Appendix 1

List of SRTF Meetings
### Semester Review Task Force Meetings

<table>
<thead>
<tr>
<th>Committee Meetings</th>
<th>Time</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, October 5</td>
<td>9-11am</td>
<td>Committee meeting: discuss process, survey</td>
<td>Admin 409</td>
</tr>
<tr>
<td>Thursday, October 25</td>
<td>8:30-10am</td>
<td>Committee Meeting</td>
<td>Admin 409</td>
</tr>
<tr>
<td>Wednesday, November 7</td>
<td>3-5pm</td>
<td>Committee Meeting</td>
<td>Admin 409</td>
</tr>
<tr>
<td>Tuesday, November 20</td>
<td>3-5pm</td>
<td>Committee Meeting</td>
<td>Admin 409</td>
</tr>
<tr>
<td>Thursday, December 6</td>
<td>11-1:30pm</td>
<td>Committee Meeting: Discuss Final Report</td>
<td>Founders Room</td>
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<table>
<thead>
<tr>
<th>Campus Meeting</th>
<th>Time</th>
<th>Description</th>
<th>Location</th>
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<tbody>
<tr>
<td>Wednesday, October 10</td>
<td>9-11am</td>
<td>Campus Meeting</td>
<td>Chumash, Left Wing (204)</td>
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<tr>
<td>Thursday, October 11</td>
<td>11-1pm</td>
<td>Campus Meeting</td>
<td>Chumash, Right Wing (207)</td>
</tr>
<tr>
<td>Wednesday, October 17</td>
<td>1-3pm</td>
<td>Campus Meeting</td>
<td>UU220</td>
</tr>
<tr>
<td>Thursday, November 29</td>
<td>12-2pm</td>
<td>Campus Meeting</td>
<td>Chumash, Left Wing (204)</td>
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<table>
<thead>
<tr>
<th>Workshop</th>
<th>Time</th>
<th>Description</th>
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<tbody>
<tr>
<td>Thursday, October 18</td>
<td>3-5pm</td>
<td>Senate Workshop</td>
<td>ATL</td>
</tr>
<tr>
<td>Friday, October 19</td>
<td>9-11am</td>
<td>Workshop</td>
<td>UU220</td>
</tr>
<tr>
<td>Monday, October 19</td>
<td>2-4pm</td>
<td>Chairs/Heads Workshop</td>
<td>Chumash, Right Wing (207)</td>
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<tr>
<td>Thursday, November 1</td>
<td>6-8pm</td>
<td>Workshop</td>
<td>UU220</td>
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<tr>
<td>Thursday, November 15</td>
<td>10-12pm</td>
<td>Workshop</td>
<td>Chumash, Right Wing (207)</td>
</tr>
<tr>
<td>Thursday, November 15</td>
<td>2-4pm</td>
<td>Workshop</td>
<td>UU220</td>
</tr>
</tbody>
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### Additional Meeting (subject to revision)

| Visit to Rochester Institute of Technology, Sept 27th & 28th |
|----------------|-------------|
| Friday, October 5 | Labor Council |
| Friday, October 12 | Parent’s Weekend |
| Friday, October 12 | Inter Housing Council |
| Sunday, October 14 | Parent’s Council Meeting |
| Friday, October 19 | OCOB Advisory Board |
| Friday, October 19 | Alumni Board |
| Friday, October 19 | CLA Advisory |
| Saturday, October 20 | CLA Homecoming |
| Friday, November 2 | President's Cabinet |
| Monday, November 5 | CENG Advisory Board |
| Tuesday, November 6 | Mustang Band |
| Friday, November 16 | CAFES Advisory Board |
| Monday, November 19 | ASI Board |
| Thursday, November 29 | Club Officers |
Appendix 2

SRTF Workshops: Individual and Group Responses
Semester Review Workshops: Individual and Group Responses

1. **What are the top three reasons not to convert to semesters?**

**Thursday, October 18, 2012**

- Money. Too costly, especially the initial costs.
- Time. Too much time to make it worthwhile to convert.
- What are we trying to fix? We could break it in the process!
- More student opportunities to experience a variety of topics and/or professors.
- Complicates the support courses for energy (PHYS, Math), 3v2 courses, and fewer electives.
- Students may lose focus and get bored over 15 weeks.
- The curriculum would likely be 3 days/week and 4 courses for a typical faculty member, which increases workload.
- Units which are self-protective would stymie real positive change.
- A lot of work in the curriculum changes.
- Pace and number of classes will be lower.
- Depth vs. breadth.
- Increased number of simultaneous courses on semesters.
- Working September.
- Real world prep.
- Might likely hurt teach-scholar.
- ‘Real’ workload may go up, 3x4 becomes 4x3.
- Reduction in GE topics exposes to students.
- Students get real spring break vs. quarters.
- The quarter system seems to work for Cal Poly in terms of producing desirable employee candidates. Our students succeed at their first jobs.
- Most of the items such as curriculum review, purging low enrollment, and low demand courses can be accomplished without a conversion. It will require leadership and discipline.
- Because of our talented students, in many classes we are able to teach a semester course in a ten week period. This is not true for some of our more challenging courses, but not all courses are that challenging.
- Amount of work it will take to convert.
- Fear
- Student experience more courses and faculty members.
- It may be easier for some students to focus on a subject for a 10 week quarter.
- Students and faculty may have more opportunities for off-campus activities (i.e. study aboard internships).
- There will be a loss of breadth for everyone.
- The pace of work will slow down, which does not reflect the expectations of global competitiveness.
- Currently students can have a 6 month co-op and only delay graduation by one quarter instead of one semester.
- Variety of courses offered could suffer.
- More courses being taught at same time decreases ability for professional development.
- Bigger class sizes so less student/professor interaction.
- Faster pace gives our students a certain ‘edge’ to them that makes them more competitive in their profession.
- The perceived advantages to the semester calendar seem anecdotal and hard to justify in the fall of the potentially significant cost associated with the conversion itself.
- Quarter classes provide an intense learning environment, which is on the whole, beneficial. Semesters, in contrast, may be too relaxed.
- Quarters allows students the opportunity to experience a larger variety of courses and instructors.
- More procrastination with semesters.
- Number of faculty preps and student courses = less focus.
- Teamwork scheduling more difficult.
- Context switching is inefficient.
- Can students sustain 5 courses for 15 weeks? Harder for students to focus on more subjects at one time and for longer periods of time. They would get distracted.
- I believe, for now anyway, that we are already on our way to improving graduation rates (President’s ultimate goal) with some mechanisms that are already in place, which the President may not know about and that we can strategize together on and will be less costly, time-consuming, and arduous than a conversion. I think it will be at least 10 years before any increase in graduates might be seen from a conversion.

- **Group 1:**
  - Less variety of courses
  - Value in pace of quarter
    - Better prep for work world
    - Less down time
  - Wasted money for conversion
  - One extra class per term
    - More grading
    - Less professor development time

- **Group 2:**
  - Money and time right now are hard given budget
  - If we feel we need to change to improve, etc., then do this.
    - Not tie into quarters to semesters
  - Decrease selection of courses
- Students become bored
- More student opportunity and experiences and greater variety in quarter system
  - Not a substantial increase in content time
  - Release time a greater burden on department
  - Likely increase to faculty workload
  - Current/tendency to self-protect own courses will stymie change

- **Group 3:**
  - All students are exposed to greater variety of courses with talented students
  - Some courses cover in a quarter what other schools cover in semester – better prepared grads
  - Hectic pace in some programs is good prep for real world and nature of work assignments
  - Most, if not all, objectives could be achieved on the quarter system with less money, human resource drain, and faster results
  - Procrastination goes up; efficiency goes down with need for faculty and students to switch gears among more classes

- **Group 4:**
  - Loss of variety of classes
  - Pace is too slow
  - Cost to convert, work load and 3 vs. 4

**Friday, October 19, 2012**
- Quarters are short and sweet.
- Logistics of reconstructing curriculum.
- An increased diversity of classes throughout year with quarters.
- Many students fear that they will lose the opportunity to take some low-unit classes that might be ‘easiest’ if programs were forced to eliminate classes.
- Delayed graduation for students taking part in the transition.
- Fewer opportunities to try to get hard-to-get classes.
- Cal Poly is already a flagship university, providing excellent education to students. It is NOT broken.
- Change to semesters will adversely affect my program (compute science). We will lose the opportunity to offer a lot of diverse courses to students. Will no longer be able to teach modern curriculum.
- I, personally, will have to go back to teaching my courses the way I hated when I taught at a semester school.
- The fast pace, high demand curriculum prepares us for the ‘real world,’ which every project will not have a period of ‘down time’ that semesters allow.
- Quarters allow for flexibility. Students can modify their schedules every ten weeks to suit internships, etc.
- A semester system will make it even more difficult than it already is to transfer majors or colleges within Poly.
- Loss of diversity. Current system allows greater flexibility. Will also impede throughout system and on grad rates at least for a period of time.
- Courses already challenging to get (impacted) will become harder because we are limited in large classrooms. Students have three chances, or 4, to get into Chem 127 – this will decrease with semesters to 2 or 3.
- Increase workload to already stretched-thin faculty to prep for increase in number of classes/terms.
- Is the quarter system the key to Cal Poly’s success? Could it be the ‘thread that unravels the sweater?’
- A polytechnic should provide extensive project based learning. Quarters provide opportunity for 50% more projects (12 quarters vs. 8 semesters).
- Learn by Doing tradition could be directly affected as this project based learning is at the core of professional education.
- Not the right time for Cal Poly to spend $$$ and human resources and much time when there are other mechanisms in place already and ones that can be developed with faster results and increase grad rates sooner.
- Loss of breadth of classes students’ experience. Too many courses at time.
- Cal Poly niche – admission’s draw, plus LBD/small class size – is quarter system part of what makes us unique and high caliber? I think it might well be.
- Inability for students to take diversity of courses.
- Increased teaching preps that would prohibit faculty from offering writing intensive courses; assessments that involve heavy grading.
- Classes will be offered less often, slow graduation rates. Classes offered two times a year vs. three times a year.
- Less variety of classes available to students.
- Increase tuition.
- Larger class sizes.
- Potential reduction in number and variety of courses available to students.
- Workload involved in converting department offerings from quarters to semester formants, given that most faculty are already substantially overloaded.
- Comfort many existing faculty have with the current system.
- Expensive and time consuming transition for questionable academic benefit.
- 10-week terms allow us lots of elective opportunities in the curriculum.
- Synchronize with UC programs for research projects.
- Cost – where would the funds come from if not from the Chancellor?
- Work at ‘industry pace.’
- Less diverse curriculum.
- Pay in 2 big chunks instead of 3.
- More difficult to experiment with majors (and to have a minor).
- GEs – not the friendliest thing for some majors (e.g. Engineering English). Semesters means more time in these courses.
- Lose intensity inherit in quarter system.
- Labs/facilities fixed size.
- If benefits are not obvious, then why introduce risk of breaking ‘Cal Poly Magic?’
- Slower cycle speed is going in the wrong direction. Look at change in society – all moving to a faster cycle. Schools should be matching this.
- **Group 1:**
  - The current system is not broken
  - Helps Facilitate “Learn by Doing” Philosophy
    - Smaller, effective labs
    - More intimate teacher-student interaction from smaller class sizes
    - Lots of diversity in classes throughout year
  - Enables progress to degree (as-is)
  - Flexibility in classes – if 1st quarter does not appeal to student 11 weeks later they can change/experiment with other classes or make-up failed classes
- **Group 2**
  - Lose nimbleness of response time to make improvements in curriculum, etc.
  - Increasing cycle time is “opposite direction”
  - Less disruptive, less costly ways to achieve goals, including curricular reform
  - Don’t introduce risk of breaking system or diluting quality

**Monday, October 29, 2012**
- The world/global situation is fast paced with the advent of Internet and social media. Education/Training needs to keep “pace” with this fast paced world. Quarters help student gear up for that fast pace.
- Students have more courses choices.
- Going to two semesters will not accommodate the demand by student for key courses i.e., we have only so many lab rooms and instructors. Quarters provide more sections of key classes.
- Curricular conversion effort will largely be accomplished by overworking and inadequately paying, if at all, faculty.
- Result will be decreased quality in the short term, for students.
- Long term results will be, at best, no better educational quality.
- Costly (in terms of faculty time) to restructure the curriculum.
- Less flexibility in taking a quarter release time for research.
- Possible increase in faculty load.
- Huge amount of time/effort to implement.
- Smaller variety of courses/experience for students.
- Potential for faculty to teach more courses per term.
- Industry
- Shorter cycle time most industries.
- More rapid pace today than ever before.
- Getting students up to speed on job quickly.
- Semesters more depth slower but does this help these students when they get first job in industry.
- For faculty: the mathematical “equivalent” of our 3-3-3 load would be a 4-4 load. In our department this would mean 3 class preps per term instead of the current 2.
- For students: able to take fewer courses (40 as opposed to 45), hurting breadth, chance to complete minors, etc.
- For students: likely harder to get courses needed for graduation – 8 chances to get 40 courses, as opposed to 12 chances to get 45.
- Reduced variety of courses students take.
- Lots of work to do for no tangible benefit – what is broken that we are trying to fix.
- Students like quarter system and some come to Cal Poly because of it.
- Not shown to be educationally beneficial to students or decrease faculty workload.
- The expense of the conversion (coast) and not adequate money to support.
- Workload for faculty will increase – without a structure to compensate faculty.
- Time and work involved may not impact student success things seem to be working now. Why mess with success?
- Less variety, fewer subjects, less breadth.
- Change is difficult and costly.
- Increase in faculty workload? What is the math?
- Do not fully understand financial benefits.
- It is naïve to think that a change to semesters will have no impact on the quality of Cal Poly’s current degree progress. I believe it will negatively affect the quality, affect what makes Cal Poly unique, and will lead to generic degree programs.
- Since some courses will necessarily be more to 3 units, effective teaching loads will increase. 4 classes/semesters = 3 preps.
- Will see increase in class sizes, less opportunity for struggling students to catch up. Remediation issues will delay college work.
- Negative impact on ability to “take a quarter off” for research.
- Enormous workload by faculty (and others) with no clear advantages in making the conversion.
- Cost will far exceed (as reported by other universities) the “promised” support for conversion.
- Diversity of courses (in Eng) will be eliminated.
- No support for conversion by industry.
- Increase in teaching load, less time for prof. development.
- Cost of transition.
- Loss of flexibility.
- Possible class size issues.
- Refined curriculum – over the years that meet our many demands number of course (faculty students ratio).
- Faculty work load 4/3*2=8 courses per faculty.
- 40 3unit or 45 4units gives more variety.
- I have yet to hear an evidence based argument that semesters are better for student success.
- We will lose the ability to offer a curriculum that is as diverse as the quarter-based curriculum we now offer.
- I am more likely to have 3 or more preps than I am on the quarter system.
- At any given time I will be working with more students than I do on a quarter calendar.
- Lots of work to have a system which is no better/worse than what we started with.
- Shorter terms mean fewer classes taught simultaneously and courses don’t drag on forever.
- No fully reimbursed sabbaticals (1 semester = .7 reimb, 2 semesters = 0.5).
- Too many preps each semester. Number of preps per term. Currently 1-2, it would increase to 2-3.
- Overwhelming student load: grading, responding to e-mail, etc. Example: 2 sections = 134 students. In a semester world, student load could increase to 211 students.
- Longer work days.
- **Group 1:**
  - Cost of Transition
    - Monetary
    - Workload
    - Risk of reputation/Cap. Campaign
  - Workload
    - Ongoing cost
    - Class size (increased)
    - More preps/term
  - Loss if variety/flexibility
    - Professional development (1/4 off)
    - Student time off
    - Variety of courses/less choice
    - If student fails (1/2 year behind vs. 1/3 year)
- **Group 2:**
  - Costly (time and money) with no proven benefits
  - Reducing flexibility, loose diversity
  - Loosing ability for one quarter sabbatical; buying time from grant; paternity/maternity leave
- **Group 3:**
  - Students less/decrease variety courses, minor-less faculty expo
- Limitations on accommodating students in labs (quarter → semester) class size limitations
- A lot of work load → benefit not clear

Thursday, November 1, 2012
- Larger breadth of courses with quarters.
- Likely increase in class size.
- Harder to experiment with other majors.
- Larger class sizes. This affects students and teachers alike.
- Transition costs: is it worth it?
- Slower academic pace.
- Conversion would “not necessitate a change in the campus budget.”
- The conversion would cost millions of dollars.
- Fewer opportunities for minors and double majors.
- Lessening the level of education on students will receive. Papers provided mentioned slower pace of classes. If semesters are annually the same amount of time “30 weeks,” I fail to see how the same level of education can be met at a slower pace. I can only assume subject will be cut from curriculum.
- Larger classes and/or more courses which means more faculty and more expensive tuition for students.
- Fast paced quarter system keeps me personally more focused and on task.
- More diversity amongst professors and classes.
- A schedule that is closer to the “real-world” (fast paced, always busy) than semesters.
- Fewer classes to worry about, more exams means less weight on those exams, easier to stay focused.
- With quarters we have more diversity of classes, interaction with different faculty/students/etc.
- With quarters we have smaller class sizes.
- With quarters we have more realistic deadlines/due dates; it’s more applicable to working world.
- Don’t fix what isn’t broke.
- Less course variety and diversity.
- Quarters are a better preparation for the workforce.
- Potential for larger class sizes.
- Breadth is very important, variety (class sizes more “in-depth”).
- No compelling reason to – if it ain’t broke, don’t fix it – HUGE cost to convert (# 1 in US News & world report).
- Less opportunity to try innovative things and collaborations.
- Students experience more courses and faculty members in regular system.
- Students may be more willing to experiment with courses outside of their major if the class is only 10 weeks.
- Students spend less time with a professor or course that they don’t enjoy in a quarter system.
- Potential increase in class size – is this something we are willing to risk for Cal Poly? It is one of our shining points/draws.
- Not all students are the same – some may thrive on quarter system – if we all convert we will be hurting a whole population.
- Less work in semester? How? – More work for professors, one more course each semester (vs. quarter), and more “in-depth” teaching equals more work.
- More focus on few classes.
- Loss of diversity/material in classes.
- More difficult if must withdrawal for a quarter.
- Cost
- Class sizes/prof. interaction/lab impact.
- Specialized curriculum breadth over depth.
- With quarters, we’d have shorter breaks which would keep us in a learning mindset. We’re paying to learn more, are we not?
- With quarters, it is easier for students to pay tuition in smaller chunks. I’m a student who struggling financially, so this is huge for me.
- With quarters, if a student has to leave for family issues, they’d only miss 1/3 of the year, instead of half.
- Students wouldn’t be able to take the variety of classes that are currently available.
- Harder to double major or minor.
- More flexibility in arranging classes.
- More variety in courses thus more depth and breadth of majors.
- Easier to pay tuition.
- Fast paced-more like real world – prepares students for meeting deadlines and learning how to do tasks more quickly and efficiently.
- Smaller class sizes.
- Major curriculum overhaul for most departments and programs – this could especially negatively affect professionally posed programs that require a large number of labs/studios with diverse content. These (content) could not easily (or effectively) be condensed into fewer courses.
- Major increase in faculty workload – more courses taught per semester and for some programs/majors a lot more course prep and grading (because more projects/assignments within the semester) despite the argument of 2 semesters vs. 3 quarters = less work/less grading.
- The professional world moves at a fast pace and expects employees to operate in that environment. Quarters don’t allow for ‘down time’ and our students graduate prepared to work in the fast paced environment.
- **Group 1:**
  - Greater diversity/breadth of classes on quarter system
Having a quarter and semester systems allow for a diversity of learning styles
  - Cal Poly provides a particular niche for students who learn well in quarters
  - Given Cal Poly’s quality, could we better spend this enormous sum of money and human resources to achieve greater goals?

- **Group 2:**
  - Cost, class size, class diversity, transition (especially 1st years on semesters)
  - Unnecessary time on extraneous courses, quarters mimic working environment, family/other emergencies

- **Group 3:**
  - Shorter breaks keep students focused on education
    - Class size increase – less professor interaction
    - Tuition in smaller chunks
    - Spend money on conversion that is not covered
      - Will come out of students
  - Family issues, etc./drop only lose 1/3 of a year
  - Offer wider variety of classes and broaden education by more courses in quarter system
    - Easier to double major – take classes
    - Variety to mix/match courses
    - Curricular over haul
    - Teacher workload increase grading
  - Industry timeframe is fast – prepared to handle
  - Lose process interaction

**Thursday, November 15, 2010 (10:00 a.m.)**
- Loss of technical support to students to assist with projects toward degree, i.e. DPR.
- Cost
- Not sure there is a true benefit.
- EAP
- The hassles associated with change including curriculum changes and overcoming organizational inertia.
- Students (and faculty) wear the badge of a quarter system, even if it is more stressful!
- Slight fuel and utility savings are claimed.
- Cost
- Less diversity of courses.
- Large tuition costs.
- Students may meet fewer faculty within classes.
- Status quo is cheap and easy (for now).
- Quarters allow for more flexibility and options for classes.
- Too much time and money and work involved.
- Students’ short attention span.
- Less diverse course offerings.
- Less diverse curriculum (decrease in number of classes taken \(\rightarrow\) decrease in worth of a Cal Poly degree).
- No proof that the semester system is educationally superior to the quarter system.
- Potential decrease in campus activity involvement (most extracurricular activities rely on being able to manipulate class loads with 3 quarters) and therefore a decrease in positive campus lifestyle/involvement.
- There is a lack of hard, scholarly evidence to support claims that either system functions more efficiently (financially or otherwise).
- Lack of return for high investment cost; we would be paying for a system, which has no more benefit from what we already have.
- Given the financial situation, the money needed for a conversion would be more wisely spent on current programs.
- Zero proof it will enhance educational experience or quality of life.
- Quarters allow for more flexibility with classes, jobs, extracurricular activities.
- More variety of classes, fast paced, finish sooner.
- People come to CP for the quarter system.
- Oh, lord – the transition will be brutally hard, and will take an incalculable toll on staff and faculty time and energy.
- The conversion will drain morale – feathers will be ruffled everywhere as everything gets reviewed and revised. There will be dissent and resentment. There will be retirements.
- There is no need. There are many ways to improve curriculum and graduation rate, some already in place. For example, COSM has their own directive to trim, as does engineering. The move to 180 is another prime opportunity. U-direct or predictive planning will affect all college and offers yet another opportunity.
- Reasons given say semesters are better are not backed with convincing evidence.
- No one who has spoken about this appears to fully appreciate the amount of work and confusion that will ensue to make this change. Change is good, but only if it brings benefits that outweigh costs. Nothing I’ve heard so far comes close to making this worth the effort.
- Huge budget impacts during a budget crisis.
- Larger class sizes are probable.
- Does the benefit outweigh the cost?
- If a student can’t get a class, it is longer before they can get it and it only sets them back \(\frac{1}{4}\) and not \(\frac{1}{2}\).
- Money that could be used for better things.
- Less breadth of classes and teachers.
- There are plenty of other semester schools; students who come to Cal Poly want/choose to be on quarters.
- Conversion costs – in money, time, faculty, staff and morale. Best use for our limited resources?
- Increase in class offerings will have a negative impact on time to degree. Perhaps?
  Writing intensives?
- Faculty teaching load won’t allow for research time.
- No proven benefits in student success or grad ratio for the cost “not broken.”
- Curriculum should be improved first, not during conversion.
- Many students success “features and benefits” will be reduced for years.
- Large short term costs without evidence of substantial long-term cost reductions.
- Students will work at slower pace and be less prepared to enter work force.
- Increased class sizes will make individual student learning harder and combined with longer term it will be much easier to fall behind.
- Lack of breadth and loss of electives for students.
- Cost, disruption and potential for increased stress on faculty and students depends on course load.
- Unnecessary – unclear students are better in semester chunks vs. quarter chunks.
- Budget
- Work load to change curriculum.
- Status-quo/resistance to change.
- More class offerings/variety/diversity in courses and faculty.
- Class size need not be measured.
- Easier to focus on subject for 10 weeks – and faster pace can mimic that of working world.
- END doesn’t justify means.
- Significant labor required to implement the conversion.
- No evidence shows conversion will enhance educational experience of students.
- Potential for additional costs not covered by chancellor’s office funds to implement the change.
- Cost, both the direct and indirect costs are astronomical. What is the true benefit? Cal Poly has an excellent reputation; we recruit some of the best minds and have continued to be in the top west schools for years. If it’s not broke don’t fix it.
- Would lose the breadth and depth of courses offered for all majors, which is very appalling to most students.
- Quarter system is faster paced, pushing students to not fall behind, and to keep up with their course work.
- Less variety of courses and exposure to more faculty.
- More opportunity for success and make up for failure.
- With already impacted classes and space/classroom limitations, we need more opportunities to offer courses.
- Cost – we have other areas where funding is desperately needed (affordable tuition).
- Less diversity of courses offered.
- Semester conversion will adversely impact students by slowing the pace of instruction, which will enable students to skip classes or “tune out.”
- Haven’t heard any scientific evidence the show why this would be beneficial for the students.
- Time it will take to make the change – burden on staff, faculty and students.
- Quarter system allows greatest flexibility in course material – students can take courses as needed, only “stuck” in a bad course for 10 weeks.
- Students may lose focus on “Learn by Doing.”
- Group 1:
  o For students:
    ▪ Loss of CP uniqueness “perceived” vs. actual
    ▪ Large amount of money cost/benefit
    ▪ Breadth of classes/minors
  o For faculty:
    ▪ Workload
    ▪ Class size
    ▪ Stress
    ▪ Evidence of student learning
  o For staff: - Converting systems fewer support services
    ▪ Time/stress
    ▪ Space
    ▪ Facilities
- Group 2:
  o Cost – Where does the money come from after CO’s money gone?
  o Less diversity of curriculum
  o Loss of technology in short term
- Group 3:
  o Drastic curriculum change - will it have support? (Chancellor’s support assumed)
  o Registrar’s staff is already overburdened. Where are resources?
  o Cal Poly complex rules impede change
  o Larger classroom size likely – could harm quality – GE courses (who will NOT teach in a classroom?)
    ▪ Preferred hours 10-2 (selective schooling culture hard to change)
  o Are sufficient resources available to overcome organizational inertia?
  o No compelling reasons to change to improve Cal Poly – it isn’t broke
  o Reduction in staff numbers?
  o Transfer process will see increase workload
  o Lots of work to change
- Group 4:
  o Lack of evidence that semesters are significantly better than quarters
  o Loss of faculty contact and breadth/diversity of classes
Cost benefit analysis

Thursday, November 15, 2012 (2:00 p.m.)
- Change is disruptive.
- Process of conversion will require a great deal of time and energy by all levels of this campus.
- A lot of faculty do not want to change.
- Fewer courses.
- Fewer instructors.
- Costs to convert - $ planning/toll during different financial x’s.
- Students can take a wider variety of classes every year.
- Many of the majors at Cal Poly have a high unit requirement; if we change to semesters, it would take even longer to graduate for those students. Many people have to stay an extra year or so to finish their degree.
- For people who change their major, double major, or want a minor, they have more opportunities to take the classes that they need to pursue these types of things.
- Major curriculum overhaul for most depts.
- Change in small class sizes, affordable tuition.
- Flexibility in scheduling → increase class size.
- Less diversity/variety of courses.
- Exposure to fewer faculty members.
- Pay tuition in smaller amounts by quarters.
- Maintain uniqueness.
- Professional development.
- Focus in shorter amount of time.
- No time for professor development for faculty.
- Increased financial burden at any time point for students.
- Increased class sizes → less personal attention for students (strength of CSU vs. UC).
- Increase in # of classes taken simultaneously for students.
- Extremely high cost to convert – timing is bad.
- Cal Poly will lose part of its “niche” with respect to offering the type of education provided on a quarter systems. We will also move away from the same calendar that some of our closest competing schools are on.
- Many students specifically choose CP because of the quarter system and thrive in a fast paced environment; that is the type of students that CP attracts.
- Initial cost involved in implementing change.
- Resources (manpower) reallocated from regular dates to deal with system conversions etc.
- Statewide impact on other institutions we work with – the change would not only affect us in isolation.
- Slow graduation rate already (don’t make it slower). Students’ success based on class available.
- Need to change curriculum.
- Will/may cause worse registration problems.
- Priority reg → summers?
- Cost
- Too costly to embark upon during budget crisis.
- Fewer course options for students.
- Early start date is harder for new international student – creates recruiting problem.
- Students and staff caught in the transition.
- Larger class sizes.
- Spreads student cost out (quarters).
- A lot of work for unknown gain.
- Does not have data to support student success in improved.
- Does not have data to support money is saved in admin or academics.
- The specifics of the conversion have not been identified (faculty teaching 3 or 4 classes per semester).
- Possible negative effect on student involvement in research – if faculty have heavier load at any given time in academic year (e.g., # of students) then substantive research activities shift to the summer/less student involvement.
- Harm to teacher-scholar model – if more courses/students at any given point in time, less time for ongoing research integrated with teaching and difficulty staying with grant cycles, IRB, etc.
- Cal Poly lose tremendously in terms of the amount of time/effort faculty have to devote to each class at a time. I think of my classes like my children. I cannot devote as much time to 4 children at a time as I can to 3 children at a time, even if the total # of contact hours is the same. I believe this would have a very negative impact on students and on faculty professional development.
- Flexibility of course offerings.
- More opportunity for student success.
- Maintain Learn by Doing at the standards industry expects.
- Support the needs of employers → they like that our students are used to face-paced work.
- Co-ops internships.
- **Group 1:**
  - Flexibility of course offerings (more course options)
  - High cost for unsupported claim. No difference if student success in quarter/semester (public perception)
  - Too many unknowns to support
- **Group 2:**
  - Class variety
Friday, November 19, 2012
- Students can take fewer subjects at one time.
- Students who don’t like a course (for any reason) can move on to another course quickly.
- Quarters work well for internships and labs.
- Students like to fast pace because it forces them to keep up on their work.
- Students get to take more courses and have many different teachers.
- Students like the 10 week length of quarters for times when they do not like their course or teacher.
- Cal Poly is doing just fine on quarters; don’t fix something that isn’t broken.
- Allows for more diverse classes/labs to be taken.
- Fast-pace teaches students to develop a good work ethic, self-discipline, and good time-management skills.
- Harder to experiment with elective courses.
- More time to procrastinate and forget cumulative information.
- Probably wouldn’t have been able to minor and double concentrate.
- Fast paced learning – quick adaptive environment is what separates Cal Poly grads from other grads. 4-6 month less to train, portion is in my opinion due to the fact that we adjust faster to situations like changes in quarters.
- Student involvement opportunities; pace of extracurricular activities.
- Learn by Doing philosophy of labs and classroom agendas.
- Would not be able to take a variety of Advanced Technical electives and would have to declare concentration, which would limit job opportunities because construction needs a variety of background.
- Long winter break; spring break in the middle of midterms.
- Variety of classes.
- More time to explore majors/minors.
- Pace requires you to stay focused.
- We need the fast pace nature in order to be prepared for the fast paced work world.
- The ability to take a variety of classes in a year; more time for ‘fun’ electives.
- No time wasted doing busy work; just hit the ground running with the material.
- Group 1:
  o Cost – we just had budget cuts
  o Quarters are faster – better preparation for jobs. Can’t slack off. Teaches time management (weeds out the student who don’t take their education seriously)
  o Quarters have shorter, specialized classes
Teacher/scholar model under semesters would be too strenuous
- Impact on science GE courses (we have 4-Bs, other CUSs have 2). Would lead to cuts in programs and curriculum to accommodate switch.

- **Group 2:**
  - Larger breadth of courses
  - Keep fast paced learning
  - Take fewer classes in a year. Concentrations in RPTA and Engineering.
  - More difficult to make up a course
  - Extracurriculars are larger time commitment
  - Can’t experience with elective courses

Responses received via campus mail
- ‘Waste’ of resources. A conversion would cost the campus hundreds and hundreds of hours. We are still in a budget ‘crisis.’ So it’s not the time to convert. Let’s wait until our budget stabilizes, at the very least. A conversion will cost us a huge sum in man-hours, something we are already strapped for.
- Money/funding – where will the $4-6 million come from? Isn’t there a financial crisis in the CSU? Wouldn’t the money be better spent on other things (like raises for dedicated faculty and staff)? How much will converting save the CSU over time?
- Human Resources – who will perform the work needed to convert? Campus employees are already short-staffed and overworked. Students will suffer if faculty/staff attention is directed away from them to work on conversion projects.
- Fewer Courses – less variety of courses, less flexibility of course options, decreased capacity.
- Slow graduation rate already ← student success class available (don’t make it slower).
- Need to change curriculum.
- Will/may cause worse registration problems.
- Priority reg → summers?
- Cost
- Less diversity in course offers.

2. **What are the top three reasons to convert to semesters?**

**Thursday, October 18, 2012**
- One less regular cycle.
- More time for skiing after kids are back in school in January.
- Finish up earlier, rivers run better in the spring for rafting.
- Sizing up the majority of other higher education institutions in the US and the scheduling and student transfer in manageable ways.
- Additional revenue generating inter-semester winter session.
- Could employ additional scheduling options such as two 7-week courses in a single semester to allow for some creative flexible offerings.
- Balances, calms the 20 week semester.
- Related workload and related infrastructure processes.
- More in-depth instruction.
- Early start on summer.
- Longer winter break.
- Family management easier.
- Fixed costs at starting up 2 vs. 3 times.
- Less hectic, more time to learn in conjunction with shorter classes.
- Consistent with other colleges and employer hiring.
- Revision of the curriculum could increase goal itself.
- 3 days/week work with 3 course/term could be a huge boom to teacher/scholar.
- Easier for faculty and students to interact.
- A better learning for students (quality of learning), depth of contents, less hectic, allowing students to conduct a large project, etc.
- A greater opportunity to modernize curriculum.
- Less administration cost after conversion (scheduling classes twice a year instead of 3 times a year).
- Easy for students to transfer from/to other universities.
- More time for faculty, staff, and students to engage in outside class time.
- Student wellness – stress + psychological reasons.
- Longer break, no January-June march.
- Align with 80% plus schools on semester system.
- Opportunity to re-vision curriculum.
- More time with class – getting to know students better, longer term in-class projects.
- Perhaps could cover entire text?? (Depth depends. Longer learning improves retention).
- Save administrative costs.
- Fewer add/drops.
- Pace, catch-up time.
- The administration can demonstrate that they can accomplish tasks. I assume it will be cheaper to process 2 cycles rather than 3.
- Opportunity to review all our processes and curriculum.
- Students have more time to be successful as well as faculty and staff.
- Cost
- Long term benefit to students.
- Learn by Doing can be enhanced with a longer term.
- Slower pace, more in-depth teaching in a comprehensive manner, less stressful.
- Administrative costs are reduced by eliminating a registration, financial aid disbursements, exams and grading cycle.
- FERP = 16 weeks of work vs. 22 (26) weeks for same pay.
- If for FERP it means less work for older faculty, it must mean less work for all faculty.
- It is better for the football team.
- Longer leaves.
- Conversion provides a mandate to reconsider (potentially improve) all functions of the university.
- Longer terms provide the opportunity to engage in longer (more meaningful) projects – enhance learn-by-doing.
- Pace of instruction – student/faculty would leave more time to explore a variety of topics.
- Chance to reevaluate curriculum and get rid of courses that are required but are of low value.
- Less juggling for class schedules.
- Calendar synchronization with other universities would permit more collaboration with those institutions (research or teaching).
- For faculty, less time spent on course preparation and grading.
- Longer courses would permit more in depth coverage of material in those courses.
- Less administrative work – 2 enrollments/finals periods/year.
- No working spring break prepping for spring.
- Summer work can start in sync with others.
- The ‘slower pace’ would feel more relaxed for my office, though the counter balance to that is that there would still be x number of students needing service, so in some ways the work would just get pushed to other timeframe.
- Faculty sabbatical; equity with other CSUs. Other timing issues – student athletes, summer internships starting before we’re through. Etc.

