WHEREAS, the California State University Chancellor’s Office has directed Cal Poly to convert from quarters to semesters beginning in fall 2026; and,

WHEREAS, a rationale given by the Chancellor’s Office for converting from quarters to semesters is to align Cal Poly’s academic calendar with the other campuses in the Cal State University System; and,

WHEREAS, the Collective Bargaining Agreement (CBA) states that “[t]he work year of an academic year employee shall not exceed one hundred eighty (180) workdays or days in lieu thereof. This provision shall not preclude the establishment of an academic year calendar equaling less than one hundred eighty (180) days. The campus academic calendar shall establish workdays of academic year employees” (20.4); and,

WHEREAS, Cal Poly’s Campus Administrative Policies (CAP) states that “[t]he typical academic year shall consist of 147 instructional days. From year-to-year a variation of plus or minus two days is permissible. There shall be a minimum of 170 academic workdays in the academic year. There shall be a maximum of 180 academic workdays in the academic year” (CAP 211.1); and,

WHEREAS, 13 of the 23 California State University campuses offer a winter and/or May intersession period for student to maintain progress to degree; therefore be it

RESOLVED: that the Academic Senate approve the attached “Establishment of Semester Terms.”

Proposed by: Academic Senate Ad Hoc Semester Conversion Committee
Date: April 19, 2022
Academic Senate Ad Hoc Quarter to Semester Committee
Establishment of Semester Terms

Executive Summary

The university shall establish an academic calendar that includes:
• 16-week (instruction + finals) fall and spring semesters
• summer term that offers variable length sessions
• winter intersession period for instruction
• two 7.5-week modules in both the fall and spring semesters

The Academic Senate
• shall designate appropriate collaborative committees to establish additional guidelines regarding the winter intersession period and modules
• strongly recommends that winter intersession courses and summer sessions be offered through state-side support to ensure equitable access for all students

Part 1: Semester Term Lengths

Background
The quarter-to-semester conversion process requires the alteration of the academic term length at Cal Poly beginning in fall 2026. Academic terms are governed by existing policies regarding the number of instructional days during the academic year and the number of workdays required by faculty members during the academic year. According to the 2022-24 Collective Bargaining Agreement (CBA), “The work year of an academic year employee shall not exceed one hundred eighty (180) workdays or days in lieu thereof. This provision shall not preclude the establishment of an academic year calendar equaling less than one hundred eighty (180) days. The campus academic calendar shall establish workdays of academic year employees” (20.4). According to the Campus Administrative Policies (CAP), “The typical academic year shall consist of 147 instructional days. From year-to-year a variation of plus or minus two days is permissible. There shall be a minimum of 170 academic workdays in the academic year. There shall be a maximum of 180 academic workdays in the academic year” (CAP 211.1). Currently, the academic year is divided into three quarters (Fall, Winter, Spring). The summer session is not considered part of the academic year. Every year, the academic calendar proposals are reviewed by various stakeholders across campus, including department chairs and heads, deans, members of Student Affairs, the Academic Senate Instruction Committee, and the Academic Senate Executive Committee, and the President determines the academic calendar. Across the California State System, each campus establishes its own start and end date for academic terms, including the length of the final examination period (see Table 1).
Establishment of Semester Term Length

To comply with the Chancellor’s Office requirement that Cal Poly convert from quarters to semesters beginning in 2026, the university shall establish an academic calendar that includes a 16-week fall semester (15 weeks of instruction and a 1-week final examination period) and a 16-week spring semester (15 weeks of instruction and a 1-week final examination period). The total number of instructional days and total academic workdays shall follow the requirements of the CBA and CAP.

To increase student access to classes and maintain progress to degree, the summer term shall continue to offer variable length sessions. Because of calendar limitations, a sixteen-week term is not possible in the summer. The Academic Senate strongly recommends that the summer session be offered through state-side support to ensure equitable access for all students. The Academic Senate shall designate an appropriate committee (or committees) to collaborate with the Office of the Registrar and other campus stakeholders across the university to establish additional guidelines regarding summer session.

