

California State University Stanislaus
University Educational Policies Committee
Report on the Academic Calendar
October 1, 2009

1. Introduction

The University Educational Policies Committee (UEPC) has been charged with reviewing the structure of the current academic calendar and with making a recommendation as to whether it should be changed to an extended two-semester structure. This review follows a number of similar reviews conducted in the past, the most recent being the Report of the Committee for Review of Academic Calendars (CROAC), submitted in 2002 and the report of the Winter Term Work Group in 2005.

These earlier reports have uniformly recommended that the 4-1-4 structure be retained. These earlier reports contain a wealth of information pertaining to historical perspectives, review of literature, and review of other campuses. We have not duplicated their efforts; the information contained within their reports is as valid today as it was then.

We also note that the CROAC report recommends that future reviews should be initiated by the faculty:

“As numerous, similar academic calendar proposals and the corollary reviews of the academic calendar have consumed a great deal of work on the Stanislaus campus in the last quarter century, CROAC strongly recommends that no calendar reviews or proposals for change be undertaken unless arising from the Faculty and grounded in compelling reasons regarding improved teaching conditions and enhanced learning outcomes.”

This recommendation was accepted by then President Hughes. The current review has been initiated by the administration in light of the extraordinary circumstances visited on this university by the financial crisis affecting the whole of the state of California. It follows then that a change to the structure of the academic calendar should only be enacted because there would be a significant financial benefit to the university due directly to the elimination of Winter Term. Also, the savings should be substantial enough that it could not be considered a reasonable cost of doing business.

2. UEPC time line

UEPC discussion of the review of the Academic Calendar commenced with a meeting between President Shirvani, Speaker Filling, and UEPC chair Littlewood on June 5, 2009, in which it was agreed that the UEPC would consider a proposal made by the President to change the Academic Calendar effective 2010/11 from the current 4-1-4 structure to an extended two-semester structure as a potential vehicle for helping address the budget crisis which the university is facing. It was agreed that the administration would “within a few days” forward to the UEPC financial information regarding the costs of Winter Term. In return the UEPC would attempt to complete its report and submit it to the Academic Senate by October 1, 2009, (despite the break in employment of most of its members during the summer months).

The first meeting held by the UEPC was on June 9, 2009, an open forum at which a large number of personnel from all parts of campus were in attendance and given the opportunity to speak. President Shirvani was also present and announced to the campus as a whole his proposal and the conditions that had been agreed upon a few days earlier.

The financial information was received from the Vice President for Business and Finance on July 7 2009. The UEPC continued to meet throughout the summer, with members on 10/12 contracts devoting their own time to the effort. Guests were invited to present information relevant to the discussion, including members of the administration and staff. Full UEPC meetings recommenced on September 3, 2009, and every week through September.

This report has been completed promptly but with inadequate opportunity to engage with students, faculty, and staff colleagues who are not on contract during the summer months. The October 1 deadline limited opportunities for UEPC members to invite participation in the data collection process or to consult fully with departmental and program faculty. A proposal as complex as a change to the Academic Calendar should warrant a more extensive discussion to analyze all the possible ramifications.

3. Financial Aspects

On July 7, 2009, the UEPC received from the President, through the Vice President for Business and Finance, an account of the costs estimated to have been incurred in offering a Winter Term to our students. The cost analysis can be broken into four main sections, with a fifth being added by the UEPC.

- **Student fees**

Under the current 4-1-4 academic calendar students who do not enroll in the Winter semester (approximately 41% of students in Winter 2009) are not charged the full year tuition. This represents a loss of \$150 (the tuition fee for Winter 2009) per student, or about \$445,000 in total. (For Winter 2010 the tuition fee increased to \$204 per student.) However, there is a planned decrease in the number of students admitted to the university¹, and the total loss to the university should not rise in proportion to the increase in tuition fees. A reasonable estimate of the increased revenue from fees is approximately \$500,000, albeit with a large uncertainty.

As much as the additional tuition fees represent an increased source of revenue for the university, it should also be recognized that if enacted some students will be paying more. Students who have not enrolled in Winter Term previously will be paying tuition for the entire year, an effective tuition increase of approximately 5.2% on top of the fee increases already imposed on them. Recent fee increases have already imposed an extra \$3,500,000 in tuition “on the backs of students.”² If the academic calendar change is implemented an additional \$500,000 would be added.

- **State support**

Another key element for consideration is the effect of eliminating Winter Term on support received from state allocation. Although the student fees are based on headcount, state support is based on full time equivalent students (FTES). At his State of the University address President Shirvani put the state support for instruction at \$4,669 per FTES. The marginal cost of instruction figure is higher, at \$7,9643 (see appendix G). If it is assumed that all of the FTES generated during the Winter Term (1,189 annualized FTES in Winter 2009⁴) would be transferred to the extended fall and spring extended semesters then state support would not be impacted.

1 Students are not being admitted in Winter 2010.

2 President Shirvani, State of the University Address, September 10, 2009

3 CSU Stanislaus Financial Services Office.

4 <http://www.calstate.edu/as/cyr/cyr08-09/table03.shtml>

However, there are good reasons to suppose that this may not be the case. Many students on campus are already taking their maximum number of classes in fall and spring. There are myriad reasons why many will not be able to take an extra class to compensate for the class (or two) that they take in winter under the current academic calendar: issues related to work commitments, family, the number of classes already being taken to progress towards graduation, etc. Students who elect not to take extra classes in fall and spring means a lower FTES and a loss of revenue from state support.