- **Group 1:**
  - Forces curriculum revisions
  - Reduced number of administration cycles
  - More prep time (e.g. dead week)
  - Greater project and professor time

- **Group 2:**
  - Increase quality
  - One less cycle
  - More time for T-S model
  - Personal faculty sports scheduling
  - Less hectic, more time to learn, consistent with many other schools/universities, impenence match for transfer students, earlier start in summer, family/personal management, easier for faculty to interact across institutions.
  - More flexibility around the 2-7.5wk.semester
  - Structural organization.

- **Group 3:**
Timing gains: faculty sabbaticals, summer internships, athletics, academic difficulty
- Having a real spring break
- If handled right, opportunity to review all processes and curriculum
- Once through conversion, slower pace would feel more relaxed

Group 4:
- Less work 4/5
- More depth 3/5
  - Reevaluate curriculum

Friday, October 19, 2012
- Summer internship and job availability for students.
- Increased collaboration between faculty on interdisciplinary classes.
- Shorter class times. Easy credit transfers (in most cases).
- Long-term savings TBD.
- Opportunities to improve curriculum.
- 10 years after the change is made, assuming faculty workload/semester remains the same, the actual process of teaching will be less daunting.
- More time in courses may allow for more curriculum and deeper knowledge of the subject and concepts.
- In the event of personal disorder, a student has time to recover and isn’t necessarily forced to drop a course.
- Aligns with other CSUs, UCs and JCs academic calendars.
- CSU system desires it. Benefit to them?
- Increased length of internships (although many of our students go in summer–fall and therefore only miss 1 quarter for 6 month internship).
- Not sure what driving force is for this change?
- Alignment with other colleges and universities – both transfer credit and schedule.
- Opportunity for more in-depth coverage and interaction with content.
- Slower pace in core classes may help with academic success, especially among some first generation students.
- Slower pace would fill more relaxed, in some ways.
- Timing issues; faculty sabbatical equity, athletics, summer internships, etc.
- Longer periods to work on research papers but only at 4 units.
- More time to develop concepts if the classes are offered at 4 units.
- More time spent on subject, so more time to actually learn it.
- Easier transfer of units to other institutions.
- More time available to for hands-on field work and learning activities.
- Able to make more effective assessments of student learning.
- Somewhat smoother course transfer between CP and the more numerous semester based institutions (especially thinking of students taking summer courses or online courses at other institutions).
- More time available to dedicate to topics in a term.
- Longer term breaks?
- Fewer final exams and registration cycles.
- Project courses could have more depth.
- Finishing in May?
- Greater opportunity for student-teacher partnerships on research related projects.
- Certain subjects would benefit from more time to take classes.
- **Group 1:**
  - Summer internships/job availability for students nationally – ease of spring internship (i.e. a bunch of schools get out in May, which limits student’s opportunity)
  - Increased depth of classes/curriculum
    - Material retention
    - Increased time office hours and to build professor-student relationships
    - Student wellness
  - Time savings from pacing
    - Evaluations
    - Student wellness
- **Group 2:**
  - In depth focus may be better for some programs and some course (M.S. programs); L.B.D.
  - Teacher/scholar model possibilities
  - Genuine dead week; genuine spring break for faculty

**Monday, October 29, 2012**
- Slower pace.
- Less hectic.
- Because some key individuals think we must go to semesters thus we have no choice.
- Misguided assumption that Cal Poly should look like other CSUs.
- Politics
- More in depth in courses.
- Less hectic scheduling/exams more spread out.
- More intone with other schools for transferring courses.
- More meaningful student projects.
- Better alignment with K-12 schedule for parents.
- More time for students to learn course material, reflect on and understand “big picture.”
- Faculty can spend more time on helping students learn material, less time on activities involved with starting/ending term.
- Advantages to faculty/students of being on same calendar as large majority of academia (e.g. summer internships, conferences).
- Better workloads, more time for prof development.
- Greater depth.
- For faulty: 2 cycles of classes more humane than 3.
- For faculty and students: additional 5 weeks gives more real time for substantial papers, etc., a bit more depth in coverage of classes.
- For faculty and students: lighter spring, although heavier fall.
- No off-course classes needed → efficiency.
- Increased efficiency → reduced start-up shut down effort.
- No more back to back winter/spring push – we might get a spring break.
- Demonstration of enhanced educational effectiveness for students.
- Provides a better work load for faculty to have more time for professional development.
- Demonstrative – there is incentive to do this on the operational side of campus.
- More in-depth educational experiences.
- More reasonable academic pace.
- Flexibility to offer quick highly focused 1-or 2- unit courses that last 8-10 weeks.
- Consistency across CSU that may produce efficiencies at highest levels.
- Greater depth of subject matter.
- Alignment with other programs – nationally and internationally.
- Would force each department to look comprehensively at curriculum.
- Easier to schedule from administrative viewpoint.
- None of substance.
- Perceived (but undocumented) belief that there would be cost savings (in the long run).
- Easier transferring from community colleges (not very applicable to CENG).
- Lowered operations cost.
- Opportunity to revitalize curricula.
- Alignment of CSU.
- Coordination of vacation/breaks with K-12.
- Finding classes twice a year instead of 3 times a year.
- It forces us to reexamine our curriculum.
- Longer winter break and alignment with K-12.
- Extra income possibilities during intersessions for both the university and individual faculty.
- Courses don’t suffer as much when faculty miss a few days traveling for professional development (and the teacher/scholar model almost requires faculty to travel).
- Aligns with others for transfer etc.
- More in depth learning.
- Forces us to restructure curriculum.
- Eliminate start up and ending.
- Recruiting cycle and student access to best jobs.
- Facilitates student participation in exchange programs.
- **Group 1:**
  - Easier scheduling (fewer courses)
- **Group 2:**
  - More in depth education (courses, projects)
  - Less time lost to start-up/stop, less hectic, a week for prep for finals
  - Alignment with all external calendars (K-12 schools, community colleges, etc.)
- **Group 3:**
  - Could be higher efficiency less “start-up” and “shut-down” time
    - Course → more depth, coverage, collaborations, projects, papers
- Winter/Spring “death march.”
  - Opportunity to rethink course and reduce overlaps.

**Thursday, November 1, 2012**
- Less time spent on schedule changes and registration.
- Slower academic pace.
- Longer break in between terms which are more evenly distributed.
- Greater student opportunity for summer internships/jobs/summer school.
- More in depth teaching/learning.
- Administrative costs reduced.
- Less stress.
- Longer time for faculty to adjust course.
- Less admin costs.
- May help transfer students with applying enrolling at Cal Poly.
- Less administration costs which should mean a lowering in tuition costs.
- More in depth classes (more realistic projects and/or real-world experience).
- Congruence with other university calendars; a longer winter break.
- Lower costs (going off what articles mentioned).
- Switching will bring uniformity with other universities.
- Switching will bring fewer registration/final exam occurrences.
- More aligned with other universities.
- Less time in registration, buying books, having mid-terms/finals.
- Easier to find summer employment or internships.
- Might help students with summer jobs.
- **Add/drop.**
- Less money for text books.
- Depts. won’t have to look at their curricula more.
- Students are more easily able to transfer to other universities or to receive credit die class at other academic institutions.
- Later add/drop dates give students more time to choose new courses and to accustom themselves to unfamiliar material.
- Amount of effective instructional time is increased with quarters due to fewer final exam weeks and registration period.
- Allows under prepared students to get used to college.
- Reduction of administrative costs – if funds allocated effectively.
- Fewer schedule changes.
- The system is mostly semester (same calendar).
- A chance to recover from cut backs.
- Longer sabbaticals.
- Course depth – no repeating subject material.
- Admin cost.
- Extracurricular opportunities.
- For faculty, they’d set two balanced academic terms instead of two quarters from January to June.
- Semesters give students a better chance of finding a summer job since they get out in May.
- Costs are reduced by eliminating a registration costs during December and January.
- More time for collaborative projects between students/faculty.
- Increased instructional time (effective).
- Learning is more comprehensive.
- More time for collaborative research.
- More student-faculty contact (could be bad too).
- Supported by the CSU and therefore money.
- Easier pace for struggling students and easier transition for transfer students.
- Once in place, less work on staff and administrative processes in terms of registration, processing grades, etc.

- **Group 1:**
  - Fewer schedule changes/registration periods
  - A more unified academic calendar- ease in transferring
  - Longer sabbaticals for professors

- **Group 2:**
  - Timing more congruent with other universities/jobs/internships/other universities
  - In depth courses, opportunity for long-term projects
  - Even distribution of semesters vs. Jan-June “death march”
  - Faculty given more flexibility to alter courses

- **Group 3:**
  - Balanced course load
  - Student opportunity for summer jobs
- Cost reduction utility/admin cost/register scheduling
- Support of system (CSU)
- Transfer/struggling student – easier
- Course depth/less repeating past class work
  - In line with other academic calendars

Thursday, November 15, 2010 (10:00 a.m.)
- More time to notify students that they are disqualified.
- 1 less registration cycle.
- In line with other colleges for transfers, internships.
- More time for advising.
- More related academic pace benefits students and faculty.
- Better, more in-depth student –instructor interaction.
- Better alignment with the world outside; Cal Poly Pomona, particular WRT summer employment and course work opportunities.
- In line with community college and HS curriculum programs (semester based).
- A slower academic pace.
- No 6 month term (i.e. Jan-Jun).
- Depth of course material.
- Reduced overhead in many areas of support and administration.
- Transferability and grad student options.
- Quality of education/life.
- More in-depth teaching and learning. Learn more deeply/more time to absorb = students might do better = less AP/dismissals.
- Improved mental health for all (students/faculty/staff) less hectic and stressful.
- Easier to transfer to and from.
- CSU policies geared toward semesters.
- Semester system allows catch up time for under prepared students – BUT Cal Poly should not be accepting under prepared students.
- Semester system allows more time for faculty research – but Cal Poly is NOT a research school, it’s a teaching school.
- Would facilitate a review of curriculum by all departments.
- Textbooks
- Calendar change.
- Best interest of staff – in the long run.
- The 3-time turnaround and transition and gear up quarters are a big drain on human resources and financial resources.
- Best interest of students. Aligns with high schools, community colleges, and other institutions. Students will finish earlier, and be better able to find jobs and internships.
- Best interest of faculty – semesters allow for a more deliberate pace, and allow students to evolve as thinkers and experimenters. There is more time for students to understand
and adjust to faculty expectations, and more time for faculty to understand and adjust to student’s strengths and weaknesses. Semesters offer more leeway and forgiveness.

- It would be better for student athletes since competitions are built around semester testing and break calendar. Out athletes are competing during their first week of fall and have finals when semester schools are on break.

- Students converting transfer units from semester to quarter won’t have ½ units that are only used as free electives, which many majors don’t need.

- Opportunity to revise curriculum and reduce unit count for majors over 180 quarter units.

- Opportunity to review other CSU programs on semester and try new approaches.

- Transfer processes are easier for students, consistency in the CSU system.

- “Everybody else is doing it.”

- Less text/less finals.

- Allows for time to adjust, adapt, evolve – both administrative matters and learning/teaching methods and approaches.

- Slower pace allows more time for absorption and reflection, collaboration, fewer midterms and final exams, fewer schedule changes and adjustments. Better for the library and the bookstore. More time for inter library loan.

- Summer jobs for students.

- One less term to enroll, grade, get books.

- I don’t believe the rest of the arguments. None have been proven by data.

- Updated curriculum.

- Easier coordination with transfers.

- More balance in terms rather than having long Jan-Jun term.

- Convenience of homogenization easier for mid-year transfers, summer and semester abroad programs compatibility, etc.

- If system is implanted carefully, students have more time to reflect and digest material, more contact with faculty, etc. but this could be jeopardized if students and faculty are both juggling larger simultaneous course loads.

- Align with other academic calendars (transfer students; K-12).

- More in-depth coverage, projects based.

- Quality of life.

- Less hectic administrative pace (after the overhaul).

- More opportunity for student-faculty contract and collaboration during course period.

- Longer internship.

- More in-depth teaching and learning opportunities.

- Hopefully increases students’ success by taking fewer subjects at a time.

- More compatible with other universities and community colleges, K-12, workforce opportunities.

- Could allow for more time to dig into certain subjects and allow for more at a base before doing projects or the hands on learning activities.
- Easier to transfer in and out of campus. More aligned with some schools.
- Reporting to Chancellor’s office would be in line with other CSU’s making the administrative duties easier.
- More time to learn concepts deeply. More time to absorb the info.
- Semester less hectic and stressful quality of student life.
- Programming; 2 start-up versus 3 start-ups.
- 2 registration periods instead of 3.
- Struggling students can work at a slower pace.
- More time to learn complex concepts.
- Chancellor’s office benefits by having all CSU’s on semester, cost of implementing changes to systems reduced.
- Students that would normally be unable to keep up with quarter would be more successful. Essentially brings the difficulty level down.
- Makes Cal Poly more like other CSU’s.
- Student enrichment and experience – more time to experience a course, grow, explore, with less stress.
- Less administrative burden – moving between four quarters and all the activities that go in to changing that frequently.
- Campus is less hectic in general.
- Enhanced learning for students.
- Opportunities to learn important concepts and skill sets and then apply them to real ecologically valid or timely (current) topics.

- **Group 1:**
  - For students:
    - Less finals
    - Time to catch up
    - More practice
  - For faculty:
    - If 3/3 one less admin cycle
    - Slower pace
    - Depth vs. breadth
  - For staff:
    - Transfer issues
    - One less cycle of registration, grading, add/drop

- **Group 2:**
  - In line with community college and HS and internship and athletics programs
  - More in depth teaching leads to better learning
  - Semester calendar permits inclusion of mini courses of various credits

- **Group 3:**
  - An increase in faculty could occur at the expense of staff numbers
o Conversion could be synchronized with incoming class (problem will be bridged students on quarter system this is a labor – intensive process!)
o Transfer students are easier to integrate to a semester system
o Depth and breadth level coverage on semesters
o Policies and procedures need to be cleaned-up – expectations are complex
o Release some rigidity
o Transfer and nontraditional students neglected by quarter system – need to change
o Athletes are competing with students that are semester system
o Professional development thwarted on semester system
o More summer jobs open

- Group 4:
  o Easier for transfer students to make the switch to Cal Poly and creates more summer school/internship/job opportunities
  o More in depth learning
  o Improved mental health (less stress)

Thursday, November 15, 2012 (2:00 p.m.)
- Enhanced learning for students.
- Opportunities to learn important concepts and skillsets and then apply them to real ecologically valid or timely (current) topics. Therefore, students are-better problem solvers as opposed to good “memorizers.”
- Facilitates transformation of curricula across the campus. The status quo cannot remain intact.
- Facilitates transition from community colleges for transfer students and transition to graduate school on semesters.
- Optimizes depth of learning and the time for creative and innovative thinking, learning and teaching.
- Many practical reasons related to teaching prep.
- More in depth learning/quality/memory, more time to master.
- Less stress for students/others (more time to adjust) – less impact if they fall behind (illness, etc.).
- Opportunity to collaborate/internships/employment.
- Slower pace.
- More time to absorb material.
- Teachers might be able to go more in depth.
- Allows more time for adjustment to university life to first years, underrepresented.
- Longer time for students/faculty to connect.
- Summer employment and internship opportunities increase.
- Admin costs reduced.
- Time spent with students advising to 2 from 3.
- Pace slower for students/faculty.
- Even pace for faculty (agree with marathon Jan-Jun analogy).
- May be some benefits for having students participate with research → less time needed to train new RAs).
- Longer exposer in some classes may be beneficial.
- Students and faculty will like the longer breaks.
- Students will register fewer times (but in turn, may also be stuck with classes they don’t like for a longer period).
- Alignment with vast majority of institutions in state.
- Simplification of student transfer process.
- Overtime, reduction in administrative costs.
- Ease of transferring from another college.
- More in-depth curriculum?
- Summer opportunities?
- Easier for transfer students and exchange students.
- More time for student extracurricular activities and less stress.
- Syncs up with majority of other systems: K-12, CCC, CSU and UC.
- Admin of 2 events vs. 3 events each year is easier.
- Learn by Doing and project based learning can be enhanced with more time for them.
- If number of students in any given week was the same, and not increased, faculty could cover material in more depth in a given course.
- Slower pace.
- For Cal Poly, I cannot think of any truly good reasons for converting. I think the conversion will be detrimental to students and faculty.
- Ability to create 7 ½ week short courses.
- Easier for faculty to pursue professional development.
- **Group 1:**
  - Able to synch up with K-12, community colleges, international/exchange.
  - 2 instead of 3 → reduction of administrative functions.
  - Ability to create 7 ½ week short courses.
- **Group 2:**
  - Even/slower pace
  - Work/life balance
  - Quality research
  - Less stress
  - Adjustment to college
  - Connections faculty
  - Internships
  - In depth/quality learning
Friday, November 19, 2012

- Less hectic and stressful.
- More in-depth education.
- Better alignment with other campus calendars.
- Students are able to learn the material better because the pace is slower and they have more time before finals.
- Most students in the country are on semesters so scheduled breaks would all align.
- Students only have to buy two sets of books and most text books are written for semesters.
- More time to focus on classes; the classes are more spread out.
- Less stressful because midterms will be more spread out.
- More time to focus on extracurricular activities.
- Get an actual dead week.
- Better for jobs because schedule doesn’t change as much.
- Fewer midterms in such short time. Semesters will spread midterms out over a longer period of time.
- Study abroad.
- Register fewer amounts of times.
- Cheaper?
- Internships – Employers love our grads and for the most part are willing to work with us in order to have us work with them.
- Studying abroad opportunities.
- More time to learn.
- Better for internships and study abroad.
- Admin – cheaper (registration/pass/advising).
- Time to catch up if something comes up (i.e. family emergency, illness, poor grade).
- Be on the same schedule as other schools.
- Be able to switch up curriculum.
- **Group 1:**
  - Extracurricular or more outside internships better on semesters due to more schools on semesters
  - Less stress from midterms more spread out and finals only twice a year
  - More breadth for teachers to teach more material. Textbooks written from semester schools.
  - Less repeat of course material due to condensed and combined courses
  - Better adjustment for transfer students and high school students (depends on the student)
  - If you get sick, you are not far behind
- **Group 2:**
  - Study abroad – international universities are on semesters
  - Fits better with internships (start in May)
Eliminate intro classes
- More money for athletics because of higher attendance
- Better for transfer students
- Most textbooks are written for semesters

Responses received via campus mail
- It will save some campus entities some time, but not much.
- Calmer Pace – allows for less frantic campus culture and reduces intellectual fatigue.
- More comfortable for first-generation students and students from socio-economically challenged backgrounds.
- Align with most other schools for calendar, transferability, athletic seasons, study abroad, internships, etc.
- More in-depth study – students have longer to master the material.
- Depth is breadth.
- Lose 1 registration/year.
- Lose 1 exam session/year.

3. If Cal Poly does convert to semesters, what guiding principles should we use throughout the conversion process?

Thursday, October 18, 2012
- Don’t give up hands on Learn by Doing, labs, and face time with professors.
- Studying focus, it’s not about us!
- Retain polytechnic identity.
- Pin the process to learning outcomes and high quality experience, curricula and delivery.
- Be willing to employ some new/creative structures (ideas) in the redesign to be forward vs. rigid and pinned to old systems.
- There is a tacit assumption in all of this that we would/are limited to three 10-week s or two 15-weeks but we shouldn’t do this. Many places are experimenting with all kinds of variations to start/stop dividing the semester in smaller bits.
- Class sizes manageable.
- Efficiency and streamline of curriculum. Cut away fat.
- Do not increase faculty workload.
- Get stake holder input all along the way.
- Faculty note required.
- Mission statement.
- Learn by Doing.
- Increased efficiency when possible without sacrifice of quality.
- Same or better education quality for students.
- Same or less administration costs.
- Impetus for change (change calendar/curriculum).
- Treat one another with respect.
- Spend one full year planning process before being 3-4 conversion process.
- Same or more lab hours as baseline.
- Set up conversion review group to monitor progress and meet regularly to discuss issues (monthly?).
- Don’t just do the same thing on a different calendar. Change the curriculum.
- Mitigate impact on faculty workload initially and in the long term.
- Learn by Doing must stay.
- Try to have as many 4 unit courses as possible.
- Same (or more) lab contact hours. No reduction.
- Class size same or smaller.
- If we do, in fact, have guiding principles they should not change regardless of the quarter/semester outcome.
- Maintain Cal Poly’s excellence.
- Make sure the process is student centered.
- Inclusiveness of input from all constituents.
- Because there will not be a one to one conversion of units, major units should round up. Others round down.
- There is no option to opt out. We are all in it together.
- Once policies around workload and student load are established, programs can decide details of implementation.
- Innovation should be rewarded (or expected?).
- Should not unduly tax faculty and staff with their time. Faculty should get assigned time to work on it.
- A focus on maximizing benefits to student learning and faculty scholarship (as opposed to maximizing economic benefit).
- Identifying and retaining the unique and positive aspects of Cal Poly (same of which may depend on or benefit from the quarter calendar).
- Any group has veto power e.s. even if better for admin., if worse for faculty, then don’t do it.
- Take enough time to do it right and not to have unnecessary stress.
- Roll up our sleeves and do it, try to be cheerful and keep in mind what’s best for Cal Poly.

- **Group 1:**
  - Respect for comprehensive poly technique, maintain proportion GE
  - No additional faculty workload overall
  - Focus on student learning!
    - LBD
    - Hands on

- **Group 2:**
o Mission increase efficiency without sacrificing quality
o Pinned to learning outcome and high quality experience
o Hands on learning, LBD
o Student focus
o Polytechnic identity
o Don’t increase faculty work load
o Stake holder input all the way
o Faculty have the greatest input, they should be valued
o Keep class size manageable
o Keep an eye on curriculum efficiency
o Smooth process
o Employ creative/new ideas

- **Group 3:**
  o Ensure process is student centered
  o Has to be acceptable to all parties; any group has veto power
  o Take the time to do it right and not create unnecessary stress

- **Group 4:**
  o Ranking uneven unit conversion
  o Maxing student learning and faculty scholarship
  o Keep character of Cal Poly
  o Everyone must agree
  o Innovation should be rewarded
    - Faculty need to be paid for conversion

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**Friday, October 19, 2012**
- Learn by Doing
- Protect faculty.
- Creative academic calendar.
- Colorado College model? Hybrid? Explore options!
- Make sure that students don’t get lost in the curriculum changes.
- Try to increase class availability.
- Our intensive pace is what makes us stand apart from other CSUs and is part of why we consider ourselves more similar to many UCs and other top-tier universities. Many of which are also on quarters. How can we take the aspects of our university that make us the university that we are?
- While I do not like the framing of the question (this is why everyone on campus is convinced that the decision has already been made), faculty should teach exactly the same number of sections/preps as we do now in our programs. The change cannot be used to switch Cal Poly to a 6-6 or Y-Y campus.
- Adequate resources/release must be provided to all faculty engaged in curriculum redevelopment.
- There needs to be at least a 2-3 year transition period.
- Course efficiency! Time of students and faculty should be used appropriately.
- Try to maintain diversity of course work for students.
- Protect students from money burdens – those who are working/paying tuition without financial aid.
- Maintain Learn by Doing philosophy.
- Find opportunities to build more flexibility in the system, not less (register once for 5 week, 7.5 week, and 10 week courses).
- Let the content determine the duration of courses, not arbitrary schedule.
- Don’t miss the opportunity to accomplish something really innovative. Something that will make Cal Poly really stand out!
- Keep focus on students, while keeping in mind that faculty and staff ‘success’ does have some bearing on student success.
  - Allow enough time to do it right, not cause undue strain.
  - Try to make it real; if decision is made, every effort should be made on the true meaning to it, not just an exercise.
- Balance between thinking outside the box and what’s practical.
- Maintain our identity, but don’t have to be totally static either.
- Assist students ‘caught’ in transition, but don’t give away the degree.
- Preserving current faculty teaching loads, especially preparations at 2-3.
- Preserving classes that allow for intensive assessment, especially writing assignments.
- Democratic participation and transparency in the process for faculty, alumni, students and administrators.
- Make sure the transition has few negative impacts as possible on students at Poly during the transition. Make it as simple as possible for students.
- Faculty support as they develop curriculum.
- Commonality with current trends and developments within the wider ranks of semester based institutions.
- Minimization, where possible, of burdens on faculty and departments.
- Faculty need time (compensated) to convert the curriculum. Can’t be done in our ‘free time.’ Must preserve the Learn by Doing nature of our programs.
- Proof beyond a reasonable doubt. In a criminal trial in order to convict – because a conviction is a big deal, there must be proof beyond a reasonable doubt that the defendant is indeed guilty. I believe that some principle should be applied here due to the magnitude of what is being considered. There should be proof beyond a reasonable doubt that semesters are ‘the way to go’ before that recommendation is put forward.
- What will promote student success when they graduate from Cal Poly?
  - Group 1:
    - Maintain Learn by Doing
    - Protect faculty and provide adequate resources for their success
    - Students success – non-negative impact, please
- Quality and experience of education
- In workplace after graduation
  - Ensure academic calendar changes will increase flexibility and diversity for students
    - Colorado college model? Intensive 3-week courses
    - Possible opportunity for more creative and innovative schedules within a 15-week semester
    - Explore all possibilities before adopting the standard
    - Stay unique!
- Group 2
  - More democratic process; greater transparency (“vote”) (or survey). Maximize collaboration.
  - Student success is primary; quality of grads
  - Invest in curriculum development to do it well

**Monday, October 29, 2012**
- All costs at dept., college, university, and CSU levels will be covered.
- Extra staffing will be provided.
- The conversion on the first attempt will not be perfect so let’s not try for perfection but rather get the job done allowing for an adaptive review and management process.
- Check beforehand all that will be involved in staff time to input into people soft etc.
- All direction edicts come from and through one source so that the conversion is properly managed.
- Don’t do it unless it can be fully paid for.
- Don’t do it unless there is time and money to support a full transportation of curricula to fit new calendar.
- Need to get money support to give faculty time for curricular changes.
- Open minded about what courses essential, no increase in required units.
- Focus on enhancing student learning experiences.
- Invest necessary resources (e.g., released time, summer support) in re-thinking curriculum, planning conversion.
- Cost needs to be covered.
- Encourage and reward cooperation/partnership between departments and colleges for overlap.
- People soft re-engineered.
- Review best practices from other universities experience.
- Change should be made for sake of teaching and learning, not in attempt to: carry favor with CSU, save money by having to offer fewer classes, reduce work for nonacademic units.
- Make decisions for pedagogical reasons, not budget reasons.
- Transparent budget rules.
- Maintain learn by doing culture.
- Not increase faculty work load.
- Provide some guidelines for program structure (for major, support, GE courses).
- Try to provide flexibility for students during the transition so there is flexibility in their curriculum and their graduations is not delayed.
- Focus on student success.
- Don’t make more work than necessary.
- No need to reinvent the wheel – look for best practices.
- Keep/use established V.C.O.s/ GE L.O.s/ sustainability L.O.s/Diversity – cultural pluralism L.O.s
- Keep focus in hands on, Polytechnic Learn by Doing style.
- Focus on individual departments and collaborative efforts.
- Maintain the quality and diversity of the degree programs.
- Maintain or lessen faculty workload to focus more on professional development.
- Maintain quality.
- Maintain uniqueness of the Cal Poly Eng. departments (cannot see how).
- As much inclusion as possible (less top-down).
- As much planning time as possible.
- As much communication as possible. Plan the planning process.
- Maintain faculty input/involvement.
- Existing students cannot be left behind, nor should their curricular grad requirements be compromised.
- Effort should be made for consolidation and cooperation in the curriculum across departments and college.
- Departments should be strongly encouraged to explore a non 1-1 conversion. That is, they should really think about whether or not radical change is a good idea.
- Maintain student/faculty interaction.
- Keep “learn by Doing” in the forefront – excellent opportunity to improve! And build on!
- Existing students should not be left behind, nor devalue current student’s degree.
- Be open minded about non-one-to-one transformations (course content/courses).
- Publish a calendar and charge departments and college curriculum committees to meet it.

- **Group 1:**
  - For process:
    - Include as many people as possible (not top down)
    - Include as much planning time as possible
    - Communicate as much as possible
  - Keep Learn by Doing
  - No increase in workload

- **Group 2:**
  - Be open minded about one to one transformation
o Keep an eye on program learning objectives in deciding what change to implement
  o A good transition plan for current students

**Group 3:**
- Focus should be on student learning/success
- Use other best practices (don’t reinvent)
- What will drive budgetary decision regarding resource allocations to programs?
  What is important?
- Total cost of conversion needs to be covered
- No student’s path should be delayed to graduation

**Thursday, November 1, 2012**
- Focus in maintaining the educational integrity of the programs offered.
- Spend time making the new curriculum benefit the students.
- Keep the “Learn by Doing” motto alive, and don’t increase class sizes.
- Keep students’ interests in mind.
- Do not cut back on faculty salaries.
- Keep the same curriculum do not change it.
- I think the hardest part will be for students already attending helping them transition will be key.
- Preserve and enhance “Learn by Doing.”
- Retain small classes.
- Don’t rush the conversion.
- Remain focused on primary goal of student success.
- Students first – that should be the priority.
- No what is cheapest, not what is most efficient, not what is best for staff, but what is best for students and what do they want.
- No additional faculty workload.
- No decrease in majors courses, overall content.
- Make sure everyone has a voice.
- The professor at Cal Poly will bear most of the burden, they should be directly involved in the process.
- A larger group of students should be involved in the process to ensure student interests are protected.
- Tuition and student cost should not increase due to increase in administrative costs.
- Current students’ graduation should not be affected.
- Maintain in “Learn by Doing.”
- Small class sizes.
- Unique labs and classes.
- Maintain the curriculum and material covered as well as the hands on applications that make this school great.
- What makes the college experience “holistic”- courses designed to provide a breadth of knowledge i.e. history if aerospace, political violence – need to retain these principles.
- Co-learning environment with faculty; does larger class size serve this? What is the impact on labs?
- The guiding principles should be how it will benefit student success and how it will preserve the “Learn by Doing” standard of Cal Poly.
- Focus on maintaining the students’ exposure to a large variety of subjects.
- Availability of classes to students.
- Learn by Doing
- The amount of diversity (# of courses, different faculty, etc.) students are exposed to with more courses.
- The rigor and pace that quarters provide which prepare students for the professional world. (One of the arguments for semesters is that it allows students to ‘adjust’ and ‘recover’ – the real world does not allow for that).
- **Group 1:**
  - Maintain curriculum quality
  - Keep student success as focus
  - Help midstream students
  - Make sure everyone has a voice
  - No increase in faculty workload
- **Group 2:**
  - What’s best for students?
  - Same curriculum
  - Maintaining academic integrity (degree quality)
  - Learn by Doing
  - Maintain faculty salaries
  - Student costs low
  - Focus on doing it right, not quickly
- **Group 3:**
  - Student success is the measure to hold everything against
  - Maintain Learn by Doing - can’t be sacrificed
  - Maintain diversity in courses and faculty
  - Pace/rigor of quarter system
  - Student and teacher-scholar importance

**Thursday, November 15, 2010 (10:00 a.m.)**
- No negative impacts to students’ progress towards degree.
- Extra staff support for transition – advising registrar staff.
- It should be viewed as an opportunity for bringing the Cal Poly curriculum to date.
- Resources for the change should be provided by the university Chancellor’s office.
- Students who have been previously enrolled at Cal Poly should not be penalized and made to take more units if their current quarter units are satisfactory at the time of the rollover.
- Timing needs to be a consideration.
- While many faculty/staff members oppose, it will be vital for employee satisfaction and retention for their voices to be heard and their ideas considered through the transition process.
- Improved curriculum.
- Keep student learning and experience at top of efforts.
- Be flexible and keep services up for students caught in the middle.
- Continue to provide a wide variety of elective courses.
- Do not decrease number of labs or availability of sections of classes.
- The guiding principles of the task force should maintain the school's principles, student success, and Learn by Doing excellence.
- Do not eliminate elective courses.
- Cal Poly is about Learn by Doing. Semesters will help the university better deliver on its promise and its strengths.
- Mustang Way. We focus on excellence. We embrace each other. We are one community.
- Remember: put all resources and full training in place before you begin.
- Remember: we are more complex than campuses technical consultants have seen. We will take longer to get up and running, even after faculty have made changes. Estimated 2 years plus.
- Many resources will be delayed eliminated in the registrar’s office as we go through this.
- I’m sure you mean this from the point of view of mission and values. I find it premature to discuss that before looking at the logistics needed to accomplish this and to determine if this is the best way to improve curriculum.
- Communication exchanges at all levels – The communication should be centralized and allow for interactive comments on issues to be addressed and solved quickly.
- Flexibility for students who are caught between the two systems.
- Weekly updates/meetings for advisors.
- Make sure students don’t get behind/can get all of their classes.
- Must ensure there is funding to allow additional staff and faculty release time to make the myriad adjustments that will need to be considered and vetted carefully before the first semester begins.
- Make sure this conversion doesn’t stall productive initiatives. It will be quicksand.
- ASI and faculty senate decision-making power.
- It will be potentially chaotic during a supposed budget crisis and students will be less served. Try to keep an open communication.
- Ensuring there is no reeducation in major classes as a result of the changes.
- Smooth transition regarding current students so as to not delay their graduations.
- Maintaining smaller classrooms in order to keep students focused and connected to teachers.
- CP should be careful not to increase stress on faculty and students by course overload.
- Since (in my view) there is nothing dire about being on the quarter system and the cost to convert might be quite high, CP should only undertake the conversion if it won’t financially affect other, more important aspects of CP education quality.
- Teaching and learning – optional conditions.
- Faculty workload and student success need to be forefront.
- Transport process/open communications throughout.
- No less of academic progress units.
- No graduation delay.
- No increased tuition cost.
- No increase in staff workload without compensation.
- No compromise in fiscal condition of university. Cal Poly shouldn’t pay for the conversion cost.
- That the benefits will outweigh the obstacles presented by this change.
- Look at the big picture and never lose the focus it is a very complex, diverse conversion and it could be very easy to lose focus and go down the wrong path. Everything that gets decided, ensure it moves us towards greater students success. Also make sure there a clear definition of what “student success” is. Means too many things to many people.
- Take time for planning and implementation.
- Chancellor funds to finance the change.
- Educate staff and students.
- Additional advisory support for those who will be affected by the change.
- Students’ best interest comes first.
- Administrative impact/cost should be secondary.
- Good communication.
- Clear expectations and planning.
- Student success is top priority.
- **Group 1:**
  - Full financial support
  - Communication throughout campus
  - Coordinated effort from top: interactive options, include all levels
  - ASI vote
  - Faculty-wide vote
  - Flexibility for transition issues
- **Group 2:**
  - No impact on current students regarding progress or degree
  - No negative impact on quality of degree programs if anything a positive impact of reevaluation
- Extra staff support for transition
  - **Group 3:**
    - Less stress for students, faculty, and staff!
    - Cal Poly registration and fee structure is complex. Tuition payment plans help to break down “chunking problem.”
    - Few preparations for new courses for faculty (likely reduction in variety)
    - (Resistance to change) – Not worth fighting proposal
  - **Group 4:**
    - No comment

**Thursday, November 15, 2012 (2:00 p.m.)**
- Goals and expected outcomes for our students...what do want them to be able to do?
- Opportunities for faculty to lead students in research.
- Students should not be delayed in progress toward degree during the conversion.
- Decisions should be balanced in relation to promoting student success versus efficient use of resources or administrative process/concurs.
- We must transform curricula – not just re-arrange curricula.
- Take time necessary time to develop curricula/policies.
- Ensure that students understand reasons/benefits.
- As with these groups – mix of faculty/staff/student input.
- Discuss with other campus that converted.
- If Cal Poly were to convert, then they would need to come up with a system for the curriculum to be changed so that people could graduate on time and still learn the same amount as they would have in the quarter system.
- Thoughtful, purposeful action plan.
- Consider the whole university and community at large; faculty, staff, students, administration, auxiliary, community, housing.
- Teacher/student model not in jeopardy.
- Allows students to take course they may not be able to take otherwise (already low flexibility because have to declare).
- Increased financial burden for students (tuition, books, etc.) → (5 classes vs. 4 at a time).
- Explore curriculum change without a calendar change.
- Conversion should only be undertaken if there is clear evidence that it will increase student success and improve the college experience.
- Sufficient time and resources must be allowed to make sure it is done right if we proceed.
- Existing administration functionality will be preserved, but no new faculty should be expected (to the extent possible).
- Does this improve the learning experience for the student?
- Who actually benefits from this?
- Make more classes available to students – maintain enrollment rates.
- Academic goals, integrity of class, quality of curriculum (real learning).
- What is the best for the quality of the students’ education?
- What is best for the overall student experience (balance in life)?
- What is the best to increase enrollment?
- Student success is defined and important.
- Efficiency if operation and effectiveness of outcomes is high priority.
- Learn by Doing and project bond learning is sentenced as a result.
- Shared governance – transparency of process and a vote on final proposal.
- Enough funds to pay faculty to alter courses and curriculum transformation.
- Changes should be driven by goals of quality student learning and maintenance/improvement of teacher-scholar model as practiced at Cal Poly.
- Retain a sufficient 3 of GE classes so that students can be exposed to a sufficiently broad curriculum.
- Ensure there are sufficient funds available to permit teaching releases for faculty who are research active.
- Student success.
- Strategic planning → how does this fit in to our overall strategic plan?
- How does this help us achieve number 1 no modifiers?

