The background of the slide features a light green topographic map with contour lines, primarily visible in the top-left and bottom-right corners.

Fall Conference

September 16, 2022

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CAL POLY

Task Force Charge

Overview

The Semester Conversion Steering Task Force is a multi-year committee charged with the development of a comprehensive semester conversion plan, including its implementation and monitoring of achievements. The comprehensive conversion plan should include an analysis of impacted areas. In addition, the committee is responsible for tracking deadlines and milestones, as well as the development of guiding principles for converting and post-conversion. The Task Force should also determine what additional sub-task forces are needed and at what stages for a successful conversion.

Guiding Principles

Examples from Ohio State conversion process

A successful conversion from quarters to semesters will yield the following results:

1. A semester calendar will protect and enhance the intellectual mission and content of all academic programs.
2. The commitment to a strong general education component in all undergraduate majors will be preserved.
3. The distribution of courses by credit hour will be justifiable as judged by the impact on faculty workload and on student progress toward a degree.

Guiding Principles

Examples from Ohio State conversion process (continued)

4. The total amount of instruction needed to meet degree and accreditation requirements offered in any major or minor program will be approximately the same in a semester calendar as in a quarter calendar.
5. The beneficial relationship among programs will be maintained and enhanced, particularly in the service of one program area to another and especially in inter-departmental and interdisciplinary course offerings.
6. A semester-based calendar will not require substantially greater financial resources when implemented than its quarter-based predecessor.

Guiding Principles

Examples from Ohio State conversion process (continued)

7. A semester-based calendar will be justifiable in terms of space requirements for classrooms, laboratories, offices, and other university resources.
8. A semester-based calendar will not alter faculty allocations of time devoted to teaching, research, and service.
9. A semester-based calendar will enable substantial flexibility in stimulating and accommodating innovative approaches to course length and scheduling.
10. A semester-based calendar will facilitate opportunities for specialized programs, internships, international study, research initiatives, and service learning projects.

Important to Us?

Priorities

- Transfer students
- Teacher-Scholar Model
- High-impact practices/student success (e.g., study abroad)
- Time to degree
- Workload for faculty, staff and students
- Budget
- What else?

Project Manager Update

Overview

Working in close collaboration with the Director of Semester Conversion, the Semester Conversion Project Manager develops and oversees the Semester Conversion project and change plans through the full lifecycle of the project for non-academic university divisions, particularly changes to Peoplesoft systems; and ensures alignment with the division of academic affairs and other academic support divisions project timelines, milestones, and implementation steps.

Project Manager Update

Overview (continued)

In partnership with the director, monitor project status and deliver communications to project members and stakeholders on progress, issues, and risks including regular status updates; provide continuous communications to impacted teams.

The project manager works with assigned staff, vendors, and consultants, provides updates and consults with project sponsors and key leaders, and is responsible for the successful completion and adoption of the project.

Semester Conversion Website

Curriculum Updates

- Spreadsheets, Stipend Program, ICAS
- Sequence (chain) courses and Bridge and Cap
- *Tool for calculating teaching needs
- Related: Academic Senate Resolutions

Resolutions

Senate Resolution Recommendations

- 15-week semester plus one-week final
- Variable terms, intersession
- Academic Program Proposals due January 27, 2023
- Distinction between converted and significantly revised, CO review
- No standard unit per course
- Minors, senior projects

Summer/Fall Stipend Program

Draft Academic Program Proposals

- Spreadsheets
- Word documents
- AB 928 timeline

GE Caveats

ICAS Recommendations

- English Composition (1 course, 3 units)
- Critical Thinking (1 course, 3 units)
- Oral Communication (1 course, 3 units)
- Mathematical Concepts and Quantitative Reasoning (1 course, 3 units)
- Arts and Humanities (2 courses, 6 units)
- Social and Behavioral Sciences (2 courses, 6 units)
- Physical Science (1 course, 3 units)
- Biological Science (1 course, 3 units)
- Laboratory (1 unit)
- Ethnic Studies (1 course, 3 units)