The most conservative estimate, that is using the President's figure of \$4,669 per FTES, and an estimated \$500,000 in extra tuition revenue, shows that if there is a reduction of 107 FTES as a result of students electing not to add classes to their fall and spring schedules, then the extra revenue gained by increasing tuition revenue will not be realized. This represents only 9.6% of the 1,189 annualized FTES generated in Winter Term 2009. Using the marginal cost of instruction the corresponding numbers are 66 FTES and 5.9% of the annualized winter 2009 FTES. Comparison of some other possible scenarios are given in Appendix E.

Given the current financial condition of the state and the university, it is an unsafe proposition to assume that students currently enrolling in Winter Term would simply take an equivalent number of units in an extended two-semester structure. To do so could expose the university to a risk that would be unwise to pursue.

- **Expenses related to Faculty Salaries and Benefits**

The administration's cost estimate includes a figure of approximately \$480,000 for part-time faculty salary and benefits for teaching courses during the Winter 2009 semester. However, it must be concluded that these costs are associated with the individual courses, not with Winter Term itself. If those courses taught by part-time faculty are simply moved to either the Fall or Spring semesters, then the same costs will be incurred. Conversely, if those courses are simply eliminated then that cost saving could be achieved by eliminating the courses whilst retaining Winter Term.

Unfortunately, the budget crisis has already proven this point; part time faculty for the 2010 Winter Term has been reduced to zero⁵ even though the term is still part of the calendar. There are no additional savings to be gained by changing the academic calendar for the 2009/10 academic year, and hence eliminating the 2010 Winter Term.

Based on these data and underlying assumptions it does not appear that the university would realize savings of faculty salaries and benefits.

- **Expenses related to Staff Salaries and Benefits**

Staff salaries and benefits for the 2008 Winter Term have been estimated at approximately \$202,000. These expenses are associated with the extra work required to enroll students for the Winter Term, distribute financial aid to students, administer faculty contracts for those part time

⁵ Except for a few temporary faculty on three year contracts, for whom the process involves more than simply not re-hiring for the new year.

faculty who do not teach in the winter, and other support services.

Vice President Giambelluca stated at the July 23, 2009, meeting of the UEPC, savings would only be realized by the elimination of staff positions. Releasing staff members to take on other tasks is a workload benefit but does not constitute savings which address the budget crisis.

The UEPC strongly recommends that elimination of staff positions is not used to save the associated \$202,000. To do so would increase the workload of those staff still employed to the detriment of the university. As a result, if this recommendation is agreed to by the administration, then there will not be any savings related to staff salaries or benefits.

- **Student Financial Aid**

Students not enrolling in Winter Term receive reduced financial aid. If all students were fully enrolled for the entire academic year then all would receive their full financial aid award because all would be charged the full academic year tuition fee, resulting in approximately \$430,000 extra financial aid being received.

However, this extra financial aid does not come directly to the university and should not be counted as addressing the university's budget crisis. Some of this money will come to the university in the form of extra tuition fees from students who will now be enrolling full time for the entire year, but this has already been counted in the section related to student fees.

It should also be noted that time to graduation will likely increase for many students (see below). With annual fees for a full time undergraduate student currently around \$5,000 per student, if only 85 students take an extra year to graduate (or 170 students take an extra semester) then the extra financial aid will be paid in extra tuition, with no net benefit to students.

- **Summary**

In summary, a change of the academic calendar from the current 4-1-4 structure to an extended two-semester structure could bring a financial benefit of approximately \$500,000, all of it from increased student tuition. However, balancing the extra tuition revenue against a potential loss of state revenue puts in doubt even a benefit projection of \$500,000, perhaps to the point where a net loss may be incurred. Furthermore, there will not be any cost savings as a result of the proposed change unless staff positions are indeed eliminated.

4. Core Educational Mission

To help gauge the impact of Winter Term on the core educational mission of the university the UEPC conducted an online survey of campus personnel. The survey asks their opinion of the impact of Winter Term, and the reasons for their opinion. Separate data were collected for the four groups: faculty, staff, students, and administrators. The first three groups were further subdivided to see if there was a difference within a group. Only the administrators group was not subdivided, as the low number of expected responses would lead to statistically invalid results.

Each respondent was asked to answer two questions,

1. Whether they viewed the impact of Winter Term on their ability to teach classes (faculty), on the education they receive (students), or to perform their (non-teaching) duties (staff and administrators).
2. Their reasons for their opinion on the impact of Winter Term.

At the close of the survey (September 14, 2009) 1,214 total responses had been received. This is a significant number of campus personnel, enough that there is a high degree of confidence in the quality of the results. Numbers for each of the four groups are shown in Table 1. More detailed data is available at <http://physics.csustan.edu/cgi-bin/survey/data.htm>.

Table 1. Total Responses

	Number of Respondents	Percentage of Respondents	Percentage of Population
Faculty	146	12%	50%
Staff	73	6%	24%
Students	986	81%	12%
Administrators	9	1%	12%
Total	1,214	100%	

Faculty

The majority vote on the impact of Winter Term received from faculty was strongly positive. A much smaller percentage of faculty indicated a negative or neutral view of Winter Term (see Figure 1).