- **Group 1:**
  - Student success, student education benefits and academic goals important (student centered)
  - Reduce/minimize impacts on students
  - Educational integrity Learn by Doing project based quality education

- **Group 2:**
  - Discuss with other campuses that have done this
  - Progress towards degree (not negatively impacted), student success
  - Curricula cover same as quarters
  - Shared government campus/community
  - Sufficient time/resources/purposeful
  - Clear to students
  - Transform curricula not just rearrange

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**Friday, November 19, 2012**

- We should continue to focus on “Learn by Doing.” We should also try to preserve the labs that we currently have on the quarter system. We should also look at the timing of the switch and decide if now is the best time for Cal Poly.
- I think the most important guiding principle for Cal Poly to use if we were to convert to semesters is Learn By Doing. If Cal Poly does decide to convert to semesters I don’t think it will ever be worth it unless we can insure that our Learn By Doing mentality can be preserved.
- Must keep (or improve) the Learn By Doing motto, because that’s what makes Cal Poly unique.
- The conversion should keep students as the top priority when making decisions. Cal Poly was established and runs to give students an affordable quality education; keep faculty and admin in the back of your head, but student success should be the first reason.
- Try to incorporate the variety of classes.
- Maintain how much information is being taught. Sometimes a semester may contain too much info.
- Maintaining small class sizes.
- Do not lose the Learn by Doing, fast pace mentality we have.
- Conserving the faculty/student relationships.
- Conserve amount of labs students have to take in a year.
- Learn by Doing
- Student success from Learn by Doing.
- Try to keep the fast pace.
- Focus on majors that need a heavy amount of labs.
- Re-work the labs from 10 weeks to 14 weeks.
- Learn by Doing
  - Group 1:
    o LBD (e.g. preserve lab time)
    o Maintain small class sizes
    o Quality of education and experience over long term cost
    o Affordability
    o Timing - is this the most appropriate time?
  - Group 2:
    o Maintain Learn by Doing
    o Maintain right to explore opportunities
    o Concentration, flexible class plans/paths

Responses received via campus mail
- Accuracy, accuracy, accuracy. If we are going to do this, we must spend the time to do a thorough and accurate job. Otherwise we will pay the price for many years to come.
- Pursue excellence/student success.
- Work as a team (include all departments on campus).
- Act in the best interest of the University as a whole.
- Communicate openly/value diverse opinions.
- Prepare fully and execute carefully.
- Keep distinctive character.
- Eliminate curricular ‘fluff.’
- It should be a faculty consensus – determined by vote. Why is the faculty not being allowed to control its curriculum in this very fundamental way? It should not be ‘the president’s decision.’

4. If we were to convert to semesters, the whole curriculum would need to be reviewed and redesigned for a semester calendar. What key curriculum changes do you think we should explore if we go through the conversion process?

Thursday, October 18, 2012
- We do continuous curriculum improvement as required by our accreditation board. We are looking at this every year. For 2013-15 we are modifying or adding 10 courses including a new concentration between 2 depts. I don’t think a calendar change is required or desired to ‘drive’ change.
- Reduce the curricula and related instructional demand so faculty teaching workload is reduced modestly; say from 80% to 65% or 70%.
- Number of electives consolidates content. Number of req.
- Shortening in-class time.
- Allowing variable lengths of courses (e.g. two 7.5 week 2 unit courses).
- Adding more experiential learning.
- 3 vs. 4 days/week.
- GE courses can we gain efficiency? Meet 3 days/week plus online = 4 hours?
- Collegiality between departments during conversion process.
- Focus on our unique strengths.
- Give students more responsibility for acquiring text book material.
- I believe we need to determine what we want Cal Poly to be and design curriculum that moves us in that direction. Every major program and course to be reviewed to assess if it is helping Cal Poly achieve its objectives; to assess if it is helping our tax payers achieve their objectives; to assess if it is helping our students.
- Effect on student success.
- Number of units to graduate.
- Flexibility of GE (4 unit GE on semester = higher FTES).
- Admitting students to specific majors.
- Implementation of a first year experience.
- Internationalizing the curriculum.
- The GE program is too strict. There needs to be a way to include language and culture for students that will study abroad.
- Integration of courses based on learning out comes:
  o GE blended with major courses
  o Team teaching (among dept/colleges)
- Multidisciplinary across colleges 16 week ‘mini’ courses (i.e. 8 week courses within a semester)
- Expectation and value of contact time in the classroom (purely lecture)
- Meaningful collaboration with industry and society

- Mechanizing for interdisciplinary-multidisciplinary courses with faculty scheduling/WTU calculations.
- What can we do to better create whole systems thinkers? Best reflect our comprehensive polytechnic identity? Better cohesion at a college level – collaboration among departments – break down sides! Respect subject matter, expertise of other disciplines, incorporate diversity and inclusivity more broadly across curriculum. Have students better understand the value of GE, particularly important when they declare majors upon entry.

- **Group 1:**
  - Eliminate problems for sequential courses
  - Respect for credential requirements
  - GE conversion must be campus wide

- **Group 2:**
  - 3 vs. 4 days/week
  - Ctn curriculum improvement
  - Shortening the in-class time if 2–150 min
  - Add more experiential
  - Consolidate content BT and reduce redundancies
  - Redesign to modest reduction in faculty base load from 80% to 70% or 61%
  - Efficiency in general education

- **Collegiality**

- **Group 3:**
  - Does curriculum fit goals and identity of institution?
  - Rethink admission by college rather than major
  - GE: more flexibility? Better understanding of value of GE (especially with major declaration)
  - Interdisciplinary

- **Group 4:**
  - No comments

**Friday, October 19, 2012**
- Opportunity for shorter condensed classes within the semesters (and longer ‘normal’ ones too!).
- Professors could possibly collaborate on a series of two interdisciplinary classes (i.e. Ethics and Engineering – 5 week Engineering classes then a 5 week Ethics class that addresses issues covered in the Engineering class. Like solar power or educating on the e-waste issue, more LAES type curriculum).
- Perhaps the opportunity to take short classes within the semester.
- I really like what I have seen for my program’s curriculum so far. I hope that its quality and breadth can be maintained.
- Again, I do not like the framing of the question. I do not believe that there are ‘changes’ that are unique to semester system that can be explored. If there is a wide spread belief that our curriculum are somehow lacking, we can fix them with much smaller effort without the semester conversion.
- Prerequisites will have to be modified if fewer classes can be taken within a year.
- Our department just did a major overhaul of our curriculum – 17 new courses, 32 modified. All this was very time consuming. This will be severe challenge based on current workloads with less number of faculty due to retirements and decreased hires (budget constraints).
- Always room to include more interactive learning though!
- More diversity and inclusivity in curriculum. Should we have such an ‘upside down’ curriculum? For change of major, explore a slightly less specialized model for first year – admit to ‘zones?’
- Help students better appreciate the value of GE, especially important when they declare major up entry.
- Find ways to leverage Cal Poly’s uniqueness of having a college of Ag. One of the really special things about us. Untapped resource for some students.
- How to preserve current GE requirements. Make certain that student receive a comprehensive education.
- A commitment to classes that demand a high level of performance by students.
- More appreciation of what is learned. Increase the LBD aspect that makes Cal Poly.
  - If we convert, we should make sure we are offering something unique/special and I think increasing the LBD in all departments would be the place to start.
- Consolidation of subjects – matter series.
- Those fields which require students to build skills in several subject-matter disciplines, currently through series (like chemistry, biology, mathematics) may require some considerable planning to manage how they interact, especially at 200-300 levels.
- Creating flexibility for students to take classes from any college and programs to have a more interdisciplinary degree experience.
- The effect the switch would have on difficult labs (especially the labs that are very time intensive).
- If you have more courses per semester, and all these courses have labs, it seems like it would be quite overwhelming.
- Online learning as a component.
- **Group 1:**
  - Increase collaboration between colleges through interdisciplinary field, example: a class focusing on power (engineering) with emphasis/aspect on ethics (liberal arts) – increasing global breadth of understanding
More opportunities like liberal arts and engineering (LAES) major

**Group 2:**
- Explore benefits of online/hybrid learning, including redefining “online” (broaden definition?)
- Interdisciplinary opportunities
- Retain comprehensive polytechnic; value of GE

**Monday, October 29, 2012**
- Reduce GE E/B upper division requirements or give Acad Depts with accredited program choices. We are Cal Poly, a polytechnic preparing students for professional career.
- Number of GE courses required need to be reduced.
- Programs should consider whether providing more depth, less breadth might be beneficial to their students.
- Consider offering innovative courses/experiences in a January 9 or perhaps May) term.
- Keeping GE program of 48 semester units.
- Combined core courses such as thermo-fluids and statics/dynamics.
- Review entire GE structure.
- Develop some guidelines for major are able to retain some flexibility.
- Requirements for general education.
- Review and reward for interdisciplinary offerings (how to facilitate this with scheduling/administrative/budget/WTUs process.
- Effect on GEs.
- Conversion of 4 unit quarter → 3 unit semester.
- This is too specific to different programs to answer meaningfully for my program I’ll like to look at curriculum streaming and sequences with an eye to induct trans curricular research projects.
- More in depth learn by doing opportunities for our students.
- What is the role of service courses and departments and how does our financial model save (or disserve) than in their ability to most effectively and efficiently serve the campus.
- Should, and if so, how, should research be infused in the curriculum at all levels.
- Adding some ½ semester long short courses.
- Program overhauls – delete useless or repetitive course content, add new material.
- Comment: Without a "critical incident" as a motivator, pedagogical research shows that it is difficult to motivate transformational change. Over 25 years, curriculum has been "tweaked" but not transformed.

**Opportunities:**
1. BUS core
2. GE

Bottom line: streamline both with laser-like focus on employer expectations and skill sets required in the next "plan-able" horizon. A decade may be too short. The 21st
century is too long. Reference published work such as Daniel Pink: A whole new mind (whole-brained thinkers).

- **Group 1:**
  - General education (decrease)
  - Support courses (decrease)

- **Group 2:**
  - Eliminating redundancy in curriculum
  - How to infuse research throughout curriculum

- **Group 3:**
  - Communications between departments and colleges → support courses and reduce overlap
  - Review entire GE structure
  - Retain some flexibility in curriculum

**Thursday, November 1, 2012**

- Integrating classes/or series that are related so as to not lose breadth of learning.
- Having faculty teach integrated courses together.
- Combining existing classes do that no current material is excluded from new system.
- Focus more on major courses, not GE’s.
- Efficiency, does a structural engineer really need is weeks of fluid dynamics?
- Interdisciplinary opportunities.
- If there are only two semesters if a student misses a course they now must wait an entire year so precise flow charts and extra classes added both semesters will be key.
- Re-offering business minors and/or double concentrations.
- More integrated curriculum (i.e. not just GE’s but different classes as required major degrees, like business requiring more math, engineers requiring some business classes, etc.) to increase collaboration and potential entrepreneurial ventures.
- What is truly necessary for the major and perhaps a reduction in GE requirements?
- More breadth in GE – opportunities for tracks and collaboration.
- Interdisciplinary senior projects (could be done on qtrs. Too.).
- More service learning.
- What classes can most easily be merged into existing classes.
- What classes or material is being taught repetitively?
- What will professors use the additional 5 weeks for?
- Update
- New technology?
- More combinations of theoretical lecture and practical labs to show as well as tell the material.
- Specialized courses, interdisciplinary courses.
- Lab availability.
- Class size.
- Engineers have a lot of courses on their flow chart. You would need to explore how to combine courses or which courses should be eliminated. That goes for every major, but I am an engineer, so I chose to focus on that mainly.
- Class sizes/availability.
- Have teachers come together to decide on what material is unnecessary to teach and then eliminate that material from the curriculum. Make it flow through multiple classes.
- Definitely allow options for courses to be. Split within a semester (7 week sections or something equivalent) – could not easily convert a lot of lab/studio based courses to semesters because there are so many different kinds of courses (i.e. can’t easily combine 2 courses into 1).
- **Group 1:**
  - More combination of theoretical and practical
  - Interdisciplinary senior projects
  - Community service focus of projects
  - Eliminate unnecessary repetition
  - Add more cultural awareness
  - Make agricultural education more widespread
  - Integrate GE curriculum into major courses and vice versa
- **Group 2:**
  - Reduction in GEs, more focus on core areas
  - Interdisciplinary opportunities and projects
  - Integrating courses (faculty co-teaching)
  - Efficiency (support courses)
- **Group 3:**
  - Combination/cancelling courses
  - Options for ½ semester courses
  - Intro for computer – assisted learning

**Thursday, November 15, 2010 (10:00 a.m.)**
- Rational design of the curriculum to insure that the didactic goals are maintained. This is a process, where Cal Poly should use the experience of peer institutions, ideally preserved in writer form for review by interested community members.
- I think all GE courses should be blocked in for all freshman and sophomores. I also think for the elective classes students in that major should always have 1st preference and not be waitlisted. I think if a student signs up for a specific major those courses should be set and for that student. More online classes are a good idea too!
- Individual colleges/majors with block-style scheduling.
- Required units/credits to graduate.
- Depth in general education over breadth.
- Ability to transfer in lower division requirements.
- Applicable to today’s world/updated technologies.
- More options of course choices – especially in GE.
- Fewer pre-requirements as road blockers.
- The curriculum review and redesign does not need to be paired with a conversion to the semester system – it can be done on its own.
- It would be important to know: GE requirements, material cut/gained, professional competency, and ability to meet course requirements.
- Do not need to convert to semester to do this, there is no proof a change will even change this.
- How can Learn by Doing better be incorporated on every course? History courses – even lower division – should have workshops/labs where students encounter primary sources – texts and artifacts – and try to interpret and contextualize them. English and foreign language upper division courses should have poetry writing/artistic translation. I took Greek prose composition and Latin prose composition in school. Was it all practical? No! But did we learn by doing? Yes! Use this as an opportunity to revitalize what we love to do – both learn and teach.
- And a bridge between quarter and semester for student on both – based on 6 yr. grad rates which are currently 76% leaving the other 24% to be “on the bridge” longer and then rebuild every major, concentration and minor while we maintain what we have.
- Remove unused or under used courses.
- Focus on maintaining courses needed in ultimate career.
- Try to save costs when possible, like COSM did.
- Think about what is best for the student, not the faculty.
- Reconsider allowing any student select CR/NC.
- Consider feedback we get from predictive planning.
- Consider cohort like models of degree progress.
- We should look at our programs to 120 units.
- We should look at the courses students need in their field to be successful (don’t add extra courses based on faculty needs).
- We should align with community college transfer lower-division courses.
- Maybe more collaborating across different department for support courses ex: use a course that is a requirement for another major instead of giving a separate “non-majors” class…I don’t really know much about curriculum except I like mine the way it is on quarters.
- Rethink and edit major curriculum!
- Programs need to be interdisciplinary and collaborative - allow more courses outside the depts. Offerings to complete major requirements. Ex: landscape arch and environ horticulture.
- Challenge faculty to incorporate even more Learn by Doing technique. Hire more grad students to lead labs and discussion/workshop sections.
- Develop online courses and online supplements to existing courses.
- We need to change it first (or as a separate project?) create framework that each major follows – core courses, GE, support, electives.
- And standardize GE across all majors.
- Making sure classes cover current topics and prepare students well for work force.
- Is the idea to teach the same content of current quarter courses stretched out over semesters? That seems to be the assumption in the pro/con handouts. But professors design their quarter courses to be taught over quarters. If Cal Poly converts, we should be sure that in the new semester system students are still getting a meaningful, broad liberal arts education – which would be jeopardized if students have fewer overall courses to choose from.
- Restructure our teacher credential program – currently completed in 3 quarters – interested in something more sustained with an ‘early start’ in August and allows them to be fully involved in their school site until the end of June. Ensure curriculum is made for new catalog as well as older catalogs – transition for quarter to semester units must be plotted out in aid of advisory.
- Static catalog for review.
- Fewer exceptions to the rule – follow curriculum.
- What courses will be altered, how many sections will be available?
- Having a clear flow chart for all majors so that we could predict course demand thereby allowing enough sections for students not to worry about not getting into needed courses.
- Make sure curriculum aligned with CSU’s.
- Same material, longer time to absorb and learn.
- Use this as an opportunity to eliminate outdated programs.
- Part of the conversion should include a heavy emphasis on providing GE courses in an E-Learning format.
- **Group 1:**
  - More combination of theoretical and practical
  - Interdisciplinary senior projects
  - Community service focus of projects
  - Eliminate unnecessary repetition
  - Add more cultural awareness
  - Make agricultural education more widespread
  - Integrate GE curriculum into major courses and vice versa
- **Group 2:**
  - Reduction in GEs, more focus on core areas
  - Interdisciplinary opportunities and projects
  - Integrating courses (faculty co-teaching)
  - Efficiency (support courses)
- **Group 3:**
  - Combination/cancelling courses
- Options for ½ semester courses
  - Intro for computer – assisted learning
- Group 4:
  - Value of education/degree needs to be preserved

**Thursday, November 15, 2012 (2:00 p.m.)**

- What is the role of GE?
- Should students declare a “major” as freshmen, or select a college and then major (in that college) as a junior?
- Relationship of GE to major courses: GE needs better integration with major courses.
- Better articulated Learn by Doing within major curricula – really determine what needs to be lab based. Labs should be better. More does not equal better.
- How to institutionalize interdisciplinary curricula and collaborative teaching and learning.
- Creative – team teaching/combining courses to retain qualities quarter system.
- Consider semester shorter than 18 week to account for some concerns.
- Broader subjects would have to be part of the curriculum. In order to cover the subjects explored in a series of classes, it would have to be considered into one class.
- Impact of a major.
- General courses for all first year students. University 100 course.
- Ways to streamline requirements in each dept. Lose “concentrations.”
- Expectations for tenure/promotion for faculty are of dramatically reduced time for professional development.
- Eliminate “pet-project” curricula that do not help the student with their progress to degree or educational needs.
- Be student centered/focused – ALWAYS (with course offerings)!
- Improve student access to classes.
- Any curricular changes would massively impact transfer students as the whole articulation landscape would require reevaluation. All existing course-to-course articulation would be invalid.
- Degree requirements.
- Costs
- Students’ needs.
- Faculty?
- Recuperate subject material from courses that might be discontinued into other courses.
- Simplify graduation requirements.
- Simplify change of major process and impact in first 2 years of study.
- Each program’s ability to create curriculum that prepares students for post-grad plans (jobs, grad school, etc.).
- Maintaining or improving teacher/student ratios at any given point during academic year.
- I don’t know (I am not familiar enough within these details to comment).
- Reduction in GE units/GE burden.
- There will be a loss of breadth in the curriculum.
- Currently many several courses. Allow majors and non-majors to comingle. How will this be preserved when new non-major service courses are created?
- **Group 1:**
  - Do not loose current perspective on major
  - Make sure relevant electives are not lost
  - Watch impact on transfer students and articulation agreements
  - Learn by Doing and academic quality
- **Group 2:**
  - Learn by Doing – better articulation within major – better labs
  - Collaborative learning opportunities – institution – aligned/effective
  - Reconsider having to declare major – admissions
  - Access to classes
  - Role of GE – explore relationship
  - Opportunity to change/being creative
  - Student focused – teach to think – problem solvers

**Friday, November 19, 2012**
- We should explore the idea of a J-semester where a student takes only one class in a small number of weeks during an academic break.
- The key curriculum change we should explore if we were to convert to semesters is which classes combine so that the same material is covered but doesn’t have to be split between two separate classes.
- Keep all the diverse classes that are unique to Cal Poly (such as tractor driving, bee keeping, etc.).
- Think about a hybrid system, where the diverse and not as lengthy classes are 8 weeks long while math, science, classes are 16 weeks long.
- Keep LBD. Only switch to semesters if we can better it.
- Dropping the electives that are not as popular and adding more sections of the ones that are.
- Learn by Doing.
- J-Term.
- Explore possibility to switch labs with in semester, instead of 15 weeks’ worth of lab work.
- GEs – applicable, variety, update.
- See previous question.
- Explore more technology based classes for business students.
- Pay attention to the beginning level classes that would need to be merged; be careful to not leave out important subject areas.

- Group 1:
  o Be careful not to smash different courses together
  o J-semester, inter-session
  o Labs – keep more labs and less lecture (but not too intense for the long time)
  o Review GEs to make sure applicable and that there would be enough content

- Group 2:
  o Half semester classes
  o Spend additional time in more in-depth concepts
  o Drop less popular electives/courses
  o J-term
  o Reconfigure registration!

- GE – 72 quarter units = 18 classes
  48 semester units = 16 classes
  ▪ Create thematic GEs that encourage interdisciplinary thinking.

Responses received via campus mail
- Ensure that we are preparing students for our diverse, digital and global workforce.
- Emphasize diversity and developmental skills (writing, critical analysis) across the curriculum.
- Streamline into classes reduce # of perquisites.

5. If Cal Poly were to convert, what features of the quarter system would we need to be sure we retain (aside from quarters)?

Thursday, October 18, 2012
- Part of what our employers and students like about our program is the fast pace. We hear this often. Opportunity for co-op and international exchange.
- Finals before new year’s and winter break.
- Variety of courses.
- Classes 4 WTUs/course.
- Opportunity to switch topics (classes) with frequency when needed.
- Short drop/add time.
- Learn by Doing opportunities.
- Labs.
- Time for students to take a lot of different classes.
- Comprehensive polytechnic.
- Maintain short add/drop deadline for lab courses.
- Senior projects.
- University Union Hour.
- Breadth of major courses. High energy fast pace and no decrease in labs.
- Variety of courses.
- Flexibility for student choice.
- Smaller class sizes, which facilitate faculty/student interaction and capacity to lead off-campus field trips.
- Intensity and focus during courses.
- Variety of student learning experiences (perhaps increasing workshops, etc. to compensate for loss in course variety).
- Flexibility for faculty in terms of pursing scholarship (current quarter calendar typically allows a ‘lighter’ quarter where more research/scholarship can be pursued).
- Lab based hands-on courses.
- Small class size.
- Small class size, which is critical to LBD (can’t see how this would add on to workload for faculty). Breadth of classes is desirable.

- **Group 1:**
  - Uniqueness of Cal Poly compared to competing schools
  - Quarters provide advantages we must retain with semesters
    - Greater number of labs
    - Greater number of professors
    - Comparable pace to work environment

- **Group 2:**
  - Fast Pace
  - Giving up a smaller time frame to take coop, study abroad
  - Variety of classes
  - Keep final before winter break
  - Opportunity to switch topics with frequency
  - 3 class max/semester for base faculty workload

- **Group 3:**
  - Maintain short add/drop
  - Small classes retaining lab component
  - Retain breadth of course offerings

- **Group 4:**
  - No comments

**Friday, October 19, 2012**

- The number of professors we have now (if not more, to compensate for their increased workload) and fewer classes that they will be able to teach.
- Co-op, internship opportunities.
- The (somewhat) work with non-traditional students.
- The ‘rushed’ intensive pace of quarters is not just a bad thing. This pace is good for many students because it teaches urgency in their work and responsibility and how to work with that pressure.
- This, again, is a bit of straw man. I want to preserve curricula, where students are able to explore both the depth and the breadth of the discipline. Semester system reduces the number distinct courses to be taken. I do not know of a meaningful way to keep the faculty ability to develop and regularly reach novel courses, but sure – we want to retain faculty’s ability to develop and teach novel courses!
- Efficiency. I worry that with so much ‘down time,’ time is wasted.
- Our department has a large number of labs, crucial to our LBD philosophy – need to retain smaller class size to keep labs safe and effective. If we lose labs, ‘Learn by Doing’ becomes an empty phrase.
- If possible, breadth of courses - small class size (not a feature of quarter system, per se, but part of Cal Poly’s specialness), not sure if possible without also increasing faculty workload to 4/4 (I’ve done some calculations on this).
- Current faculty teaching loads, especially the number of preps.
- LBD including writing (research intensive work, internships).
- We need to keep standards high. It could be easier for students in a semester system to get ‘lazy’ because they have so much more time than in a quarter systems, but I think we would need to work on keeping learning standards high.
- None that I can think of.
- The breadth of variety of courses offered.
- Small class size.
- Focus and diversity of courses.
- LBD.
- Urgency/intensity.
- **Group 1:**
  - No comments
- **Group 2:**
  - Urgency and intensity
  - Breadth of classes taken
  - L.B.D.

**Monday, October 29, 2012**
- Maybe set up 7.5 week modules in the 15 week semester in initial catalog to facilitate the conversion. If the idea is a good one then it would remain in the future catalogs.
- 10-week module.
- Total number of weeks 30.
- Returning to school mid-September.
- 7 ½ week modules or columned courses.
- Frequent testing/assessing students learning.
- Pace of quarter system – though to keep students on track because there is no time to waste.
- Students have options if more classes – selection not sure how you would retain this on quarter system.
- Variety and diversity of courses.
- Ability to take multiple courses (modules) to allow for diversity of course work.
- Offering of small, hands-on, lab/studio based instruction.
- Internship/connection with industry.
- Senior project.
- Diversity of course offerings.
- Major concentrations.
- 2 quarter sequences convert to what?
- Flexibility for student access to courses.
- Lab intense curriculum.
- Face to face education.
- Keep the concept of short specialty courses (7 weeks?) intercession.
- Specialty courses with defined faculty experience.
- Diversity of course offerings.
- Feasibility of 100% paid short sabbaticals (like on 1 quarter sabbatical now).
- Sense of urgency with students so they stay on task.
- Some type of dead week or improve to ‘reading week.’
- Try to keep the fewer classes per term for both students and faculty...increase course content.
- Number of preps per term. Currently 1-2. It would increase to 2-3.
- Student load per term. Example: 2 sections=134 students. In a semester world, student load would increase to 211 students.
  - **Group 1:**
    - Senior projects
    - Small/lab based courses
    - Ability to take diversity of courses/concentrations/minors
  - **Group 2:**
    - Keep number of preps/term both for students and faculty
    - Keep the sense of intensity
  - **Group 3:**
    - “Molecules” – course selection for students
    - Place

**Thursday, November 1, 2012**
- The hands on learning experience.
- Small class sizes.
- Wide variety of classes.
- Smaller class sizes.
- Availability to minor and double major.
- Pace of learning.
- Difficulty of courses.
- I think if we convert to semesters we should have the same fast pace challenging courses the quarter system has given us. I hope students don’t have to pay the money they do for classes that don’t push them to learn.
- Quick pace.
- Smaller classes.
- Course diversity (if possible).
- “Learn by Doing” hands on programs.
- Extensive lab time fast paced, hands-on, learn by doing education.
- Breath
- Labs
- Small classes.
- Large learning gains over a term.
- Exposure to lots of professors.
- Opportunity to take many diverse classes.
- Fast pace classes.
- Ease of minoring or double majoring.
- The material (see answers to #3).
- The material and experience (hands-on).
- Specialty courses such as area F, G, E and area D% lecture courses by guest faculty.
  - What advantages are there to interterm courses?
- What Cal Poly students excel at is that hands-on/different perspective we can bring to our careers and majors. Can we offer “Learn-by-Doing,” “Learn by Leading,” “Learn by Serving” opportunities in interterm.
- I enjoy the fast pace and the number of faculty we meet. I would also still like 3 job fairs as that gives us more opportunities to land an internship.
- Course variety.
- Fast paced.
- Smaller class sizes.
- Learn by Doing
- Variety of courses available.
- Diversity of course offerings and course content.
- Rigor and pace.
- Similar issues as discussed in 3.
- Group 1:
  - Small classes
  - Retain material and learning experiences
  - Maintain number and diversity of labs
- **Group 2:**
  - Maintain “Learn by Doing” philosophy
  - Small Classes
  - Hands on learning and labs
  - Quick pace
  - Maintain difficulty of courses
  - Course diversity

- **Group 3:**
  - Time management and urgency – industry standard
  - Diversity of course offers and course content
  - Specialty courses in major/GE
    - Areas F, D5, B5
    - Guest lecturers
  - Learn by Doing/Leading/Serving

**Thursday, November 15, 2010 (10:00 a.m.)**
- Maintain 2 commencement ceremonies.
- A diversity of courses, however, it may require folding content from course being discontinued into courses being retained (I anticipate that the number of courses will decrease).
- Flexibility in taking courses.
- Winter commencement.
- Major opportunities for students to be immersed in many perspectives within their individual areas of study.
- Relatively fast pace of courses.
- Learn by doing/hands on.
- Ability to change a dept.
- Opportunities for specialty courses.
- Learn by Doing – accessibility of labs and hands on classes.
- Smaller class sizes.
- It is difficult to say, as it is not clear what would need to change and what would be able to be maintained.
- Keep elective courses, do not increase class size, CP is known for hands on learning, this should not change.
- Rigor and expectation of discipline and excellence from everyone.
- Current reputation, Learn by Doing, options, opportunities, current internship and study abroad options.
- Cal Poly Learn by Doing.
- Cal Poly reputation for leadership.
- Cal Poly small class size in key classes.
- Student success initiatives, student advising.
- Small class sizes...because each class will be offered less times during the year, don’t double class size.
- Plenty of courses for students to enroll in to ensure they can make to degree.
- Student success.
- Student variety.
- Faculty availability and commitment.
- Avail of classes.
- Smaller class sizes.
- Plentiful Opportunities for hands on internships/projects.
- The quarter system promotes exploration and diversity and allows for a variety of intensive projects, key to the ‘lean by doing’ philosophy. Relatively it’s also easier for students to do local internships because there is greater flexibility of schedules.
- Not sure
- Smaller size.
- Infuse variety course topics covered.
- Maintain class sizes
- Smaller class size still.
- More hands on activities to increase learn by doing.
- Diversity of course offerings.
- Small class sizes.
- Additional sections for hard to get courses in high demand.
- Hands-on, Learn by Doing.
- Access to courses.
- Focused students, keep them engaged.
- **Group 1:**
  - Two stage conversion: curriculum first, convert units later
  - Core
  - Interdisciplinary opportunities: minoring, more depth
  - Collaborative opportunities
- **Group 2:**
  - Two commencement ceremonies

- **Group 3:**
  - Still offer but don’t require upper division courses. A GE core should still be required → not departmental – specific GE more language classes – now traditional languages needed!
  - How is credit counted by TOEFL? Foreign students pay extra.
  - Substitution policies are department –specific (not institution – specific)
  - SILO changes needed!
  - Eliminate credit – no credit option → simplify student life
NEED institutional uniformity WRT policies (this could be implemented even without semester conversion!)
- Idea: charge students to file for graduation – to make sure the student is serious. Cal Poly allows for too much flexibility!
- SIMPLIFY this policy too!