AB 928/ICAS

Implications/Consequences

- Lower-division GE 6 fewer semester units than EO 1100 (down to 34 units)
- Calls out 1 unit lab - 2 lecture plus 1 lab not adequate to satisfy ICAS recommendations
- CO: 3-unit alternatives to 4-unit GE courses
- Flowcharts

Transfer Students

Items to consider

- Associate Degree for Transfer
- C-ID numbers
- Lower-division units per course

Course Proposals, Timeline

- Changes to course proposals
- Curriculum timeline

Bridge and Cap

AWSM 101

AWSM 102

AWSM 103

Bridge and Cap

AWSM 101

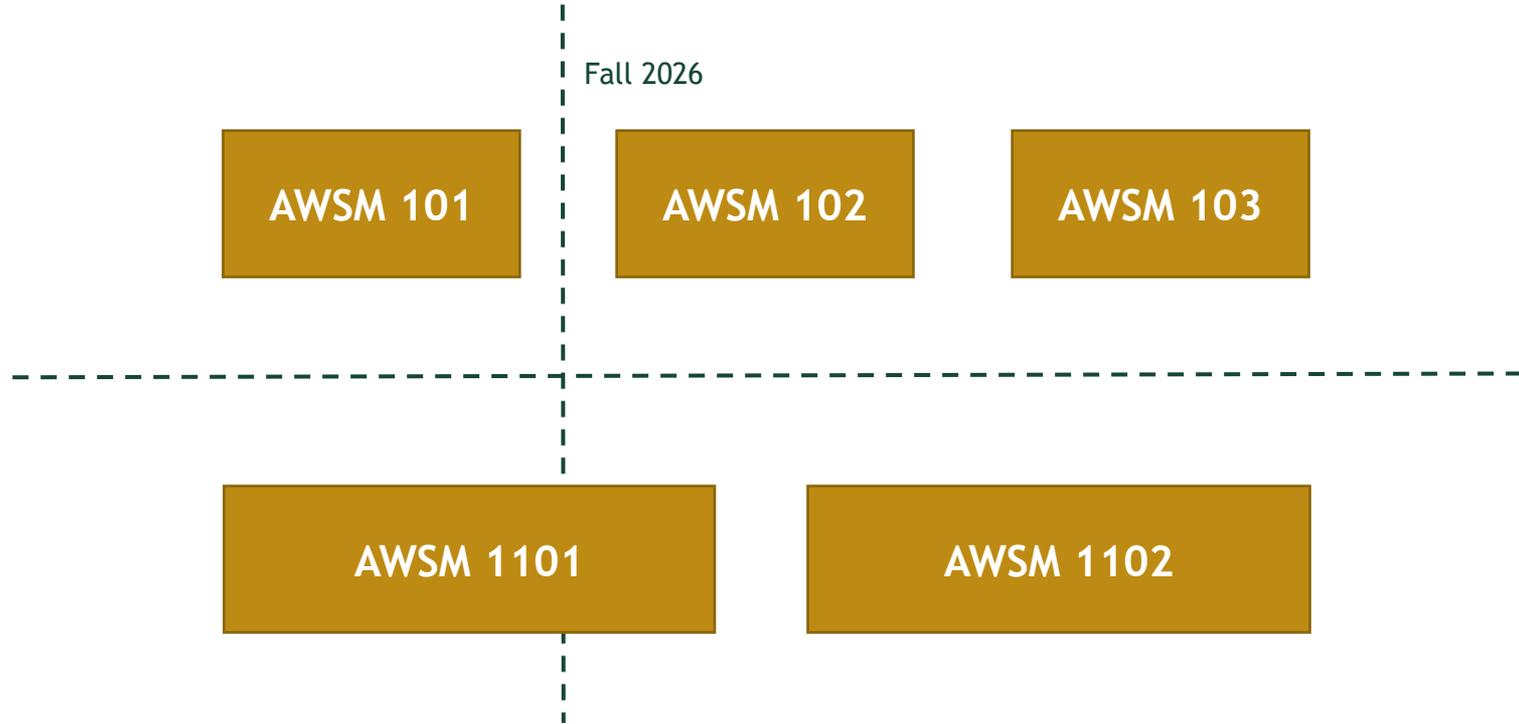
AWSM 102

AWSM 103

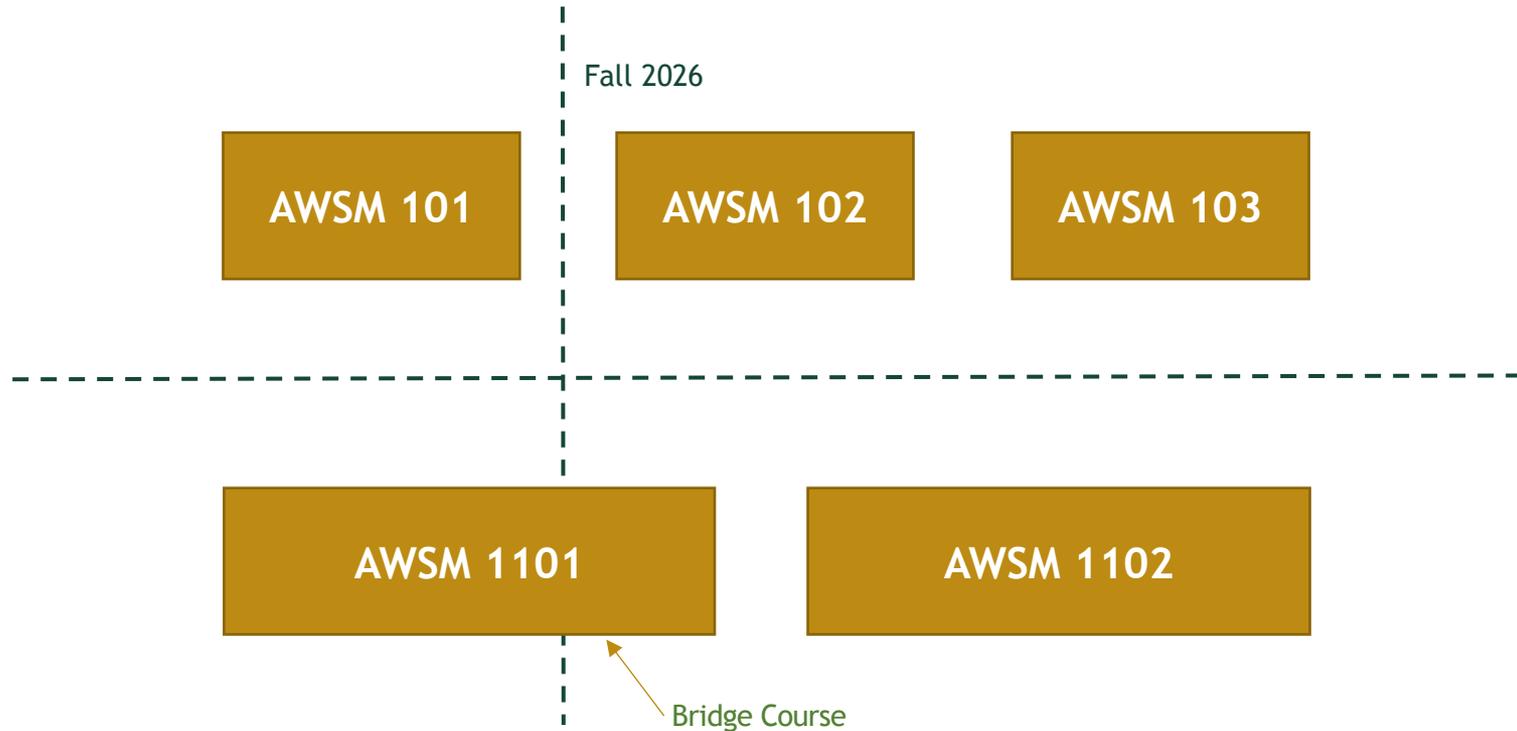
AWSM 1101

AWSM 1102

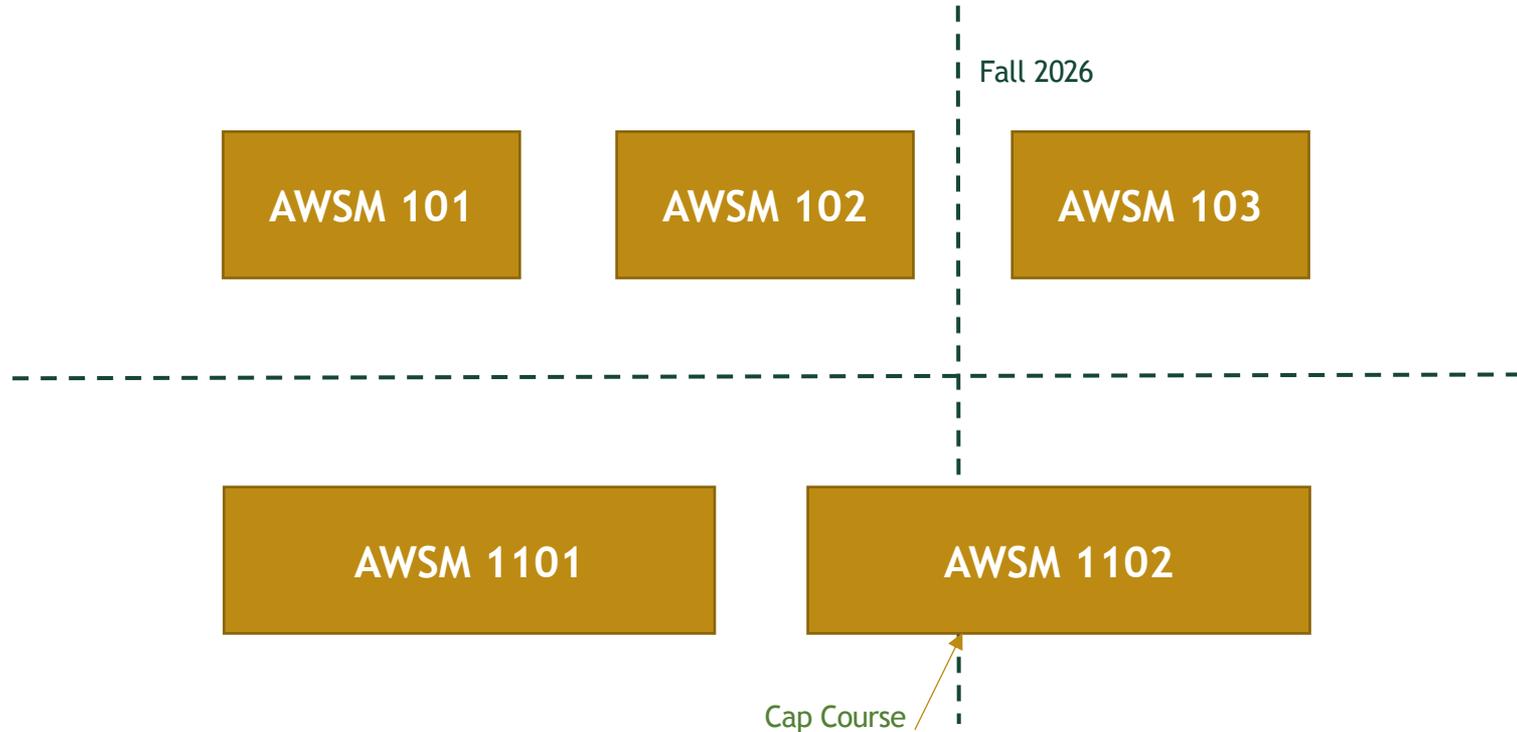
Bridge and Cap



Bridge and Cap



Bridge and Cap



Bridge and Cap

Goal: Reduce repetition of coursework for continuing students

- Facilitate near equivalent degree progress through transition

Complexities

- Identifying potential bridge and cap courses
- Some sequences will not combine
- Some may shuffle material
- Some are currently only two courses
- Programs are changing, so requirements are likely to change