Faculty were also asked to identify whether they were tenured, untenured, or probationary, and further whether they taught winter term or not. Of the six groups which are formed from this grouping, all have an overall positive view of Winter Term. The only difference seems to be that temporary (non tenure track) faculty seem to be less inclined to view Winter Term favorably than tenure track faculty (see Figure 2).

Staff

The majority vote received from staff was neutral, that Winter Term has little impact on them. On the other hand, of those staff members who expressed a non-neutral opinion there were more negative votes than positive ones (see Figure 1).

The staff group was the only one to show a significant difference between two different subdivisions. Staff were asked to identify whether they worked in an administrative office (within the Mary Stuart Rogers Building), whether they worked in one of the College or Academic Programs, or whether they worked elsewhere on campus. All three groups had a majority vote which was neutral. However, of the non-neutral votes, the staff working in administrative offices cast more negative votes than positive ones, whereas those working in academic offices cast more positive votes. The reason for this difference has

not been established. Staff working in other areas of campus other than the two mentioned were equally split between positive and negative (see Figure 3).

Students

Of all the four groups, students expressed the strongest support for Winter Term, with over 80% of respondents giving a positive opinion of the impact of Winter Term on their educational experience (see Figure 1). Only 11% had a negative opinion.

Students were asked to identify whether they were part-time or full-time students, and also whether they normally take Winter Term classes or not. There seems to be little difference between those who are part time students (0-6 units) and those who are full time (>6 units). However, those students who regularly take Winter Term were much more supportive than those who do not (see figure 4).

Administrators

Of all four groups the administrators were the only one for which the majority opinion was negative. Of nine responses from administrators five viewed Winter Term negatively, with only two giving a positive opinion (see Figure 1).

The decision was taken not to subdivide the administrator group, as the low number of expected responses would lead to statistically invalid results. Since only nine administrative responses were received this decision appears to be justified.

Summary of results

Taken together the 1,214 responses show a clear majority of the respondents have a positive view of the impact of Winter Term on the university's educational mission (see Figure 1). Of all respondents, 75% gave a positive response, with 14% giving a negative response. Faculty and students are the most supportive of Winter Term, staff were neutral to slightly negative, and the administrators the only group giving a strong negative vote.

It should be noted that the strong overall figure largely reflects the opinion of the students, as there were many more student responses than there were responses from the other three groups combined.

Essay results

In addition to collecting impact votes about Winter Term respondents were also given the opportunity to give their reasons for their opinion. As might be expected some of the same reasons were given by multiple respondents. Summaries of the reasons given appear in appendices A through D.

Complete listings of the submitted essays can be found at

- Faculty - <http://physics.csustan.edu/cgi-bin/survey/faculty.txt>
- Staff - <http://physics.csustan.edu/cgi-bin/survey/staff.txt>
- Students - <http://physics.csustan.edu/cgi-bin/survey/students.txt>
- Administrators - <http://physics.csustan.edu/cgi-bin/survey/administrators.txt>

5. Workload issues, accreditation issues, and conversion costs

Staff workload issues

It is undeniable that winter term is a problem for staff, particularly those in the areas of Enrollment Services, Academic Affairs, Financial Aid, and Student Accounts Receivable. The comments received by the UEPC can be summarized in three main statements

1. Winter Term creates a need to enroll students three times in the year.
2. Winter Term creates a need to deal with handling the paperwork equivalent to a full semester enrolling about 5,000 students, but in a compressed time period.
3. (In those years when part time faculty were being hired) Winter Term creates a need to adjust manually temporary faculty contracts to conform to a software program (PeopleSoft) which is not able to handle them directly.

These are serious issues which need resolution. Although the review of the change of academic calendar is predicated on its ability to help address the current fiscal crisis, a secondary benefit would be addressing these workload problems. However, it is not at all clear that changing the academic calendar is the *only* means of addressing staff workload issues. Towards the end of this document we make other recommendations which ought to be assessed before precipitate action is taken.

Not included in the discussion above is the staff workload across campus that would be created if the academic calendar were to be changed. This would include revisions to publicity material, the university catalog, the campus web site, the classroom schedule, and involvement of departmental staff in preparing and submitting course and program revision documents. This will be a heavy load, in the short term offsetting or canceling the gain in the campus offices listed above.

Faculty workload issues

The task of converting from the current 4-1-4 calendar to an extended semester calendar will be formidable. Moreover the burden of the conversion will not be borne equally. Some classes, perhaps a majority, will need little more than a change of syllabus, but others will require extensive revision. In the latter category, some of our existing classes require extensive field work or trips, requiring students to be away from campus for an extended period lasting from a full day to a full month. Students will not be able to spend such time away from classes during a fall or spring semester when they are taking multiple classes. Examples of these classes include:

1. Geology field trips to Death Valley and elsewhere.
2. An economics class which takes students to brokerage houses in San Francisco.
3. A geography class which is devoted to the wetlands of the Central Valley.
4. THEA 4020 *Performance for Children* which provides the university with enormous exposure (between 5,000 and 6,000 area school children come to see the culminating production annually) and income for the department, in addition to the instruction that our own students receive. The Theater Department reports that if Winter Term were ended, it would be difficult to find a way to administer the *Performance for Children* class in a regular school calendar.