- Group 4:
  - Maintain ‘Learn by Doing,’ high expectations, and small class sizes

Thursday, November 15, 2012 (2:00 p.m.)
- That the semester system is not for “slacking”...expectations to study and perform at a high level from week 1 are still in place.
- Planned, sequential curriculum.
- Flexibility in the curriculum to meet student academic goals.
- Reasonable deadlines to add/drop classes.
- Faculty: student ratio – larger class sizes should be pedagogically sound.
- Pace/material to keep students focused engaged.
- With the quarter system it is possible to take more classes about a wide variety of subjects so in a semester, I think it would be important to make sure that all the same topics are being covered in some way.
- Access
- Time for faculty to do professional development.
- The uniqueness of Cal Poly State University only one session per term. No session variations because they don’t fit within current free structure must maintain existing functionality for the baseline implementation (i.e. maintain existing administrative functionality during the conversion [the baseline]).
- Priority registration (would we need more?)
- Learn by Doing
- Academic competitiveness.
- Offering interesting and relevant electives and courses to keep Cal Poly relevant.
- Appropriate curriculum breadth within discipline.
- Emphasis on general education.
- Maintain/improve conditions for teacher/scholar model.
- GE classes (large #’s of these).
- Variety of course offerings.
- Flexibility of schedule.
- Group 1:
  - No comment
- Group 2:
  - Keep curricula/pace challenging – focused/engaging/stimulating
  - Flexibility to meet student goals
  - Add/drop: reasonable deadlines
Friday, November 19, 2012
- We should try to retain as many labs as possible. We should also retain the idea that procrastination make it impossible to succeed. This will be hard to do, because with semesters, students will have so much more time to each course.
- We need to be sure to retain the fairness of registration, Learn By Doing and the quality of the education.
- Combine classes that are in series (Math 141 and Math 142).
- Combine GE (C1 and C2) into one class.
- Fast pace.
- Connection with various professors.
- Learn by Doing.
- Fast paced.
- Faculty to student ratios.
- Summer term.
- Fast-paced.
- Pace – regular testing so students don’t fall behind.
- Keep Learn by Doing.
- The fast pace nature.
- **Group 1:**
  - Pace – prevent procrastination (industry-like) pace
  - Specialized courses, especially upper division GE
  - Ability to graduate early
  - PE courses (racquet ball, etc.)
- **Group 2:**
  - Learn by Doing
  - Summer session
  - Concentration with professors – maintain number of faculty students interested with
  - Spring break between ½ semester terms
  - Variety of classes

Responses received via campus mail
- Variety of classes/curricular innovation
- Maintain high expectations and rigor
- 3 classes per term for faculty load
6. **Are there any implications for changing to semesters that are particularly unique to your program?**

**Thursday, October 18, 2012**

- Fewer students likely to do co-op, ½ year instead of 1/3. Same for international exchange.
- Fewer exploratory independent study opportunities with professors.
- Could be good for upper division student classes.
- Afraid that as service courses, students would take less.
- Some of hands-on lab courses may need to combine. That would make faculty/lecturers difficult to teach due to different expertise.
- Some 1 or 2 unit lab/lecture (specialized courses).
- Systems
- 10 years of students who will be between quarter and semesters.
- Advising, records, student accounts issues.
- Calendar versus curriculum change.
- Impact on sabbatical programs.
- I believe conversion would be relatively simple in accounting. The body of knowledge is clearly defined. Hundreds of other schools are already covering the same materials in semester classes.
- A shift from quarter-long faculty lead or extend field trips to summer or J-term programs, since faculty may find it difficult to be away or seek approval from departments for semester-long programs.
- Better compatibility with overseas partner university calendars.
- One less orientation program for incoming and outgoing students participating in exchanges.
- Breadth will be lost in our core support classes and our major courses.
- Converting labs will be very difficult.
- Our program is unique in that we do not have two stems – students will use electives either for more depth or more breadth or a special interest.
- The current calendar allows our students to participate in a 5 week German summer program.
- Worse alignment with German exchange.
- Main issue – converting 1 and 2 quarter sequences to 1 and 2 semesters. I don’t think this is a unique problem.
- In Natural Resources Mgmt., the quarter calendar better suites opportunities for field experience and experiential learning via internships and summer jobs. For example, fire students are allowed to work later into the fire season. Semester calendars put them to work when there is commonly still snow on the ground in May.
- Architecture makes good use of 1, 2 and 3 quarter courses; this feasibility would disappear under a semester calendar.
- The intensity of a quarter-long (10 week) design studio is beneficial. Students are more energized and produce work quickly, which makes the design studio as a whole a better learning environment.

- My office would bear most of the brunt of the technical change, and my unit would have primary responsibility for graduating +/- 15,000 students in the transition. So, for us, add 4+ years to the ‘implementation timetable.’

- **Group 1:**
  - Cost of accreditation changes in cycle
  - Forced modification of internship timing more or less
  - Graduation program may suffer

- **Group 2:**
  - Let’s imagine where we want Cal Poly to be in the future and let the structural org fall out of this vs. constraining ourselves to an older construct that may not be appropriate in the future, fast changing world.

- **Group 3:**
  - No comments

- **Group 4:**
  - No comments

**Friday, October 19, 2012**

- Not that I know of. How does the budget fit in to this? My program would most likely be hit very hard in the case of department budget cuts as a result of this change.

- I understand that the Forestry program is under strict accreditation requirements from the Society of American Forester, who require a very large quantity of different, specialized classes. Would it be a challenge to fit these classes to a semester system?

- Yes. Computer Science offers the following to its students within the 181 (soon to be 180) units?
  - A strong introductory core.
  - A number of courses devoted to software development skills (rare in a semester curriculum).
  - A wide range of technical electives and an opportunity to take a lot of them (6-8).

- In a semester system, our program will have to choose two of three and sacrifice one. This will impact the preparedness of our students for professional careers.

- In business, efficiency, development and innovation are key. If students are restricted to longer terms, flexibility is weakened.

- Again, hands-on labs are already as large as they can be for safety and effective LBD experiences. Almost 80% of our courses have labs. Need to address loss of diversity and class/lab size.
- Converting to semesters will force curriculum upgrades/renovations – but dept.’s that have already committed to this process will be penalized. Use the program review process to updated curriculum – not a system.
- In Construction Mgmt, we would face some particularly unique challenges. The core of our curriculum centers on 7 major labs (5-6 units) meeting sequence dedicated labs representing different sectors of the profession. These lab spaces were funded by private gifts.
- We currently offer sequences of courses that would be disrupted by and delayed on a semester calendar.
- Senior project works best as 2 units over 2 quarters. 1 semester would diminish the quality of resources.
- Our internship program would lose community partners who prefer 10 week schedule, especially those who take only 1 intern at a time. We would have to offer fewer internships.
- The LBD and hands-on concepts are key in the Animal Science & Ag Dept. The semester system would allow for expansion of these experiences and learning tools. It would also allow for more application and exploration of fundamental concepts learned.
- None that I’m aware of.
- Computer Engineering has a capstone course, currently 2 quarters. Making it 2 semesters would be a good thing. Making 1 semester would be a disaster.
- **Group 1:**
  - No comments
- **Groups 2:**
  - No comments

**Monday, October 29, 2012**

- We could lose accreditation because key areas are not covered to the depth required by accrediting organization especially if GEEB is kept high.
- Not enough faculty and staff resources to keep up with 4 undergraduate and 2 graduate programs in and 600 students in.
- See detailed answer to this question prepared in 2001 – BRAE prepared a 22 page analysis with a course by course analysis of quarters vs. semesters vs. trimesters – it’s heartbreaking to think that all that good work has been lost – KH Solomon.
- Why isn’t a summary of the Cal Poly 2001 study included in the background materials? Has that even been looked at?
- Some difficulty converting 100-200 level courses into semester courses. Lab courses require more lab use.
- Statistic has large number of client departments for introductions services support courses. We would want to work closely with them in helping them to design statistical components for their new curricula.
- Our rigorous two-quarter senior project would have to be transformed – not sure if 1 or 2 semester would be most appropriate.
- Most of us currently teach 3 classes per quarter. 2 lower div/GE and 1 upper-div GE/major course, for 2 pages. Some of us could keep 2 preps/term but most would probably have to teach 3 preps/semester.
- Material design lakes where content does not combine well (i.e. steel/concrete/timber) less different codes and design philosophies.
- Lab based education – could be too long.
- Our program is a 5 year program. Role of 5 year semester based program.
- Yes. Every student in the University goes through our curriculum. Conversion affects placement issues. Vertical nature of curriculum; many courses will remain 4 units, but less semesters available to offer content. Students will struggle with taking extra UD math at same time.
- Support courses needed by majors.
- Significant loss of collection of courses (tech elect) that makes the Cal Poly graduates so distinct.
- Class sizes will increase. Lab sizes have limits due to physical dimensions of the rooms.
- I think the loss of a full quarter release is an important issue to grapple with. How do fit multicourse sequences together will also be an issue.
- Coordinates with departments who take our service courses will also be a challenge.
- Variety of discipline – courses in 11 departments – alignment will not be in our hands.
- Number of service course from 6 to 3? 4?
- Number of math courses from 4 to 3?
- Number of CS courses: LS 260 and 310=1 semester. LS 211 and 370=1 semester.
- Number LA GEA 1, 2, 3 turns to 2? LS 214- Semester, LS 461- 1 semester.
- We offer many 400 level elective topics that are just right as 10 week courses. Many of them wouldn’t make much sense and stacking them so a student would take multiple courses in one quarter would be burdensome on the student.
- The upper division coursework in challenging in most majors, so stacking these courses seems tough got students in general. We would love to either have students take some of these courses earlier (which doesn’t make sense) or…?

- **Group 1:**
  - No comment
- **Group 2:**
  - No comment
- **Group 3:**
  - Be sure meeting accreditation requirements → flexibility needed
Thursday, November 1, 2012

- The college of engineering (general for me) has a large variety in classes that make it a well-rounded learning experience. I worry about the quality of breadth being lost.
- Full flow chart. Many classes. May have to cut down on amount of material taught.
- I am in architectural engineering; we have to take 204 units. It would be horrible to convert all those units. Also means we would have to combine 2 different labs such as steal and timber design lab.
- Yes as a BRAE major every single one of my major classes is a lab or includes a lab. Switching from quarter to semester can have a negative effect on the amount of hands on time we get. Restructuring can mean subjects being completely cut.
- Business – none that I can think of.
- BRAE – programs/classes will be cut in the unit requirement down size. Lab time will be cut. As an engineer, lab time greatly influences our future.
- Ag classes can be divided between fall, winter and spring. This is an advantage for different courses to be taught during different seasons of Ag production. Changing to semesters would be difficult to keep the classes aligned to separate seasons.
- ABET would require enough technical classes to meet standards (e.g. 120 units).
- We would lose many of our labs; great variety, hands-on experiences make our grads desirable.
- Fewer electives, choice, chances for summer credit.
- (Computer science) Some innovative and important classes would be removed due to the lack of connection to core major.
- Less understanding of a wider range of subjects.
- Slower pace would/could make learning stagnate for faster pace students.
- Child development: 3 developmental brackets: 304 infant, toddler, 305 early childhood, 306 adolescence >would not be good to combine into semesters.
- Making sure that the program is still capable of providing its graduates with the necessary skills to do what we are known for.
- For POLS majors, there switch is 50/50: advantages of switching allow for course work not to be repeated between 350 and 360 and even freshmen 180. However under semesters, would I be able to take “political violence and conflict res” or “political culture?”
- Mainly what I described in question 4; I would just like to know how all the classes would be combined or changed for general engineering.
- BMED is a new program to Cal Poly, and I believe the quarter system allows for more student/faculty feedback that, in turn, develops available course at a greater rate.
- As an engineer I want to take a large variety of courses. Semesters would make this near impossible.
- Whose hands is it in?
- Definitely. Professionally based program that includes a large number and wide variety of courses – (as required for accreditation) that could not easily be combined into one
course. Also, teaching a lot of studio based courses. There are a lot of projects within the quarter and a lot of one on one interaction with students and professor within a three hour class. If faculty have to increase number of courses taught per semester (4 vs. 3) and have much more class prep and grading because more projects, it would result in less time to work with students individually. Big hit for preparing them for the rigor and fast pace of industry that our employers appreciate our students being prepared for.

- **Group 1:**
  - No comment
- **Group 2:**
  - No comment
- **Group 3:**
  - No comment

**Thursday, November 15, 2010 (10:00 a.m.)**

- I was advised by my chair that my attendance at this session was as an individual instructor not as a departmental representative. I’m an adjunct that has long experience with the semester system and prefer it. This is my first quarter at Cal Poly and I have found it to be an extremely STRESSFUL process. Many nights, my out of class prep requires get little, if any sleep. I’m barely getting to know my students and the quarter is almost over! I found that I was just finishing grading the essay-based misterm when I have to start writing the final exam!
- Students would pay 3 times a year for parking permits, FLEX would need a makeover.
- Payroll would change.
- Less administrative overhead to open/close housing facilities.
- Slower pace will improve student health and success.
- I am in advisory, so we would have to meet with every student which would increase our work load a lot.
- Less time/energy spent on registration, AP/DQ etc., would allow more time for developmental advising and programming.
- I think we would have fewer students repeating courses and on AP because they would have more time to learn in depth.
- Specifically for me, changing to semesters would not allow me to complete the interdisciplinary work I want to do for my future career. I came to Cal Poly because the quarter system allowed me to do this cross-discipline work at one of the best engineering schools.
- I am a member of the Mustang Band and various other groups and it would be highly disappointing for me if our members were forced to decrease because students could not participate due to heavier course loads and inability to manipulate schedules.
- (Engineering, Civil) Unfortunately, I cannot give a personal answer, as I am a first year and have limited exposure to program. However, quarters give students much less time, which is beneficial for professional environment.
- For my major, it would mean long concentration courses. It would be harder to take a semester than quarter off for an internship.
- I am in the Mustang Band. Quarters allow for a lighter fall load to make time for band. Otherwise, I will fall behind or be overwhelmed. Easier to have 1 busy quarter than semester.
- I work as an academic progress counselor in the office of Evaluations/Registrar. The switch to semesters will impact every possible dimension of our work. We are woefully understaffed as it is – barely able to meet current work quotas and deadlines. In the long-run, the conversion to semesters will alleviate a bit of the time pressure. The amount will remain constant, though. And the several-year process to conversion will take a huge toll on our staff’s time and energy as we are called on to analyze and revamp every single course equivalency, and apply new degree reqs. I shudder to think of it!
- The training to back fill in DPR build and evaluations is 2 yrs. For articulation, at least one year.
- We cannot begin building until departments finalize their changes. DPR roll out will lag. Students rely on DPR and it has proven to improve graduation rates. Rates will decline during transition.
- Since graduation rates at 6 yrs. is 76% for Cal Poly we have to be realistic in knowing we will have 76% of bridged students for at least 6 yrs. The rest will be in need of special advice for even longer.
- Please remember that every single job that works behind the scenes (financial aid, accounts, registration, grading, repeats, IPA reporting) will need to be rebuilt every policy discussed.
- The GE program will need to make changes in the template in subject areas. This could be an opportunity for flexibility and opening up comparing other systems in the CSU. The GE program converted from 3-4 units to 4 units in 2011. Look at the success and mistakes as a learning tool.
- Yes, the schedule of classes would not line up as well for subject matter regarding harvest/pruning/maintenance. Also, it would be worse timing for internships in the Ag. Industry.
- Oy vey! I’m a degree evaluator in the Registrar’s Office. The change will have an impact on every aspect of what we do – degree evaluations, transfer of course credit, examination credits, and course substitutions. The curriculum revision and grad students, it will be a long transition – longer than 4 years. Quicksand, quagmire.
- Lack of room/space – sections cannot get larger.
- DPR and EAP will not be avail until 1-2 years after all curricular and program changes are done.
- Very much so. Architecture at Cal Poly is a top major because we come out with 15 projects rather than 10, and that makes us so much marketable to firms. We have dealt with many different buildings and we are therefore marketable to many different types of firms.

- What will be the fate of GE classes with writing requirements? What will be the expectations/requirements for students in this regard? Will students take fewer GE overall, taught by faculty with a greater number of simultaneous courses, and thus, less able to work with students on writing? This issue is connected to teaching load and graduation requirement issues and should be looked at carefully.

- School of Ed – a different calendar then our K-12 schools is quite problematic. It creates barriers to our students’ access and full experience in our partnership schools.

- Need for an automated individual advising plan.

- “Repeats” will need to be accounted for differently.

- Workload would increase significantly to help accommodate the change.

- Not for me, but for all the departments that I support.

- Major changes in the way student employees are hired.

- I work in Payroll; the biggest impact to us is operating and paying employees on a different payroll calendar, changing business process that are unique to a quarter campus.

- Group 1:
  - No comment

- Group 2:
  - No comment

- Group 3:
  - Concentrations: broad spectrum of classes more important than a bunch of niches.

- Group 4:
  - No comment

**Thursday, November 15, 2012 (2:00 p.m.)**

- Yes. Many of our courses would require substantial modification to merge appropriate content. This will be a challenging process but has tremendous potential for a positive outcome. Students will have more time to develop and improve hands-on-skills.

- Would allow for more careful planning – ability to change – longer programs – but possibly less stress for staff/partners/students.

- Less error (webs, etc.).

- I am going to be a LAES major and we work on a lot of projects in our major classes. I don’t think the semester system would benefit these projects because we don’t always follow the timeline put down by the quarters or semesters. Sometimes they overlap and sometimes they don’t take very long at all.
I also participate in the marching band and wind ensemble at Cal Poly and the quarter system seems to work well with both of these programs, especially marching band. The quarters end with the sports seasons and we are able to schedule our rehearsals in very time efficient way. In the winter, we don’t have to do field practice and in the spring we don’t meet at all.

- New academic calendar start and end times (mid Jan – May vs. early Jan-Jun).
- Ease to change major.
- Increase our transfer population enrollment and/or applicants.
- Declaring a major.
- Possible loss of concentrations.
- If we offer less classes per year; fewer minors/majors? Lose minors all together?
- Huge administrative impact for the conversion itself.
- Unit value conversions would be much easier to evaluate.
- Existing articulation would be an ‘invalid void’ and require re-articulation from scratch.
- Curriculum changes.
- Would make exchange programs with overseas universities much easier to coordinate. Would enable more CP students to study abroad in spring semester and will save them money because they can pay for 1 semester instead of 2 quarters.
- Earlier start makes recruitment and admission of international students harder. Less time to decide and come up with funds and obtain a visa. Maybe if allowed to be admitted for spring would help. It is only admitted for fall now.
- Fewer orientation programs and more time for other programs throughout the year.
- Easier for students having academic difficulties to go back to community college and improve grades without break in enrollment. Int’l students can’t have any more than 5 months non-enrollment even between schools.
- It is essential for students in my field to be involved in ongoing faculty research in order to prepare empirical senior projects and be viable candidates for graduate programs.
- If faculty research is squeezed to winter and summer breaks this would decrease quality of education for students and quality of life/professional opportunity for faculty. I can’t do my research sporadically.
- The ME program is currently rated #1 (with modifiers) this is in part due to the quarter system. Our industry partners constantly tell us that they appreciate the fact that our graduates are able to hit the ground running. They also state that students’ fundamental knowledge (breadth of curriculum) is outstanding.

- **Group 1:**
  - No comment

- **Group 2:**
  - No comment
Friday, November 19, 2012

- Many students choose to come to Cal Poly because we are on the quarter system. It makes us a unique CSU. If we switched to semesters, I think we should find a way to maintain the uniqueness that appeals to so many students.

- Actually, semesters would not work well with my program (ARCE). I believe we take too many different classes that are necessary for the major. The switch to semesters would eliminate a lot of these classes from the curriculum because there would simply not be enough time.

- Engineering Department
  - Lots of labs and LBD opportunities could be threatened with the conversion.
  - Some classes are too short in material and can’t be combined (Phys 132 and 133).

- Really don’t get to know professors, every RPTA professor, on that personal level.

- Probably won’t be able to double concentrate.

- Possible reduction of labs offered.

- Civil Engineering/All Engineering
  - Currently allowed 6 technical electives for 4 disciplines, which means I can take one class in each discipline and two more in a discipline of interest.
  - This would not be allowed if only 4 semester classes were available. We would have to declare a concentration, which minimizes job opportunities especially in construction or construction management.

- Studios – Already intensive working with clients.

- Those classes such as BUS 214 & 215, Stat 251 & 252 will be combined and important information will be left out.

- **Group 1:**
  - Studios – can work load be maintained?
  - Combination leading to brushed over material.
  - Too much time for some KINE courses. Difficult to combine.
  - Engineer labs – 10 labs in 10 weeks. How does this work with 16 weeks?

- **Group 2:**
  - Some Ag classes can only happen at certain times.
  - Perceived decrease in hands-on stuff/learning in semester system.

**Responses received via campus mail**

- Office of the Registrar – the semester system would allow us to streamline our processes into 2 cycles. However, the process of changing will be enormous in scale and take a very long time. All aspects will need to change including:
  - Articulation, transfer criteria, units to graduate, degree progress for students who are ‘in the middle.’
- Scheduling, registration, policies & procedures (repeats CR/NC units, etc.), queries and reports, rebuilding all of the behind-the-scenes data, and much more.

- All of this will rely on IT server functionality.
- Completing all of these changes could potentially take years to complete as PeopleSoft is so cumbersome.
- Yes! But, when do we get to weigh in with that issue?

- I think that it would take students longer to graduate if we implement the semester system. The reason for this is because students will only have two opportunities to take classes per year instead of three or four. Remember, summers don’t really count. Some years we don’t even have a summer quarter and when we do we don’t have very many classes at all. A semester system would make the summer problem even worse. Since the semester system is longer, there would be no breaks between spring, summer and fall. Or what is more probable, Cal Poly would never have summer classes at all, leaving students just two times a year to take classes. In either case, it would be much harder for students to graduate on time. As we all know, it is hard enough to get students to graduate in a timely manner already. Personally, I think this is Cal Poly’s biggest problem – let’s not add to the problem. Instead, let’s solve the problem by staying on the quarter system and making more classes available to students. Let’s put the students first.
Appendix 3

Synergy—Converting from Quarter to Semester (CSU)
Overview

Over the last 15 years the percentage of colleges and universities operating on a semester calendar has grown from 70% to over 90%. This change is largely attributed to institutions moving from quarter systems to semester systems as a means of improving student success and of achieving efficiencies, cash savings, and synergies. Clearly, the conversation process must be undertaken with careful planning and coordination.

Time to Change

Reductions in State support for the CSU have greatly affected student enrollment and the quality of the educational experience. The University is pursuing a number of synergy initiatives to increase the efficiency and effectiveness of operations necessary to support access, success, and a high quality college education for more eligible students. Converting from a quarter system to a semester system has been identified as an opportunity for improvement for various reasons; the most compelling are the advantages that are detailed in the next section. In addition there will be a reduction in the workload associated with the admission/enrollment/tuition cycle. This cycle is completed four times a year at a quarter campus, compared to a semester campus which does so twice a year. This effort includes scheduling of classes and facilities, admitting / enrolling students, hiring faculty, resolving student housing and life issues as well as billing and collecting tuitions and fees. These activities then are followed by the inevitable and necessary corrections, adjustments, additions and deletions. Over four years to a degree, this effort will occur eight times under a semester system and twelve times under a quarter system. The opportunity for savings over time is readily apparent. Benefits are amplified by resulting possibilities for inter-campus synergies enabled by parity in academic calendars across the CSU. For these and other reasons, the Los Angeles and Pomona campuses have critically analyzed the impacts/requirements of moving from quarters to semesters. These initial studies are relevant to the remaining four quarter campuses in the CSU currently evaluating the costs and benefits of transitioning their calendars (Bakersfield, East Bay, San Bernardino, and San Luis Obispo.) Findings from these efforts were the source of much included in this discussion.

Impacts on Students, Faculty, and Staff

Los Angeles’ study of impacts on learning found after an extensive review of the literature research that directly examines the impact of a quarter system versus semester system on student learning. The study concluded, given the instructional characteristics of the two systems, one could examine these characteristics, align the impact of these characteristics on student learning outcomes, and draw indirect conclusions about the impact on student learning within the two systems. The study noted that there are few perceived pedagogical advantages in a quarter system.

According to the study, the quarter system was designed to handle surging enrollments and not necessarily to improve learning. Perceived advantages were that students can take fewer subjects at one time, improving their ability to succeed in those subjects and for those students who find a particular class or professor too difficult, boring, or unappealing they can finish sooner and move onto something they like. These reasons do not appear to outweigh the pedagogical advantages of the semester system which included providing for more in-depth teaching, learning assignments, and classroom and fieldwork assignments; imposing less stress on already hectic student lives; providing greater opportunity for collaborative research projects among faculty and students, which needs to be conducted over a longer period of time.
Pomona’s study identified the following regarding the advantages of a semester based calendar. Specifically:

Moving from quarters to semesters would:

- Facilitate transferring students from junior and community colleges and other CSU campuses.
- Enable more opportunity for the in-depth educational experiences, e.g., projects, internships, theses, etc.
- Increase summer opportunities for students, e.g., summer job market, summer arts programs, etc.
- Enhance the quality of life for students, faculty, and staff.
- Enable students to dual enroll in the community colleges more efficiently.
- Facilitate the establishment of a SB 1440 core among the six institutions.
- Bring the 6 campuses more in line with CSU On-line’s effort to meet the needs of students.

For students, semester conversion could mean:

- Less time spent on beginning of the term hassles (registration, financial aid, advising.)
- Later add/drop dates that give students more time to choose new courses and to accustom themselves to unfamiliar material.
- A less frenetic academic pace, with a greater chance to recover from academic adversity or personal setbacks without having to drop courses altogether.
- Fewer midterms and final exams.
- Fewer schedule changes, thus making it easier to coordinate school with their jobs.
- A calendar they already know from high school or from junior/community colleges.
- Save on book purchases.
- Require fewer leveling courses when students apply for graduate study at semester campuses.
- Fewer unused units resulting from conversion when transferring from a semester to quarter campus.
- More opportunity for identification and intervention for students having difficulty with course material.
- Longer internship placements for a more fulfilling experience in real world environments.

For faculty, semester conversion could mean:

- Longer sabbaticals.
- More time to prep courses between terms.
- Three to four courses per term, with less time devoted to grading and more time devoted to teaching content.
- Two balanced academic terms instead of a 23-week January-June marathon term.
- More opportunities to revamp courses midstream.

For students, faculty, and staff, semester conversion could mean:

- Fewer changes in schedules.
- Better alignment with other campus calendars and with the K-12 education calendar, thus making the planning of dependent care, vacations, etc., simpler.

Various academic activities are involved in the conversion from quarters to semesters. Each of these will be significantly impacted and based upon the preliminary efforts at both the Los Angeles and Pomona
they involve complex analysis and study to arrive at workable solutions. The following activities and functions and others are impacted:

- Curriculum Review and Conversion
- Catalog Revision
- Model Calendar
- Course Detail Preparation
- Faculty Handbook Revision
- Governance Considerations
- Academic Advising
- Internship Coordination
- Clinical Placement Coordination
- Early Start Scheduling

Consideration of current faculty labor agreements is also important to planning, including consideration of impacts on full-time, adjunct, returning retired faculty as well as impacts related to re-assigned time agreements/contracts as well as impacts on general salary and working conditions.

Various business units and administrative functions will also be impacted across a campus by a conversion from quarters to semesters. The following list reflects the scope and complexity of administrative processes involved in making the change. While each of these units and functions will be burdened during the transition period, many of these same units and functions will likely benefit from subsequent efficiencies. Impacted administrative functions and activities include the following and others:

- Mentor and Admission Processing
- Student Records Adjustments
- Transfer Credit Articulation
- Class Scheduling
- Financial Aid
- Extended Education
- Human Resources
- Information Technology
- Academic Planning Database and Enrollment Reporting Schedule Reporting
- Degrees Database Reporting
- International Programs Coordination
- Classroom and Lab Scheduling
- Student Housing
- Athletics Scheduling
- Common Management Systems

**Making the Change**

University Leadership Council vi in its March 2009 research brief **TRANSITIONING FROM QUARTERS TO SEMESTERS: ASSOCIATED STRUCTURAL CHANGES AND IMPLEMENTATION CONSIDERATIONS** noted that a majority of institutions consulted in its study did not find it necessary to make significant structural changes, i.e., increasing classroom space, hiring additional faculty, or restructuring teaching loads. Further, institutions contacted stated that their faculty and space needs remained relatively constant throughout the transition. Institutions included in their study did not incur significant costs due to the transition from quarters to semesters, except those purposefully coincided with the conversion (e.g., implementing a new student information system.)

The table below presents estimated costs from other universities that recently converted from quarter to semester academic years.vii

<table>
<thead>
<tr>
<th>University</th>
<th>Estimated Costsviii</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota</td>
<td>$3.7 - $4 million</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>$3.7 - $4.2 million</td>
</tr>
<tr>
<td>Ohio University</td>
<td>$4.6 million</td>
</tr>
</tbody>
</table>
Los Angeles estimates that quarter conversion will cost approximately $4.6 million over three years per campus (see "3-year funding request" document). The sources of funding are still under consideration i.e., Chancellor’s Office, campus reserves, and non-operating funds.

Sound project management and thoughtful communication planning are essential to successful implementation of the change from quarters to semesters. Pilot efforts of the Los Angeles and Pomona campuses along with a number of similar projects nationwide have laid a framework for accomplishing this, including model timelines, standards for necessary faculty and student involvement as well as essential communication to the academy and the entire campus community. Clear communications to both faculty and students is also important. Finally, providing necessary support services for students, including academic advising, progress to degree, etc. is also important. Faculty and students are integrally involved in the process of evaluating and planning the change from quarters to semester at both the Los Angeles and Pomona campuses.

**In Closing**

Converting from quarters to semesters requires investment at a time financial resources are limited and making the change will be difficult and stressful for students, faculty, and staff. Improved student access and success, efficiencies, and potential synergies from conversion outweigh the costs based upon the preliminary studies at both the Los Angeles and Pomona campuses. Importantly at an earlier meeting, the quarter campus presidents endorsed the attached documents: guiding principles, estimated three-year funding schedule, major timelines, and IT framework.

Associated documents:

- 3-year funding request – one campus only
- Q2S timeline
- Semester conversion project – guiding principles
- Six campus proposal for Q2S conversion

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i Rochester Institute of Technology [http://www.rit.edu/~w-conver/](http://www.rit.edu/~w-conver/)

ii [http://www.calstatela.edu/academic/aa/semester/](http://www.calstatela.edu/academic/aa/semester/)

iii [http://www.csupomona.edu/~calendar_convert/index.shtml](http://www.csupomona.edu/~calendar_convert/index.shtml)

iv [http://www.calstatela.edu/academic/aa/semester/docs/PedagogyStudentLearning.pdf](http://www.calstatela.edu/academic/aa/semester/docs/PedagogyStudentLearning.pdf)

v Paraphrased from [http://www.csupomona.edu/~calendar_convert/pros_cons.shtml](http://www.csupomona.edu/~calendar_convert/pros_cons.shtml)

vi The Advisory Board Company—parent company of the Education Advisory Board—was established in Washington D.C., in 1979 to conduct research on any question for any organization, though the firm early on migrated to a membership model. Starting in 1983 with a single membership program for hospital CEOs, the Advisory Board now offers 14 best practice programs serving different executives across its 3,000+ health care and higher education member institutions. The University Leadership Council of the Education Advisory Board provides its member provosts with expert advice and innovative strategies and practices—tested and proven to work by their peers at other universities across the country—for tackling their most pressing issues. Rather than reinventing the wheel, our provosts benefit from the learning of thousands of other universities facing the same challenges.
Table sourced from Cal Poly Pomona, Calendar Conversion Questions and Answers. http://www.csupomona.edu/~calendar_convert/questionandanswers.shtml.

Costs include curriculum, advising, communication and conversion administration.
Appendix 4

CSU-level Guiding Principles for Semester Conversion
Semester Conversion Project – Guiding Principles and Division of Responsibilities

Guiding Principles:

1. That faculty, staff, students and administrators work together on all phases of planning for possible conversion to semesters.
2. Conversion. Funding from the Chancellor’s Office will be required for conversion of the curriculum. Funding from the Chancellor’s Office will offset some but not all the investment required for conversion. Transformation / renovation of curricula and courses would ideally occur prior to conversion and are the financial responsibility of an individual campus.
3. Conversion Approach. The conversion approach will take the existing curriculum and content and convert to two 15 week semesters. Approval of converted curriculum will occur within one calendar year.
4. Student Commitment. The campuses will make every effort to ensure that each student is successfully transitioned to the semester system with minimal disruption to degree progress.
5. If necessary, Students who will transition from quarters to semesters will receive individualized advisement before conversion to create a clear plan for progress to graduation, and follow-up advisement after conversion as needed.
6. Policy Enforcement. There will be strict enforcement of the appropriate governing system and campus policies relative to courses, degrees and options. Any courses and degrees that do not meet the policy requirements will not be converted.
7. Common Conversion Framework. If possible, one common conversion framework will be used by the campuses. Best practices will be reviewed and documented to inform how we should organize the conversion process and convert the curriculum.
8. Curriculum Freeze. Ideally, degree programs, courses or certificate programs will not be initiated nor implemented during the conversion period. This decision is delegated to an individual campus. Funding from the Chancellor’s Office will not be used for transformation / renovation. No academic programs will be discontinued as a result of a conversion to semesters except through ordinary program discontinuation procedures.
9. Project Management. A common job description will be developed for the individual in charge of the individual campus conversion process. It will clearly articulate the responsibilities of the position and the individual’s decision authority. Appropriate committees representing campus commitment to shared governance will be established and project management tools will be put in place for project tracking and reporting.
10. Staffing Commitment. The Chancellor’s Office and campuses will provide sufficient resources for the semester conversion project to ensure its success. Reassigned time or stipends will be provided to faculty to perform program and course modifications for the conversion.
11. Technology. The campuses will work with CMS Central to develop appropriate conversion strategies regarding IT and business practices (see attached Six-Campus Proposal for Quarter to Semester Conversion).
12. Communications. Common, clear, timely and targeted communications will be generated for key campus stakeholder groups using the appropriate mediums.
13. Enrollment. The campuses will develop appropriate plans to support mitigation of enrollment declines such as those experienced by other campuses during the first two years following the conversion. These plans should be approved by the Chancellor’s Office to ensure campuses will not be penalized for enrollment declines in the first two years following conversion.
Division of Responsibilities:

1. The campus converting from quarters to semesters will develop the business cases and budgets for the conversions and request the following from the Chancellor’s Office:
   a. Financial support for conversion of the existing curriculum;
   b. Technical support for the campuses to facilitate the conversion of information and management systems;
   c. A guarantee that campuses will not be penalized for enrollment shortfalls for an interval after the transition to semesters.

2. The Chancellor’s Office and the campuses will:
   a. Develop a timetable for conversion;
   b. Work with CMS Central to develop appropriate conversion strategies regarding IT and business practices, based on the current HCM 9.0 system;
   c. Develop a conversion framework to be used on the campuses, incorporating best practices from previous campus conversions;
   d. Develop communication strategies to ensure that key campus stakeholder groups will receive clear, timely, targeted and common messages.

3. The campuses will:
   a. Identify a single person who has responsibility for overseeing the conversion, with a common job description and clear articulation of the responsibilities and authority vested in that position;
   b. Ensure that governance groups are fully involved in the conversion process;
   c. Direct all departments to convert their curriculum within a specified period;
   d. Make every effort to ensure that all students are successfully transitioned to the semester system with minimal disruption in progress to degree.
Appendix 5

Six Campus Proposal for Quarter to Semester Conversion
Six-Campus Proposal for
Quarter to Semester Conversion:
Decision Framework for a Centralized IT Approach with Uniform Business Practices
February 2, 2012

Introduction

In the middle of what is recognized as the worst economic conditions in modern history, the California State University (CSU) is faced with a difficult information technology decision: should the technology for the proposed conversion from quarter to semester be approached from a centralized perspective or should the CSU continue its current decentralized practice?

The current CSU approach with student systems is to provide all 23 campuses with the baseline software. However, the production instance for each campus is uniquely different from the initial Common Management System (CMS) baseline. This difference comes about as each campus attempts to accommodate its “uniqueness” and the different academic calendars. For example, even though there is a common student application process among all campuses, each campus handles its admissions process individually and separately. It is important to note that the referenced campus “uniqueness” means that there are no common business practices and each campus is solely responsible for its administrative processes such as admissions, registration, financial aid, student financials, etc. Some business and administrative processes are inherently different between campuses simply because they are driven by 6 campuses on the quarter calendar and 17 on the semester calendar. The result is that there currently is neither a common CMS code base nor are there many uniform business practices.

In addition to a significantly reduced state budget, mounting pressure continues for various CSU initiatives, such as the Graduation Initiative, Early Start, the Accessible Technology Initiative, etc. The quarter calendar becomes an impediment to the timely and successful implementation of initiatives like Early Start because the application must be created and implemented separately for the quarter and semester calendars.

These three conditions – reduced budgets, increased initiatives and decentralized student systems and administrative processes – leads one to question the CSU’s future ability to provide high-quality, accessible educational opportunities. Together, these factors and many others clearly point to the fact that the CSU can no longer continue doing business as usual. Today’s intense media focus on the future of education in California presents an opportunity for the CSU to showcase its intention to evaluate, modify, simplify and consolidate business practices in order to continue its educational promise to future students.