Part 2: Intersession Terms

Background

As part of the Graduate Initiative 2025 (GI 2025), the California State University has prioritized student access to classes, graduation rates, and student success.¹ Cal Poly has consistently made progress toward the GI 2025 targets for 4- and 6-year First-Time Student and 2- and 4-year Transfer Student graduation rates and in eliminating graduate gaps (see Tables 2 and 3).

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To provide increased student access to classes and maintain student progress to degree, 13 of the 23 California State University campuses offer a winter and/or May intersession periods.

### Table 2: Cal Poly Graduation Rates 2018-2021

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>CSU ESTABLISHED 2025 TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Time Student 4-year</td>
<td>52.5%</td>
<td>57%</td>
<td>59.6%</td>
<td>60.7%</td>
<td>71%</td>
</tr>
<tr>
<td>First-Time Student 6-year</td>
<td>81.7%</td>
<td>82%</td>
<td>83.1%</td>
<td>85.2%</td>
<td>92%</td>
</tr>
<tr>
<td>Transfer Student 2-year</td>
<td>35.3%</td>
<td>36.1%</td>
<td>37%</td>
<td>37.4%</td>
<td>45%</td>
</tr>
<tr>
<td>Transfer Student 4-year</td>
<td>90.1%</td>
<td>85.1%</td>
<td>87.3%</td>
<td>84.8%</td>
<td>93%</td>
</tr>
</tbody>
</table>

### Table 3: Cal Poly Gap Data 2018-2021

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>CSU ESTABLISHED TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underrepresented Minority 6-year Gap</td>
<td>9.4%</td>
<td>7.9%</td>
<td>7.4%</td>
<td>5.6%</td>
<td>No Gap</td>
</tr>
<tr>
<td>Pell Grant Recipient 6-year Gap</td>
<td>7.7%</td>
<td>5.7%</td>
<td>6.4%</td>
<td>5.0%</td>
<td>No Gap</td>
</tr>
</tbody>
</table>

**Establishment of an Intersession Period**

To increase student access to classes, maintain student progress to degree, and facilitate Cal Poly’s progress toward the CSU’s GI 2025 targets, the university shall establish an academic calendar that includes a winter intersession period for instruction that maintains a reasonable alignment with the spring semester start and end dates of other campuses in the California State University system. Intersession courses shall follow the credit hour requirements established by the WASC Senior College and University Commission’s “Credit Hour Policy” and the Academic Senate “Resolution on Review of Courses with Condensed Time Schedules” (AS-838-17) (see Background Information).

The Academic Senate shall designate an appropriate committee (or committees) to collaborate with the Office of the Registrar and other campus stakeholders across the university to establish additional guidelines regarding the winter intersession period. The Academic Senate strongly recommends that winter intersession courses be offered through state-side support to ensure equitable access for all students.

**Part 3: Establishment of Modules**

**Background**

Several polytechnic universities on the semester system offer modules during within the semester terms to achieve their academic goals. Rochester Institute of Technology offers 7-week online sessions every semester (see [https://www.rit.edu/calendar](https://www.rit.edu/calendar)). Worcester Polytechnic Institute offers 7-week sessions across 5 different terms ([https://go2.wpi.edu/wpi-](https://go2.wpi.edu/wpi-)).
online-term-start-dates). A prominent non-polytechnic university, Arizona State University, offers two 7.5-week sessions, both online and in-person, every semester (https://students.asu.edu/academic-calendar). As Cal Poly converts from quarters to semester, modules within the semester provide the opportunity to advance the university’s mission as a comprehensive polytechnic university.

Establishment of Modules within Semester Terms

The university shall establish an academic calendar that includes two 7.5-week modules in the fall semester and two 7.5-week modules in the spring semester. Courses offered through modules shall follow the credit hour requirements established by the WASC Senior College and University Commission’s “Credit Hour Policy” and the Academic Senate “Resolution on Review of Courses with Condensed Time Schedules” (AS-838-17) (see Background Information).

