



MEMORANDUM

TO: **Jeffrey D. Armstrong**
University President
Jerusha Greenwood
Academic Senate Chair
Rachel Fernflores
Director and Project Manager of Semester Conversion
Cem Sunata
University Registrar
Terrance Harris
Vice President for Strategic Enrollment Management and Student Affairs.

DATE: May 26, 2026

FROM: **Alyson Engel** 
Chair, ASI Board of Directors 2025-26

COPIES: C. Ogden
T. Watson
M. Crawford
M. Allison-Bullock

SUBJECT: **ASI Board of Directors Resolution #26-09: Resolution to Improve Course Registration Efficiency and Support Timely Four-Year Graduation**

At the May 27, 2026, meeting of the ASI Board of Directors, the Board unanimously voted to approve Resolution #26-09: Resolution to Improve Course Registration Efficiency and Support Timely Four-Year Graduation. This resolution emphasizes the importance of timely 4-year graduation and the integral part that course registration and class availability play in it.

Please review the resolution at your earliest convenience. Feel free to reach out with any questions for the authors or me.

Attachment: Resolution #26-09: Resolution to Improve Course Registration Efficiency and Support Timely Four-Year Graduation

Associated Students, Inc.
California Polytechnic State University
San Luis Obispo

Resolution #26-09

RESOLUTION TO IMPROVE COURSE REGISTRATION EFFICIENCY AND
SUPPORT TIMELY FOUR-YEAR GRADUATION

- WHEREAS: The ASI Board of Directors serves as the official voice of students at California Polytechnic State University (Cal Poly), San Luis Obispo; and
- WHEREAS: Student Success, timely degree completion, and four-year graduation rates are core institutional priorities of Cal Poly and the California State University (CSU) system¹; and
- WHEREAS: According to Cal Poly Institutional Research dashboards, the 2021 first-time freshman cohort four-year graduation rate at Cal Poly is 59.6%², reflecting a range of factors that may affect students' time to degree, including program requirements, personal academic choices, and institutional barriers related to course availability and enrollment access³; and
- WHEREAS: Approximately 7% of Cal Poly students change their majors during their academic career⁴, which may extend timely degree completion due to shifts in required coursework and sequencing; and
- WHEREAS: Shifts in incoming student preparedness in recent years, including increased enrollment in foundational support courses, may affect course sequencing and timely degree progression for certain student populations⁵; and
- WHEREAS: Cal Poly's commitment to small class sizes and its "Learn by Doing" educational philosophy enhances instructional quality and student engagement⁶, but may also require additional instructional resources and limit the number of available course seats; and
- WHEREAS: Access to required and gateway courses is essential for maintaining timely degree completion and preventing delays to graduation⁷; and
- WHEREAS: Students may encounter registration bottlenecks in high-demand gateway and major-required courses and availability of sections across time slots⁸; and

1 California Polytechnic State University, "Strategic Plan," accessed March 21, 2026; California State University, "Graduation Initiative 2025," accessed March 21, 2026

2 California Polytechnic State University Institutional Research, "Graduation Rates Dashboard," 2021 first-time freshman cohort, accessed March 21, 2026

3 Cem Sunata, personal communication, May 12, 2026 and Andrew Schaffner personal communication, May 14, 2026

4 Cem Sunata, personal communication, March 20, 2026

5 Cem Sunata, personal communication, March 20, 2026

6 California Polytechnic State University, "Cal Poly Recognized for Efforts to Improve Student Success and College Completion," accessed March 21, 2026, <https://ucm.calpoly.edu/news/cal-poly-recognized-efforts-improve-student-success-and-college-completion>

