PRESIDENTIAL SEMESTER REVIEW TASK FORCE

Rachel Fernflores
Task Force Chair
GUIDING QUESTIONS:

• Would converting to semesters be beneficial for faculty, staff, and students?

• Would it be an effective way of engaging in continuous improvement?
HISTORY OF THE DISCUSSION

- CSU President Task Force – Winter-Spring 2012
- Focus Group Meetings: faculty, staff, students – Spring 2012
- Academic Senate meeting – Spring, 2012
- ASI Board – Spring, 2012
SEMESTER REVIEW TASK FORCE

• Important discussion about our future

• Opportunity to learn more about what we all contribute to success of Cal Poly

• It would impact the work of everyone

• Opportunity to have a civil, balanced discussion
# U.S. POST-SECONDARY INSTITUTIONS

## Academic Calendar of Public Post-Secondary Institutions in the U.S.

<table>
<thead>
<tr>
<th></th>
<th>Public 4-Year</th>
<th>Public 2-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters</td>
<td>89%</td>
<td>82%</td>
</tr>
<tr>
<td>Quarters</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
<td>8%</td>
</tr>
</tbody>
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Source: National Center for Education Statistics, IPEDS data.
Potential benefits examples:

- streamlining curriculum
- brings about reflective change and requires forward looking thinking
- longer sabbaticals, internships and co-ops
- calmer pace: one less cycle of registering and crashing courses, one less cycle finals and midterms, increased opportunities to recover from academic or personal difficulties
- No January to June crunch
- Better textbook alignment and reduced textbook costs
- Depth over breadth – could lead to a different kind of student success
- Same system as community colleges (transfer students) and most high schools (freshman)
Potential problems

• It’s a lot of work
• Likely lose later start in September – allows for work into harvest season, tourism industry
• More time and money lost if student has to withdraw for a term
• Students experience fewer courses, fewer faculty
• A shorter term can be better for some specialized courses
• Could be harder to double major or minor
• Decision already made? Are we wasting our time?
President Armstrong at fall conference, in focus group discussions last spring: thinks we should go to semesters. Several possible things that could change the outcome:

• New Chancellor

• November 6 vote on Prop 30

• Funding
The Semester Review Task Force is a special task force created by the President for Fall 2012. The Semester Review Task Force is appointed by and reports to the President.

The Semester Review Task Force is charged with exploring what would be involved if Cal Poly were to convert to semesters. At the end of the fall quarter, the chair of the Semester Review Task Force will submit to the President a report of its findings. On the basis of the report, the President will decide whether Cal Poly will convert to semesters.
Ten Faculty Members

- Rachel Fernflores  Chair, appointed by the President
- Andrew Schaffner  Academic Senate Curriculum Committee Chair
- Josh Machamer  Academic Senate General Education Governance Board Chair

One faculty member from each college/area, nominated by the Academic Senate Executive Committee:

Cyrus Ramezani (OCOB); Gary Laver (CLA); Mark Zohn (CAFES); Graham Archer (CAED); Derek Gragson (CSM); David Clague (CENG); Helen Bailey (PCS)
TASK FORCE MEMBERS

Three Students, nominated by the President, Associated Students, Inc.:

• Tatiana Prestininzi
• Derek Majewski
• Nathan Honeycutt
TASK FORCE MEMBERS

- Doug Epperson, nominated by the Academic Deans
- Cem Sunata, Registrar
- Johanna Madjedi, nominated by the Vice Provost for Information Services and CIO
- Martin Shibata, nominated by the Vice President for Student Affairs
- Joette Eisengart, nominated by the Vice President for Student Affairs
- Lorlie Leetham, nominated by the Vice President for Administration and Finance
- Adam Jarman, nominated by the Vice President for Advancement
- Kimi Ikeda, nominated by the Provost
- Rick Bergquist, alumni representative, nominated by the Alumni Association President
- Betsy Kinsley, Chief of Staff, ex officio, non-voting
Will include, but not be limited to:

- A set of guiding principles to be used if Cal Poly converts to semesters.
- Expected key curriculum transformation opportunities if Cal Poly converts.
- A timeline for conversion Cal Poly could meet.
- An estimated total cost of a conversion.
- A recommended teaching load for faculty, based on costs and a projected budget.
- A recommended course load for students, based on graduation rates and expected course credit weights.
- Expected needs of advisors during and following a conversion.
Will include, but not be limited to, continued:

- Expected program review and accreditation issues.
- Expected impact on graduation rates.
- Expected information technology needs during and following a conversion.
- Expected admissions, catalog revision, registration, scheduling, and evaluation needs.
- Expected needs in Student Affairs programming and housing.
- Expected impact on capital campaign.
- An overall recommendation – should Cal Poly do this?
PROCESS: SEEKING INPUT

- Campus meetings
- Workshops
- Academic Senate
- ASI
- Students in Residence Halls
- Alumni
- Parents
- Community Colleges
- College Advisory Boards
- Labor Council
- Department Chairs/Heads
- President’s Cabinet
PROCESS: SEEKING EXPERIENCE

- Consulting with other campuses considering converting or in the process of converting
- CSULA, Bakersfield, Pomona
- Rochester Institute of Technology
- University of Cincinnati?
Betsy Kinsley, Chief of Staff; Kimi Ikeda (Associate Vice Provost for Systems and Resources); Rachel Fernflores (task force chair) visited RIT on September 27 & 28.

RIT “stands ready” to help Cal Poly with advice should it convert to semesters.
• Met with Semester Conversion Director, faculty members, Scheduling Officers, Registrar, Associate VP for Student Affairs, Assistant Provost for Academic Affairs, Senior Associate Vice Provost for Academic Affairs, Provost, Assessment Director, Student Support Services Specialist, Advising Director
Some Differences:

• More resources

• Private

• Much larger curriculum (approximately 15,000 quarter courses)

• More diverse campus

• No college of agriculture
Some Similarities

• Polytechnic

• Large GE Program

• Students declare majors coming in to RIT

• Freshman come in with comparable student GPA and other test scores

• Very active co-curriculum (over 300 clubs and organizations, etc.)
• Shared curriculum conversion packet
• Gen Ed program outline
• Used calendar conversion to “scrub” the curriculum – need good will
• Decided to convert for many reasons, one main one being that it will help student success – students wore the quarter system like a badge of honor, but they were tired and stressed, not as successful at key points of the year as they could be
Advice:

• Plan carefully if decision is made to convert, then convert
• Work as a team if decision is made to convert
• Address key policy changes
• Identify types of curricular changes: program conversion and substantive change
• Program structure: some merging of programs, some discontinuance, some deactivation (will not be taking new students)
• Work closely with advisors to ensure students are prepared for conversion
• Stress test what we can – e.g., first registration for first semester
• Lot’s more!
Website: http://www.president.calpoly.edu/semesterreview/

Task Force meetings – all quarter

Campus Meetings – all quarter

Workshops (group work) will be scheduled

Several other meetings planned