

YRO Timeline and Summer Workgroups

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Agenda

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2026-28 Catalog Cycle

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YRO Curricular and Infrastructure Timeline

3

Calendar Workgroup Activities & Some Summary Recommendations

4

High Impact Practices (HIP) Workgroup Activities & Some Summary Recommendations

2028-29 Catalog Cycle Approach

2028-29 Catalog Cycle: Treat as a regular catalog cycle to prepare curriculum for the 2028-29 catalog.
Possible minimal catalog and staff additions to support initial YRO cohorts.

2028-29 Catalog Cycle



Course and Program Proposals

Proposals for the 2028-29 Catalog due to University Level Workflow Friday, March 12, 2027.



ASCC Curriculum Review

ASCC Review should start Summer 2027, with all approved by Academic Senate no later than January 2028.



2028-29 Catalog

Catalog Publishes April/May 2028.

YRO Infrastructure Build and Catalog Cycles

AY 2026-27

- Fall 2026-Jan 2027: Curriculum drafting of YRO program proposals
- Feb 2027-July 2027: Review of draft curriculum YRO program proposals (colleges, deans, provost, VPs)
- Feb 2027-July 2027: Assess infrastructure to support draft curriculum YRO program proposals

AY 2027-28

- Fall 2027-Spring 2028: YRO curriculum development for the 2029-30 catalog based on draft YRO curriculum proposals
- Fall 2027-May 2028: Finalize infrastructure to support YRO
- Fall 2027: Initial YRO students enrolled (BUS YRO students, first 2028 summer cohort)

AY 2028-29

- Fall 2028-29: Regular catalog cycle and opportunity to submit full YRO curriculum proposals
- 2029-30 Catalog: Published in spring 2029
- Fall 2028: Remaining initial cohorts enrolled to 2028-29 programs (F/Sum; Sp/Sum)
- Fall 2028: Stage infrastructure support
- Spring 2029: Build infrastructure support

AY 2029-30

- Fall 2029-30: New YRO cohorts begin fall 2029 following 2029-30 programs

Calendar Workgroup Activities



Reviewed ASIC feedback
from 2024 re: proposed
2026-27 14+1 Academic
Calendar

Reviewed campus
feedback from spring
2026 proposed 2027-28
15+1 Academic Calendar

Reviewed ASIC feedback
from spring 20-26
proposed 15+1
Academic Calendar

Reviewed CSU, Title 5,
Maritime Sea Term and
Financial Aid calendar
requirements

Studied peer YRO
academic calendars &
draft Cal Poly 14+1 and
15+1 calendars

Compared merits of
terms of synchronous
lengths vs. shorter
summer

Calendar Activity

Please review mock ups of three years of 15+1 calendars and three years of 14+1 calendars to assess which calendar model makes the most sense from a teaching and learning perspective.

Calendar Workgroup Summary Recommendations

Needs: Maximum flexibility from CSU re: calendar requirements, clear messaging that YRO is our plan, not merely exploratory, & acknowledgement that compromises are necessary to make change

1

Calendar terms under YRO should be symmetrical to allow for equitable teaching and learning conditions

2

Three 15+1 symmetrical terms do not allow for a humane work-life balance

3

Adopt 14+1 symmetrical calendars for each YRO academic year beginning fall 2027 (no bridge year) & be judicious and conservative about weekend workdays (e.g., weekend before grades are due is ok)

4

Provide support for faculty who need to adjust curriculum for 14+1 calendars (e.g., CTLT courses, ASCC chair CLOs threshold)



HIP Workgroup Activities

Request:
communications/clarity
about the role self-
support will play in YRO,
support a spirit of
innovation

Reviewed peer reviewed
work integrated learning
research

Created Cal Poly HIP
Inventory

Reviewed sample co-op
schedules at peer
institutions

Presentations re:
financial aid and CENG

Studied peer YRO HIP
including infrastructure
to support HIP

Developed guiding
principles for YRO &
HIP

HIP Workgroup Draft Guiding Principles: YRO & HIP

- Conduct planning for year-round with transparency in purpose, processes, and desired outcomes.
- Commit budgetary, staff, and faculty resources to building the appropriate academic infrastructure to support year-round curricular and co-curricular offerings.
- Create year-round high impact curriculum tracks or options such that time to degree is not extended.
- Provide students with access to optional professionally meaningful opportunities such that one off-term is not qualitatively less desirable than another.
- Acknowledge that there are signature activities associated with some majors for which a replacement cannot be established in the students' off-term, such as annual competitions, and strive to create comparable opportunities for students in all terms.
- Preserve, and aim to increase, current applicant demand levels by adopting a deliberate, iterative, manageable, and assessable process of scaling up HIPs in year-round.
- Expand on the reasons students choose to attend Cal Poly rather than displace the current range of reasons.
- Offer an array of defined term patterns which allows for both student choice and institutional ability to plan for enrollments and residential occupancy each term.
- Adopt a deliberative and reflective approach with each iterative process in growing year-round opportunities.

Work Integrated Learning (WIL)

Definition:

"An educational approach involving three parties - the student, educational institution, and an external stakeholder - consisting of authentic work-focused experiences as an intentional component of the curriculum. Students learn through active engagement in purposeful work tasks, which enable the integration of theory with meaningful practice that is relevant to the students' discipline of study and/or professional development (Zegwaard et al., 2023, p. 38)."

Examples of WIL include HIPs such as:

- Work placements
 - Practicums
 - Service learning
 - Research
 - Cooperative education
 - On campus activities such as competitions, entrepreneurship, student led enterprises
 - Competitions
 - Vocational training
 - Field work
-

Benefits of WIL for Students

Professional Development for Students

Explore careers

Earn money

Experience

Less student loan debt

Industry networking

Exposure to multiple industry environments, cultures

Improve soft skills

Broaden perspective

Develop more T-shaped graduates through a range of different WIL experiences (contrast with I-shaped graduates and note that most projects or initiatives need a mix of both)

Transformative learning aimed at shaping professional identity, responsibility, values, rather than fixed roles

Through the combination of curriculum and WIL, enhance students' critical awareness of work-learning experiences, adaptation to work cultures, conscious reflection on development of professional judgement (e.g., through curriculum and employer assessment of student performance and student reflection)

Emotional management, development, and intelligence in learning from failure, adjusting plans, problem solving



CAL POLY

Questions?