Other classes impacted by a change in the academic calendar rely heavily on activity instruction, such as science labs. This second group of classes will require extensive revision to fit the longer semester, with new labs needing developing, writing, and testing. Furthermore, those programs containing required classes which themselves depend on the existence of winter term will need to undergo a program revision.

There has been insufficient time during this review to assess fully the scope of the task. Department chairs were asked to estimate the number of hours required. The responses that were received ranged from little or no extra work involved up to estimates described as “conservative” but nevertheless above 1,000 hours. Taken together the eleven departments that did respond gave a total of above 5,200 hours. If and when all departments respond, the figure could well be twice that.

This conversion workload is of course a “one time” cost, whereas the workload issues facing staff occur year after year. Nevertheless, the conversion workload should not be ignored.

1. The fact that the workload costs are not to be borne equally across campus suggests that those programs which will have the highest conversion workload might not be ready for the elimination of the winter 2011 term, should the two-semester model be adopted.
2. We suggest that the staff workload issues might be addressed effectively in other ways, meaning that without due consideration of all the alternatives faculty could be saddled with a conversion burden for little or no benefit.

Governance workload issues

As mentioned above, course and program revisions will result from a change in the academic calendar. After leaving the departmental level all such changes would then require further review by the six college level curriculum review committees, the six Deans, the UEPC, and where appropriate the General Education Subcommittee and the Graduate Council. This would all be in addition to the normal work that these personnel and committees have to deal with. There has not been time to assess the extra workload that this would entail, but it could be considerable.

Student workload issues

Undoubtedly the largest impact of a change in the academic calendar will be on students. The university graduation requirement is a minimum of 120 units, that is 30 units per year for students wanting to graduate in four years.

Under the current calendar students typically reach the 120 unit requirement in four years by taking four classes (or the equivalent units) in fall and spring, and two classes (or the equivalent units) in winter. A change to two extended semesters would require students to take five simultaneous classes (or the equivalent units) to graduate in four years. Concurrent with the need to take one more class per semester students are also being presented with fewer choices of classes by the reduction of course offerings following the elimination of part time faculty positions.

Taken together these two suggest that students are going to take longer to graduate. For many students, perhaps the majority, taking an extra class per fall and spring semester to replace those lost by the elimination of Winter Term is not an option. With a four course load, job commitments, and family commitments these students are already fully extended. Even for those students who do take on a fifth course the time per week devoted to out-of-class study is a more important indicator of success than class time, and reducing out-of-class time increases the chances that poor or failing grades will be earned, students dropping out, and courses repeated.

A full analysis of the effect of changes to the academic calendar on the graduation rates and time to graduation of our students should include a comparison with other CSU campuses which are already on

an extended two-semester calendar. Allowance must be made for student demographics such as economic status, first generation college-going students, etc. There has not been sufficient time to make this comparison.

CSU Stanislaus is justifiably proud of its high ranking in terms of its retention and graduation rates for students, and attributes some of that success to the flexible schedule which enables full-time students to limit themselves to four courses at a time, which is possible only as a result of a 4-1-4 calendar.

Accreditation issues

A number of programs have indicated possible problems with accreditation:

- The Department of Chemistry reports that the accreditation guidelines that it has to follow have strict limits on the number of hours per week that faculty can spend in the classroom. Complicating this is the campus practice of awarding only 2 WTU for a 3-hour laboratory class. Other CSU campuses teaching a full load and with an extended two-semester academic calendar have trouble gaining accreditation, often only receiving probationary status. These problems are avoided by campuses on either the 4-1-4 or quarter system. If CSU Stanislaus were to move to a two-semester academic calendar then it would place the Department of Chemistry's accreditation at risk.
- The Department of Teacher Education has reported on their need to comply with accreditation requirements. The department houses three accredited programs (Multiple Subject Credential Program, Single Subject Credential Program, and Graduate Programs), and accreditation document changes would have to be made for all three.
- CSU Stanislaus was one of the few campus' to be selected for the "early wave" that received permission to begin cohorts of students in the Ed.D. Program. A faculty member intimately involved with the Ed.D. Program writes "Without the Winter (and Summer terms), the doctoral program here would face a significant challenge in complying with the commitments we have made to the CSU and to WASC, not only with respect to the current cohort who have two more years of planned and approved Winter term (and Summer term) courses ahead of them, but also to the second cohort of candidate doctoral students that begins in a few days, one which also has the expectation of Intersession courses to complete their program."
- The accredited three-year Social Work Program must be completed in a prescribed sequence. Courses offered in winter term are needed to allow working students to graduate in a three-year time span. If winter term is eliminated Social Work would have to revamp the entire program to a four-year model which would have implications for their accreditation.

6. Final recommendation on the proposal to change the Academic Calendar

As a result of its review of the issues related to the proposal to change the Academic Calendar the UEPC finds the following:

1. The financial case for eliminating a state-supported winter term resulting in substantial budget savings does not appear to be justified. A critical analysis of the financial information indicates that even the most optimistic projections yield a figure much lower than originally suggested, all of it from a further increase in tuition revenue at a time when tuition fees have already been increased substantially.
2. A net loss of revenue might occur if Winter Term FTES are not recovered.
3. There is a very strong level of support on the campus in favor of Winter Term, especially by students.