Bridge and Cap Thus Far

Identified external courses with any potential sequence/chain as a prerequisite

MATE 215 -> MATE 380 -> MATE 370	ENVE 490
MATH 141 -> MATH 142 -> MATH 143	AERO 215
MATH 141 -> MATH 142 -> MATH 143	BMED 212

Prerequisites pulled from online catalog

- Restrict to "sequences" (chains) with the same prefix
- Currently includes "concurrent", "corequisite", and "recommended"

Bridge and Cap Thus Far

Spreadsheet with 3-course and 2-course chains sent to each department chair

Can be used now to highlight needs for discussions with other programs

Will be used going forward to

- Identify true sequences
- Identify bridge and cap potential after January deadline
- As transition nears, identify the student need for bridge and/or cap courses

Teaching Capacity Considerations

How many units for a course?

Many factors

- Faculty workload/cognitive load
- Student workload/cognitive load
- Variety of courses
- Depth/breadth of coverage
- Greater time for community of scholars
- Space utilization
- Scheduling patterns and start/end times

Teaching Capacity Considerations

A fixed number of units suggests simplicity.

This simplicity can be misleading.

What sort of course is being considered?

- Fixed number of sections based on student/program needs?
 - e.g., GE or non-GE support courses
- Course required within a program?
 - Number of sections may now vary, but the number of program units may be fixed.

Teaching Capacity Considerations

Consider a 4-unit lecture only course

4 student-facing units

- 2.22% of 180 quarter units
- 4 WTUs per section

On semesters,

4 student-facing units

- 3.33% of 120 semester units
- 4 WTUs per section

3 student-facing units

- 2.5% of 120 semester units
- 3 WTUs per section



Teaching Capacity Considerations

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3 student-facing units

- 2.5% of 120 semester units
- 3 WTUs per section

Now Scale This

Teaching capacity considerations

Fall

80 sections

Winter

80 sections

Spring

80 sections

- 4 lectures
- 4 WTUs => 320 WTUs per qtr.
- 26.67 TT Equiv. (12 WTU) faculty

Courses offered to support other programs

Fall



Winter



Spring



- 4 lectures
- 4 WTUs => 320 WTUs per qtr.
- 26.67 TT Equiv. (12 WTU) faculty

Holding sections and students per section steady.

Fall



Winter



- 4 lectures
- 4 WTUs => 480 WTUs per sem.
- 40 TT Equiv. (12 WTU) faculty

Courses Offered to support other programs

Fall

80 sections

Winter

80 sections

Spring

80 sections

- 4 lectures
- 4 WTUs => 320 WTUs per qtr.
- 26.67 TT Equiv. (12 WTU) faculty

Holding sections and students per section steady.

Fall

120 sections

Winter

120 sections

- 3 lectures
- 3 WTUs => 360 WTUs per sem.
- 30 TT Equiv. (12 WTU) faculty



SECTIONS SCALED TO SUPPORT MAJOR PROGRAM

Fall

80 sections

Winter

80 sections

Spring

80 sections

- 4 lectures
- 4 WTUs => 320 WTUs per qtr.
- **26.67** TT Equiv. (12 WTU) faculty

Holding students per section and degree progress steady.

Fall

80 sections

Winter

80 sections

- 4 lectures
- 4 WTUs => 320 WTUs per sem.
- **26.67** TT Equiv. (12 WTU) faculty



SECTIONS SCALED TO SUPPORT MAJOR PROGRAM

Fall

80 sections

Winter

80 sections

Spring

80 sections

- 4 lectures
- 4 WTUs => 320 WTUs per qtr.
- **26.67** TT Equiv. (12 WTU) faculty

Holding students per section and degree progress steady.

Fall

~107 sections

Winter

~107 sections

- 3 lectures
- 3 WTUs => 320 WTUs per sem.
- **26.67** TT Equiv. (12 WTU) faculty



Teaching Capacity Considerations

What about courses with labs?

