Semester Review Task Force Committee Meeting
Tuesday, November 27, 2012
01-409, 1:00 p.m. – 3:00 p.m.

I. Agenda
   a. Schedule and format of final report
   b. Updates on report work
   c. Committee discussion

II. Schedule and format of final report
   a. Plan to turn in report by December 11.
   b. Reminder to send reports in word format.
   c. Rachel to draft recommendation and format report.
      i. Report will be a reflection of our work and our campus.
   d. We need to show entire conversion and costs through last student to go through conversion. We need to maintain a level of delivery.
   e. Report needs to be written in a way that explains easily to every reader.
   f. Cal Poly has made significant advances and savings compared to other campus. Not apples to apples reporting.
   g. Need to provide President with a report and positioning that he can provide to Long Beach with all the backup data and support of decision. We need to include all detail.
   h. Note other university reports, answer the questions, address funding, explain what we are doing, why we are doing it and decide what is best for our students.
   i. Look at non-negotiables first, timeline, systems, etc. There needs to be a formal order to the report.
   j. Executive Summary with results explaining how the report was compiled by area. Appendix for raw data with specifics and show comparisons.
   k. Explain all reasoning for assumptions and details.

III. Report updates
   a. Advisors’ Perspective on Semester Conversion update.
      i. Updated document handed out with the pros/cons of semesters and quarters based on advisors acknowledgement that no data exist for Cal Poly on how things might work on a semester system.
      ii. Considerations and concerns addressed as well as workforce needs and additional staffing needs.
   b. CSU Semester Campus Teaching Assignments Informal Survey taken and results provided.
i. AVPs from CSU campuses on the semester system were informally polled. Those polled provided an estimate of the typical teaching assignments based on their understanding of ‘typical’ work assignments.

ii. Information was not based on statistical data collected from their campus information systems.

iii. Typical 3WTU, but Cal Poly is 4WTU. WTUs can range 1 – 6.

iv. Schools recover from the initial drop in students, but they didn’t improve graduation rates in the long run. We have the best graduation rate.

c. Curriculum conversion cost in progress.

i. Discussions with department chairs, curriculum chairs.

ii. They usually hold retreats for days to hash out courses, which mean meeting costs to consider as well as straw man cost, and paperwork cost.

iii. Receiving two numbers from each department; program, curriculum.

iv. Approximately 3,500 courses that would need to be streamlined to approximately 2,000 courses.

1. Courses are being streamlined no matter the conversion.
2. 180 units by 2014 deadline, yet almost done now.

d. Provost/Registrar/Staff/IT/Admin & Finance/Academic Senate Curriculum update (document provided).

i. Assuming this is the timeline and conversion transformed curriculum, not one to one; timeline 7-11 years total.

ii. Can things be sequential or overlap?

iii. Figures based on PeopleSoft implementation. Group will not do the same schedule again (70 hours, 7 days a week).

iv. It is helpful to have everyone working together, so do need the additional space.

v. Pomona and RIT figures did not include software/systems upgrades. CSULA said incomplete and didn’t have the information. Ohio State did not include software.

vi. We do not have mandatory advisors, so we would need to hire during conversion to accommodate students in transition.

IV. Discussion

a. What is the cost to faculty and their expected role? Stipends? Release time? Can we determine the final cost?

b. We can say ‘not reported’ when cost items are not reported by other universities in our report.

c. Ok to have three university comparisons, show transparencies, and show total cost of ownership.

d. We are likely to go over budget if the project is longer than four years.

i. What can we overlap to shorten the time?

ii. It should not take a decade to complete.

iii. Who do you bring in early?

iv. Need to fix the process first, and then begin the process.
v. What do we sacrifice in the process?
e. Academic Senate Executive Committee meeting at the end of January they will hold a discussion on the report and then hold a vote by end of winter quarter?
   i. Academic Senate would need to answer some questions, such as:
      1. 3 WTU or 4WTU?
      2. Make changes to curriculum review process?
f. End of February we should know the final decision on the conversion?
g. Need to look at unsuccessful students and figure out how we can help them succeed.
   i. Would semesters be better for them?
   ii. In this climate it is difficult to look properly at whether students who struggle in the quarter system would be better off in the semester system. Student Affairs division have given some voice to those students. This requires further study in the future.
h. For 11/28 meeting, please re-read all report pieces. Please send any documentation to Rachel to upload.

V. Meeting adjourned 3:00 p.m.