4. Staff workload issues need to be resolved.

As a result of these findings the University Educational Policies Committee approved a resolution, *without dissent*, that **California State University, Stanislaus retain its current 4-1-4 Academic Calendar.**

7. **Other recommendations**

As mentioned earlier in this report, there are other implications associated with Winter Term, other than the financial benefit to be gained by charging full tuition to all students. Principal amongst these is the increased workload imposed on staff:

1. To enroll students three times during the year instead of two.
2. To dispense financial aid to students, and to make adjustments manually to the aid awarded to students who do not enroll in Winter Term.

Whereas the root cause of these problems lies with the inadequate software that the campus is mandated to use, and not with Winter Term itself, the problems that are caused for staff in Enrollment Services, Financial Aid, etc, are serious ones, and must not be ignored. However, we do not believe that the elimination of Winter Term is the only means of addressing these problems, not even the best way. We recommend that the following be evaluated as potential alternative solutions to the workload problem. In doing so we acknowledge that most were suggested by staff members, people who know the administration offices from the inside, in their responses to the online survey, or through private communication.

1. The exclusive use of permission numbers in adding students to classes

Traditionally, adding students to classes after the start of the semester, or after the class reaches its enrollment maximum, has been handled using add/drop forms requiring the instructor's signature. This is labor intensive, requiring students to turn in the completed forms and staff to manually transfer the information from the forms in order to enroll students.

With the introduction of PeopleSoft the use of permission numbers became available to faculty, which when given to students allowed the student to enroll online without any staff involvement. However, the use of add/drop forms has continued in parallel with the use of permission numbers, with faculty choosing which method to employ.

We recommend that the use of add/drop forms be discontinued and that the process of adding students to class be handled exclusively by faculty and students using permission numbers. This would relieve staff of the burden of handling the paperwork to add students, without appreciable impact to either faculty or students.

2. Entering grades on line

A similar labor intensive situation occurs at the end of the semester when issuing grades. Traditionally, grade rosters are distributed close to the end of the semester, on which faculty entered the appropriate grade, and send it to Admissions and Records, where staff manually

entered all grades.

With the introduction of PeopleSoft, grades can now be entered by faculty online. This requires no more work on the part of faculty (and possibly less), eliminates the need for departmental personnel to carry the rosters to the Mary Stuart Rogers (MSR) building, and eliminates the need for staff in Admissions and Records to enter the grades. However, the use of grade rosters has continued in parallel with the use of online grade reporting, with faculty choosing which method to employ.

We recommend that the use of grade rosters for the entry of grades be discontinued and that the process of entering grades be handled exclusively by faculty online. This would relieve staff of the burden of handling the paperwork to enter grades, without appreciable impact to either faculty or students.

3. Change of grades

At the moment, once grades are entered online the grades cannot be changed by faculty. Instead a Change of Grade card has to be filled out, carried to MSR, and the grades changed manually by staff in Admissions and Records. We recognize the need for security in these matters, but we recommend an assessment of the feasibility of either faculty or departmental staff being given the permission to change grades.

4. Simultaneous enrollment for Winter and Spring Semesters

A large portion of the extra work required to administer Winter Term is the need to enroll students three times through the year rather than two. This is exacerbated by the short time period in which Winter Term students need to be enrolled.

A possible alternative solution to this problem and also maintain Winter Term might be to enroll students just twice a year, once for the fall and once for the second half of the academic year. The second enrollment period would then allow students to register for classes in either winter or spring or both.

The UEPC recommends that the University move towards enrolling students twice during the year.

8. A Final Word

Our core mission as a university is the education of our students. We regularly reaffirm that they come first. We should listen very closely to their voice in this debate over Winter Term. And they have spoken loud and clear that they do not want Winter Term to disappear.

Figures

Figure 1. Summary of results from all campus personnel

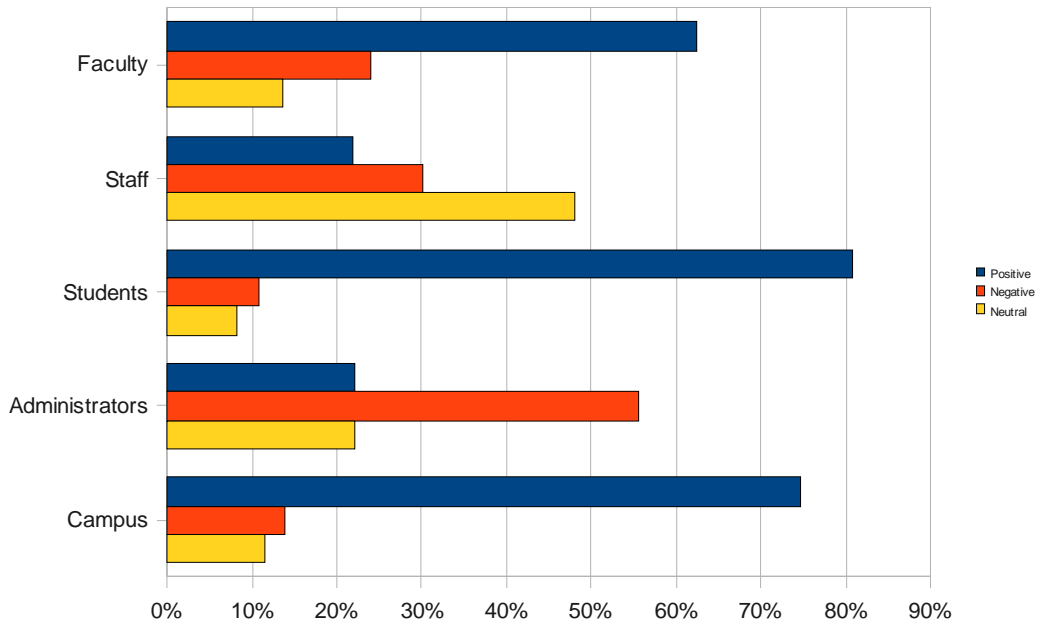


Figure 2. Summary of results from faculty
 (WT indicates faculty teaching in Winter Term, no WT indicates faculty not teaching in Winter Term.)