The quarter calendar campuses have identified the quarter calendar as one such business practice. We believe that the expenses associated with the quarter to semester conversion are a strategic investment in student success. We cannot ignore systemwide and campus information technology inefficiencies that adversely impact or diminish our ability to offer high-quality educational opportunities to our students.
Decision Framework

The 23 campuses operate independently of each other but share the same CSU brand. With a uniform academic calendar, the need for many different campus business processes is significantly reduced and duplicated administrative functions can be eliminated on the campuses. It is no longer cost-effective or efficient for the CSU to support this customized service delivery. It is our hope that the CSU will recognize this as a compelling reason for a uniform calendar among all of the campuses and consider the best approach as part of the process to grant the quarter calendar campuses permission to proceed.

Not endorsing a uniform academic calendar would require that each of the six campuses independently decide on whether to convert to the semester calendar or not based on their campus timeframe. Recent efforts in the CSU have been focused on the planning and development of the common financial and human resource systems. Therefore, it is a logical extension to view the student system from a similar perspective. The suggested approach would include the following: uniform calendar, uniform business practices, shared administrative functions, and a single uniform student system. With the very disparate approach by the campuses to the student information system, it is imperative that the CSU recognize that a uniform CSU calendar must be a system mandate if such a goal is to be achieved. It is important to note that one key aspect of uniform business practices is the adoption of a common course-numbering system. In light of SB 1440, student progress toward degree completion will be improved with a clear, consistent framework that ensures full transfer and articulation.

Centralized IT Conversion Approach

A CSULA cost model estimates that the cost to convert from an information technology perspective is $1.5 million over three years. Without a mandate for a uniform calendar, it is conceivable that it will cost the six quarter campuses up to $9 million and take between 6 to 12 years to complete the conversion. With a mandate and a centralized approach it will take no more than six years and the cost should not exceed $6 million. Basically, the centralized approach to conversion will add significant value. This projected 33% valued-added premium from the information technology conversion is but one of the areas where additional value can be extracted. Other areas within the conversion implementation should also be explored for other value-added benefits that may accrue as a result of a common code or uniform business practices and shared administrative functions.

Conclusion

It is clear that with the new economic realities, the campuses cannot save their way to success. There must be a fundamental shift in how the campuses manage their critical business processes. To that end, we believe that a change in academic calendar is both strategic and critical to our long-term success. This recognition has led us to explore the best approach to execute this strategic investment. We have concluded that the most effective and efficient
approach to the calendar conversion is for the system to mandate a uniform calendar for the six quarter campuses; charge the campuses to develop uniform business practices and share administrative functions; centralize the IT conversion process through CMS and fund it accordingly; and, ensure that the risks are minimal and that the end result will produce meaningful value-added benefits. This must be supported by the Executive Vice Chancellors, approved by the Chancellor and the implementation led by the six Presidents.
Appendix 6

SRTF Survey Results
Distributions

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12 Levels

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97.5% 27
90.0% 9
75.0% quartile 4
50.0% median 3
25.0% quartile 1
10.0% 1
2.5% 0
Summary Statistics

Mean 4.8243943
Std Dev 25.289072
Std Err Mean 0.2992632
Upper 95% Mean 5.411039
Lower 95% Mean 4.2377497
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Semester - Ever

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Semester - Years

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Summary Statistics

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- Std Dev: 4.7853817
- Std Err Mean: 0.0968375
- Upper 95% Mean: 4.472038
- Lower 95% Mean: 4.0922535
- N: 2442

Q1 - key attribute

Frequencies

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6 Levels

Q2 - maintain leadership
Frequencies
Level Count Prob
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Agree 1188 0.17921
Neutral 1528 0.23050
Disagree 1699 0.25630
Strongly Disagree 1365 0.20591
Not Applicable / Don't Know 227 0.03424
Total 6629 1.00000

N Missing 605
6 Levels

Q3 - preserve advantages

Frequencies
Level Count Prob
Strongly Agree 486 0.07358
Agree 998 0.15110
Neutral 901 0.13641
Disagree 2336 0.35367
Strongly Disagree 1683 0.25481
Not Applicable / Don't Know 201 0.03043
Total 6605 1.00000

N Missing 629
6 Levels

Q4 - diminish caliber
**Frequencies**

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**Q5 - review curriculum**

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**Frequencies**

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**Q6 - benefit all**

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**QR1 - variety**

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**QR2 - pace**

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QR3 - enrollment opportunity

Frequencies

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QR4 - tuition chunks

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QR5 - learn by doing

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---|---|---
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N Missing
4668
3 Levels

**QR6 - cost to change**

![Graph showing frequencies for levels 1, 2, and 3]

Frequencies
Level | Count | Prob
---|---|---
1 | 276 | 0.23793
2 | 336 | 0.28966
3 | 548 | 0.47241
Total | 1160 | 1.00000

N Missing
6074
3 Levels

**QR7 - streamline w/o change**

![Graph showing frequencies for levels 1, 2, and 3]

Frequencies
Level | Count | Prob
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3 Levels
QR8 - hardship impact

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QR9 - other

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QS1 - external timing

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N Missing
232
Level | Count  | Prob  
---|---|---  
Total | 2122 | 1.00000  

N Missing 5112 3 Levels  

**QS2 - depth**  

Frequencies  
Level | Count  | Prob  
---|---|---  
1 | 2005 | 0.56194  
2 | 1017 | 0.28503  
3 | 546 | 0.15303  
Total | 3568 | 1.00000  

N Missing 3666 3 Levels  

**QS3 - less stress**  

Frequencies  
Level | Count  | Prob  
---|---|---  
1 | 1165 | 0.32854  
2 | 1542 | 0.43486  
3 | 839 | 0.23660  
Total | 3546 | 1.00000  

N Missing 3688 3 Levels
QS4 - transfer

Frequencies
Level | Count | Prob  
1     | 522   | 0.28140 
2     | 703   | 0.37898 
3     | 630   | 0.33962 
Total | 1855  | 1.00000 

N Missing: 5379
3 Levels

QS5 - learn by doing

Frequencies
Level | Count | Prob  
1     | 262   | 0.16457 
2     | 608   | 0.38191 
3     | 722   | 0.45352 
Total | 1592  | 1.00000 

N Missing: 5642
3 Levels

QS6 - teacher scholar

Frequencies
Level | Count | Prob  
1     | 59    | 0.13501 
2     | 141   | 0.32265 
3     | 237   | 0.54233
### QS7 - Less Reg/Exam Cycle

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N Missing 6797
3 Levels

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N Missing 6636
3 Levels

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N Missing 622
5 Levels
By Role
Fit Y by X Group
Contingency Analysis of Q1 - key attribute By Role
Mosaic Plot

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Role By Q1 - key attribute

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<th>Disagree</th>
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Contingency Analysis of Q2 - maintain leadership By Role
Mosaic Plot
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### Contingency Analysis of Q3 - preserve advantages By Role

#### Mosaic Plot

### Contingency Table

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Contingency Analysis of Q4 - diminish caliber By Role

Mosaic Plot

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Contingency Analysis of Q5 - review curriculum By Role

Mosaic Plot

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Role By Q5 - review curriculum

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Contingency Analysis of Q6 - benefit all By Role

Mosaic Plot

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Contingency Analysis of Overall opinion By Role

Mosaic Plot

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Role By Overall opinion

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Row %
Faculty by college

Fit Y by X Group

Contingency Analysis of Q1 - key attribute By College Role=Faculty

Mosaic Plot

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Total | 670 | 231 | 159 | 127 | 85 | 58 | 10 |
Contingency Analysis of Q2 - maintain leadership By College Role=Faculty

Mosaic Plot

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College By Q2 - maintain leadership

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Contingency Analysis of Q3 - preserve advantages By College Role=Faculty

Mosaic Plot

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Fit Y by X Group
Contingency Analysis of Q1 - key attribute By College Role=Staff
Mosaic Plot

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Contingency Analysis of Q2 - maintain leadership By College Role=Staff

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Contingency Analysis of Q3 - preserve advantages By College Role=Staff

Mosaic Plot

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594
Contingency Analysis of Q4 - diminish caliber By College Role=Staff

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252
### Contingency Analysis of Q5 - review curriculum By College Role=Staff

#### Mosaic Plot

![Mosaic Plot Image]

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Contingency Analysis of Q6 - benefit all By College Role=Staff

Mosaic Plot

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Contingency Analysis of Overall opinion By College Role=Staff

Mosaic Plot

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Student by college

Fit Y by X Group
Contingency Analysis of Q1 - key attribute By College Role=Student

Mosaic Plot

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College By Q1 - key attribute

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#### Mosaic Plot

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Contingency Analysis of Q3 - preserve advantages By College Role=Student

Mosaic Plot

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Note: The table above shows the count and percentage for each college role and response category. The Mosaic Plot visually represents the distribution of responses across college roles.
Contingency Analysis of Q4 - diminish caliber By College Role=Student

Mosaic Plot

Contingency Table
College By Q4 - diminish caliber

<table>
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<tr>
<th>College</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable / Don't Know</th>
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Total | 2234 | 1689 | 623 | 506 | 221 | 90 |

Note: Row % represents the percentage of each category within the college.
Contingency Analysis of Q5 - review curriculum By College Role=Student

Mosaic Plot

Contingency Table
College By Q5 - review curriculum

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<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable / Don't Know</th>
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Count Row %
Contingency Analysis of Q6 - benefit all By College Role=Student

Mosaic Plot

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College By Q6 - benefit all

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<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable / Don't Know</th>
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Total: 221 300 805 1651 2244 143 5364
Contingency Analysis of Overall opinion By College Role=Student

Mosaic Plot

Contingency Table
College By Overall opinion

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<tr>
<th>College</th>
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**Student by year**

Fit Y by X Group
Contingency Analysis of Q1 - key attribute By Yrs Stud 2
Mosaic Plot

![Mosaic Plot]

**Contingency Table**
Yrs Stud 2 By Q1 - key attribute

<table>
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<th>Count</th>
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<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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Contingency Analysis of Q2 - maintain leadership By Yrs Stud 2
Mosaic Plot

Contingency Table
Yrs Stud 2 By Q2 - maintain leadership

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## Contingency Analysis of Q3 - preserve advantages By Yrs Stud 2

### Mosaic Plot

![Mosaic Plot](image)

### Contingency Table

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<td>106</td>
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### Contingency Table

**Yrs Stud 2 By Q4 - diminish caliber**

<table>
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<tr>
<th>Count</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable / Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>630</td>
<td>505</td>
<td>223</td>
<td>192</td>
<td>91</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>1683</td>
<td>620</td>
<td>505</td>
<td>221</td>
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### Contingency Analysis of Q4 - diminish caliber By Yrs Stud 2

**Mosaic Plot**

The mosaic plot visually represents the distribution of responses across different years of study for the question regarding whether diminishing caliber is observed. Each bar within the mosaic represents a year of study, with the segments further divided into categories of strongly agree, agree, neutral, disagree, and strongly disagree. The proportions of each category are illustrated, providing a clear visual comparison of how responses vary by year.
Contingency Analysis of Q5 - review curriculum By Yrs Stud 2

Mosaic Plot

Contingency Table
Yrs Stud 2 By Q5 - review curriculum

<table>
<thead>
<tr>
<th>Yrs Stud</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable / Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>628 (37.31%)</td>
<td>664</td>
<td>194</td>
<td>76</td>
<td>51</td>
<td>70</td>
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<tr>
<td>2004</td>
<td>1 (100.00%)</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2nd year</td>
<td>562 (42.42%)</td>
<td>495</td>
<td>120</td>
<td>57</td>
<td>35</td>
<td>56</td>
</tr>
<tr>
<td>3rd year</td>
<td>459 (40.76%)</td>
<td>416</td>
<td>105</td>
<td>60</td>
<td>38</td>
<td>48</td>
</tr>
<tr>
<td>4th year</td>
<td>367 (43.23%)</td>
<td>303</td>
<td>75</td>
<td>46</td>
<td>31</td>
<td>27</td>
</tr>
<tr>
<td>5+ year</td>
<td>147 (40.83%)</td>
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<td>30</td>
<td>25</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td></td>
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Contingency Analysis of Q6 - benefit all By Yrs Stud 2

Mosaic Plot

Contingency Table
Yrs Stud 2 By Q6 - benefit all

<table>
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<tr>
<th>Count</th>
<th>Strongly Agree</th>
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<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable / Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>93</td>
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<td>295</td>
<td>499</td>
<td>625</td>
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<td>0.00</td>
<td>0.00</td>
<td>100.00</td>
<td>0.00</td>
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<tr>
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<td>31.37</td>
<td>44.42</td>
<td>2.41</td>
</tr>
<tr>
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<td>365</td>
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Contingency Analysis of Overall opinion By Yrs Stud 2

Mosaic Plot

Contingency Table
Yrs Stud 2 By Overall opinion

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<thead>
<tr>
<th>Count</th>
<th>Strongly in Favor</th>
<th>In Favor</th>
<th>Neutral</th>
<th>Opposed</th>
<th>Strongly Opposed</th>
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<td>111</td>
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<td>751</td>
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Faculty by Year (6,12,>12)
Fit Y by X Group
Contingency Analysis of Q1 - key attribute By Yrs Fac/Staff 2
Mosaic Plot

Contingency Table
Yrs Fac/Staff 2 By Q1 - key attribute

<table>
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<tr>
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<th>Sr</th>
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<th>Avg</th>
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</thead>
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<td>76</td>
<td>108</td>
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<tr>
<td>Agree</td>
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<td>51</td>
<td>40</td>
<td>68</td>
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<tr>
<td>Neutral</td>
<td>25</td>
<td>50</td>
<td>21</td>
<td>56</td>
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<td>25</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>6</td>
<td>21</td>
<td>18</td>
<td>19</td>
</tr>
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Contingency Analysis of Q2 - maintain leadership By Yrs Fac/Staff 2
Mosaic Plot

Contingency Table
Yrs Fac/Staff 2 By Q2 - maintain leadership

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<th>Avg</th>
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<tr>
<td>Neutral</td>
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<td>270</td>
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### Contingency Analysis of Q3 - preserve advantages By Yrs Fac/Staff 2

#### Mosaic Plot

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<tr>
<td>Neutral</td>
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<td>23</td>
<td>29</td>
</tr>
<tr>
<td>Disagree</td>
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<td>95</td>
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<tr>
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<td>49</td>
<td>63</td>
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<tr>
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#### Contingency Table

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<th>Neutral</th>
<th>Disagree</th>
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<tr>
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**Total:** 214 175 276 **665**
Contingency Analysis of Q4 - diminish caliber By Yrs Fac/Staff 2

Mosaic Plot

Contingency Table
Yrs Fac/Staff 2 By Q4 - diminish caliber

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<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable / Don't Know</th>
</tr>
</thead>
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<td>51</td>
<td>41</td>
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</table>

Contingency Analysis of Q5 - review curriculum By Yrs Fac/Staff 2

Mosaic Plot

Contingency Table
Yrs Fac/Staff 2 By Q5 - review curriculum

<table>
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<tr>
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<th>Agree</th>
<th>Neutral</th>
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<th>Strongly Disagree</th>
<th>Not Applicable / Don't Know</th>
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272
Contingency Analysis of Q6 - benefit all By Yrs Fac/Staff 2

Mosaic Plot

Contingency Table

Yrs Fac/Staff 2 By Q6 - benefit all

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
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<th>Neutral</th>
<th>Disagree</th>
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<td>53</td>
<td>41</td>
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</table>

Contingency Analysis of Overall opinion By Yrs Fac/Staff 2

Mosaic Plot
### Contingency Table

Yrs Fac/Staff 2 By Overall opinion

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<tr>
<th></th>
<th>Strongly in Favor</th>
<th>In Favor</th>
<th>Neutral</th>
<th>Opposed</th>
<th>Strongly Opposed</th>
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</thead>
<tbody>
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</tr>
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**Staff by Year (6, 12, > 12)**

**Fit Y by X Group**

Contingency Analysis of Q1 - key attribute By Yrs Fac/Staff 2

Mosaic Plot

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Contingency Analysis of Q2 - maintain leadership By Yrs Fac/Staff 2

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Mosaic Plot

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Contingency Analysis of Q5 - review curriculum By Yrs Fac/Staff 2

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Contingency Analysis of Overall opinion By Yrs Fac/Staff 2
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Faculty by Semester Experience

Fit Y by X Group
Contingency Analysis of Q1 - key attribute By Semester - Ever Role=Faculty

Mosaic Plot

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Contingency Analysis of Q2 - maintain leadership By Semester - Ever Role=Faculty

Mosaic Plot

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Mosaic Plot

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Contingency Analysis of Overall opinion By Semester - Ever Role=Faculty

Mosaic Plot

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Staff by Semester Experience

Contingency Analysis of Q1 - key attribute By Semester - Ever Role=Staff

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Contingency Analysis of Q3 - preserve advantages By Semester - Ever Role=Staff

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Contingency Analysis of Q6 - benefit all By Semester - Ever Role=Staff

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### Contingency Analysis of Overall opinion By Semester - Ever Role=Staff

#### Mosaic Plot

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Students by Semester Experience

Fit Y by X Group
Contingency Analysis of Q1 - key attribute By Semester - Ever Role=Student

Mosaic Plot

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Contingency Analysis of Q2 - maintain leadership By Semester - Ever Role=Student

Mosaic Plot

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Contingency Analysis of Q4 - diminish caliber By Semester - Ever Role=Student

Mosaic Plot

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Mosaic Plot

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Contingency Analysis of Q6 - benefit all By Semester - Ever Role=Student

Mosaic Plot

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semester - Ever By Q6 - benefit all

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Contingency Analysis of Overall opinion By Semester - Ever Role=Student

### Mosaic Plot

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| No              |                 |                   |         |         |         |                 |
| Yes             |                 |                   |         |         |         |                 |
|                 | 222             | 301               | 490     | 1387    | 2952    | 5352            |
### Quarter Reasons

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<th>QR4 - tuition chunks</th>
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<th>QR6 - cost to change</th>
<th>QR7 - streamline w/o change</th>
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**Role = Faculty**

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**Role = Staff**

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**Role = Student**

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Appendix 7

SRTF Survey Comments - Redacted
Faculty Other Quarter Reason
The slow pace of the semester system leads lazy students and faculty to goof off more. I have heard many students and faculty confess privately that this is the main reason that they prefer the semester system.

It is unclear how the workload would change for faculty. Before I support semester conversion I would like to know specifics on the change in workload.

The quarter system allows for a start in mid Sept when weather is nice. Cal Poly does NOT air condition the classrooms, as whole. It is difficult to teach and learn in a hot classroom. Starting in the dog days of Summer (Aug) not a good idea

Cost savings of semesters will not be realized

my main concern at this point has to do with faculty work load. what i have seen so far is that for most TT faculty, this would be a 4/4 load, and for full time lecturers, 5/5. It seems very difficult for faculty to maintain their current practices of 'teacher-scholar' with a 4/4 load. And for lecturers a 5/5 load is completely insane. Everyone i have talked to at schools where they are asked to teach 5 classes at ONE TIME has said this is a very BAD way to offer instruction. The quality of teaching suffers, not to mention the mental health of the teachers. If I am asked to teach 5 classes in one semester, I will look for employment at another university.

There are diverse courses such as Thermo, Electrical Circuits and Fluids that all engineers should take. In the quarter system, you can take all three in a year. It takes a year and a half in the semester system and leaves less room for other courses.

I strongly disapprove of the semester conversion. In addition to the reasons why posed from the questionnaire, I would add that the quarter system allows students more diversity in classes taken, giving them ultimately a more well-rounded education.

Quarters have allowed faculty to develop and hone courses in areas of their specialty. The inevitable reduction of courses in semesters would result in losses in these courses, force mergers of courses currently taught by different faculty, and reduce the opportunities for faculty to teach from their expertise. Streamlining to me means the loss of things that make Cal Poly special.

No advantages that I think compelling.

I don't believe any of the above reasons favor the retention of the quarter system

I think we need to streamline our curriculum and improve graduation rates regardless of quarters or semesters.

Students are resistant to change (i.e. 'don't change while I am a student here')
I have heard that a switch to semesters would mean a switch from teaching 3-3-3 (4 units) to teaching 4-4 (3 units), which will significantly increase workload on faculty. Mathematically, 3-3-3 (4 units) is equivalent to 3-3 (4 units). This can be seen by considering about a year-long course sequence. (of course dividing up shorter courses will complicate matters). I feel that we could make the switch smoothly if we switch from 3-3-3 (4 units) to 3-3 (4 units) - so yearlong sequences will converted in a straightforward way. I feel that a switch made from 3-3-3 to 3-3 would greatly benefit both students and faculty. I feel that a switch made from 3-3-3 to 4-4 would harm faculty who already work extremely hard, and as a result, decrease the quality of instruction we are able to provide. Since all of the survey questions are framed without specifying the course load, I am responding that I strongly disagree to this change since I have heard rumors that the new course load would be 4-4.

Realistically, a lot of learning occurs during the 'crunch' at the end of a term. Having only two such crunches instead of three may reduce actual learning.

To preserve the current working conditions which are our students' learning conditions. If teaching load were to change to a 4:4 (vs. 3:3:3), teaching and mentorship (e.g., student-teacher ratios) and the teacher-scholar model would be severely compromised. It is very hard to comment on these issues when the campus has not been given a specific proposal and we have heard informally that the plan under consideration would increase teaching load.

A conversion to semesters would likely trim many valuable electives for students and would seriously decrease professors' ability to conduct quality research (due to loss of time per week).

Allows students to experience a greater diversity of coursework of it they so chose to be more focused in their field of study.

A convulsive change would severely disrupt the assessment driven continuous improvement process which we have been undergoing (and we have data to show that it is working). Quarters are not broken and should not be 'fixed.'

In addition, the quarter system seems much better for accommodating research and research release time. It could be much harder to buy out 2 semesters of meaningful research time than 2 quarters, e.g. Also, unless team-teaching approaches are adopted, the quarter system with more courses allows faculty to teach in more narrow areas of expertise. An example -- we would likely have to combine our Nutrition in Aging and Maternal/Child Nutrition courses into a single semester 'lifecycle' course, and only by team-teaching could we preserve having the course taught by subject-matter experts.

The number of students I teach will increase on the semester system. I teach predominantly the lower division English courses using many assignments, and all of these assignments are graded by only 1 person (me). Hours to grade, hours to prep, hours in the class, and hours to interact with students all will be affected by the semester change because I will have more students.

I find it impossible to respond to these questions without a sense of the course load that faculty would be expected to teach. For example, 'learn by doing' in Political Science classes would be preserved, and
perhaps even expanded, on a semester system if faculty had a 3-2 load. If we were to have a 4-4 load, however, my efforts to include 'learn by doing' and other interesting pedagogies would suffer enormously. I cannot envision a way to teach 4 classes at a time without resorting to fewer writing assignments and more multiple-choice type exams. All my current efforts to include learn by doing pedagogy include a writing component.

Quarter system enables faculty to balance teaching and research, by spreading teaching obligations over 3 quarters.

The 10-week quarter is a perfect match for the attention span of college students. Semesters are too long--I know, as I taught in semesters, and the students tuned out for a week around week 12.

Two comments: 1. If streamlining our curriculum and improving graduation rates is the real underlying goal, then, let's do that. Changing to semesters to achieve this goal does not seem like the best choice. 2. The flexibility in scheduling faculty assigned time and release time is a plus for quarters over semesters. 3. Offering a wider variety of courses than would likely be possible on a semester system is good for students and faculty.

I have no idea, without context/financial data, if switching from quarters to semesters will be beneficial to students, faculty and staff - doesn't that need to be provided to us before we answer this type of survey?

Quarters provide a better opportunity to use summer to provide a symmetrical 4th quarter, providing year-round use of facilities (more cost effective) The substantial effort required to switch calendars would be costly initially, and disruptive for current students. These effects would persist over a period of several years.

I have concerns about the word 'streamline' even though I have chosen that as my first reason. A better way to say this is 'we can improve student learning leading to student success and higher graduation rates' without changing to semesters AND at much less expense.

Professors and administrators are resistant to change because it would require a lot of work to change to semesters. Under the current budget, tenure and staffing situation there are no resources to aid this transition.

I really don't agree that any but the first is a true advantage of quarters.

Quarters are difficult for students and faculty and erode the substantive learning that can happen. When a difficult subject is taught by a professor whom has an accent it becomes a barrier to comprehension. 10 weeks allows for concerted effort to achieve success.

Conversion would consume significant effort of faculty and changing admin systems.

Current system has students taking an average of one exam per week while at C.P. Very difficult to develop depth in any subject.
Quarters are 'more intense' which ultimately means that students will study more and learn more than more 'laid back' semesters.

Switching to a semester system will require faculty to teach more classes at the same time which will increase the workload for faculty. Even if the number of hours for each class is reduced, the workload will increase due to the difficulty juggling more different classes at the same time.

Depth of coverage will increase, but some breadth may be lost. I always experienced a decided relaxing of the pace towards the end of a semester. In the quarter system, courses do not seem to run out of steam in this way.

No advantages I can see.

Hardship on professors to teach more courses even though it is less time

There are no apparent pedagogical reasons for remaining on the quarter system, and no apparent pedagogical reasons for changing to semesters. I know that students can have a good experience on either system.

Less classes offered would lessen learn by doing experience and not give today's unprepared students enough variety of educational opportunities.

I honestly haven't seen any reports outlining the debate, so I can't answer these questions. If I had access to these reports, I believe I could make an educated response.

I can think of no compelling reasons to remain on quarters. The key reasons we're likely to are (1) inertia and (2) it's human nature to think that what we're currently doing is the best, or even the only, way to do it.

Faculty workload under semesters will increase. In particular, the number of finals to be graded at one time will increase.

Teacher scholar model would be decimated. Too much prep & grading because we'd go to a 4/3 or 4/4.

Personalized feedback is integral in many liberal arts disciplines. Converting to semesters gives teachers more students at one time, which means teachers spend less time per student because they have more to grade at once. Students continue to use their evaluations to express their thankfulness for the personalized attention they receive in my writing class.

Good bye to Best in the West! if semesters arrive

Our core breadth and diversity of technical electives with many labs would be impacted by the move to semesters.

Too many down periods in a semester. Students can go from one class to another more easily in quarters.
I think there are no good reasons to stay on quarter system. Semester is WAY better for learning.

Without more information from the administration, I am not sure what the main reasons are for remaining on the quarter system—other than preserving the status quo.

My personal opinion is that none of the above listed reasons justify remaining on a Quarter System.

Shorter terms: a sprint as opposed to a long distance race.

Improved teacher-scholar model implementation

N/A

Courses can be more narrowly focused b/c they only fill 10 weeks as opposed to 15.

If Cal Poly converts to semesters, curricula within degree programs will most likely become less diverse and fewer support courses outside the major/department will be required.

Time and money lost is number 4.

I find it highly unlikely that the faculty will be adequately compensated for the conversion.

Transaction costs in initial year of switch; Resistance to change among faculty;

Need to be able to rank more than just 3 of these. Many of them are important.

- Cal Poly is looking at grave cutbacks which threaten student success. A semester conversion would cost an estimated $7m. If there is an extra $7m in the CSU budget (or $40m to convert all six quarter campuses) it is an utterly irresponsibly to waste t

Having taught on both systems they both work.....it's the change that is problematic at this time, this state, this budget situation.

If we ever get serious about year-round-operation (YRO), the quarter system excels because the summer session is simply another quarter. In terms of utilizing facilities, YRO is attractive.

The pace of the quarter system has to equal the pace of a semester system when the total time to obtain a degree is equal. As a professor I will cover the same amount of class information in a years time, therefore no system has a faster pace!

We are the CSU that thinks it's a UC.

Students have significantly more flexibility in taking an internship during the school year without derailing their progress toward degree.

The quarter approach makes it easier for faculty to use internal or external money to buy out of teaching for research/prof dev.
Other compelling reasons: Fast-paced quarter prepares students for the pace of their professions. More opportunities for students to enroll in 'hard-to-get' classes than on semester system.

Faculty are already overworked, and this conversion would take significant efforts to achieve. Without raises in many years, there is little incentive to do it.

Quarters provide a student with far more flexibility via having 3 decision nodes per year, not just 2. The 1.5 ratio (in each of 4 years) allows students to tailor their approach without reducing graduation times. It also allows me, as a professor, to build a flow of classes that can be implemented in 2/3 the time that is possible via semesters. I would strongly consider leaving Cal Poly if it went to semesters.

In addition to 'less time and money lost...', it is also much cheaper to get a course release for one quarter than for one semester. If Cal Poly is committed to teacher-scholar, then what steps will be taken to ensure teaching releases are as easily available for those engaged in research?

Employers tell us our students 'hit the ground running' because the quarter system trains them to move quickly & immediately.

Changing to semesters without knowing, in advance, of the *real* cost of the revised workload to faculty makes me not want to change at all.

Because the admin would never provide the resources to do the conversion properly.

More is more. The pace and rigor of design professions is better engaged in quarters.

Faculty who teach many courses (15 wtus) can refresh after a grueling 11 weeks to avoid burning out.

Being 'comprehensive' means students need to take a diversity of classes. The same diversity will not be available to them on a semester system.

What is WRONG with Cal Poly? Have we failed somehow? Are there huge complaints about the quarter system from the people who study in it OR the people who teach in it? Is there a broken wheel? How much experience does the current President of Cal Poly have in a quarter system?

I did not choose any because I do not see ANY benefits for staying on the quarter system.

Fewer simultaneously classes allows for better focus and more individual interaction with students.

I don't think any of these are benefits for the quarter system - learn by doing might actually be better achieved through extended timeframes (e.g. semester).

Effect on faculty morale. As a result of the persistent, difficult economic situation, I believe many faculty are resistant to the idea of putting in the hours needed to implement this change, especially with no clear plan in place for adequate compensation. Although in general I would prefer the semester system, I think this reason is the deal breaker for me.

My primary concern is whether the conversion would be done well/fairly.
It is status quo.

Number one reason is that faculty would experience a 4-4 teaching assignment on the semester system as punitive and inconsistent with expectations in a teacher-scholar model. The second major reason is that the university can simultaneously address only so many big issues. I think doing this transition now would throw use over the edge.

I have included these 2 as the only ones that I feel have particular merit, but I also do not feel there's strong evidence supporting either of these.

Ten weeks of class and then finals week is long enough for the students who are working hard. It is VERY difficult to maintain the level of effort and intensity for a longer period of time. My experience with the semester system was that the students would quite literally burn out at about 12 or so weeks and we had countless students drop out.

It is difficult to answer many of these questions without knowing the details of what is/will be proposed. I think if conversion leads to a higher faculty workload (measured by week not over a year) this will have an obvious impact on faculty but students will suffer from a decrease in faculty professional development.

Our graduate program would offer less classes and this would hurt students in not getting specialized courses and faculty professional development. Our laboratories are the hallmark of our learn by doing brand. They have been designed with quarters in mind. No one is considering the cost of lab redevelopment. What about summer quarter? Quarters allow for efficient use of infrastructure year round.

The main reason to remain with quarter is probably lack of funds and energy to make the change. I don't see advantages to quarters relative to semesters, except for the 'bad' reasons, such as 'students who dislike a course only have to suffer through it for 10 weeks.'

Even though I am retired from teaching, if I were still teaching, these would be my responses.

The quarter system is onerous in terms of workload. The semester system would be worse if we had a 4-4 teaching load. So, if the teaching load is going to be 4-4 on semesters, it is better to stay with quarters.

Students are more willing to 'take a chance' on an 'offbeat' course on the quarter calendar than on semesters. And they can't fall as far behind on a quarter calendar! And they are only stuck for 10 weeks in a bad situation.

Greater coverage of more material and the progression a student moves in the quarter system is more constructive. Cal Poly SLO students are smart and well able to benefit from a fast moving education curriculum.
The current proposal of a 4/4 course load will seriously hinder my research. To me, the workload would be insane, and I would immediately look for work elsewhere. If I'm going to teach a 4/4 course load, I might as well teach at a community college.

workload issues for faculty who are fearful of increased demands on them

I would not want to convert if all the work associated with conversion was loaded on faculty shoulders on top of already heavy workload.

As yet, the administration & the task force have yet to submit a clear proposal or plan for conversion to faculty; we are being kept in the dark about what several KEY elements of a conversion would entail. For instance, workload: if we move to a 4:4 semester system, faculty will ALWAYS have more preps, more students, more grading, etc. on any given day/week throughout the entire AY, limiting time for individual attention to students, for faculty research, etc. - thus it seems like this would significantly diminish our teacher-scholar model (and the depth that semesters allow might be sacrificed because there simply won't be time). BUT if we were to move to a 3:3 semester system, I think the workload would be comparable and semesters could allow for greater depth/exploration of a subject.

More flexibility with short course offerings, and two quarter courses for more intensive courses.

More flexibility in structuring 4-year courses of instruction. Subjects requiring less time than a semester can be taught in a quarter; those requiring more time can span two quarters.

The main reason I always hear is that students don't have to spend as much time in a class they don't like or that is especially difficult.

Students missing or failing a class do not have to wait half of a year before getting another chance at it.

The fast paced quarter system better prepares students for their professions and increases their marketability and the reputation of Cal Poly of producing quality, business oriented professionals

Curriculum assessment can be separated from a change to semesters

Students are forced to keep on top of their work right from the start and cannot slack off for weeks as in a semester system. Final exams after 10 weeks forces continuous accountability.

In their first years, accountants will work in teams on short projects. These projects are more similar to quarter courses.

Faculty research effort may fall because it is more expensive to buy release from a semester. Also, fewer students will join research groups to participate in independent study research projects. Three students per year will be replaced by two students per year, working longer. Semesters decrease flexibility and opportunity. Faculty have to teach more simultaneous classes per semester. Additional prep burden degrades quality. Students experience the same burden of more simultaneous courses.

Reason #1: semester would drag out too long
Favorable academic calendar for breaks and summer opportunities for students and faculty.

The quarter system allows faculty to tailor shorter classes to the needs of the particular students more readily.

Because it's how it's been since the school started and people have been scared to try something new.

Cal Poly student in general are highly motivated and able and can cover more material that the 'average' college student. A quarter system allows them to do more during their 4 years of college.

quarters facilitate a more dynamic learning and teaching process

It was hard to pick 3 because I think many of the examples given are valid reasons.

I believe the only reason to stay on the quarter system is lack of adaptation; the 'we've always done it this way' mentality. I do not support the concept of quarter systems. The mission, purpose and objectives of this institution as well as all objectives for courses and labs can be achieved and improved by transitioning to a semester system. Change is never easy and change is not always good, but this institution needs change for the better and I believe there are no reasons to remain in a quarter system (or without exchange).

Reason #2 The quarter system allows for more specialized course options than the semester system.
Reason #3 The quarter system allows for more flexibility in faculty teacher-scholarship, since faculty can buy partial or full quarter release time from extramural funding on a quarter basis, rather than a semester basis.

As a lecturer who also has a full time job, preparing for a quarter long course is more practical than preparing for a semester long course.

lab-intensive curriculum and (relatively) small lecture class sizes are much easier to maintain on quarter system

Faculty can teach more specialized upper-level courses on the quarter system, and faculty expertise can often be matched more closely to a course that covers a narrower range of content.

