annual units attempted load. In sum, the net effect of change would be heavier annual unit enrollment for up to 1,950 individuals under a semester calendar. This reconciles with the 201 annual FTE gain projected above using the average FTE/HC ratio of semester calendar CSU campuses. It also is in concert with the 1984 student survey which reported that 36.4% of Stanislaus students would take more units under a semester calendar.

TOTAL 1985-86 ENROLLMENT OF INDIVIDUALS BY UNIT CATEGORY
With Expectation of Annual Net Unit Load Change by Group Under A Semester Calendar

<table>
<thead>
<tr>
<th>Fee/Unit Category</th>
<th>F'85 only</th>
<th>F'85+</th>
<th>Sp'86 only</th>
<th>F'85+</th>
<th>F'85+</th>
<th>W'86</th>
<th>WSp'86</th>
<th>S'86</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT Fee: 1-3</td>
<td>283 S/M</td>
<td>244 S/M</td>
<td>254 S/M</td>
<td>12 S</td>
<td>55 F/S</td>
<td>14 F/S</td>
<td>862</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PT Fee: 4-6</td>
<td>263 S</td>
<td>376 S</td>
<td>241 S</td>
<td>21 F/S</td>
<td>165 F/S</td>
<td>34 F/S</td>
<td>1150</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FT Fee: 7-9</td>
<td>90 S/M</td>
<td>140 S/M</td>
<td>93 S/M</td>
<td>11 S/M</td>
<td>159 S/M</td>
<td>13 S/M</td>
<td>506</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FT Fee: 10-13</td>
<td>158 M</td>
<td>345 M</td>
<td>187 M</td>
<td>35 S</td>
<td>863 S</td>
<td>50 S</td>
<td>1638</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FT Fee: 14-16</td>
<td>62 S/M</td>
<td>155 S/M</td>
<td>85 S/M</td>
<td>30 S</td>
<td>590 S</td>
<td>30 S</td>
<td>960</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FT Fee: &gt;16</td>
<td>13 S</td>
<td>31 S</td>
<td>20 S</td>
<td>6 S</td>
<td>148 S</td>
<td>13 S</td>
<td>231</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>869</td>
<td>1291</td>
<td>930</td>
<td>115</td>
<td>1988</td>
<td>154</td>
<td>5347*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend: S=Same annual unit load; M=More annual units attempted; F=Fewer annual units attempted; S/M=same or more units; F/S=fewer or same units; PT=part time; FT=full time.

* excludes 40 winter-only students who should be expected to attempt fewer annual units under a semester system calendar.

If Winter Term is lengthened and made more like a regular term, as under a 12-6-12 modified trimester, the campus must question the purpose, benefit, impact and risk of requiring or not requiring Winter Term enrollment. Such a decision will have a bearing on FTE production.
Instructional Benefits

The reports listed above explain the instructional benefits of the 4-1-4 calendar, especially of the Winter Term, which include:

- flexibility for Winter Term instruction
- stimulus for innovation
- more opportunity for travel courses
- intensive faculty-student contact and learning experience
- opportunity for fewer courses per semester for faculty and students
- more opportunity for special, topical or pilot courses
- promotion of curricular diversity

It has been observed that these instructional benefits of the 4-1-4 have been less than fully attained at CSU Stanislaus and that to some extent all of these educational advantages would be possible under either a modified semester calendar or a 12-6-12 modified trimester. Also reported are factors inherent in the 4-1-4 which detract, at least in some disciplines, from teaching and learning, such as:

- too short a semester (13 instead of 15 weeks)
- two month interruption in year-sequence courses
- loss of day(s) for assignments/assimilation between class meetings during Winter Term
- diversion of creative efforts from required curricula to Winter courses
- Winter courses can easily imitate a Summer Session experience
The disciplines most frequently identified with a preference for instruction during a ten-week or longer term are art, foreign languages, mathematics, music and natural sciences. Graduate and Education programs have had difficulty attracting students for Winter Term instruction because most postbaccalaureate students cannot enroll for full-time status.

In recent years approximately 5,200 individuals enrolled each academic year at CSU Stanislaus, but fewer than 800 of these students enrolled in and benefitted from non-catalog, non-General Education Winter Term courses. Not all of these 800 could be accommodated qualitatively in the same innovative way under the modified trimester or modified semester calendar.