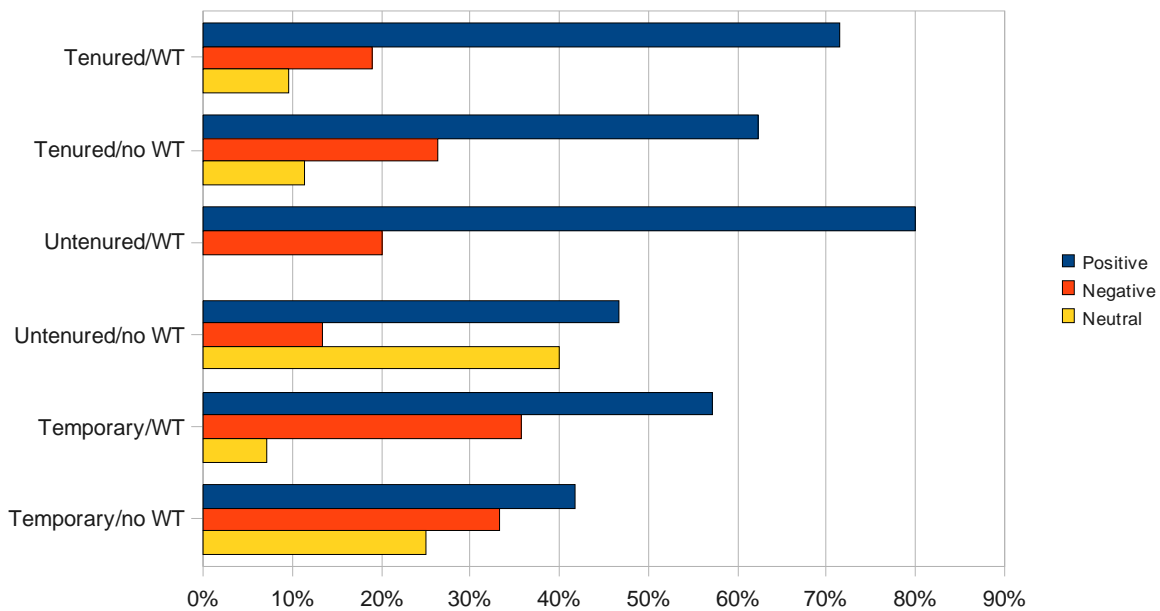


Figure 3. Summary of results from staff

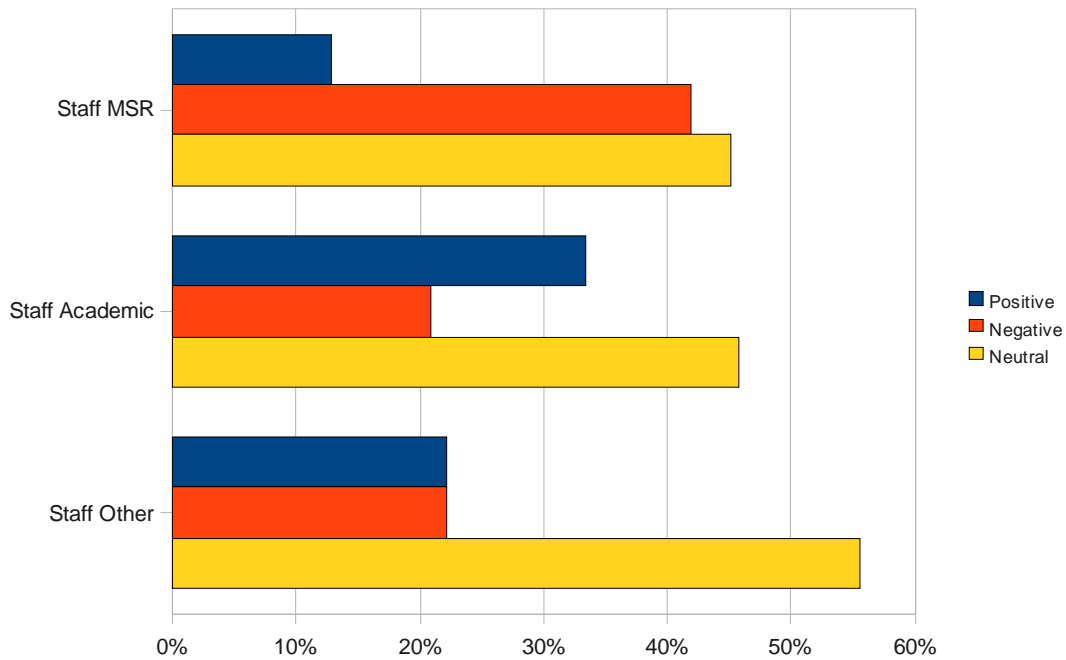
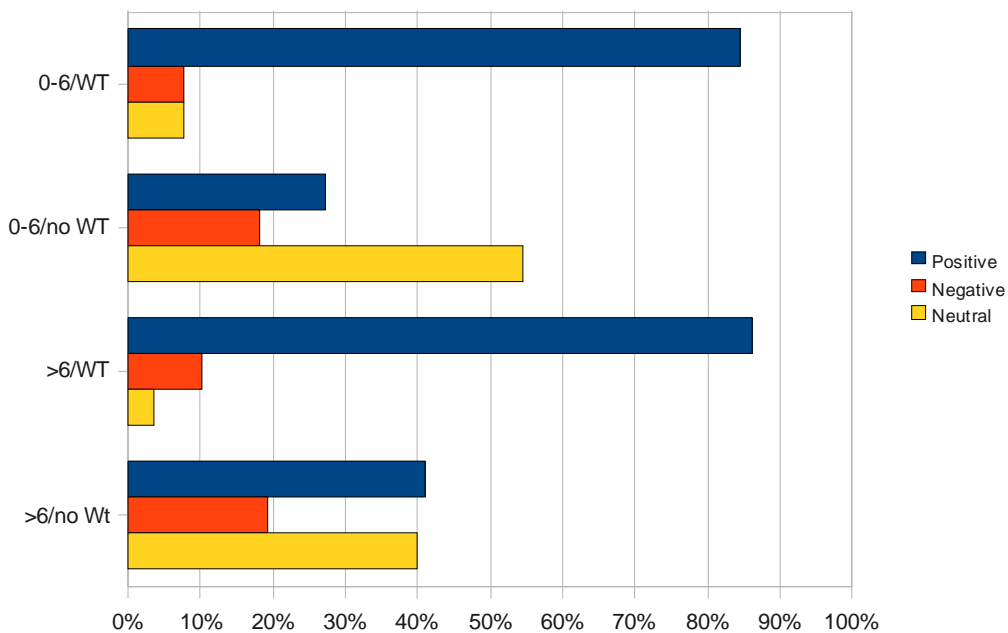


Figure 4. Summary of results from students

(WT indicates students taking classes in Winter Term, no WT indicates students not taking classes in Winter Term.)



Appendices

Appendix A Summary of Faculty Responses

Positive Impact

- Ability to offer non-traditional classes or programs - 37
- Improved student focus on single class or intensive course - 24
- Reduce time to graduation/maintain within 4 years - 21
- Increased opportunity for students to get classes they want - 17
- Time to involve in research and scholarly activity - 11
- Unique nature of campus/Selling point to prospective students - 8
- Improved sequencing of classes in complex programs - 5
- Gives students chance to work, earn money for college - 4
- Accreditation issues - 3
- Time to develop new courses - 1
- Time to perform equipment maintenance - 1

Negative Impact

- Winter Term does not match its original intent - 7
- Incompatibility with other campuses/colleges - 5
- Would prefer two added weeks in fall and spring - 5
- Winter Term is too short to be useful - 4

Appendix B

Summary of Staff Responses

Positive Impact

- Time to catch up with work - 10
- Liked Winter Term as a student - 3
- Possible job losses - 2
- Increased opportunities for students - 2
- Increased contact with students - 1

Negative Impact

- Extra workload/reduced time for existing workload - 13
- Software/PeopleSoft incompatibility - 6
- Technical challenges - 1
- Desire to save jobs - 1
- Faculty away from campus - 1

Appendix C

Summary of Student Responses

Positive Impact

- Time to graduation - 384
- Ability to concentrate on one class (sometimes two) - 209
- Manage course load in fall and spring - 164