WTUs scale less well because a single lab is a fixed size. There are no fractional labs. But there is an imperfect alternative to consider.

Teaching Capacity Considerations

Consider a 4-unit (3 lectures/1 lab) course

4 student-facing units

2.22% of 180 quarter units

5 WTUs per section

1.25 WTUs per student-facing unit

On semesters,

4 student-facing units (3 lectures/1 lab)

3.33% of 120 semester units

5 WTUs per section

1.25 WTUs per student-facing unit

3 student-facing units (2 lectures/1 lab)

2.5% of 120 semester units

4 WTUs per section

1.33 WTUs per student-facing unit

3 student-facing units (2 lectures/1 activity)

2.5% of 120 semester units

3.3 WTUs per section

1.1 WTUs per student-facing unit

(the k-factor for activities is imbalanced, but the hours "scale")

Teaching capacity considerations

Fall

80 sections

Winter

80 sections

Spring

80 sections

- 3 lectures / 1 lab
- 5 WTUs => 400 WTUs per qtr.
- 33.33 TT Equiv. (12 WTU) faculty

Courses offered to support other programs

Fall

80 sections

Winter

80 sections

Spring

80 sections

- 3 lectures / 1 lab
- 5 WTUs => 400 WTUs per qtr.
- 33.33 TT Equiv. (12 WTU) faculty

Holding sections and students per section steady.

Fall

120 sections

Winter

120 sections

- 3 lectures / 1 lab
- 5 WTUs => 600 WTUs per sem.
- 50 TT Equiv. (12 WTU) faculty

Courses Offered to support other programs

Fall



Winter



Spring



- 3 lectures / 1 lab
- 5 WTUs => 400 WTUs per qtr.
- 33.33 TT Equiv. (12 WTU) faculty

Holding sections and students per section steady.

Fall



Winter



- 2 lectures / 1 lab
- 4 WTUs => 480 WTUs per sem.
- 40 TT Equiv. (12 WTU) faculty

Courses Offered to support other programs

Fall



Winter



Spring



- 3 lectures / 1 lab
- 5 WTUs => 400 WTUs per qtr.
- 33.33 TT Equiv. (12 WTU) faculty

Holding sections and students per section steady.

Fall



Winter



- 2 lectures / 1 activity
- 3.3 WTUs => 396 WTUs per sem.
- 33 TT Equiv. (12 WTU) faculty

SECTIONS SCALED TO SUPPORT MAJOR PROGRAM

Fall

80 sections

Winter

80 sections

Spring

80 sections

- 3 lectures / 1 lab
- 5 WTUs => 400 WTUs per qtr.
- 33.33 TT Equiv. (12 WTU) faculty

Holding students per section and degree progress steady.

Fall

80 sections

Winter

80 sections

- 3 lectures / 1 lab
- 5 WTUs => 400 WTUs per sem.
- 33.33 TT Equiv. (12 WTU) faculty



SECTIONS SCALED TO SUPPORT MAJOR PROGRAM

Fall

80 sections

Winter

80 sections

Spring

80 sections

- 3 lectures / 1 lab
- 5 WTUs => 400 WTUs per qtr.
- 33.33 TT Equiv. (12 WTU) faculty

Holding students per section and degree progress steady.

Fall

~107 sections

Winter

~107 sections

- 2 lectures / 1 lab
- 4 WTUs => ~428 WTUs per sem.
- ~35.6 TT Equiv. (12 WTU) faculty

SECTIONS SCALED TO SUPPORT MAJOR PROGRAM

Fall

80 sections

Winter

80 sections

Spring

80 sections

- 3 lectures / 1 lab
- 5 WTUs => 400 WTUs per qtr.
- 33.33 TT Equiv. (12 WTU) faculty

Holding students per section and degree progress steady.

Fall

~107 sections

Winter

~107 sections

- 2 lectures / 1 activity^{***}
- 3.3 WTUs => ~353 WTUs per sem.
- ~29.4 TT Equiv. (12 WTU) faculty



Questions?