The amount of intensive faculty-student contact in Winter Term courses may be overrated. Much Winter study is student directed. The aspect of increased faculty contact is difficult to evaluate. The 1984 Bowers report indicates scheduled contact hours are at best for many Winter courses only equal to semester courses. Furthermore, it is common practice in Winter Term for faculty to cancel or reschedule class meetings.

An instructional disadvantage to several disciplines from increasing the length of Winter Term would be the increased interruption of year-long sequence courses. Also, field-work type courses would likely conflict with the longer Winter Term opportunity to enroll for a second course.

A further question needs to be asked and answered: Could it be that any further calendar change would stimulate curricular renewal and promote innovation and diversity?
Utilization of University Resources

Prior reports on the 4-1-4 have inadequately addressed the issues related to cost and resources utilization, in part because of the difficulties involved in obtaining precise data. Much of the personnel costs are absorbed by diverting efforts from regular services and other duties to Winter Term matters. An oversimplified view of total cost is obtained by assigning to the Winter Term 13.3% of total academic year cost (4 weeks cost of a 30-week academic year.) However, some costs are 50% higher in a three term year than in a two term calendar. What follows are estimated cost and resource utilization comparisons between the 4-1-4 (representative of 3 term calendars) and a two term academic year.

Facilities. The campus is utilized by 2,289 enrollees in Winter Term (1986) compared to 4,267 enrollees during Fall (1985). A two term calendar would eliminate Winter Term underutilization and spread enrollment and facility utilization more evenly over the entire academic year.

Based on Fall 1984 data, campus room usage and station occupancy, although somewhat improved since 1981, are below CSU utilization rates and legislative standards. Yet there is currently much difficulty in accommodating requests for instructional facilities in desired hours during Fall and Spring. When lecture facilities utilization increases by 8% over Fall 1984, the campus will be at 100% of rated capacity.
Relief then initially will be available only by scheduling classes on Saturday, before 8:00 AM, and/or by much heavier scheduling at Tuesday, Thursday, 8:00 AM, late afternoon, and evening periods.

The 4-1-4 employs 58-minute instructional periods for Monday/Wednesday/Friday class scheduling in Fall and Spring with 87-minute periods for Tuesday/Thursday classes. Return to the 50-minute MWF and 75-minute TTh scheduling of the two semester calendar would increase available time periods by 15%, from 12 MWF and 8 TTh periods to 14 MWF and 9 TTh periods (excluding before 8:00 AM and Saturdays.) Such action would generate 99 additional available periods per week for lecture room scheduling in Fall and Spring. The effect would be similar for laboratory rooms. Although these additional instructional periods would occur in the late afternoon, they would better accommodate demand, reduce conflicts, and allow increased course offerings to attract additional enrollment. This change would not decrease the justification for additional instructional facilities.

**Personnel.** Excluding faculty who have administrative assignments such as department chairs, 47 faculty were approved for 0.1 to 10.0 units of assigned time in 1985-86. Total units of assigned time approved was 142.4 units (5.93 FTEF positions), approximately 3% of FTEF positions. During Winter Term '86, assigned time involved 12 faculty for a total of 34.7 units.
All assigned time was to fulfill specific non-teaching
University-related responsibilities. It appears that this
situation is not a result of the 4-1-4; the amount of assigned
time probably would be essentially unchanged regardless of the
academic calendar being utilized.

Ninety-seven faculty taught 94 courses in Winter Term.
During the last three years 69.6% of full-time faculty have
taught one or more Winter Term courses. In other words, 30.4%
of full-time faculty do not teach Winter Term courses.*

Faculty utilization is different under the 4-1-4, but it
appears that this utilization and associated costs when viewed
on an annual basis are not the necessary result of any type of
academic calendar. Perhaps more significant is the fact that
the entire faculty is on-campus on the same days only in Fall
and Spring—with more than 45% away from the campus from mid-
December to mid-February.

There is an administrative overhead associated with the
planning and implementation of an extra (third) term each year.
Department of Finance budget formulas acknowledge this to be at
least 2.8% personnel man-years ($310,000) above the annual cost
of a two-term academic year. The nature of any unique calendar
with unequal terms adds to that overhead. Most instructionally
related support staff appear to have focused more than 13.3%
(4/30ths) of their annual time and energies on Winter Term.
Areas affected most are the Academic Affairs Office, Stockton
Center, academic department administration, Instructional Media

* Excludes the few faculty who teach Winter Term for extra pay
on Extended Education contracts, yielding zero FTE credit
for the University.
Center, mail and reproduction services, financial operations, and the Admissions & Records Office. Although students and the general public expect all offices to be open and staffed for full services between 8:00 AM and 5:00 PM during Winter Term, there are expressed disappointments that this is not the case, in part due to the absence of faculty.