- What we are known for/attraction of CSUS - 20
- Increased opportunities/educational experience - 44
- Specialist courses – 12
- Use winter to work to earn tuition for fall and spring – 12
- Other financial considerations - 6

Negative Impact

- Difficult to work into schedule, work, child care, etc. - 20
- Poor choice of classes - 12
- Do not like short semester/prefer longer semesters - 14
- If there are savings then Winter Term should be eliminated – 14

Appendix D

Summary of Administrator Responses

Positive Impact

- (none given)

Negative Impact

- More time evaluating transcripts with the winter term - 3
- Very little curriculum or other items requiring faculty attention gets done during Winter Term - 1
- Excess workload due to problems encountered in PeopleSoft modules when processing PT Faculty benefits/payroll during winter term - 1
- Financial considerations – 1

Appendix E Revenue Comparisons

1,110 FTES were generated by courses offered in Winter Term 2009. Using the figure of \$4,669 per FTES for instruction only, winter term generated almost \$5.2 million in state support for instruction. The higher figure for the marginal cost of instruction (\$7,964 per FTES) raises this to over \$8.8 million. If winter term were to be eliminated then the lost FTES, and the associated state support, would need to be made up by students enrolling in additional classes in fall and spring.

For reasons described in the body of this report, it is not certain that all of the winter FTES will be recovered in fall and spring. The tables below analyzes the possible loss of state support for various percentages of the winter FTES which are not recovered, balanced against a projected extra tuition revenue of approximately \$500,000. Separate comparisons are given for the different instructional cost and marginal cost figures.

