



## CALIFORNIA STATE UNIVERSITY, STANISLAUS

OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS

August 11, 2009

TO: President Shirvani

FROM: **Academic Calendar Advisory Committee**

Stacey Morgan-Foster, Chair, Vice President for Student Affairs  
Walter Doraz, Professor, Sociology  
Blake Fair, Associated Students, Inc. Vice President for Finance  
Steve Grillos, Professor Emeritus, Biological Sciences  
Joel Hawkins, University Student Union, Vice Chair for Operations  
Sara Hoek, Payroll Manager, Human Resources  
Roger Pugh, Associate Vice President, Enrollment Services  
Tammy Worthington, Financial Aid Advisor

SUBJECT: Discussion and Recommendations Regarding the 4-1-4 Calendar Model

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Attached is the final report of the Academic Calendar Advisory Committee regarding the 4-1-4 calendar model at California State University, Stanislaus. The purpose of this committee was to consider the advantages and disadvantages of the current academic calendar, with a focus on whether the current 4-1-4 structure should be continued. The committee believes that the attached report accomplishes this charge.

In your appointment of the committee, you made it possible for campus-wide representation of administration, faculty, staff and students to consider this important issue. Our discussion and recommendations are offered as the result of considerable dialogue and study during a compressed time period. The committee conducted five weekly meetings of approximately three hours each. During these meetings, members reviewed and discussed data and interviewed numerous campus individuals to gain an understanding of the issues. The following individuals were consulted by the committee:

Rick Albert, ASI Vice President, Member of the Student Success Committee  
Lisa Bernardo, Dean of Admissions and Registrar  
Noelia Gonzalez, Director of Financial Aid and Scholarships  
Russell Giambelluca, Vice President for Business and Finance  
Herman Lujan, Provost and Vice President for Academic Affairs  
Toni Martinez, Faculty Benefits Coordinator  
Sherri Rivera, Payroll Technician  
Angel Sanchez, Director of Institutional Research  
Pauline Telya, First Year Success Coordinator, Member of the Student Success Committee  
Ted Wendt, Associate Vice President for Faculty Affairs

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In the case of the deans, the committee met personally with most. Those deans who could not attend the meetings were interviewed by the chair, and the results of those interviews were shared with the committee:

Nael Aly, Dean of the College of Business Administration  
Ruth Fassinger, Dean of the College of Education  
Roger McNeil, Dean of the College of Natural Sciences  
Daryl Moore, Dean of the College of the Arts  
Gary Novak, Dean of the College of Human and Health Sciences  
Carolyn Stefanco, Dean of the College of Humanities and Social Sciences

Early in the process, the committee chair requested a report from the Student Success Committee (SSC) on the implications of 4-1-4 on student retention and time-to-degree. That report was reviewed by the committee and SSC members were invited to attend a meeting to discuss their report (see appendix). The committee also conducted an open forum “listening hour” to hear campus comments about the 4-1-4 model and solicited comments from concerned individuals via email. Approximately 30 individuals attended the “listening hour”. The notes from the campus forum and the collected emails are included in the appendix, as are all the documents the committee received and reviewed.

Since 1977, the campus has been discussing the 4-1-4 model. While this most current review has been conducted over a one month period, it is fair to say that the campus has wrestled with this question for over 30 years. The amount of time for consideration has been ample, the collected data significant, and the opportunity for full campus dialogue extensive.

It is important to note that the committee has been impressed with the sincere and moderated dialogue from most members of the campus community during their discussion process. It is clear that those participating in the process are motivated by a strong sense of commitment to supporting a quality institution and to meeting the mission of the University.

The committee has attempted to represent fairly the views that were shared with them during this process, and has derived the recommendations through a collective, discursive process. All members of the committee were unanimous in endorsing the recommendations of the report.

Thank you for the opportunity to contribute in this process. Please let us know if you have any questions or concerns.