Operational Expenses. There are extra operational expenses from Winter, to include those related to registration processing, student academic records maintenance, additional graduation candidacies, mailings, support of Winter-related planning and committee work, publication of the Winter Bulletin, support of special Winter courses, petitions for enrollment exceptions, and the maintenance of personnel and financial records. These operating expenses are acknowledged by the Department of Finance to be at least $25,000.

Budget Benefits

CSU campuses on a three term calendar obtain additional budget allocations by formula for personnel and operating expenses. At Stanislaus for 1986-87 this will be 13.8 positions, valued at $309,261 plus $25,607 for operating expenses.* These amounts were referred to above as estimates of minimum costs. Change to a two term calendar at Stanislaus would eliminate this supplemental budget allocation by these amounts, less a $10,000 increase in formula support related

* Refer to attachment A for budget detail.
to recalculation of annual average headcount (4,037 under 4-1-4 in 1985-86, increasing to at least 4,306 if two terms.)

Campus accountants are not available to precisely calculate actual current extra three term costs, but it is reasonable to judge that cost has been greater than the bonus budget allocation which was calculated carefully many years ago for budget formulas by Department of Finance accountants. It is a rare CSU budget formula which adequately allocates funds to properly perform a public service function.

CSU policy on calendar change (as recently applied to Humboldt and Dominguez Hills) allows a campus to retain bonus funds to ease any negative impact for up to two years after a three-term to two-term calendar change.

Crucial to the financial effect of a 4-1-4 calendar change will be the significant increase in budget support for the additional annual FTE which will result.

Synchronization With Other Calendars

Mid-year enrolled admits and readmits number about 185 for Winter, 940 for Spring. The Winter Term does not particularly attract mid-year transfers from other institutions. When these students transfer in Spring we are guaranteed to retain them for fewer FTE from an enrollment of 13/30ths of the year rather than 15/30ths. If a 12-6-12 modified trimester calendar could be made an attraction for mid-year entrants the campus might claim more FTE for enrollments of 18/30ths of the year. However, our feeder institutions are on the semester calendar,
and students there seem to have a "mind-set" about following one semester with another required semester.*

As we embark on promotion of 2+2 year community college-Stanislaus cooperative applied and other baccalaureate programs, the appeal of a two semester-two semester interface becomes enhanced. Mid-year transfers from other baccalaureate degree granting institutions on the semester calendar presently account for significant enrollment and must also be considered.

The School of Education strongly prefers the semester calendar because credential program prospects and admittees observe or practice in K-12 schools, all of which have calendars which are not compatible with any version of a three term calendar.

Impact on Students

Besides the impact of instructional benefits to students mentioned above, "campus life" must be considered, including student activities, the housing program, and athletic events.

The low Winter enrollment markedly reduces the dormitory population and activities, and results in revenue loss. The student audiences are lower at athletic events during Winter which results in missed revenue. All other Associated Students and University Union activities suffer from a low level of

* Winter Term does not count under CSU policy toward the "continuous enrollment" requirement of a student to maintain rights to prior catalog year graduation requirements.
interest and participation in Winter. With nearly half the student body absent from campus from mid-December to mid-February the quality of campus life suffers and students miss part of an important aspect of their collegiate education.

Some financial aid recipients will be required to increase Fall and Spring loads from 10 to 12 units under a semester calendar; the Financial Aid Office would be required to adjust processes relating to fee deferments, academic progress monitoring and payouts. However, no significant problems or advantages have been identified for financial aid recipients in relation to a semester calendar versus the 4-1-4.

Registration fees must be proportioned according to term length but annual fees would not be affected by a calendar change. FTE drives the campus budget, not registration fee collections.

Difficulties encountered by a small percentage of students under the 4-1-4 calendar include the rejection by a few outside agencies of full-time enrollment status for anything less than 12 units in any term, and the denial of transfer credit for atypical baccalaureate courses taken in Winter Term.

Students who are employed full-time do not generally enroll in Winter Term. Lengthened semesters will facilitate the enrollment of working students. A modified trimester calendar could increase enrollment opportunities for working students; it also could minimize the "campus life" problems described above, provided that the lengthened Winter Term attracts much greater numbers of participants.