Table A1. Comparison using state support of \$4,667 per FTES

Percentage of FTES not recovered	Decrease in state support	Extra tuition revenue	Net gain or loss
0%	\$0	\$500,000	+ \$500,000
5%	\$260,000	\$500,000	+ \$240,000
10%	\$520,000	\$500,000	- \$20,000
20%	\$1,040,000	\$500,000	- \$540,000
25%	\$1,300,000	\$500,000	- \$800,000
50%	\$2,600,000	\$500,000	-\$2,100,000
75%	\$3,890,000	\$500,000	-\$3,390,000
100%	\$5,200,000	\$500,000	-\$4,700,000

Table A2. Comparison using state support of \$7,964 per FTES

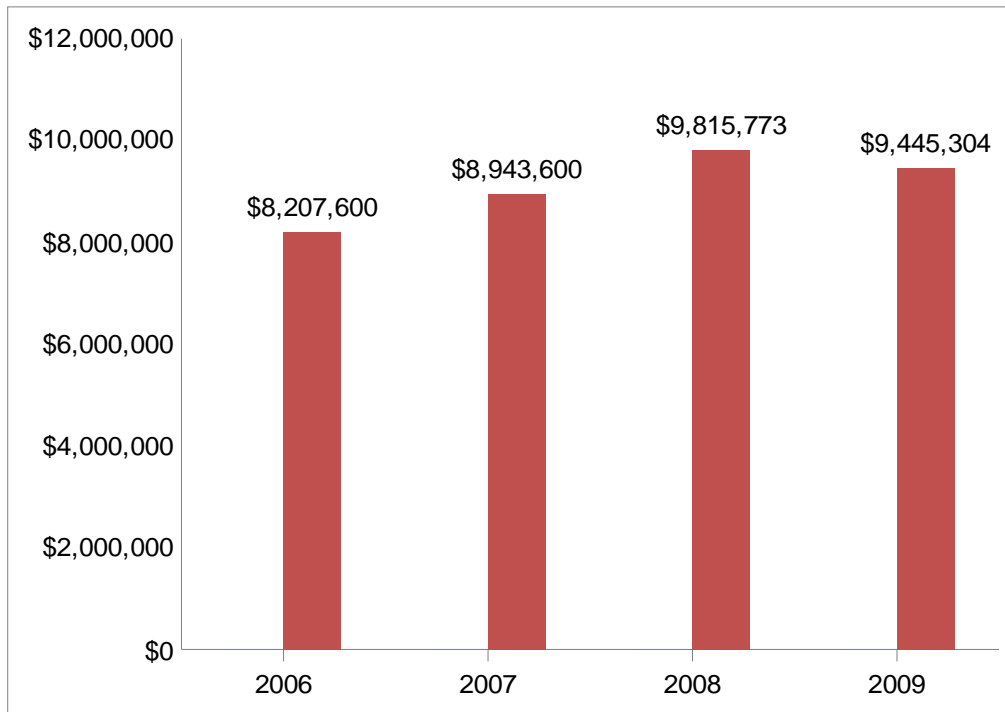
Percentage of FTES not recovered	Decrease in state support	Extra tuition revenue	Net gain or loss
0%	\$0	\$500,000	+ \$500,000
5%	\$440,000	\$500,000	+ \$60,000
10%	\$880,000	\$500,000	- \$380,000
20%	\$1,770,000	\$500,000	- \$1,270,000
25%	\$2,200,000	\$500,000	- \$1,700,000
50%	\$4,400,000	\$500,000	-\$3,900,000
75%	\$6,630,000	\$500,000	-\$6,190,000
100%	\$8,840,000	\$500,000	-\$8,340,000

Appendix F
State Support for FTES in Winter Term

Table A3 below shows the marginal support provided by the state to the university. The data for each year was calculated from the reported FTES for that winter and the marginal cost per FTES as reported by the CSU Stanislaus Financial Services Department.

**Table A3. Summary of state support for Winter Term FTES
 for academic years 2005-06 through 2008-09**

Winter term	FTES	Marginal cost per FTES	Total marginal cost
2006	1136 ⁶	\$7,225	\$8,207,600
2007	1160 ⁷	\$7,710	\$8,943,600
2008	1201 ⁸	\$8,173	\$9,815,773
2009	1186 ⁹	\$7,964	\$9,445,304



6 <http://www.calstate.edu/as/cyr/cyr05-06/table03.shtml>
 7 <http://www.calstate.edu/as/cyr/cyr06-07/table03.shtml>
 8 <http://www.calstate.edu/as/cyr/cyr07-08/table03.shtml>
 9 <http://www.calstate.edu/as/cyr/cyr08-09/table03.shtml>

Appendix G
Marginal Cost of Instruction Rates per FTES
(2009-10 Fiscal Year)

Table A4. Breakdown of Marginal Cost of Instruction

	Student fees	General Fund	Total
Instruction	\$903	\$4,779	\$5,682
Instructional Equipment Replacement	\$0	\$111	\$111
Academic Support	\$386	\$897	\$1,283
Student Services	\$252	\$873	\$1,125
Institutional Support	\$362	\$761	\$1,123
Operation and Management of Plant	\$471	\$543	\$1,014
Total Marginal Cost of Instruction	\$2374	\$7,964	\$10,338