = 161 minutes = 2 hours, 41 min 2 times per week = 80 minutes = 1 hour, 20 min 3 times per week = 54 minutes	10 (8:00 am to 10:50 pm) or 9 (8:00am to 9:20 pm)
A 4-unit course (3000 minutes total) would meet 1 time per week = 214 minutes = 3 hours, 34 min 2 times per week = 107 minutes = 1 hour, 47 min 3 times per week = 71 minutes = 1 hour, 11 min	7 (8:00 am to 9:47 pm)
13 weeks:	
A 3-unit course (2250 minutes total) would meet 1 time per week = 173 minutes = 2 hours, 53 min 2 times per week = 87 minutes = 1 hour, 27 min 3 times per week = 58 minutes	8 (8:00 am to 9:45 pm)
A 4-unit course (3000 minutes total) would meet 1 time per week = 231 minutes = 3 hours, 51 min 2 times per week = 116 minutes = 1 hour, 56 min 3 times per week = 77 minutes = 1 hour, 17 min	7 (8:00 am to 10:25 pm)

For comparison: our current quarter calendar of 4-unit courses has 7 modules on TTh.

Appendix F

Summer Term Class Scheduling Possibilities

The figures below are for classes that would meet throughout the entire summer term. It is likely that Colleges would want flexibility to teach shorter classes as well.

10-week summer term

Assuming 3 unit courses (2250 minutes total = 225 minutes per week)

2 times per week would be
113 minutes each = 1 hr, 53 min
For example,
8:00- 9:53
10:05-11:58
12:10- 2:03
2:15- 4:08
4:20- 6:13 or 5:00- 6:53
6:25- 8:18 or 7:05- 8:58
8:30-10:23

once per week =
3 hrs, 45 min plus break

3 times per week =
75 minutes each, 1 hr, 15 min

4 times per week =
56 minutes each (approx)

Were someone to teach 3 of these courses 2 times per week, it is approximately 5 hours, 35 - 40 minutes each of the two days.

Assuming 4-unit courses (3000 minutes total = 300 minutes per week)

2 times per week = 150 minutes = 2 hours, 30 minutes
3 times per week = 100 minutes = 1 hour, 40 minutes
4 times per week = 75 minutes = 1 hour, 15 minutes
1 time per week = 5 hours plus breaks

12-week summer term

3 unit courses meet 187.5 minutes per week = 3 hours, 7.5 minutes
4 unit courses meet 250 minutes per week = 4 hours, 10 minutes

9-week summer term

3 unit courses meet 250 minutes per week = 4 hours, 10 minutes
4 unit courses meet 333 minutes per week = 5 hours, 33 minutes

8-week summer term

3 unit courses meet 281 minutes per week = 4 hours, 41 minutes
4 unit courses meet 75 minutes per week = 6 hours, 15 minutes

Appendix G: Comparison with Other CSUs' General Education and Other University Course Requirements

The grid shows CSU comparisons ***if*** CSLA were to convert each existing course into 3 units.

General Education and Other University Course Requirements in Semester Units					
	Domin. Hills	Fullerton	Long Beach	Northridge	Cal State LA
Written Communication	6 units	3 units	3 units	3 units	3 units
Oral Communication	2 units	3 units	3 units	3 units	3 units
Critical Thinking	3 units	3 units	3 units	3 units	3 units
Math & Quant. Reasoning	3 units	3 units	3 units	3 units	3 units
American Institutions	6 units	6 units	6 units	6 units	6 units
Natural Sciences	10 units	9 units*	9 units	9 units	9-12 units*+
Humanities	9 units	9 units*	12 units	9 units	9-12 units*+
Social Sciences	9 units	6 units*	9 units	9 units	9-12 units*+
World Civilizations	-------	6 units	-------	-------	-------
Comp. Cultural Studies	-------	-------	-------	9 units	-------
Lifelong Learning	3 units	3 units	3 units	4 units	3 units
Upper Division	9 units	Included	Included**	Included**	Included
Intro. Higher Ed./Transition	-------	-------	1 unit	-------	1 unit
English 102	Included	-------	-------	-------	3 units
Total Units	60 units	51 units	52 units	58 units	58 units

* 3 of the units are upper division.
**At Long Beach and Northridge the 9 units upper division courses are included in the categories listed. Courses range broadly across the curriculum.
+ In the area of their major, students complete only 9 units.

Diversity: At Dominguez Hills, Long Beach and Cal State LA some of the above classes also meet a diversity requirement.

Appendix H

Current Fee Payment Schedule Options

- The annual academic-year State University fee at all CSU's for full-time undergraduates is $1428; for 6 or fewer units, the fee is $828. For full-time graduate students, the fee is $1506, for 6 or fewer units $876. Additional fees at CSLA amount to slightly less than $360 per year.

- The current payment options work as follows:
    - Option One: This service, provided by the CSU, allows students to pay their registration fees in two payments during the term instead of one. The "service fee" is $22.
    - Option Two: This service is provided by a private company. Students pay a $45 "enrollment fee" and are allowed to distribute their annual registration fees over nine monthly payments.
    - Unofficial Student-Created Option A: Students delay their registration as long as possible into the add period and pay a $25 late fee.
    - Unofficial Student-Created Option B: Students use a credit card.

Appendix I
Responses from Chabot College Students to Cal State Hayward's 2001 Survey

Data come from email from Carl Bellone to William Langan, Chair, Calendar Task Force, CSU Hayward.

There were 861 responses:

1. Cal State Hayward is thinking of switching from quarters to semesters. If Cal State Hayward was on the semester system, would you be:
   - 39% - more likely to transfer to Hayward
   - 30% - less likely
   - 32% - makes no difference

2. Which academic calendar do you like best?
   - 42% - Quarters
   - 47% - Semester
   - 11% - makes no difference

3. Are you aware of the Cal State Hayward Cross Registration program?
   - 34% - aware
   - 66% - not aware

   If you are aware of it, would you be:
   - 8% - more likely to take cross registration courses at Cal Sate Hayward if it were on the semester system
   - 15% - less likely
   - 15% - makes no difference
   - 52% - no answer

4. Are you a:
   - 38% - part time student
   - 60% - full time student
   - 2% - no answer

Appendix J: Application of Air Quality Management District Rules to CSLA

Our campus would not be penalized by the Air Quality Management District (AQMD) for offering classes on Fridays and Saturdays. It is true that the AQMD requires the campus to report the number of single occupancy cars that come to campus every week. That's why every faculty and staff member is required to complete AQMD surveys each year. Ironically, students are <u>not</u> counted in that process. Because faculty would simply be shifting their class days rather than increasing the number of trips to campus, the only way that our standing could be adversely affected is if a significant number of staff members were to switch from a 4/40 workweek to a standard five-day workweek. Such a change could be offset by an increase in carpooling, vanpooling, and bus and train ridership.