The Academic Senate shall designate an appropriate committee (or committees) to collaborate with the Office of the Registrar and other campus stakeholders across the university to establish additional guidelines regarding modules.
Part 4: Background Information

Credit Hour Policy

Academic credit has provided the basis to measure the amount of engaged learning time expected of a student enrolled in traditional classroom settings, laboratories, studios, internships, independent studies, and distance education programs. Credit hours are a commonly accepted means of measuring student engagement for multiple purposes, including the transfer of students from one institution to another and the award of financial aid. While this credit hour policy is intended to provide guidance to institutions and peer reviewers with expectations for compliance, the Commission is open to innovative ways to measure student learning and academic engagement.

Definition of Credit Hour

The Commission defines credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that

1. Approximates not less than:
   a. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
   b. At least an equivalent amount of work as required in paragraph 1.a. of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours; and

2. Permits an institution, in determining the amount of work associated with a credit hour, to take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines and degree levels. Institutions have the flexibility to award a greater number of credits for courses that they can show require more student work.

Review of an Institution's Credit Hour Policy and Procedures

Commission peer review teams will evaluate, as part of all seeking accreditation and comprehensive reviews for reaffirmation of accreditation, the extent to which institutions meet the Commission’s definition of a credit hour, by examining:
1. The adoption of a policy on credit hour for all courses and programs at the institution.
2. The processes the institution employs to review periodically the application of its policy on credit hour across the institution to assure that credit hour assignments are accurate, reliable, and consistently applied.
3. Any variations in the assignment of credit hours to assure that they conform to commonly accepted practices in higher education.

In implementing this policy, teams will use the **Credit Hour and Program Length Form** to review institutional documentation:

- The institution’s policy on credit hour including expectations at each degree level;
- An explanation of the institution’s process for periodic review of the application of this policy;
- Evidence of the implementation of institutional review processes to assure the reliability and accuracy of credit hour assignments in all courses and programs; for example, as part of program review, process for new course approval, or periodic audits; and
- Evidence that the institution’s assignment of credit hours conforms to commonly accepted practice in higher education, through sampling a variety of course syllabi based on degree level, academic discipline, delivery modes, and types of academic activities.

In addition, the substantive change committee process includes a review of credit hour assignments and validation of an institution’s credit hour policy. Additional protocols for implementation of this policy may be developed to assist institutions and teams in conducting reviews under this policy.

*Approved by the Commission, November 2011 Revised, November 2020*
Adopted: June 6, 2017

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-838-17

RESOLUTION ON
REVIEW OF COURSES WITH CONDENSED TIME SCHEDULES

WHEREAS, Courses are being re-packaged in new and interesting ways, including international studies classes, during time periods outside of the traditional ten-week quarter, or as summer experiences; and

WHEREAS, No Academic Senate Curriculum Committee review is currently required for these types of course offerings except for when the courses are originally proposed; and

WHEREAS, Coded Memorandum AA-2011-14 from the Chancellor’s Office defines a credit hour as “the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time”; and

WHEREAS, A one-unit course during a quarter translates to approximately 30 total hours of student work; and

WHEREAS, It may prove difficult to attain the approved Course Learning Objectives if students are expected to work more than 10 hours in any given day; therefore be it

RESOLVED: That any existing course or group of courses that in its new condensed format averages less than three days per unit must be approved by the appropriate College Curriculum Committee(s) and the Academic Senate Curriculum Committee at least 60 days before they are offered.

Proposed by: Academic Senate Curriculum Committee

Date: May 3, 2017
MEMORANDUM
Cal Poly | Office of the President

To: Dustin Stegner
   Chair, Academic Senate

From: Jeffrey D. Armstrong
      President

Date: July 17, 2017

Copies: K. Enz Finken
        M. Pedersen
        B. Tieje
        C. Moore
        C. Sunata
        G. Bohr

Subject: Response to Academic Senate Resolution AS-838-17
         Resolution on Review of Courses with Condensed Time Schedules

This memo acknowledges receipt of the above-entitled Academic Senate resolution. I understand from the resolve clause that resolution AS-838-17, as approved by the Academic Senate, only applies to existing courses that have not yet been offered in a condensed format, averaging less than three days per unit. I expect that the Academic Senate, Academic Programs and Planning, and the Office of the Registrar will work together to resolve any processual issues related to the proposed curricular review.