I regularly interact with agency and private company professionals. They tell me that quarters better prepare our graduates for the fast pace of both agency and industry work. Furthermore, technology is changing very fast as well. Approaches to learning will most likely move to shorter duration periods modules that quarters already provide. And students have a wider choice of courses to choose from.

The primary benefit is from not moving to a four class preparation system per semester. Faculty will be overworked, scholarship will suffer. If the semester has 3 preps per semester it would be better.

I am fearful that everyone will have a bigger teaching load with more course preparations. I am exceedingly nervous that this hasn't even been addressed. How can the administration expect a reasoned response if this issue hasn't even been presented and explained?
Change for its own sake is a standard method for new managers to provoke confusion and disarray.

In these fiscally challenging times, a strong case needs to be made that semesters SAVE us money, given that the transition will cost time and money (regardless of the source). I haven't seen that case being made.

Students often take yearlong courses in their majors, but for other courses, a one quarter course is better for required classes, like ge, so they can sample lots of things and get a broader knowledge and experience.

Fall term doesn't start until late September

Once students learn to keep pace with the quarter system, I believe it is mush easier for them to focus on their course work for the shorter 10 week quarter vs. the 15 week semester. Also, when students are in a course that they are NOT having success in or they are not happy with, the course is over sooner.

The choices provided are terrible. Why not give us an open-ended survey? Surely the information provided would be more revealing and meaningful?

The 'More opportunities for hard-to-get classes' also a good reason. The cost is a very important consideration.

Students are able to take more variety of classes.

Prepares students for real-world pace, which gives our students a competitive edge compared with graduates from semesters.

You do have to cram the normal 15 weeks into 10---some some things HAVE to drop out, but we always have to add to courses---time is part of every program, so this is NORMAL. We may skip some depth, or topics---but 15 weeks does that too. I liked the pace because you could build rapidly. Obviously the topic under study has to build on itself, the instructor has to feel the pace and the understanding progress (I gave quizzes OFTEN to make sure I got feedback; I think students have to keep testing themselves---I always encouraged studying together occasionally to test your knowledge in a group---where someone in the group was at least as prepared as you. I always thought it made me review progress often---falling behind is what you must watch for to be fair to the student and the topic. Sequence courses REQUIRE a good departmental outline every instructor lives with.

It's quite difficult to answer this question without knowing more specific information. For example, what is meant by 'streamlining' the curriculum, exactly? Does this mean lowering expectations and requirements? If yes, then I suppose that could be accomplished in a quarter system as well as a semester system, but with what pedagogical consequences? What may seem a throwaway clause in a multiple choice survey could have enormous implications for the quality of Cal Poly education.
At a poly tech university, courses are more rigorous and in the event of a 'bad start' during any one particular quarter, a student need wait 10 weeks to start over. Assuming a semester, the student would have to wait 15 weeks or a 50% increase in wait time.

I can't think of many compelling reasons why quarters are better.

Pedagogically, it is fundamentally a depth/breadth question. But we increased the depth in the last review by going to primarily 4 unit courses over 3 - hence reducing the number of preps each student has and allowing some increase in depth. To maintain breadth in student programs on semesters, going back to 3 unit courses as the basic module would be a possibility - but that returns the student to (typically) a five course load each term.

These are comment from a Prof Emeritus

1. Fear of change. 2. Unwillingness to take on the 'extra' work of conversion. 3. An overly bureaucratic and long change process.

I could not find three reasons to stay on quarters. Sorry the only one I could agree on was $$ related.

I don't see any benefit, only a lot of work for the school during an economically difficult time.

We just earned a 10-year accreditation, and we've been ranked #1 by USN&WP for 20 years straight. Preserving our current, natural pace of curriculum development seems more logical.

By keeping on the quarter system it keeps them busy because of the fast paced system. Going to the semester system gives them more time to goof off and get in trouble.

Nearly all of my students prefer the quarter system for various reasons

Extreme conversion workload burden on faculty without apparent plans for adequate compensation.

Industry overwhelmingly favors the pace and learning opportunities that accompanies a quarter system. If we are to prepare our students for their professions as well as supply the desired 'product' to our state and national economy we should keep this in mind. Additionally, quarter schedules (if pursued) provide better matching to industry work scheduling for cooperative education and work experience opportunities.

I see no clear advantages to the current quarter system over the semester system - and believe that the learning experience will be improved by the conversion primarily because for once it will force us all to look comprehensively at our curriculum and course content and also at ways to introduce better learning technology into the classroom.

I have always felt that the quarter system was inferior. In my opinion there is NO viable reason for remaining on the quarter system.

Cost is a continual one. It is the 8th week now and I could not imagine doing this for another 7 weeks.
Upon taking a job at Cal Poly, I was not enthusiastic about switching to the quarter system, but I've come to love it. For the pace ensures that neither student, nor instructor, have time to waste. You learn to design and teach only what is most crucial to students' overall success. I also appreciate the opportunity to teach a greater variety of classes throughout the year, something I see as important to students and faculty alike if we're to remain enthusiastically engaged in this thing called education.

Semesters might increase teaching load for faculty and make it harder to do research. At the very least, it will require faculty to invest a lot of time and effort in the conversion process, and it's not clear that there would be any compensation for it, or that the benefit of converting to semesters (if any) would be worth the investment in time/effort.

15-17 weeks of material is a huge chunk, comprehensive final exams would be a nightmare -- I would have to stop giving them which would be a big loss IMO

No lull in the learning period as I find happens in the semester system (slightly different then item 2 on this list)

students learn better in the quarter system because their focus is on fewer courses done in more depth. UCBerkeley converted to semesters to allegedly 'save' money by registering only twice. Both the faculty and the students hated it immediately. Design students get 3 major projects a year, would get only two on semesters. Less design experience and less impressive portfolio. The argument that their semester projects would be in greater depth is bogus. The students get so tired of the projects in 15 weeks that less, not more, work gets done. Weaker portfolios by graduation. Students experience fewer professors and fewer electives. Using Registration costs as a reason to deliver 2 design projects a year rather than 3 projects will deliver an inferior design education.

students in our quarter system naturally are tested every three of four weeks (at least three times in ten weeks counting the final for out engineering, math and science courses). in a semester system the natural forces of behavior will reduce this amount of testing feedback of the students from 9 to 6 major tests. of course this is less work for the faculty, but pedagogically this is not better for the student's learning based upon studies i have read.

Tradition with respect to the delivery model. If a student gets stuck with a bad class it is only for 10 weeks if on the quarter system

We need to remain on the quarter system because there is clearly a hidden agenda to switching to semesters. What does 'streamline our curriculum' mean? Are you saying that we need to cut out GE classes. If so, then I lose my job. Therefore, I will not support the conversion until the information is presented in a credible manner.

Students efforts lag during the first few weeks of a semester course and many do not begin to seriously focus on the coursework until midterms.

Semesters seem to drag on with a lot of wasted time. Students will gain more experience and information on the quarter system.
A larger number of (slightly smaller) elective classes is possible on the quarter system.

A counterfactual: if remaining on the quarter system would entail the same or less overall teaching-related time for tenured and tenure-track professors than would our changing to a semester system, then it would be better to remain on the quarter system.

I am at a loss to answer this question. I can't give the reasons for remaining on the quarter system until I know the arguments for changing to semesters. No one had told faculty what a semester would look like at Cal Poly. How can I possibly answer this question without even knowing what is being proposed? A less-than subtle argument seems to be embedded in this statement: 'We can streamline our curriculum and improve graduation rates without changing to semesters.' Is THIS why we are looking to convert? To improve graduations rates and streamline? DO semesters systems have a more 'streamlined curriculum' and higher graduation rates than quarter schools? What is the evidence for this?

Because of the intensity of our professional program, students do get behind and with qtr system more opportunities to catch up.

Pace creates greater focus as opposed to possible slack time on semesters.

Reason #1: A 4/4 teaching load will make it even harder to maintain a meaningful commitment to a teacher-scholar model.

With no information about how the semester system would be configured, It is easy to imagine that there is some nefarious reasons for the transition. Cal Poly has a very poor track record in implementing major changes and faculty are understandably very concerned about changing something that is not obviously broken.

why are we limited to selecting only 3? all of these points are valid reasons for remaining on the quarter system.

Less time lost if a student fails a course and must repeat that course. This is a major factor in science courses.

None of the statements amounts to a good reason to remain on the quarter system. Some of them sound like excuses.

Students will have more choices for classes and a more diverse set of classes to select in a quarter system

Costs would come in many forms--damage to teaching quality during a conversion, possible increased faculty workload would damage teaching and research, immense costs of redesigning curriculum, fewer opportunities to take different classes along with more incentive to not take a class unless there's a high expectation that it will be a really good class. PLEASE do not construe costs as being only fiscal costs;
plus, there's not even any clear evidence that it would make sense fiscally, or data to support the idea that semesters would improve graduation rates.

In conversation with students, the registration process at CalPoly--which is far less intuitive and efficient than at my previous university, since it is run partly by instructors via the mad rush of the permissions system--seems to be a significant barrier to graduation. BETTER ADVISING and a better-administered system would insure, I think, that students do not take credits they do not need, and are able to fill open seats in classes they do. This would improve graduation rates with the system as-is, and more importantly would not at all be fixed by the semester switch in itself. If anything, that switch would simply increase the time lost and time wasted when a student sits out a term without needed classes.

In science and engineering, there is more of an advantage getting exposure to different approaches, to the vast amount of information and trying to become a well-rounded student (quarters allow more electives). Also with semesters, students coast for several more weeks before they actually start learning material for the first midterm

For certain courses, the extra time in a semester can be beneficial. On the other hand, many courses benefit from the compression of material and application. Opportunities for a 'summer quarter' vs, a 'summer semester' is more likely.

It's really hard to answer this question without knowing exactly what implementation of the semester system would look like at Cal Poly.

Some of the questions under #5 are leading. It insults my intelligence.

the logistics of changing are a challenge

The quarter system offers more options for placement of incoming freshman in math courses. As an example, incoming students who would normally be placed in third QUARTER calculus would be placed in second SEMESTER calculus. Completion of the calculus sequence then goes from two quarters to two semesters, a substantial waste of time. There are many other such examples.

I haven't really seen much hard data on the costs of conversion. More importantly for me, I haven't seen any data on the actual benefits for students (in terms of experience or graduate rates), for faculty or for the campus community that a conversion might accrue. I feel a bit like we're being asked to comment on a situation about which we have little concrete data and therefore must rely on anecdote or supposition. I'm not even sure if I am (in general) in favor of or opposed to a conversion, but do feel like I'm being asked to support or not without adequate information.

What does 'streamlining the curriculum' mean? Is that an explicit goal or mandate?

We have to look more forward here. More efficient use of resources demands we look at year-round operation, for which the quarter system has a clear advantage. This has failed in the past, but we are not looking to the past.
This question doesn't make sense, and it omits a great variety of benefits of our remaining on quarters. Streamlining curriculum, for example, seems to be euphemistic for 'throughput,' a business model benefit that ought not be our key concern. Our key concern ought to be providing the highest-quality polytechnic and general education to our students, preparing them for the professions they will enter AND for their role as university-educated citizens of a democracy.

A lot of thought has gone into course and curriculum development in the department, Agricultural Business. The curriculum and courses are very well defined. I feel that individual courses in semester system could become a grab-bag of topics.

Semester classes would require larger classrooms, we don't have enough now = major problem. More students in lecture will mean less time for individual students to form a learning relationship with the professors (ie) hands-on-learning.

There are no paedagogical reasons for changing to the semester system

I think the main reason for remaining on quarter system is to give faculty, and ultimately students, a chance to see the benefits of the Teacher-Scholar Model that was recently adopted. In the past five years, which included furloughs, salary freezes, and a WASC visit, I personally have not had much of a chance to have a 'normal' run at teaching and research. I was on the TSM task force for WASC, and I certainly gave input based on current teaching loads/calendar.

Many students fail to meet pre-requisites in my department by not getting a C- or better. A switch to semesters would seriously hurt their progress towards a degree in that they would have to wait a year for the course to be offered again.

Faculty have fewer students at any given time and therefore have more time to devote to each student.

The uniqueness of many of our programs is nicely accommodated in the quarter system. Specific detailed content relative to the discipline is embedded in existing course content; this content supports learn by doing and unique programs.

Other constitutes reasons for 1-2: 1. We should not confuse the need to review the curriculum with the issue of whether quarters or semesters work better. Switching to semesters will not resolve curricular issues. I believe we need to resolve curricular issues first, and then think about quarters/semesters. 2. It is unclear what the switch would do to faculty workload. What I mean by this is that if faculty move to 4 courses a semester, we might be making a decision to privilege teaching over research, rather than a balance between teaching and research. Even if assigned time reduced it from 4 to 3 classes, I don't anticipate that research productivity will be as high. Thus, once again, I think we need to decide what we want to be in terms of weighting research and teaching rather than have it imposed by the changing structure.

Currently doing it, and the conversion would require re-working curriculum.

I don't think we should remain in the quarter system, so what's the point in trying to fill these answers?!
Dividing a year into 3 units instead of 2 provides more flexibility in curriculum design and implementation.

Holding off the administration’s effort to increase faculty workload from the already challenging 3-3-3 to the unfathomable 4-4 teaching load.

I don’t see major benefits of staying on the quarter system

Our Arch curriculum has been designed for quarters and works very well. AND Summer could be utilized as a 4th quarter creating access and efficiency benefits But Summer could not be a 3rd semester...

Inertia---there are costs to converting that will be borne by current undergraduates

I am very, very concerned about workload (course load) if we convert to semesters. I am worried about being expected to teach too many preps or to teach on too many days of the week. I am pessimistic and think that any conversion will end up increasing our workload, not decreasing it or being neutral. Note, however, I had a lower workload when I taught in a semester system at a similar type of school. So I know it is possible to not have too high a workload on semesters. At CalPoly, however, it seems that as faculty, we have been forced to do more and more and more (teaching, research, and service) over time. I expect converting to semesters to be an opportunity to squeeze even more out of us. I feel very pessimistic.

The quarter system, with the more narrowly focused course topics, allows us to have 'specialists' in our faculty. In a semester system more topics are grouped into one class, meaning that the teacher of that class may have expertise in one portion of the topic but be more generally prepared for teaching the rest of the topics.

UC is now on quarters. Poly since 1934. It helps greatly the learn by doing approach and promotes interdisciplinary education. Conversion to semester will result in Cal Poly no longer being in the top 4 year school status in the west.

I would say that all of the above are main reasons, as would many others, so since I and others may only rank three, I will consider the results of this question invalid.

Compartmentalization of time for professional activities.

Able to offer more diverse and up to date curriculum through the agile nature of quarters, which is very relevant for disciplines that are changing rapidly.

I would choose none of the above

Students learn better when they are taking fewer classes in the same term. Faculty teach better, too. Being able to focus and not have to 'shift gears' so often makes for better educational quality.

I have taught under both the quarter and semester systems. I find that students work harder in the quarter system. There is less time to put things off. Also, the last four weeks or so in a semester
system, both the teacher and the students have mentally checked out already, and diminished learning occurs.

Students get jaded very fast. 10 weeks of instruction and then a change is better to keep their heads in the game than 15 weeks.

The Fall quarter end before Christmas whereas Christmas makes a huge time hole in the schedule in semester system

lighter per-term course load for students and professors than under a semester system where 4 (or 4.5) unit quarter courses equate to 3 unit semester courses

Students have the opportunity to fine tune specific areas of study and concentrations by taking clusters of related courses to more closely match their academic goals and professional interests. Since they may take more classes during their academic career, they have a wider range of courses upon graduation and more opportunity to create their own concentrations.

Our curriculum was recently redesigned to work with the quarter system. I am unsure about how successful our curriculum will be in a semester system.

As a faculty member, one of my main concerts to covert to semester is the assigned teaching load. If we switch to a 4-4 semester schedule, the quality of my teaching and research will suffer considerably.

This question should have allowed more than three answers/ reasons as the complexity of the university as an institution has numerous dimensions. A change from the quarter system therefore impacts the numerous dimensions in adverse ways. So there are clearly more than three main reasons for choosing to remain on quarters. This survey asks the participants to oversimplify a highly complex issue. I think all of the above are valid reasons for remaining on a quarter system.

The semester system would force both students and faculty to manage more courses at the same time, for students 6-7 courses to stay on track for graduation, for faculty as many as 4 different preps. The difficult times of the year, midterms and finals, would be excruciating and chaotic as students and faculty juggle so many different commitments and assignments. The quality of assignments would suffer, both for the students producing so many assignments for different classes and faculty grading so many different students at the same time. The personal relationship with students would diminish with faculty's attention divided among so many. Students would have fewer opportunities to get into the classes that they need (2 versus 3 chances). Their schedules would run from 7am to late into the night and all weekdays. Also, fewer students would have the opportunity to do internships with community partners (2 versus 3 interns a year at a particular site). With so many commitments and so few options, the conversion would dramatically undermine the Learn By Doing principle of Cal Poly and make it more like a junior college. The quarter system allows students to focus intensely on fewer classes. I recognize that many schools have the semester system, but at the schools I attended (both excellent universities), students had 4 classes per semester at 4-5 units. I have not heard 4 unit classes as possible plan for conversion. Thus, conversion gives length to a course without depth or breadth and at the same time
divides students' attention between too many courses. The quarter system is part of the Cal Poly brand, a reason why students choose Cal Poly over other CSUs and UCs. The push for homogenization undercuts the brand and recruitment.
Staff Other Quarter Reason
get through school quicker on the quarter system!

Students learn more in shorter amount of time and have the advantage of taking more courses in four-year college experience.

This switch, if it occurs, will undermine and delay all the student success, timely degree progression, and on-time graduation efforts that we are currently working on and will about to take on anywhere from 6 to 8 years. We came too far, both in curriculum, enrollment management, and academic advising to quit everything, and be stagnant for years without being able to proactively promote student success for the sake of switching the calendar system whose alleged benefits no institution, whether they switched in the present or a decade ago, can attest for.

I don’t think quarters have any significant benefits.

After attending Jr College on the semester system and completing bachelors at Cal Poly - the semester system seems to slow down the information being presented as well as necessary student action.

only reason i see for staying w/3 qtrs is people don't want to change to semesters

I’ve heard from the faculty I know, the semester is more prone to having a 'dead spot' after midterms, when it's hard to keep students engaged.

I don't know what impact it would have.

Technical classes like dynamics, statics and other engineering classes are divided well into quarter amounts of material. 1 semester for Statics and Dynamics is not enough time but 2 semesters is too much. These classes are not easily combined while still offering the same benefit to all the majors that have to take them. For example, a biomedical engineer needs statics, dynamics and time for another major course, while a mechanical engineer needs statics, dynamics and intermediate dynamics. With a semester system, and without moving all support classes to major classes (new teachers, new schedules, new everything), there is no way to accommodate both these majors.

Quarter breaks are critical for maintenance of the physical plant, camps landscaping, and roads. With the semester system, we would lose one quarter break and I'm afraid this would affect the condition of our biggest financial investment, the campus itself.

no opinion

I am very concerned that moving to semesters during tough budget times will have a negative effect on CP's ability to support lower income and first generation students. Private colleges are already available to provide learn by doing instruction to the wealthy of California, and I believe Cal Poly has a responsibility to serve all Californians, to support a STEM/critically literate workforce across all economic levels, and to do so at a price that is affordable, even for those students who may end up in the general workforce (mechanics, technicians, writers, reporters, etc).
I'm still wondering what problem we're trying to fix. Student success with the quarter system has been proven through university rankings, ever increasing admissions applications, the highest level of WASC accreditation possible, and an excellent record of job placement. Why would we want to jeopardize this level of success?

Increasing depth of classes and greater time for retention of material actually hurts students. Retaining information for 10 weeks is a lot easier than retaining information for 15 weeks.

Semester system will jeopardize the teacher/scholar model

As a student, my experience of the semester term was that the last several weeks got laborious and dare I say boring. The Quarter system forces expediency by pros and holds student attention. It's just the right length with compact material. Semester systems tend to pack too much information into final exams.

I know of no compelling reason to remain on the quarter system.

The quarter system is essential to a flexible engineering pedagogy which uses labs and class sequences in the major as early as the freshman year. This makes Cal Poly engineering, our flagship college, unique and is why engineering produces highly sought-after graduates. The only way to preserve this flexibility is to offer multiple sessions within a quarter--which would create layers of unnecessary complexity for everyone.

Under semesters, we would have larger classes which reduces the value of the courses to students and demands more large instructional facilities than we have, especially labs.

I have seen no benefit from the quarter system over the semester system in which I have been involved with in the past. However, I can also say I do not yet understand why the semester system is more beneficial to the community. While I found the quarter system confusing when I arrived, that was merely due to not having experienced it before. However, I deeply appreciate that Cal Poly has chosen to investigate, rather than avoid this question.

If I could add an additional, it would be that students choose Cal Poly in part because of the quarter system and the pace. A decision to change semesters could certainly have a negative impact on student decisions.

Certain courses are better suited for a semester system, while others for a quarter system. With the semester system you're always locked into a long term class period though, and time is wasted with those courses best suited for a shorter period. The quarter system gives you the flexibility to keep those short periods, and bridge together a class over two quarters (a part 1 and part 2, or more) for those classes better suited for the semester system. If there is currently a failure with the quarter system, I do not believe it's with the system itself but how it's being implemented, and changing to a semester system without addressing why those failures are occurring will not change anything for the better.

I support the change to semesters and don't know why we wouldn't change.
No solid reason to stay on quarter.

Quarter system works when it was really 4 quarters. Cal Poly needs to revise the GE and delete 3/4ths of those classes. CP makes students declare a major - then teach their major and reduce the majority of GE classes. Match the calendar with realistic vacations. Start the school year earlier - and end in late May instead of June.

I am supportive either way

Even positive change takes resources, time, money etcetera, most of which are (or seem to be) in short supply right now.

Sequential quarterly courses will require content redistribution to fit a semester system. Depending on the new course content it could take longer to cover the same material. The course modifications would require a lot of faculty time which means additional expense during fiscally stressful times.

I think all of the reasons listed are good reasons to remain on the quarter system. It was hard to pick just 3.

lack of budget

Because we have been on the quarter system for so many years. Change is hard for many people.

Better distribution of teaching load and better knowledge of more aspects of total major field of study is possible with the quarter system.

We are already very successful using a quarter system. Why change success? A comprehensive business model to show cost savings should be a part of the evaluation. The Academic side of campus should weigh in on whether the quality of education would be compromised.

Quarter system does not give the student time to tune out of their classes. Semester allows larger chunks of time for the student to skip classes or not be engaged in academic activities.

Less falling behind if a student's learning style and the instructor's teaching style don't work well together. The student will not have to struggle as long to keep his learning at an acceptable level to pass the course and can select a different instructor for the next course in the series, if applicable.

Regardless of the decision, the curriculum at our institution as well as the number of classes on the books that are never offered or are only offered every 3-4 years needs to be addressed so students have a full understanding of what is available to them.

I think a lot of people that are against the conversion are complaining that it will take too much time and money, so if we can resolve these issues more people may be okay with it.

Quarter system requires 10 weeks of good effort and then done. 18 weeks is a long time to maintain focus, energy, etc.
I also agree with 'less time and money lost if a student or faculty member has to withdraw for a term due to personal hardship.

I have heard this - I don't have to be in a class I don't like very long on quarters.

I believe the qtr system can be used to uniquely market CP. Most of the UC's are on the qtr system and we compete more with them than against CSU schools. I also think the qtr system better reflects real world job pressures and prepares student for that ultimate reality.

Not sure exactly what is to be gained by staying on the quarter system. I do believe that the very high levels and stress and anxiety experienced by Cal Poly students would be alleviated with a slightly slower-pace academic schedule.

Quarter system also enables increased diversity of student (career) study plans.

A fast pace suits most of our bright students.

I am a XXXXXXXX manager at facilities, and I do not see being affected either way. I was a student in Arch.here with 1/4s, and I cannot see the semester conversion work with what I had. It would be a complete restructure of t. classes content and the sequential flow.

Most familiar

Considering most schools are semester, none of the other reasons are a factor.

The semester system wore me down because it was too long, AND finals covered too much information. The quarter system gives more breaks that allows for renewal of focus.

I was a student at Poly and now an employee. None of the reasons for staying on a quarter system really applies to my thoughts about it. I do know that some students prefer it due to the fast past, but in my own personal experience as a student and now as an advisor I think many more students could excel in their majors/courses if we moved to a semester system. I personally think that 18 weeks is too long and 10 is not long enough. I'm not sure if that is part of what is being discussed or not.

Policies, procedures and confusion of curriculum are obstacles for students.

Semesters are to long, they drag on, students slack off knowing they have time to catch up and faculty add fillers to courses.

Cal Poly has such a high graduation rate because it is on the quarter system. We attract a higher caliber of student- comparable to the UC system (also on quarters). Why would we want to change that?

Many students do better in the shorter time period. They lose interest or get bored in the longer period.

I don’t see how the benenefits justify the cost.
Make each quarter class have 5 hours of instruction per week (5 units), thus a full load would be three classes per quarter.

If a student has a bad experience, it's over fast. Which is not a great reason ... but it's the only one that mattered to me when I was a student.

There is no good reason to stay on the quarter system!

Humans resist change.

I attended Cal Poly. I liked the fact that quarters proceeded rapidly . . . On to the Next Big Thing!

The reasons I would support maintaining a qtr system, is because I hear from many students 1.'If I hate the class, I only have to subject myself to 10 weeks (vs 18) which is manageable.' 2. Other students say 'My goal is to get through and graduate. All I need to do is memorize - I'm not going to use a lot of this material in the future.' 3.CP has some INCREDIBLY sharp students, who can take 18-21 units per qtr, ace all their classes, and this method WORKS for them.

Quarters are more demanding and challenging. I think that's a good thing to keep students engaged and challenged. It's critical to stay current or you'll fall behind; semesters allow for a slow start and tedium at the end, neither of which is advantageous to maximum learning.

I experienced both a quarter system and a semester system as a student and as an administrator and support the move to a semester system.

I am concerned students would become disengaged by the slow pace of the semester system.

I just know the state is broke and have heard of the high cost to switch. Employees have not had raises for quite a while I think that is needed more than semesters.

The pace of course work more closely aligns with the pace of activity of the polytechnic student (dive in quickly to course work, execute and move on)

From an anecdotal perspective, students have indicated to me that the fast-pace & intensity of the quarter system, as well as the rigor of courses offered at Cal Poly has helped to prepare them to be successful in their graduate/professional school.

This is our NiCHE - it's liek the World Champions wanted to become a last palce team

The quarter system allows majors like mine, ARCE, to be unique and stand out. We get to take several masters level classes as an undergrad that we wouldn't be able to take on the semester system. The learn by doing philosophy would greatly be impacted. While classes such as thermodynamics are important for any engineer, I do not need a whole semester of it; this takes valuable time away from my major and the learn by doing philosophy. The pace of the quarter is stressful, but it is what makes us Cal Poly.
If we go to semesters, careful thought should be given to allowing students the variety of classes and experiences they get by taking a wider variety of classes with quarters. Perhaps what are 2 classes today with quarters could be combined into 1 semester which, of course, would involve much time and planning and change.

It ain't broke, so why fix it? In other words, inertia.

I have studied under both and my children were on the semester system. Under a quarter system, the pace keeps students engaged and is more in tune with the realities of the working world.

None, I feel strongly that converting to semesters will improve the experience of students and improve cost efficiencies in the long term.

The main concern I have heard from students about changing to a semester system centers on the fear of being 'stuck with a bad professor' for a longer period of time.

Quarter system requires students to memorize information and spit it out during test time. It is the worst learning environment. I learned more @ Cuesta than I did @ Cal Poly.

I do not see a reason to choose quarters over semesters.

During this difficult financial time for California, money and time should not be allocated to major risky changes such as this, but instead used to improve what we have already so that the college and it's programs can continue to flourish.

Semester courses can drag on and become boring after primary topics for course have been covered.

My guess is there are many faculty and other stakeholders who would not wish to reconstruct their curriculum or academic-related services.

I don't think any of these options are compelling reasons to stay with the quarter system.

I don't think we should remain on the quarter system -- so this question would be for those that think we should remain --

The reason we remain on the quarter systems is because that is the way we have 'always done it.' It doesn't matter if there would be a benefit to doing things differently. CP is stuck in this kind of thinking in many areas.

System performance during critical peak period timeframes (e.g. registration, grading, start of classes) is not competing with the majority of other CSUs who are sharing hardware on a semester schedule.
Student Other Quarter Reason
Semesters would mess up all of us that have been here a while

As a student I truly hope this administration understands that one of the main reasons why Cal Poly is such a prestigious institution, is because of it’s fast paced real world quarter system. Also switching to a semester system would severely hurt the architecture students (Cal Poly’s second impacted major) in their portfolios because it will reduce the number of projects they have in a year and also the number of teachers and classes they can gain experience from. I am sure the same goes for other majors.

If switching to semesters, I wouldn't get the wide variety of classes I can take now. I wouldn't feel rounded or comfortable with the knowledge I've gained at all, knowing that I would have learned so much more on a quarter system.

On the quarter system students have a smaller chance of growing bored and careless in their classes.

It will takes students longer to graduate if we switched to semester system.

The quarter system is a crucial part of what gives Cal Poly a reputation of excellent academic achievement.

There is no benefit from switching to semesters. Why 'fix something if it isn't broken?' Quarters also distinguish Cal Poly students from other schools because we can do great work in a small amount of time. What is the strategic purpose for switching to semesters?

I feel many of these reasons are formed in a false dilemma and do not open up to the main concerns of the students. Quarters makes Cal Poly unique and if the system is not broke, why change it? Many students applied to Cal Poly because it applied the quarter system and I felt I would learn more and get more out of this system compared to the semesters, which I have!

The quarter system is imperative to the success of Cal Poly students, as well as the value of a student’s degree

Quarter system is a primary reason why companies come to Cal Poly SLO to find future employees. The challenge of the quarter system should be a proud sticking point for Cal Poly to market new students.

I am a proponent for the quarter system for many reasons and it is one of the reasons I chose to go to Cal Poly.

If you do not enjoy your professor or their teaching you only have to live with it for 10 weeks.

As a student, one of the main reasons for choosing Cal Poly was the quarter system. By having the quarter system I feel that it allows students to have a more personalized education plan and work towards the goals needed to succeed where the semester system does not have this feel.
I would be able to take less classes in a semester system than in a quarter system; therefore it will take me longer to graduate.

Changing to semesters is a terrible idea and no one wants it. People choose to attend Cal Poly BECAUSE it is a quarter school. Cal Poly students are bright and extremely efficient, semesters would only slow us down.

although this is my first quarter i believe the fast pace is good for students, there is not time to fool around which makes us concentrate

Quarters are faster paced so we HAVE to keep up to do well. Semesters would diminish the drive of students. Semesters allow more time for procrastination. Students are doing well on the quarter system. The fast pace of classes correlates to the intelligence and work ethic of Cal Poly students.

Most faculty members would find it difficult adjusting their curriculum to the semester system.

Get GEs and other boring/not as important classes out of the way so we don't spend/waste our time on those.

Much like the second one, just less resources lost if a student drops for any reason - far more drop for bad reasons than good ones in my experience, and it's foolish to discount those drops because they're 'bad reasons for dropping'. ultimately it's still an empty seat.

The shorter term length allows students to maintain focus better.

Students are more likely to burn out on a longer semester system. On a semester system, students will have less finals with more information instead of smaller, more focused finals. It's better to have more breaks more evenly spaced throughout the year.

In addition to the above comments, the quarter system runs at a faster pace which is more conducive to those of us who work. As a part-time graduate student who works full-time at an office day job, I can take more classes in a year than if we were on a semester system. This is particularly more critical for Cal Poly, which already has a predominantly day-class schedule that's discouraging for working professionals.

It would screw us over who are starting on the quarter system and have to try to get all our classes in for graduation in the semester system.

Cal Poly has established itself as the best school in the CSU system and better than most UC's. Why would we emulate what the others are doing?

After participating in the semester system, and then now being a part of the quarter system, I believe I can clearly see the advantages and disadvantages to both. The quarter system allows for students to have access to more classes and professors. It also allows for students to stay on top of things and not slack off as the semester system does. Also, the quarter system allows students to have greater flexibility in their scheduling without getting behind in ciriculum.
To be honest, the thought of even considering changing to semesters disgusts me. The students are
happy with the quarter system. Why change it? I think these 'reasons' for wanting to change are weak
and unnecessary.

Many of the current education programs would not convert to a semester program easily.

A semester system would mean fewer classes for a degree in Mechanical Engineering. Compared to
SDSU, they do not have Fluids II, hand drafting, or nearly half of our technical electives (including single-
track design and composite materials). The semester system doesn't allow time or space for those
classes. It's those classes that put me at an advantage in the job market over those students.

I have always preferred a quarter system because it keeps you more engaged as a student and forces
you to stay on top of things. I feel that classes are more beneficial when you move through them quicker
and don't have a chance to get 'bored' with it.

The fast pace of the quarter system is the NUMBER ONE reason I chose Cal Poly in the first place. I get
BORED with the tedious pace of semesters, and need a fast set pace that allows me to pursue different
topics often to LEARN.

Enterprises are unique to Cal Poly and a driving force behind the College of Ag. With the semester
system, the entire system of enterprises would be lost (due to the quarter system fitting the biological
seasons of our animals, etc) and I would not have gained any of the experience I have in my first few
months here.

The quarter system is an integral part of Cal Poly. It is one of the reasons students apply and stay. It is
something that makes Cal Poly different than many other California schools (i.e. UC system).

The quarter system allows students to focus on fewer classes at a time. This allows for more in depth
evaluation of each subject. Taking on additional classes (as with a semester system) spreads the
attention of students too thinly among their many courses. It is also helpful, as with a quarter system, to
complete courses before major holiday breaks, eliminating large lags in learning mid-semester.

We're just used to it and inherently avoid change.

I hear time and time again that Cal Poly graduates require less on the job training. This may be due to
the pace of our classes affecting our learning curves.

In semester system, students would be learning the same material, so there would theoretically be no
extra time to dive deeper into subjects.

Confusion and cost for graduating students - namely myself, whose last quarter would fall within the
conversion.

Quarters are a critical aspect of what makes Cal Poly such a special school.
A change to semesters, while beneficial in some aspects, makes it so students interests wane in the middle of the course, ultimately decreasing the quality of the education. Student performance would also decrease. In addition, with class selection being as difficult as it is, one could be screwed out of classes he/she wants for an entire semester, making graduation on time more difficult.

Holiday breaks should not be spent studying for tests or finals; many of my friends at semester system universities spend spring break having to study. Cal Poly is #1 for a reason and an intense fast-paced quarter system is an opportunity to prepare students for a career in a changing industry. I don't want my degree from Cal Poly to be degraded in value when new students can learn the same material at a slower pace. The fast speed of learning isn't for everyone, but that is what employers look for in a candidate--someone who can adapt and learn quickly on the job.

Students don't have time to fall behind in classes when there is a test every 3-or-so weeks which really helps me personally stay on top of my studies and perform better in school.

The choice of making Cal Poly into a semester system school would severely decrease the depth and quality of education at the University. Classes already impacted would become impossible to enroll as has been the case with friends of mine in the semester systems of the UC. The only people that stand to benefit from a conversion to the semester system are those seeking a pay check through the school system.