7 California Polytechnic State University, "Academic Standards," accessed March 21, 2026

8 Andrew Schaffner, personal communication, February 13, 2026; Cem Sunata, personal communication, March 20, 2026

- WHEREAS: Registration constraints are influenced by a combination of factors including faculty availability, student enrollment patterns, and scheduling distribution across available instructional hours, rather than solely by physical classroom capacity⁹; and
- WHEREAS: The University has approved the hiring of approximately 130 full-time equivalent positions to support instructional capacity and prepare for the transition to the semester system¹⁰, presenting an opportunity to strategically align faculty growth with rapidly increasing course demand due to enrollment increases¹¹; and
- WHEREAS: The transition from the quarter system to the semester system will alter course unit structures, enrollment patterns, classroom usage, and faculty workload distribution¹², potentially worsening short-term registration challenges if not proactively addressed; and
- WHEREAS: Under the semester model, students will complete 120 total semester units compared to 180 quarter units, while still averaging approximately 15 units per term¹³, necessitating careful course sequencing and scheduling adjustments; and
- WHEREAS: Quarter-to-semester conversion requires alignment of academic systems across multiple institutions, necessitating coordination in registration, scheduling, and degree tracking processes¹⁴; and
- WHEREAS: The increasing number of students with priority registration, including those receiving Disability Resource Center (DRC) accommodations and those enrolled in block scheduling structures¹⁵, may reduce course availability for continuing students without priority access, creating downstream registration challenges; and
- WHEREAS: Data regarding waitlist volume, unmet course demand, time-to-degree delays linked to unavailable courses, and degree progress report deficiencies are critical to understanding the systematic bottlenecks¹⁶; and
- WHEREAS: The University relies in part on Degree Planner¹⁷, which is not consistently completed by students, resulting in incomplete or inaccurate data on actual course demand; and
- WHEREAS: University scheduling guidelines encourage a distribution of course offerings both within and outside of peak hours, being 9:00 a.m. to 3:00 p.m., to improve access and efficiency, through student and

9 Jamie Luna, "Student-Centric Scheduling: Integrating Student Preferences into University Course Planning," California Polytechnic State University, June 2025, accessed March 21, 2026, <https://digitalcommons.calpoly.edu/theses/3070/>

10 Jerusha Greenwood, personal communication, April 2, 2026

11 California State University, "Applications and Admissions Dashboard: Executive Summary," accessed April 16, 2026, <https://tableau.calstate.edu/views/ApplicationsandAdmissionsDashboard-ExecutiveSummary/ExecutiveSummary>

12 Rachel Fernflores, personal communication, February 10, 2026

13 Rachel Fernflores, personal communication, February 10, 2026

14 Rachel Fernflores, personal communication, February 10, 2026

15 Andrew Schaffner, personal communication, February 13, 2026

16 Rachel Fernflores, personal communication, February 10, 2026

17 Cem Sunata, personal communication, March 20, 2026

faculty preferences for midday scheduling may still contribute to concentrated demand during those periods¹⁸; and

WHEREAS: Variability in program flowcharts and academic planning tools across colleges and departments¹⁹ creates inconsistency in how students interpret degree requirements and plan course enrollment; and

WHEREAS: Academic departments are primarily responsible for constructing course schedules based on internal budget constraints, faculty availability, and projected demand²⁰, resulting in a decentralized system with limited centralized coordination; and

WHEREAS: The Academic Senate plays a central role in shared governance, including oversight of curriculum policy, academic regulations, and instructional priorities, and provides recommendations to the University Provost and President²¹; and

WHEREAS: Institutional Research, Academic Affairs, the Office of the Registrar, University Scheduling, and academic advising centers maintain data and operational insight²² necessary to evaluate and improve registration systems; and

THEREFORE
BE IT

RESOLVED: That the ASI Board of Directors calls upon the Academic Senate, in collaboration with the Academic Affairs and Institutional Research, to conduct a comprehensive evaluation of academic course registration structures and bottlenecks impacting four-year graduation rates; and

FURTHERMORE
BE IT

RESOLVED: That such evaluation includes analysis of (1) waitlist volume and unmet seat demand in gateway and major-required courses, (2) the percentage of students unable to complete foundational coursework within their first two academic years, and (3) degree progress report data identifying unsatisfied requirements due to course unavailability; and

FURTHERMORE
BE IT

RESOLVED: That the University further examine faculty workload allocation, classroom space utilization, scheduling efficiency, and the projected instructional impacts of the semester conversion to ensure sufficient course access during and after the transition period; and