It would be hard for students that are in the middle of a series of classes to switch. For example, students who have taken two quarters of calculus when the university switches to semesters. What are they suppose to do? Take two more semesters of calculus to meet their requirement? Or stay on quarters and take the two calculus classes in two quarters, meeting the requirement more quickly.

Switching to semesters would make it impossible to have the same diversity of classes and tech electives that Cal Poly is known for. I wouldn't have gone to Cal Poly if it weren't for that.

There is no data, anywhere, saying that money, resources, or stress could be eliminated with a switch to semesters. I don't want to see my money going towards something that ultimately has no added value.

Students came to Cal Poly expecting the quarter system and thinking that they would succeed in the quarter system. This change might hurt a student's academic potential and the costs would be a whole lot more time stuck in school if something had gone wrong in personal life. College is about learning from failure and failing a class in the semester system would hurt more than in the quarter system.

It's almost impossible to get bored with classes. Something I've noticed when talking to students on the semester system is that students tend to treat semester classes with the attitude of, 'Is it done yet?' rather than, 'I need to get this work done, because the deadline is approaching quickly'. I think this helps to retain interest and excitement about classes and encourages better work.

prevents you from having to many labs at once

Less crowded vacation times.
If you have a class with a bad teacher you're only stuck with them for about 10 weeks.

I am a second year majoring in Biological Science with a concentration in Field and Wildlife. Field and Wildlife contains many specialized courses, including Mammology, Ornithology, Herpetology, and Plant Taxonomy. My concern is that on the semester system, I would have access to fewer of these specialized courses and would be less prepared for a wildlife profession upon my graduation.

Highly prefer quarter system, having experienced both quarter and semester. Do not change to semester system just to implement some sort of change. Cal Poly runs more smoothly on quarter system.

The quarter system is what really sets us apart from the other CSU's and puts us on the same level at the UC's which tend to be looked at more highly and preferred by many employers.

I found the quarter system highly attractive. The fast pace keeps you on top of your learning, as well as providing a direct incorporation of learn by doing while the material is being taught in class. I think the fast pace also reflects the real world. I think it's beneficial for all students of all majors.

With quarters, we learn faster what subjects we like and don't like, as well as staying motivated for those classes that we can't wait to end.

You will ruin our college career with this. I will leave this school if we change, the quarter system is important.

I think with the added time per term in a semester system, students are more likely to stray away from the course path because there is more time to potentially catch up in their studies. The quarter system keeps students on track and require students to work at a higher level.

I chose to attend Cal Poly because of the fast-paced quarter system

Engineering classes in general (but specifically Civil Engineering) would be very difficult to convert to the semester system based on our current sequences and range of classes required.

With the quarter system I don't get board, work harder, and push myself further in order to excel. I feel that by switching to semester, I would get board and not be pushed to go further, thereby learning less.

A semester system has only ever been implemented in order to make for a better research program at a university. Our research program is weak, especially for Computer Engineering.

Short quarters suite the science majors that need many lab experiences like chem & bio. Engineers benefit from shorter quarters because they need to take a wide variety of classes. Clumping two quarter classes into one semester class would undermine the value and content of those classes.

I had semesters at my junior college and it took so long to complete the required coursework. Especially for math classes that I needed to take to get to the required math level for my major. It takes too long to meet the requirements and the classes get too drug out.
Fast-paced quarter systems and experience with many different courses and professors are also very important, but they aren't reasons 1, 2 or 3.

The quarter system has allowed me to experience more than I would have been able to under semesters. I doubt I would have been able to manage classes like bowling and first aid, along with my required courses, with only two periods to register for.

I agree with all of the reasons for remaining on the quarter system.

The quarter system allows me to learn in a fast paced, real world environment. Semesters are far too long to spend on one topic, to the point where it can make even interesting subjects become menial and diluted.

The quarter system is one of the best parts of Cal Poly. Throughout my four years, I have consistently been reminded of how lucky I feel to be on the quarter system. I wish I could have chosen at least 5 of the items listed above.

Ability to get three sets of courses done on the quarter system where, on a semester system, only two sets of courses completed in a year.

Switching to the semester system might prevent me from being able to contribute some of my time to the same extracurricular music courses that I am currently in.

Having been a student on the semester system before it just takes to much energy out of the student. 16 weeks is to long to be in one class and try to retain information as well, I felt on the semester system that I was more likely to get bored and not put as much effort into my classes.

Quarters keep you on task with fast pace. Get more done, faster.

I think the biggest reason for staying is that all of Cal Poly's curricula are designed to be on the quarter system. Switching to semester would force professor's to stretch a one quarter class into a semester course or alternatively squeeze two quarters worth of material into a single semester.

Cal Poly is fast-paced and hands-on because of the quarter system. Changing to semesters would greatly reduce the caliber of our students and professors. The real world is face-paced, so we should stay that way too. Practice what you teach!

I feel like being on the quarter system keeps me motivated and on top of my studies, whereas if it was switched to semesters there's more room to slack off.

You don't have to remember stuff from the beginning of the semester for the final. That's too long of a time to memorize so much information.

Quarter system weeds out procrastinators
The quarter system allows students to focus on specific topics more easily, because they are not losing a whole semester on a course that only covers a portion of the curriculum needed. I also think it allows the professors to develop stronger rapports with the students because they see them much more often.

Faster Paced. Quarter dont drag on like semesters. On the semester systeem im burned out by week 12 and staying focused becomes increasingly harder.

I really like the quarter system Cal Poly currently has. It gives me a better chance of getting into the classes I need each year and I meet a lot of professors.

A conversion to the semester system is going to be MUCH more costly to students, not only in terms of money, but in terms of TIME. Secondly, students will have less access to AS MANY classes as they do now, because the University will continue to require that all students strive to graduate in four years, which means that their curriculums will be re-adjusted to contain classes the University finds to be 'essential', and will mandate that these classes be completed in 8 semesters. That means students will take a smaller variety of classes, and the variety of knowledge we are exposed to now is one of the KEY factors that make us students qualified and desirable employees as we exit the University-- the quarter system gives us access to more experiences. I have taken classes on both systems and UNDOUBTEDLY prefer the quarter system. The semester system does not create 'more time' for students either, because with a 16-week load, we are assigned more projects and more exams, which makes school equally, if not more, stressful, because students will take cumulative exams for 16 weeks of knowledge, not 10. Time for extra-curriculars or internships would not increase, both in my experience AND in my opinion.

Quick pace classes require students to stay focused the entire quarter, where as semesters allow for mid-term lethargy as classes drag on and students grow disinterested in subject matter. Also students are more inclined to meet sooner with teachers about trouble areas since there is not much time to put off such appointments. Students are required to become more self-reliant and proactive in their learning as topics change rapidly in classes; this directly correlates to the real world workforce mentality (I believe semesters allow for more slacking off by students and more 'hand holding' done by teachers). 'Learn By Doing' is best achieved when the knowledge learned is practiced quickly after in real life applications, when it is still fresh in the mind.

Quarters are part of what makes Cal Poly great. The shorter term means that classes are more fast paced and students are forced to pay attention and stay on top of their work.

The quarter system allows for the potential to take time off to work in industry during the school year. I believe that this exposure is integral to the Cal Poly Experience

Less favored classes are over with quickly

I absolutely love being on the quarter system. I enjoy and fast paced environment and having shorter terms means I wont burn out during the quarter. Students tend to start out strong, but as they go through the quarter they get tired. If we were on semesters students would burn out half-way through
the semester instead of around week 8 or 9 which is close enough to the end where you can pull it together.

Reason 3: There are many short labs that would be difficult to convert to a full semester. Being able to take short labs when they best fit into a 4 year curriculum allows students to more efficiently take units.

Switch to the Semester system would defer many students graduation dates

Switching to semesters ruins the difficulty of admittance and the stature of this university. Learn by doing is what we represent. Semesters is in no way going to provide with the same way of learning.

It allows students to take classes in particular areas of study rather than taking classes that would lump several topics together

Professors and their departments have optimized their classes for quarters. A switch to semesters will result in a lot of experimentation with new material and methods to fill time and make up for lost classes. This experimentation will lead to a diminished learning experience in most (if not all) classes for at least a year.

A fast pace allows for exposure to more material, resulting in better prepared and better educated graduates.

The quarter system creates a learning pace that is compatible with my learning style.

The quarter system adds to the prestige of Cal Poly and sets it at a higher caliber than other schools. I don't want my degree to be devalued.

By week 12 on a semester system everyone is burnt out.

Provides the opportunity to take more classes!

Full time internships which last roughly 3 months (especially the WVIT program) would leave students with a significant amount of time with nothing to do. If it remains on the quarter schedule such students are able to continue with their degree progress.

I love the fact that i can experience more classes

I am able to learn in bursts, which helps to keep me engaged in classes, not get bored, and keeps the pace of learning up.

The prestige Cal Poly gets as an engineering graduate would be completely lost. Now Cal Poly would become just like any other state school in CA...also it would really piss me the F*** off that i worked my ass off to get a quarter system degree with prestige and future cpe cal poly grads would not be on my level...aka classes i had to go through hell to finish would be a breeze for the next generations
I find all of these VERY valid reasons! It's easier for families of this economy to pay chunks at a time than as a whole. And as a Chemistry major who needs to take classes that are only offered once or twice a year, there are more chances for me to take a class when I need to than wait an entire year!

I agree with all the reasons, but I selected the ones I perceive to be the most relevant.

As an RPTA major, I feel that if I was enrolled in a semester program I would not have received the opportunity to take extremely unique classes which have stood out to me and helped me realize different career options in my field.

Not only would changing the curriculum require a great deal of time and money but it would adversely affect students who are on current catalogs with paths to graduation dependent on quarter courses.

I think Cal Poly students are held accountable by the quarter system, which makes them such great employees later on.

Keeps students from procrastinating, and allows for more chances to make up failed classes. Students will just put off work longer in the semester system, its the nature of the beast.

Instead of having to fit many students in one class to fit the demand, we will maintain small class sizes and a smaller student to professor ratio.

The quarter system allows high unit majors to remain a 4 or 5 year degree. A switch to semesters with either prolong the time it takes to obtain a degree or reduce the quantity and quality of material Cal Poly students learn thus making the school like any other CSU.

The annual schedule of the quarter system is preferable to some students (beginning in mid september, ending in june)

We are already a leading school based on the education we provide, using the system we currently have. We should not change our system that works so well and makes us the great school we are!

In addition to having more courses than semester universities, we get access to many classes that are graduate level at other universities in our undergraduate career! This puts us on such a higher level because our undergraduates are comparable to other institutions' graduates. Additionally, mechanical engineering is already 1 unit away from being a five year program. How exactly can you shrink it into a semester system without absolutely demolishing the rigor and strength of the teaching going on there?

I think before we try to spend lots of money on a big change, maybe we should make some small changes in order to improve our education. IE: more class projects, funding for student projects, & funding for updated lab experiments.

The quarter system is what challenges students and keeps Cal Poly competitive! The students need to be motivated more, but changing to a semester system will likely create too much 'down time.'
If I could I would select all of the above

Engineers require so many different courses, and the undergraduate programs are barely enough to get us all the information we need. A semester system would be easier, but we would be less knowledgable and less attractive to employers.

Students like that classes go by much faster and school starts later in the summer.

With the current discrepancies between the number of students and the number of sections/courses offered, as a student I want as many opportunities to register as possible for a needed class.

Given the technical nature of my major I feel that I get more out of important technical classes because they are broken into smaller more manageable chunks that can go into greater detail. For instance I have a series broken into two quarter long classes. However, at most semester universities that series is in one semester long class. Thus 20 weeks of instruction is better than 15 weeks.

I think the main reasons FROM THE POINT OF VIEW OF OTHER STUDENTS is because they enjoy the fast pace, the ability to switch professors, or to simply take new classes. Personally, I think that having semester changes can have substantial benefits (namely for internships, summer jobs, etc), but from an academic standpoint it may not work as well as planned because of the severe backlash it would have against students and faculty. Realistically, I think that it provides students and faculty with a MUCH better learning environment, but I think the decision to switch from quarter to semester systems, at this point, isn't truly needed. The system we have in place works. A new system would be better, but it may not be worth it considering the significant trouble and negative feedback it would receive.

Cal Poly is an institution for individuals of a very high caliber. Not everyone can make the cut for admittance. Furthermore, the quarter system enables these high caliber individuals to prove their worth through hard work in a fast paced environment. We need to show the world that America will once again be a powerhouse in science, mathematics, and engineering. I believe that students who can succeed in the quarter system will have an advantage to succeed in the professional realm. We need to focus our resources on challenging and improving our high caliber students, rather than simplifying the system to the help the weakest links.

I believe the quarter system allows students to gain so much more diversity in experience, adaptivity, and overall education when comparing my experience to others on quarter systems.

Semesters are way too slow, they are a complete waste of everyone's time and money

If some classes were able to combine to fit the length of the semester time then maybe this could be beneficial. I don't like the idea of spending an entire semester learning material I could have learned in a quarter.

As a pre-veterinary student, the quarter system has given me the opportunity to take a wide variety of classes in my major, and participate in multiple enterprises. I applied to veterinary schools this year and believe these opportunities are the strongpoints of my application. On a semester system, I would have
had less diversity of hands-on animal experience and fewer opportunities to work with all of our professors.

The quarter system divides the year up nicely. It is great having a spring break between quarters so students can truly relax and not have work hanging over them, like semester student's do. Also, starting late in the summer is much preferred to starting in August, even if the school year end earlier.

Why do we need to improve graduation rates? What makes cal poly such a high caliber engineering school is that it is very difficult to get through.

Many students procrastinate and the quarter system decreases procrastination

I feel like that the quarter system in also beneficial for majors in which there are many topics to be covered which may not necessarily be easily combined in a semester schedule.

Semester sytem will ruin CalPoly's 'stand out' reputation by lowering the number of classes a student can take.

less time and money required when on a graduate school track

Dropping out my first year from Cal Poly because I felt the major was not right for me, took 6 years at Cuesta, a semester system, until finally being accepted back into Cal Poly. In those six years at Cuesta, I've learned that Semesters are way too long, both for students and teachers. At about the 12th week, it just seems endless and I felt the pace should be faster. Also, I felt that Cal Poly's quarter system really helps students adapt to the stress level that I would be expected in the real world.

Vacations are just that: breaks in between classes, instead of breaks in classes.

Being a CPE major, I feel that it would be harder to graduate on time if we had to switch to a semester system after already having been on the quarter system

No lax attitudes, also change is good a keeps students from falling into a depressed manner if they do not like the current quarter

There are too many sequential prerequisite courses to take on a semester cycle. Many of these courses cannot be logically combined to reduce the number of classes.

The quarter system is very inefficient compared to a semester experience. It feels like much less is learned since you can lose focus between quarters

F*** THE SEMESTER SYSTEM. THE REASON CAL POLY IS SUCH AN ELITE AND SUCCESSFUL SCHOOL IS BECAUSE OF THE QUARTER SYSTEM. SWITCHING TO SEMESTER SYSTEM WOULD ULTIMATELY HINDER CURRENT AND PAST STUDENTS

Engineering classes are better spaced out in quarter systems, it would take a longer time to graduate if the system switched to semesters.
I would also choose the 'quarter system is better suited for implementing 'learn by doing' pedagogy' as my fourth choice.

Semester Classes would simply lead to a spreading of the work load leading to less fulfilling courses.

I do not think there is a good enough reason for remaining with the quarter system, regarding that we are attending a CAL STATE and not a UC.

More frequent completion of steps to a goal. Lower cases of people burning out on a subject and a teacher. Exposure to more teaching styles and structures in a shorter amount of time.

With a quarter system, students are forced to learn 11/11 weeks of class material, as opposed to 10/16 in semester system. Additionally, breaks work well in between quarters, not during semesters.

breaks would not match up with other quarter system schools, leading to problems with home life.

Quarters are simply too fast paced... an extra round of finals is brutal and by the time a class of students reaches their spring quarter they are unable to perform up to par with their maximum potential.

I chose Cal Poly because it was on the quarter system. I learn more on the quarter system.

As an Aerospace Engineering student, one of the things that I know makes this one of the top schools for my major is the fact that we get to take such a wide variety of classes in and outside the major, like IME 144 or AERO 401. Many of these classes are just one quarter and would be eliminated if switched to semester. There is also no way in which ME and AERO students could graduate in four years on semester without loosing many of the fantastic major classes that we have. This will hurt our reputation as an engineering school, not to mention rob us of the unique educational experience that brought us here.

The fast pace of quarters is highly necessary for students in Engineering and Architecture, less so other STEM majors, and doesn't matter for LA. This is a POLYTECHNIC school which we are famous for, let's focus on that.

Ability to take more classss. Specifically, being able to take a more diverse set of classes at my time in college.

Honestly, I think we do more actually work/learning than that of schools on the semester. We work hard and it shows so that's good.

We also don't have to worry about taking a 1 week long break in the middle of our classes (spring break) unlike semester schools.

quarters keep students motivated, and keeps information current and relevant.

The difficulty of the conversion of current student's units and class credits from the quarter system to the semester system.
My friends say the semester system is way too long and drawn out and they lose interest in their classes 2/3 of the way through the semester. Quarter system is fast and makes you stay on top of your game.

Similar to the idea of Reason #1, the strongest part about my curriculum is the diversity of classes that I take. The diversity of my education would be lost with semesters. Especially for architecture, a major that encompasses so many fields, having a range of course subjects as well as the range of professor influences is the most beneficial part of my education.

Switching to the semester system would not allow students to take a wider range of classes, giving students less experience in some fields.

I love starting mid-September!

Cal Poly has built a great reputation for well rounded and prepared graduates. Why jeopardize this reputation with a switch to a system that might possibly have a negative affect on that.

In order to streamline our calendar with other semester schools, would it be possible to just start and end classes a month earlier?

you can get more classes done over a year with the quarter system allowing us to graduate earlier. and semester system drags on to long and people get side tracked during their down time

To elaborate on my selection for Reason #3, students do not have time to become idle and are forced to work efficiently and proactively.

Students have the same advantages of the semester system with the quarter system if they plan their academics well enough.

The quicker pace of the quarter system keeps students focused on their work with a greater cohesion of course materials by the end of the quarter.

If a student doesn't like a teaching style of a professor, the quarter system only keeps you in class with that professor for 10 weeks instead of 17.

I really like the quarter system very much and would prefer it does not change anytime soon.

Cal Poly has experienced much success with the Quarter system in the past and I believe that a conversion would cost the university its learn by doing approach and highly respected reputation. Cal Poly is a school full of leaders, let's not convert to semesters because everyone else is doing it and putting pressure on us.

It allows me to enjoy spending more time doing broadening activities, as I can take band in fall quarter, then focus on classes winter and spring quarters. Semesters would force me to quit band.

many of my major (ARCE) classes will be shrunk down with a good amount of material cut out if switched to semesters. Along with no longer being able to take some of the support classes currently in our curriculum.
I believe that my ability to gain exposure to different subfields of my major is unique to the quarter system. I also believe this wide exposure is what sets me apart from other candidates for graduate school and professional positions.

The work-load also wouldn’t be as heavy, since under a semester system we would have to take more classes. Students already adjusted to the quarter system wouldn’t have to readjust their study habits midway through their college career. Many students also factor in quarter system vs. semester system into their decision of which college to attend, so it would be unfair to change it for students that chose to attend Cal Poly under those terms.

The quarter system provides an opportunity for students to not only explore different classes, but expose the student to different subjects more often than that of the Semester system. On a semester system, all the required classes must be offered, therefore more professors, which in turn may cost more money and take away from the professor’s research, if applies. For the college of engineering, a design team works in a fast paced environment because deadlines must be met, whether there is time or not and the quarter system teaches us to be 'on top' of our work rather than wait until the last minute.

With the current limited availability of classes, converting to the semester system would only make it even more difficult for students to get all of the classes they need each term in order to graduate in four years (let alone five). Maintaining the same rigorous curriculum offered at Cal Poly with its current apparent budget for available classes would be improbable; drastic changes to curriculums for all majors would have to be made, which would alter the education involved in any degree from the university.

I am concern about that if conversion happens, the currently enrolled students have to remain in school for extra year because of curriculum change, previous class that we took wont count as units, and hard to get classes.

Rigor of cal poly will be comprimised

we dont have to worry about studying over spring break

Fast-paced quarters keep students on tasks, focused etc. not necessarily for their professions

Converting to semesters means throwing away decades of course development and starting over. Teachers have experienced what are effective teaching methods for helping students learn the material based on the quarter system schedule. They constantly make minor adjustments to optimize the potential for students to really absorb information and make learning connections. A switch to quarters means that teachers will be forced to be figuring out their new course schedules and will not have the time to be making those minor adjustments that really mean the difference between a average education and an excellent one. Further, with a new schedule teachers will have no prior baseline to compare new techniques or methods of presenting material. If you have ever experienced a class were a professor is teaching the course for the first time, you know that the quality of your education in this class suffers. This is how it will be for several years during the conversion to semesters. Cal Poly’s
education will lose its edge during these years and so will Cal Poly’s reputation as these 'subpar' students begin to graduate. This reduction in reputation will affect me even though I am graduating this year, as Cal Poly's name on my resume will have less value. It only takes a couple years of bad education to damage a college's name and decades more to reestablish that name. The engineering courses will not 'just convert' to quarters. The fast pace nature and the hands on experience in getting projects done on a limited time frame is what sets us apart from other schools. Converting to semesters will have a seriously detrimental impact on the quality of a Cal Poly education for years to come. You will not be able to retain excellent teachers when they are faced with developing an entirely new course. If students really wanted semesters, if semesters were such a big deal, they would select to go to a school with semesters instead of Cal Poly.

I would have put down all of the above reasoning if given the option!

love the pace i get bored on semesters

The timing of when school begins and ends each year is perfect on the quarter system. Also it is easier to retain information taught 10 weeks before than it is to retain information 15 weeks before the test.

Quarter system keeps the class sizes small.

The current quarter system has offered and will continue to offer the best opportunity for students in technical majors (most students) to gain the diversified curriculum (including classes and labs) that has established Cal Poly to be one of the top engineering schools in the nation.

We do not have the money to be revamping the entire curriculum. As long as tuition continues to rise, I will be against the conversion.

My internships for agriculture match perfectly with harvest times. Therefor some companies hire ONLY from cal poly.

There are no reasons to stay on quarters.

Fast pace keeps students focused and teaches us how to work under pressure/time crunch like how we will after we graduate

Quarter system allows for more classes to be taken within the academic year, and allows students to experience a better learning environment.

The shorter time frame helps keep students busy and on-task. It helps students decide whether or not they are up to the challenge. It upholds the high expectations we should have of Cal Poly students. It would be embarrassing to have to lower our standards to those of students on Berkeley's semester system.

If you hate a class it is only 10 weeks long not 16.

no reason to remain on it!
More variety of classes offered

Students will be more likely to keep up with the quarter system, I know that when I was on the semester system, classes seemed like they dragged by and so I paid less attention. Now I feel like I have to pay attention, which allows me to get more out of the classes. Students are also able to take more classes on a quarter system within the same amount of time they are able to take in a semester system.

If students are in classes or professors that they have to take, but do not enjoy, they get those classes over fairly quickly on the quarter system.

The hassle of making the transition is the only reason I can see not to make the transition....

As a landscape architecture major, our studio classes are vital in order for us to develop our different unique styles and design forms. This in turn makes us unique when it comes to us being hired and deciding the career path we want to take because our design profession is so broad. By switching to semester system we would possibly be reducing the amount of studios we take and not get such a diverse learning palette. Also with the quarter system, students are expected to meet the demands of all classes, by switching to semester system many students may think they can lower the intensity of work habits.

Though it seems similar to my Reason #1 that students experience many different courses and professors, it is imperative that students be allowed to experience more variety of classes. Each new quarter is like a fresh start for each students’ exploration of their major. Most semester systems allow GE's to be taken first so students can be sure of what they want to concentrate in, but Cal Poly has students jump right into a major. Quarters are better suited for allowing students to experience all aspects of their major, as well as get a taste of other interests.

The quarter system allows me to experience a more broad range of classes and subjects that I am interested in.

I personally prefer a quicker paced class structure.

I will be graduating from Mechanical Engineering in 4 years and I came in with only one AP class credit. It is possible to graduate on time with the current system, people don't because THEY choose not to do so. The cost of changing to semesters in the Mechanical Engineering department alone would be huge! First, the curriculum that is in place has been perfected over the years - why start from scratch again. Second, many of our classes are designed for quarters. For example, we have Fluid Mechanics I and II. Only ME's have to take the second class but many majors only have to take the first. That means that these couldn’t be combined because it would cause non ME’s to take unnecessary classes. This is true for Physics, Chemistry, several math classes, and multiple engineering classes. Also, the labs are designed for 10 weeks - not 16. Usually labs are designed by Senior Project teams and it would take a tremendous amount of time to redo the structure of the labs. Another problem with the semester system is that Technical Elective opportunities will be reduced. The great thing about the current system is the variety of electives and how many you can take during your career at Cal Poly.
We get to ‘focus’ on one subject in each quarter which helps me understand and be consistent throughout the quarter.

All of the above are reasons why. Also, changing to semesters would drastically change curriculum schedules and students will not be able to have as broad or extensive of an education.

NO SEMESTER SYSTEM!

One huge burden of switching to semesters is how the scheduling will disproportionately affect engineering classes. The labs are organized perfectly for 10 week quarters, and expanding them out to 16-18 weeks would require an extensive amount of work on the part of the engineering faculty.

In the real world you don’t have ‘breaks’ that the semester system allows. Our current quarter system prepares students for the demanding and fast-pace world of business we are entering.

I love how GE classes can be over with in 10 weeks and for classes like science you can have 3 quarters sections instead of 2 like semester. It is nice to have finals, a break then new professors.

As a student, I love that I can take more classes in a year due to the quarter system. Mundane classes would be drastically more dreadful if they were on the semester system. Our fast paced system helps us create a strong work ethic and time management.

All of these are great reasons.

The quarter system is fast, which utilizes all ten weeks. From what I understand from students at schools on the semester system the first few weeks are ‘dead time’ i.e. the extra few weeks in the semester system are not a benefit. In addition to this, we are prepared to always be on top of our work because of the quarter system.

Easier to take time off for an internship.

1. I feel like Cal Poly pushes students through as fast as possible to make room for new students, increasing the cash flow into the university. I don’t think that the dollar amount charged by Cal Poly will change on a semester basis; however, I do think that less opportunities to collect money (i.e. moving to a semester system), is a reason Cal Poly is on the quarter system. 2. I believe the school want to differentiate itself from other CSUs. By ‘acting’ like a UC, it makes Cal Poly look first-rate.

These are all viable reasons and to choose only three is too limited.

I believe in the long run it would take a student longer to get out of Calpoly on the semester system and one of the main reasons I choose to come to cal poly was because they were on the quarter system and it allowed me to always be actively engaged in my school work and learning

I cannot see myself graduating on time if we switch to the semester system.
Allows students to better manage academic demands and allows students to keep up with curriculum better, limiting the negative effects on health and grades and personal lives if they do fall behind or have difficulty with material.

As a student in agriculture, the second largest college at Cal Poly, converting to a semester system would mean we would start much earlier. This cuts back on time ag students can stay at their jobs during harvesting season.

Quarters allow for smaller, more focuses class sizes. Semesters would attempt to fit multiple quarter classes into one class.

For most courses that I have taken, a quarter is more than ample time to learn the material in the course and switching to a semester system would probably result in a lot of 'idle' time in the class.

Progress towards graduation is structured around the quarter system, which affects classes we must take in sequential order. Classes and studios will have to be completely restructured.

Switching to semester system is ridiculous. If you want to save money, cut Armstrong's salary and administrative beaurocracy, not classes.

The absolute most important thing about staying on quarters is that we would maintain our flexibility and customizability in technical electives. When we switch to semesters, we lose half of our class options, and there is no guarantee that the increase in depth for each class will be used efficiently.

I don't think there is any reason why cal poly needs to keep the quarter system.

Quarters are more academically rigorous which aids in the value of a degree from Cal Poly

Quarter system is infinitely better than the semester system. Quarter system allows certain majors to take only the material they need and not learn unnecessary information. For example, CE's only take fluid mechanics 1 and don't need fluid mechanics 2. If we were on the semester system those would be grouped into one semester course meaning I'm wasting half a semester.

Quarter system is a great deal of the decision students make to come here. There is a reason we chose Cal Poly over another CSU that has semesters. Please don't rob us of our decision. Do not change to semesters. It is a horrible idea.

16 week semesters are too long. Students and teachers will slow down. It happens even in the quarter system. Around week 6 or 7 it becomes more difficult to focus, but while it quickly picks up again in the quarter system, in the semester system it just drags on. Nothing happens up until week 13 or even 14, when finals are finally in sight. (Firsthand 3-year experience.)

Overall, we take a higher number of classes. This allows us to receive a broader education, getting exposed to more subjects albeit for a shorter period of time. I believe this improves my education. One big subject can be broken into two or three quarters fairly easily but two small subjects can't so easily be fit into one cohesive, semester long course.
I hardly remember information from previous quarters due to the fast pace of material being taught. Less time for topics to be discussed in depth.

I believe some of our quarter classes contain the same amount of information as other schools have in a semester and therefore the caliber of student at calpoly exceeds that of other schools.

We are grouped with UC's more with the quarter system which gives us a good image

Also, the 'learn by doing' pedagogy is better suited for the quarter system because students get to apply themselves in many different subjects since they take more classes with this system. With the quarter system, students are encouraged to work harder because they have more work to complete in a shorter amount of time, and thus less time to slack off. Another important reason for remaining on the quarter system is that it would save money and time if students or faculty must withdraw for personal reasons.

The value of being on the quarter system lies in the fact that my degree means more, as employers see that I can pick up a task quickly and become proficient in it rapidly.

If the change is not completely successful, the value of an education and a degree from Cal Poly will diminish.

Changing to a quarter system would diminish the broad range of experiences that attracts industry to our university as a go-to site for hiring employees.

A quarter systems allows students more opportunities for class experiences which I believe is a great benefit.

All of the reasons above are valid and good points for the argument to keep quarters.

I would hate to take a class with a professor I don't like, for a longer time.

Would cost a lot of money to rework the class structure and schedules to fit the semester system when in theory everyone is doing just fine on the quarter system.

We are able to learn more through the experience of more courses that teach different aspects.

Quarter system is the best.

Academics would suffer for the first few semesters due to professors having to adjust their curriculum.

if you change to semesters you will f*** over the student. This is a costly unnecessary obsession of Armstrong's.

none

Some classes have lots of pre requisites

I think a big part of this has less to do with students than the teachers. Forcing the entire college to switch to semesters is more than just having to reorganize unit flow and getting the right classes;
switching means entirely converting all course layouts and plans made by teachers into a new format. Some classes will be longer, some shorter, but all will have to adjust the curriculum in order to match. Other classes with unique purposes or spans of information will not easily fit together with other classes and may just be dropped from the course offerings. Finally, the switch would drastically lower the ability of the student to personalize their schedule due to fewer course offerings.

Feels Faster

I have been able to take more rigorous and challenging courses because we are on the quarter system than my friends who are on the semester system. We get to take 12 classes a year instead of 8.

Students and professors do not get bored with the course.

The conversion for curriculum worries me. For my major, I need 2 quarters of a three part series? Would that translate as one semester or two? I want to get into med school so this would really have an impact. The major UC's know what is awesome: quarters. Also, it is great having spring break as a time in between quarters where you don’t have to stress about studying the whole time.

As a business student, many of my courses are more suited to a quarter-length class than a semester. One of the primary reasons I chose Poly was because I wanted the fast paced, rigorous environment that the quarter system provides.

The exposure to new ideas, people, technology is much higher in quarter system. It is excellent in preparing for the real world. I received a scholarship and job offer from the company I interned with this summer because of my ability to adapt to the environment. The quarter system is unique to Cal Poly and should not be changed.

The Flying Spaghetti Monster likes the quarter system more.

As a student in the Computer Science department I know from experience and from talking to my professors that we get a much larger range and much more in depth knowledge of Computer Science because we are on the quarter system than most of the universities that are on the semester system.

Quarter systems seem more logical for technical classes, as there is so much material to be covered.

I get more units than my friends who are on a semester system however, They have a better chance of maintaining their grades

Changing majors would be a lot easier than it would be with a semester system

One advantage of the quarter system is that you have a summer quarter for people that want it. When I was at a school that was on Semesters, the summer term was only 6 weeks long. Fitting 17 weeks of material into 6 weeks makes it so students can only take a maximum of two classes during the summer, and their schedules are severely restricted.

More variety/choice of classes and teachers
The quarter system increases my chance to get into grad school

I believe they are all extremely good reasons for remaining on a quarter system. I would choose ALL of them as reasons if I could.

Many important engineering support courses would be unnecessarily long on the semester system

All of these reasons are applicable

I personally chose to attend Cal Poly because it was on a quarter system.

why change? there is no reasons set out to why you want to change.

There are less classes to focus on at a time with the quarter system, so I can spend more time on fewer classes at a time.

What I like about the quarter system is that it keeps me 'on my toes'; I don't have any time to procrastinate, so it prevents me from doing so.

With a semester system it would be even harder to minor or double major. The ultimate goal should be the education of the students.

Concerns over how currently completed units and classes would be calculated to match the semester system

As a Computer Engineer, there are many different fields that need to be covered and in order to get through all these topics, we need to have all the classes available in the smaller modules.

I strongly believe that the hard to get classes reason ties for #3.

It all really depends on how fast a person can learn in this Quarter system. A semester will only help a small amount of students.

The shorter quarter system is better for the student when they encounter a teacher whose teaching style does not match well with their learning style. Something which inevitably occurs every so often.

The quarter system is fast paced and forces you to remain focused on your studies. On the semester system I felt there was too much time so the professors lagged in lecture after a few weeks. On the quarter system just when that lag happens it's finals then the quarter is over.

All of the above reasons are good reasons for staying on quarters.

I only have to see sXXXXX teachers and classes for a short time

The quarter system allows students to study abroad, allowing for less of a time loss due to leaving campus for any period of time
I believe that the fast-paced and yearly scheduling of the quarter system enhance student sentiment for 2 reasons. The first is that the quarter, and your classes, don't feel like they are dragging on. By the time you're getting bored with a class, it's already in the home stretch. The other advantage to the quarter system is our geography. The weather in SLO and California stays nice later into the summer, and on the quarter system we can start school later in the summer and into the fall. In the semester system, you pretty much have to start classes early enough to be done with the first semester by Christmas break. That shifts our entire summer break earlier and I think people will not like that quite as much.

I came to Cal Poly because I wanted the quarter system. Please don't change it

disagree with the quarter system

The quarter system allows students to hold meaningful internships without the disadvantage of missing an overwhelming portion of the school year.

There are certain majors that have set up their classes to work perfectly well to a quarter system due to seasons. For example, agriculture and animal science classes rely on seasons, and thus the quarter system, to conduct classes. When a season ends, the quarter ends, making those kind of classes have a nice finality to them. If we switch to semester, those classes will move into two seasons, making it difficult to manage livestock and crops.

Many members of the Mustang Band would be forced to quit due to the longer commitment of a semester of band.

It teaches fast pace of their profession in addition to allowing a greater variety of classes for the major and personal interests which make the college experience more enjoyable

What about transfer students?

We enrolled in Cal Poly for a reason...we want like the quarter system

I also believe you get to experience more classes and get more courses done on the quarter system.