¹⁸ Cem Sunata, personal communication, March 20, 2026

¹⁹ California Polytechnic State University, "Degree Flowcharts and Curriculum Sheets," accessed March 21, 2026

²⁰ Cem Sunata, personal communication, March 20, 2026

²¹ Associated Students, Inc., California Polytechnic State University, "Resolution #25-03: Resolution to Reaffirm Shared Governance," accessed March 21, 2026

²² California Polytechnic State University, "Degree Progress Report Guide," accessed March 21, 2026; California Polytechnic State University, "Student Center," accessed March 21, 2026

FURTHERMORE
BE IT

RESOLVED: That the University explore potential adjustments including expanded section offering in high-demand courses, improved scheduling distributions across available instructional hours, and enhanced academic planning systems, while maintaining Cal Poly's commitment to in-person, "Learn by Doing" instruction; and

FURTHERMORE
BE IT

RESOLVED: That CSU Fully Online cross-enrollment opportunities be positioned as a supplemental or contingency option for students facing unavoidable course access barriers, rather than as a primary pathway for degree completion; and

FURTHERMORE
BE IT

RESOLVED: That the University explore strategies to increase student completion and accuracy of Degree Planners to improve demand forecasting and enable more effective course scheduling; and

FURTHERMORE
BE IT

RESOLVED: That the University consider forming a joint task force composed of representatives from the Academic Senate, Institutional Research, the Registrar's Office, University Scheduling, academic advising centers, and the student representatives to provide actionable recommendation focused on improving academic ease of registration and accelerating timely degree completion; and

FURTHERMORE
BE IT

RESOLVED: That this resolution emphasizes the importance of aligning course capacity, faculty hiring, space planning, and registration systems with Cal Poly's stated commitment to student success and improved four-year graduation outcomes; and

FURTHERMORE
BE IT

RESOLVED: That this resolution be sent to Jeffrey D. Armstrong, University President; Jerusha Greenwood, Academic Senate Chair; Rachel Fernflores, Director and Project Manager of Semester Conversion; Cem Sunata, University Registrar; and Terrance Harris, Vice President for Strategic Enrollment Management and Student Affairs.

Certified as the true and correct copy,
in witness thereof, I have set my hand
and Seal of the San Luis Obispo Cal
Poly Associated Students, Inc. this 5th
day of June 2026.

Attest: *Alexander Levine*

ASI Secretary

ADOPTED at the regular meeting of
the Board of Directors at San Luis
Obispo Cal Poly Associated Students,
Inc. this 27th day of May 2026.

Alyson Engel
Alyson Engel (Jun 5, 2026 21:32:44 PDT)

Signed:

ASI Chair of the Board

M. Cabeliza
Marc Fredy Cabeliza (Jun 7, 2026 11:44:40 PDT)

Signed:

ASI President

Authored By:

Riley Marino, Orfalea College of Business, ASI Board of Directors

With Contributions From:

Bishop-Amer Davis, College of Architecture and Environmental Design, ASI Board of
Directors

Sophie Gunter, Orfalea College of Business, ASI Board of Directors



OFFICE OF THE PRESIDENT

MEMORANDUM

To: ASI Student Officers, 2025-26

Date: June 24, 2026

From: Jeffrey D. Armstrong
President

Copies: Al Liddicoat
Jen Haft
Terrance Harris
Cem Sunata
Samuel Frame
Rachel Fernflores

Subject: ASI Board of Directors Action on Resolution #26-09: Course Registration Efficiency

By way of this memo, I acknowledge receipt of the above-titled resolution and recognize the need to support four-year graduation rates. We will continue taking steps to ensure course availability and remove bottlenecks in high demand courses. During the past year, as part of our shift to a semester schedule and year-round academic offerings, we have approved new faculty hiring and have reallocated space by moving staff to Mustang Business Park, freeing up the core of campus for more classrooms, labs and student services. The shift to a year-round offering is designed to further reduce bottlenecks while increasing opportunities for high-impact practices.

The administration will continue monitoring course registration and graduation rates, adjusting as needed to support student success.