In my experience, semesters often do not utilize the course time as efficiently as quarters. In other words, teachers may drag out concepts in order to fill the time of semesters. While quarters require more efficient time use.

Whenever and however a change is implemented, one or more groups of students would have to deal with mixed unit conversions, which seems to provide a huge potential for disasters when attempting to transfer units, study abroad or apply to graduate or professional schools.

Less time out of the year wasted for studying abroad (if done in the fall)

Also, accounting students planning to sit for the CPA Exam have to carefully regulate the amount of quarter units they have so they would have to rework everything if the system changed.
Cal Poly offers so many classes, I'm trying to figure out how I'm going to fit in all the classes I want to take on a quarter system, I can't imagine how frustrating and impossible it would be on a semester system.

Students must stay on top of their work in the quarter system, which helps me learn more compared to my previous college on the semester system.

it would be difficult to implement many of the hands on classes and enterprises on a semester system

You would expect a better retention of material on the semester system, but from my experience students usually cram a semester's worth of material within the week before finals.

I feel the quarter system allows students to be fully engaged on a subject for the appropriate period of time. I feel the semester system is too long for a student to be engaged in learning a single topic.

The rest of the CSU system is mediocre at best (most of them remaining far below what I would even consider decent). So, being the educated persons that we are, why would we want to more closely emulate the rest of a system that already drags us down as a university due simply to the fact that we share a common name? Let's instead continue to emulate the majority of the UC system and top-notch universities like Stanford.

Cal poly has a good rep for being a challenging school b/c of quarter system.

Length of instruction time (doesn't drag out-fast pace of testing)

Students spend more time learning different things, and less time going deep in subjects that they think will not be useful in their future.

Every single one of the listed reasons are the main reasons. Reasons one and two are the top reasons.

Semesters are drawn-out and the students and professors get tired of the class faster.

only one reason is valid of all the ones above in my opinion.

Cal Poly is set apart from every other CSU for academic rigor and excellence which is because the quarter system is a challenging academic schedule that tests a student's ability not only in the classroom but also teaches students valuable time management skills.

For students taking 20 units or more, the quarter system provides the opportunity to endure a relatively shorter 10 week 'sprint' rather than a 14 week 'nightmare.'

I think the first option is poorly worded. There is a huge benefit to the quarter system that is being able to take many classes on different topics. It is not necessarily taking many different courses (I don't think semester system takes many of the 'same' courses), nor is it about variety of professors (unless for some reason you hate a lot of them?). For example, science, math, and engineering courses all have very many different sub-fields or topics that can be taken that you wouldn't be able to experience on a semester system (unless the semester system somehow streamlines prerequisites in a way that quarters
cannot -- which seems very unlikely to me). Additionally, I do not see how a change to semesters at all streamlines curriculum in a way that quarters do not. And any progress towards graduation rates while on semesters must sacrifice something and I refuse to believe that this would be the case without some vocalization of this reasoning. I don't believe semesters are something we should switch to by default, it should be something that provides *significant* benefit, as the switch would be quite expensive in the short term when expenses cannot be easily afforded.

because people are averse to change, even if it may be a good thing.

I'm not sure if a change to semester systems will affect my flow chart in a more beneficial way. There are too many classes to take and I'm not sure if you can condense them all within four years.

Quarters help students to find which professors fit them best, and hold a fast paced setting where students must quickly master skills as they would at a professional level.

I am not sure how strongly I feel about reasons 1 and 3.

Being on a quarter system is part of the reason why I love this school so much, and I would hate to see my experience at this school diminish because of something that contradicts what cal poly is.

It's too difficult of a transition when students are in between a series of support course subjects which are not necessarily a year long but only two quarters. In addition, there would be a loss in specialized classes which are the bulk of priceless hands-on education with our areas of study.

The quarter system divides complicated subjects up into smaller chunks that make it easier to study them, rather than cramming it all into one semester.

All of these apply

Quarters are the best, semesters are terrible.

Have a shorter period of time in classes that are only needed for one quarter rather than taking a full semester of them.

I came to Cal Poly because it is different than the other CSU's. The quarter system was a huge reason why I even accepted going here.

It is much easier on my psyche for me to divide what I have to do into these quarters, as a 'finish line' of sorts after every ten weeks, allowing me to minimize the possibility of feeling overwhelmed with my coursework, as I may feel with semester courses.

For most majors the quarter system has an enormous advantage because it allows a lot to be learned in a short period of time. It is also what sets Cal Poly apart.

Switching to the semester to system would force current classes to be combined into one class. This would mean less in class time per week per class. The engineering department is hailed for all of the
different laboratories that students take for hands on experience. A semester system would directly impact lab time, as I would imagine it to be difficult to combine two labs into a one week time frame.

RE: Reason #3, this is especially true in my major (computer science), in which many underclassman courses are designed to weed out students. Typically, many students take those courses more than once before they are able to pass. Changing to a semester system might make these students take one entire school year to complete a class, while on the quarter system it is only two quarters out of three to finish the class.

Being on the quarter system has given me the opportunity to take more classes spanning a wider range of topics. This gives Cal Poly students a competitive edge when pursuing internships because we learn a wider range of topics that directly apply to industry. The quarter system enables our curriculum to include more specialized topics that would otherwise be passed over. The specialized topics are crucial to maintaining Cal Poly students' competitive edge over students from other schools. With a semester system, these specialized topics would likely be the first to be cut from the curriculum in the event that the class falls behind or material must be cut.

The quarter system allows for schedule flexibility not possible with a semester system. The 3 a year class system rather than 2 a year allows students to better react to schedule hardships, or take advantage of class opening opportunities. There are also more chances to take hard to get classes, or to retake classes that were failed. The quarter system allowed my to squeeze in extra units to get ahead in my curriculum enough to pursue a minor.

Students are kept active and engaged by a constant change in pace and classes.

Allows for specialized classes, such as Equine Nutrition and Animal Artificial Insemination. Semesters are too long for these specialized courses.

There is not a major at Cal Poly that complies with all that i want to do with my future when I return to the family farm and take over. With the quarter system, i am able to expand outside of my major and obtain the aspects that are not offered inside my major, so that when i do return, i will be able to make my farm holistic, diverse, and sustainable.

The quarter system allows a fast-paced education that gives more opportunities for courses that would not have otherwise been taken. The quick-paced courses also allow more commitment towards learning because of the time constraints. The quick system keeps Cal poly active and motivated, which is a characteristic in every student at poly that makes us distinct.

I believe reasons 2 and 3 are equal in importance to reason number 1.

Quarters allow students to take many more classes each year. It also allows breaks to be completely hw free.
I believe the quarter system is better suited for the Learn by Doing design of our classes. It works especially well with the seasonality of the agriculture industry and gives students a more real-world, face-paced experience.

Cal Poly is what it is because of the quarter system!

I enjoy the 10 week class length, and perform better knowing that the class will be finished soon.

The main reasons in my opinion are how the classes transfer over for each student. For example, if a student needs to take calc 1-4 and all they have left is calc 4 then they would have to waste time retaking some math they already took if we were on semesters.

Flexibility, plenty more options, more opportunities to differentiate yourself

Quarter system enables students to focus more of their attention on each class because they are taking fewer classes at a time. Also, if a student needs to retake a class, he can retake it sooner in a quarter system.

Future employers love the quarter system, Cal Poly is well known for it and changing it now would be a big mistake.

A strict flowchart is hard to convert to the semester system

Some courses couldn’t be taught in a semester setting due to the nature of the material. Would require to much or not enough of the information to be taught depending how the classes were changed. Especially in engineering courses! Plus that would mean more time in GE’s which we already spend too much time.

With the quarter system, it feels like I am able to learn more in a much shorter period of time. This quick, condensed learning severely improves my retention.

Allows us to keep up with UC prestige

More than 10 weeks of a GE sounds miserable.

There are many reasons to remain on the quarter system and many benefits associated with it. Quarters is what defines us a school and makes us different. Semesters would be a waste of time, effort, resources, etc. because it would not improve anything. It would waste more time if a student were to fail a class or leave for whatever reason. Semesters are too long and a waste of time.

Industry likes that we hit the ground running when starting a job, because we are used to being fast paced because of the quarter system.

Allows loop holes in CSU budgets to admit students mid year.

Evidence from other universities shows that class size increased and if that is the same here then its my number one reason.
To be honest, I have talked to friends and they say that there are always a few weeks in between in their semester system where there is absolutely nothing going on. Classes don't have exams or important projects which sometimes lead them to skipping class. Also, it gives them more time to slack off and get side-tracked from their goals. Another point I want to make is that quarter systems give more opportunities to students to make up for a class that they struggled in. If for some reason, you were to fail a class in a semester system, it will take that much longer to retake that class which will cause students to stay longer in college.

The fast pace also better prepares students for the rigor of real world businesses. Upon graduation from a quarter system, we are exceedingly more adept at working on strict deadlines and thinking on our feet.

Quarter system involves less stress than a semester system. Think about it. Having 2 or more extra classes at the same time would take a psychological toll on even the most experienced and education savvy individuals. There is a limit to how much information the brain can absorb all at once, and the quarter system is the perfect balance, even though it's fast paced. Maintain the quarter system!

Don't spend money changing what isn't broken.

Student usually get or shuld get a summer internship or co op so havind a long summer is important

If we were to switch to the semester system the school might be able to squeeze more money out of the state taxes, but I believe that the quality of learning received by the students in the quarter system is far superior to students who have been in the semester system. I have many transfer student friends who say that Cal Poly's quarter system is fast paced and hard, however it keeps you on top of your game and you do not get bored with the teacher nor the subject... there's no flat spot in the quarter system like there is in the semester system. On top of that, the swiftness of the quarter system prepares you for the fast paced real world and allows for more chances to receive a class that is hard to acquire. Stick to the Quarter system!

Students move at a quick pace, allowing them to gain more knowledge in a wider range of studies

In the quarter system, the amount of material covered (and ultimately, on the final) will be lower than that of the semester system. This is important because more material to study will likely cause lower grades. If the general chemistry series (127, 128, 129) were amalgamated up into two classes, then the amount of material that each would cover would be overwhelming.

Fast-paced system forces students to work harder than semesters.

don't switch please

Why do we only get to pick three. There are many reasons listed here that I agree with.

If students cannot graduate on time, they do not have to wait a whole semester to finish.
The quarter system is essential for completing the required engineering courses in 4-5 years and also provides a wide berth of classes available to take in a single year. Also it reduces time wasted in General Eds and can focus on completing major specific courses

Possibly quicker graduation. This would depend on how the semester system was implemented.

Sets us a part as elite compared to the other state school. Puts Cal Poly in a similar stature as the UC schools.

These are all good reasons, I would like to select them all.

By remaining on the quarter system, students can take fewer units at a time (compared to the semester system).

The quarter system is the only way to properly implement 'learn by doing' which is what makes Cal Poly such a unique school, with out the quarter system we are just another CSU.

The late start of the quarter system allows harvest time internships more easily than an early start semester system. Additionally, if a student has to miss a term because of an internship, as with California grape harvests, they miss only 10 weeks and 1/3 of an academic year, as opposed to 15 weeks and 1/2 of an academic year.

Professors and especially students are held more accountable for their actions because every class period, assignment has a higher value

Cal Poly is a top rated CSU it doesn't need 'streamlining'. The quarter system 'chunks' information into more manageable pieces. This facilitates better learning and retention of technical/engineering material. Also if for some reason a student has a problem with a subject, The quarter system helps them trouble shoot where the difficulty lies.

Allows for students to receive more 'breadth' within major as can take more courses that are not as in depth, resulting in a student with a wider range of knowledge and experience

We don't have to focus on school during Spring Break

The quarter system is a reason I chose Cal Poly. It prepares students more for the fast paced and deadline oriented factors we would experience in a real working environment.

Cal Poly students are so demanded in the workforce to do our fast-paced comprehension and work ethic. Semester systems allow students to slack off and work really hard toward the middle and end. Keeping a quarter system with keep us sharp and prepared for the workforce.

It would save millions of dollars by not having to waste time and money switching to semesters.

The quarter system was one of the main reasons for my coming to Cal Poly. I would hate to see it change! I think that the quarter system is one of the biggest advantages Cal Poly has over all other schools on the semester system.
The fast pace of the quarter system has taught me how to better manage my time, as well as giving me a lot of hands on experiences in my labs in a very short amount of time.

I had to undergo the same sort of conversion in my high school. I negatively effected the majority of students’ graduation and curriculum plans. I am strongly against a change to the semester system especially since I am planning on graduating in fall quarter of next year and I do not want my plans to be ruined because people feel the need to make an unnecessary change.

Please do not switch to semesters. The advantages of the quarter system listed above is one of the major draws and selling points of Cal Poly.

I believe the quarter system improves class attendance due to the fast paced nature. One cannot blatantly miss class without having to deal with the consequences.

I am from Brazil and my husband is also brazilian. I only have 2 quarters to finish Cal Poly to be able to go back to Brazil. At the moment I had to take a year off because I got pregnant with my first child. My plan is to go back to Cal Poly next year to finish the couple of quarters that I have left. I Cal Poly changes to semesters, it would be much harder for me to finish because I don't believe I would be able to stay away from my husband (and the baby's father) for such a long time.

Cost > benefit in all dimensions. The quarter system allows for us as students to complete more classes than on the semester system, being more efficient with everyone's time and energy as well as giving variation throughout the year allowing for all of the above to occur: enroll in difficult to get into classes, preparation for profession, tuition is in three chunks, and many more benefits.

I chose Cal Poly because it was on the quarter system. I do not think I would have done well at Cal Poly if it weren't for the fast paced nature of the courses. However, now that I am adapted to the college atmosphere, there are a few courses I wish could have been longer so I could have learned more/gained more experience. I also feel semester would give me more time to take on extra hours of work/pick up an internship during the school year. That would be because the courses would not be as fast paced.

Specifically in the College of Engineering, there are several classes which, while sequential, and vastly different, and should NOT be merged & divided to fit semester system standards. The midterms & finals for quarters match the genre of what we learn in class, whereas on a semester system, we'd learn & be tested on a separate variety of knowledge. It would be harder to learn & do well in class on a semester system.

I believe the quarter system is a large part of what makes Cal Poly unique and plays an important role in the 'Learn By Doing' philosophy.

Also agree with We can streamline our curriculum and improve graduation rates without changing to semesters.

Entirely why Cal Poly has the reputation as a good, rigorous school that prepares students for the work force.
More flexibility in terms of pursuing education. 2 quarters before summer allows for more opportunities (including more education)

I think that people can't handle the quarter system and they are lazy and expect college to be easy. If you can't handle the pace of Cal Poly then go somewhere else. The reason Cal Poly students are so sought after is because we are competing with UCs, not typical state schools. If Cal Poly switches to semester then there won't be much to differentiate us up front.

It was not an easy change switching from semester to quarter but I really like being on a faster paced schedule as I feel it is more representative of our future professions and allows us to do more in one year.

The quarter system allows degrees to be finished faster.

Because it is preferred for an engineering curriculum, but unfortunately unfit for all majors as a blanket system

Additionally, because the quarter system is fast paced, there is less time for students to engage in harmful and detrimental activities.

As a student I do better in quarter systems because in semester systems I feel like towards the end of the course I start to get so sick of it and just want it to be over. In quarter systems I get to take more classes for shorter time periods experience more things and get in hard core and out and on to the next exciting class without the former dragging on too long.

This whole semester idea is stupid and is not what any student wants. Students come HERE to be on a quarter system and not a semester system. Any conversion to semester would just be to CONFORM to other schools that are half as prestigious as Slo is.

In this survey it does not include how we (as students) would be affected. To explicate, if we changed to semester and still be expected to complete all the units for our majors we would see even more students staying longer in Cal Poly while the goal is to get the student out in 4 years. Unless there was a modification of removing units to complete the units for our major and concentration, then I we should stay in the quarter system.

Quarter system requires more credits to graduate and therefor makes our curriculum look more rigorous.

The quarter system seems about right for class length. A change to a semester system would take a significant amount of adjustment to get classes to fit in a semester system and I do not think it would work well for the first few years, and could possible never work well. Also quarter system allows students to to take more variety in course work and professors creating better rounded students.

Students have planned out their four years at Cal Poly and a change to the semester system would completely disrupt these plans
The quarter system allows students to be fully immersed in a few focused courses in a way that they could not if they were spread thin taking more classes in the semester system.

I am able to take more cross discipline classes to prepare me for my future career field if we remain on the quarter system.

The quarter system gives me the time to participate in mustang band with less disruption to my flowchart than semesters would.

Switching to the semester system wouldn't work for band students because we would be unable to take band with the extra units required for the semester system.

Would be to difficult to complete major requirements in four years. Would require staying in school for undergraduate degree

The quarter system allows an additional opportunity of offer specialized courses for technical electives or specialized major courses.

If we were to go on the quarter system I feel like I would get more bored of my classes since I take them for a longer time. Even though the quarter system is very fast paced, I like the fact that I can take more classes because it makes school more interesting instead of taking the same classes for a longer time just like in high school.

The quarter system teaches students how to manage time and resources effectively. It doesn't feel like classes drag on forever. I feel like I am able to connect with more students in my classes because I have three sets of classes each year.

It would take longer to graduate for those who start out on the quarter system which will increase tuition fees.

Currently on the quarter system, if I don't get a class, at least I have the next semester to get a class. But I fear the semester system will be far less forgiving if I got a low amount of classes, which is currently very possible at Cal Poly.

Try to 'improve' the current system so we do not have to spend time deliberating about the more 'efficient' system rather than how effective a system can be.

These reasons ensure the success of Cal Poly students. Without the 'learn by doing' philosophy and fast pace, rigorous coursework, Cal Poly graduates will not stand out when compared to other college graduates.

Industry representatives have told my classes that quarters really prepare you for a project-based engineering industry standard. It's relevant, don't change it.
As a first year student for the 2012-2013 school year I believe a change to semesters would greatly disturb the plans students have made to graduate. I have a solid four year plan that I would like to follow, a change to semesters would mess up every this plan.

The President seemed to be pushing the semester system for his own personal agenda of looking out for sports and football, which is much less important than academics.

The quarter system is fast paced which allows us, as students, to experience what it would be like in the real world. We aren't going to be coddled and given extra time to finish assignments and so having the quarter system benefits us greatly. It also keeps us busy enough to always have work to do, but not busy enough to be completely stressed out.

I've been a student in a community college in San Francisco under the semester system. I would argue that the fast pace of the quarter system really puts students ahead of the curve in terms of how hard they have to work to get their assignments complete. This 'intensity' has benefited me in the two internships I have had by putting my pace of work ahead of my peers from semester schools.

I'm an architecture student. I want the variety of three different studio professors in each year, and I want the pressure of my projects moving fast to stay reflected in the length of the quarter.

The quarter system just works better with Christmas break and then spring break.

More time for each course inevitably leads to more waste. The quarter system keeps students and instructors on their toes to accomplish greater levels of learning.

I have no real understanding of the benefits or pitfalls of converting from our current quarter system to a semester system. This is the 1st I've heard of the idea. As a student with learning disabilities, the semester system would've been of benefit to me early on when I was taking core curriculum courses but as I approach the end of my time here & ready myself for internships, I do not see a personal benefit at all. In fact, it may create more of a hardship by prolonging my degree process.

can get classes out of the way quicker with quarter system. but can't get into real depth which is unfortunate

Coming to Cal Poly, I was a little skeptical about the quarter system. However, now that I am in my third year at Poly I cannot imagine being on the semester system. I believe in the quarter system and think that it is a great foundation to our curriculum. As an upperclassman I would be thoroughly upset if CP went to semesters.

I transferred from Cuesta which in on the Semester system and it took me 3 years instead of 2 in order to complete all the requirements because it was more difficult to get into classes and limited options each year. Quarter systems allow 4 chances a year to get into necessary classes instead of the two chances on a semester system.

Please do not steam line my education.
These are all really good reasons why not to switch to symesters.

We have only a limited amount of time in each class so we have to stay focused...whether we like or dislike the quarter system keeps students focused and efficient, while offering many different opportunities for courses and professors. Quarters are a HUGE reason why I chose Cal Poly!

Engineering students get the opportunity to study more material than if the number of classes were reduced by a switch to the quarter system. Though our competency of each subject might be less, this exposes us to a broader range of material which can be further studied as needed on the job.

Everyone I know thinks semester schools are easier

Sense that quarter system enables students to graduate faster (not true), and perception that it is an immutable facet of Cal Poly as an institution.

All of these are great reasons for keeping the quarter system which is a major part of Cal Poly's success as a university.

its just part of what cal poly is. it's known for its learn by doing motto and fast pace, competitive edge compared to the other csus and ucs.

Most people will say we should keep quarters because, if you get a bad teacher or are in a class you don't like/aren't interested in, the class will be over much quicker. This is stupid. Hire better teachers, and drop the ones who perform poorly (as indicated by REQUIRED, NOT OPTIONAL, student surveys of teacher's ability). As for classes that students don't like or aren't interested in, well, life sucks sometimes.

In a quarter system, we are engaged and motivated to keep up in our courses. Semester systems has offered too much 'slack' time where students feel like they have more liberty to fall behind and catch up later in the semester.

All of the above reasons are very strong arguments for Cal Poly remaining as a quarter system university.

As an architecture student, I enjoy being able to experience 3 different studios and studio teachers in an academic year. Having 3 quarters also offers students more opportunities to get classes that are difficult to get into or only offered during certain times. Quarters also force students to work in a faced paced environment similar to what we will experience in the work force. I feel that this prepares Cal Poly students better than our peers in schools on the semester system. I feel like the time and effort to change the entire course catalog to semester classes would cost too much in money and time to be really worth it.

I had to choose only 3, but all of these apply. I don't think that graduation rates would be improved at all with semesters.

Given the faster pace, students can be said to be less likely to procrastinate on the quarter system than on the semester system. Student cohorts do not last as long on quarters than on semesters because
students are mixed more often in the scheduling of classes. One beneficial result can be that a class with a negative flavor will end sooner, and with less likelihood that it will impact student learning and/or a faculty member's frustration level.

As a graduate student, semesters could limit the total number of electives I could take since there are a number of required courses I have as part of my program.

An Engineering student will be taking classes in a winter semester anyway, this was at least we can take major classes in the 'off-quarter'

The reasons selected are the only potentially difficult to resolve ones, but are solvable in the semester system.

The fast-paced quarter system keeps me motivated. I don't have huge chunks of time (more than one weekend in a row) where I'm not studying for at least one test. This a)forces me to keep up with the classes and b)doesn't leave me time to get complacent about them.

I have become a way better student due to the quarter system because you have to stay on top of your school work. Also Finals are incredibly easier in the quarter system.

Some majors, such as computer science, rely strongly on quarter system electives to expose the students to different areas of their major. This really affects the csc department because most of the electives are stand alone courses that cannot easily be combined into semester courses. Also, this would remove the opportunity for students to experience a topic without going fully in depth to it if they are uninterested in it.

I do not think there is any reason to stay on the quarter system - it makes me feel like the school doesn't care about my actual education or health.

More courses taken allows student to fine tune the experience

Quarters are really beneficial. They allow us to take more classes in the school year, and the fast pace is definitely manageable. It also gives students three chances in a year to get into a class they need, rather than just two. It allows for smaller class sizes. It's a great system, and it should stay.

Changing to semsemesters will make Cal Poly less competitive and will make the degree less valuable.

The quarter system is an integral part of the success of Cal Poly. It may be harder for students but it is necessary if not vital to the education and future success of our students. To do away with the quarter system is to do away with the reputation, status, and high quality of learning that Cal Poly is associated with. The students at Cal Poly feel strongly that the our success is rooted in the 'Learn by doing' mantra and that mantra is built on the quarter system. A switch from the quarter would be a betrayal to current students and Alumni alike.

Everyone of these could really be the #1 Reason, they are all, great and REALLY STRONG reasons NOT to move to semesters, Quarters are much better for so many reasons
Students stay more focused and do better in their classes.

Being able to experience many specialized classes (quarter system) allows us students to find a field or area of study that we enjoy and can look forward to pursuing a career in. Fast paced classes is tough on students but I feel it a good experience for us to have and necessary for our future career. Also, the cost to convert is not worth the outcome, in my opinion.

Quarter system allows students to have the opportunity to take more classes in their specific area. Also, in industry people are required to pick up skills quicker and quarter systems help students prepare for real work in the industry.

The quarter system allows for a greater variety of classes taken which helps once students are thrown into a continually changing world.

As a transfer student, I was glad to get away from the semester system. Sixteen weeks is too long to spend on any one subject and I felt it every semester. The quarter system allows students to learn the benefits of preparation. In a semester system, you can slack off and be fine. In a quarter system, having good study skills and being well prepared is key to succeeding. I know that I have grown academically, professionally, and even personally as a result of attending a school that operates on the quarter system.

I think that cal poly would be better off with a quarter system and it would be very expensive for the change to semester system to be implemented.

Students would lose out on experiences in extra curricular activities since they are taking even more units each semester to stay on track. Along with that, Cal Poly SLO is so prestigious because of everything we learn, By switching to semester systems it will take away from us students and makes us less prepared for our professions making Cal Poly just another normal State University.

The length of a course in the semester system is too long. As an engineer, I have many classes to get through, and I do not wish, nor can I afford to take more time to complete my degree. I would prefer the fast-paced quarter system to the extended classes of the semester system.

semester system is too long and I lose motivation. It negatively affects my learning experience

As a student in CAFES, many of the classes are seasonal dependent.

As a mechanical engineering student, one of my larger concerns in the switch would be the reduce the number of distinct technical electives that can be taken as part of my degree. I feel types of classes, and the diversity available in them, are very important to the 'learn by doing' philosophy

I'm concerned with how graduation requirements will be affected if we are forced to take fewer classes via semesters. How will people halfway through GE’s be sorted? I fear some people will be held back.

Class Complications for current students
Also, I really like with the quarter system if I really dislike my teacher in one of my classes, the quarter is only 10 weeks long, so I don't have to be with that teacher for too long.

Semesters tend to drag on and tend to burn students out faster
can really learn the curriculum better
Shorter terms don't cause burnout as soon; exposure to more variety of curriculum in shorter time frame.
Class rhythm (read: breaks) is much more natural on quarter system
quarter system is overall much more preferable. that's why i came to cal poly!!
I agree with most of the above statements.

Quarters makes Cal Poly a unique university, offering the opportunity to take more classes in a year than other colleges.

There is a reason why Cal Poly students are so well rounded- they have the opportunity to take many different kinds of courses and experience many different things. By switching to semesters, you are robbing students of so many experiences that one cannot even quantify the knowledge that is at stake.
Also, students on semesters procrastinate. At cal poly, you are not afforded the chance to procrastinate. The students are in a perpetual state of learning, an experience that will not be duplicated if the move to semesters is successful.

I believe it will be difficult to smoothly transition into a semester systems and still finish in appropriate time and learn as much as we do.

Easier for CO-OPs as well. Currently CO-OPs take only one quarter, instead of a semester, which is nice. Furthermore, it's nice to be able to take classes during fall semester at a JC and then take classes during winter and spring quarters, thereby speeding up graduation.

keeps students interest in class before they tire of the topic or want to have a break from classes

I feel that if we were to switch to the semester system that we would not be able to produce the quality of work that we normally would do on the quarter system. With a semester system our work would go to the wayside of an extraneously long 16 weeks where we may find ourselves, the students, becoming less academically focused compared to the rigor of the quarter system.

Disregard, cannot unselect
All of these are very important points. Mainly quarters makes Cal Poly a superior academic CSU.

Part of the Cal Poly experience is to succeed outside of class as well as in class. It is not the quarter system that delays graduation, but in my experience the involvement outside of the classroom. These
skills and opportunities outside of the classroom are what diversify Cal Poly students as well as the 'learn by doing method' that would be greatly impacted by changing to a semester system.

It could throw off every single current students plans for graduating. It may cause problems with classes, and could potentially force students to stay longer than they would have if it were to stay on the quarter system.

Switching to semesters would slow down our pace of learning, therefore creating laziness amongst students/faculty

Students are able to take a wider variety of classes and go deeper into topics they are interested in by having the ability to take more classes on the quarter system. They benefit from the greater range and depth of knowledge in a way the semester system might not be able to address.

Quarters are perfect for students who learn quickly and like to learn about many different subjects. I prefer quarters because they allow me to learn information quickly, and I am exposed to a broader range of topics within the year (three sets of courses as opposed to two).

Cal poly is distinctive because of quarter system and we are easily able to get through 10 weeks of a course even if we don’t like it because we know it will be over quickly.

The conversion of our quarter units to semester units would put all students behind and off track for graduation.

The curriculum is more enriching because we learn more in on one school year with the quarter system.

Reason #1: In quarter systems, students complete a wide variety of curriculum at a faster and more productive rate than in semester systems. Reason #3 Quarter systems require students to develop a greater amount of self-discipline than semester systems do (I have experienced both at a college level)

You can also take more classes and graduate sooner with a quarter system, despite the fast-paced curriculum.

ALL OF THE ABOVE!!!

Longer classes (more weeks of instruction) could lead to wasted time, especially in the general education classes. Converting from quarters would compound this effect due to taking a quarter long class and making it a semester long.

Students can complete more units on quarter system compared to semester.

I am a transfer student to the architecture program. I took classes on a semester system for 3 years at 3 different junior colleges. I chose Cal Poly over a full tuition scholarship with paid cost of living at UXXXXX because Cal Poly is on a quarter system and I can take more instructors. This is a great advantage and the level of exposure to various approaches is an irreplaceable experience.
The labs and activities we offer with the quarter system would not be possible in a quarter system. As an ag major at Cal Poly the amount of labs I get to participate in is a once in a lifetime opportunity.

I think the quarter system is great because it forces us students to stay on track with our classes and not fall behind due to the shorter time period. I believe people are more likely to procrastinate and get poorer grades if they are on the semester system.

The reputation of my degree from Cal Poly would be diminished if we switched to a semester system.

The quarter system allows students to take more classes whose focuses are more specific to gain specific, relevant knowledge because of the shorter class period.

Risk of breaking is quite high especially in relation to the relatively few known benefits of conversion.

The quarter system forces students to stay on top of their work for the entire time as opposed because the time goes by too fast to allow yourself to fall behind.

LABS, I already take around 3 labs a quarter, I have no idea how I would be able fit all the necessary labs without eliminating some.

The quarter system pushes the student to work very hard - I consider myself as having achieved more and gone through a harder school than any university on a semester schedule.

From the student perspective, the quarter system is much more stimulating than the semester system which drags on.

Cal Poly is highly regarded as being unique from other CSU schools. People notice that we are on the same schedules as almost all of the UC's. Reducing us to a semester system would not only take away one of our unique, outwardly noticeable qualities, but reduce the difficulty of the curriculum. I have attended both semester and quarter universities, and the quarter system is much more difficult. As a student who is nearly finished with his degree, I feel as though my hard work will potentially be diminished in the eyes of future employers who do not know that I struggled through a more rigorous system.

We should definitely stick with the quarter system, one of my favorite elements about this school.

with quarter, we move onto the other classes that we need to take without staying in the same class for a long time. quarter benefits students that take classes they don’t enjoy or have teachers that they don't like, it lets the whole process be a lot shorter.

Administration has not been able to demonstrate a clear and present SAVINGS if we were to switch to semesters. The HOPE of gaining marginal efficiencies here and there would never warrant a private company to dedicate many resources to change their engineering, manufacturing, or management systems. What makes a university administration feel that they should be allowed to spend the taxpayer's money unless it would provide a GUARANTEED payback that is speedy, effective, and seen by all stakeholders that are impacted.
It costs a fortune to change to the semester system. I find the suggested move very risky, especially when we are struggling with budget crises and the advantages of the switch remain uncertain or negligible. If Cal Poly can afford that much money, why not reduce the tuition, open more classes, or enhance students' school experiences?

If you are in a class you don't like, or have a professor you don't like, then you only have to remain with them for 10 weeks.

the quarter system keeps students on top of their school work and prevents students from becoming bored with school and corresponding work Semesters become monotonous

Cal Poly is known for being a prestigious school on the quarter system. Don't take away its uniqueness to accommodate people who can't handle the demanding schedule.

I had to withdraw last quarter and if I had withdrawn in a semester system it would be a lot harder to makeup the work.

As an engineering student, changing to a semester system right now would undermine the style of education here; additionally, it would assuredly take more than four years to graduate due to the same requirements for graduation (and/or the course curriculum would be intermingled confusingly). The time and effort to work things out would far exceed the benefits, especially to engineering students like myself and the plurality at Cal Poly.

'If it ain't broke, don't fix it.'

Changing to a semester system would dramatically complicate and interrupt the education of all Cal Poly students.

Easier to study abroad for 10 weeks versus a semester of 16 weeks.

One of my deciding factors of choosing cal poly over other colleges was that cal poly is on the quarter system.

The thing I like most about the quarter system is the option of getting to take so many more classes. I feel like the students have more of an opportunity to take more classes and different teachers learning more than you would otherwise.

While the quarter system has many benefits, its greatest is that the students are exposed to a much greater array of topics. In the workplace, it is often important to have a solid understanding of more than one concept, and the quarter system prepares for this by offering students a chance to take more courses, although in more compressed form (each not necessarily less informative than if it were to be presented over a semester).

The quarter system allows students who are having difficulty in a class the chance to retake that class without falling as far behind. It is easier to make up a class in the quarter system than in the semester system.
Being able to get out of college in 4 years, rather than a 5 year plan.

The quarter system was hard for me to adjust to but now I like it. I get to take more classes and learn about different things I normally wouldn't have. I feel like I learn more on a quarter system.

Students need to take classes whatever time it is scheduled even if interferes with their social life or sleeping in on the mornings

Too disappointed to reason.

Our courses are more 'specialized' on the quarter system and taught by professors with very specific specialties. This would certainly be lost on the semester system.

For some students the semester system allows for in depth studying and therefore better grades. Whereas the quarter system is at such a fast pace there isn't quality time to absorb what is being taught. Furthermore, getting through one's studies takes a lot longer with the semester system.

less time spent in class

I feel with semester schools, there is more busy work, where as with quarter system, you get to the stuff that is truly and really important to know.

Can take more classes in our major

I also think remaining on the quarter system would help students graduate faster.

I value the variety of classes and professors that a quarter system offers

The semester system is too slow

The benefit of having quarter system: more variety of classes throughout the year. Teaches us to maintain a face pace working environment.

able to finish classes you don't enjoy sooner -which makes the student happier and doesn't waste as much of their time.

It is beneficial to both Cal Poly students and faculty members to be on the quarter system. Professors and students at other Universities are working hard over Spring Break on papers and tests, whether they are grading/preparing for them or studying/working on them. At Cal Poly, we receive a very stress-free week off over Winter Break. It is great to have this time to relax and get our minds completely off of the academia world.

It's what makes Cal Poly, Cal Poly. If we switch to a semester system it would take away from our well known fast paced environment which separates the weak from the strong. Having spent some time in a semester system, I was very thankful to return back to the quarter system.
The quarter system allows for a greater number of courses to be taken than in a semester system. There are a good number of GE and supporting courses that would take time away from major classes if they were a whole semester long.

If you get a bad teacher and/or bad class schedule you only have to deal with your problem for 10 weeks.

Even though you go into less depth with quarter classes, college is about giving you a broad variety of classes to help you decide what career you want to pursue. Graduate school should be the time where you get into more depth of the field that you want to pursue.

Students may not be able to graduate in 4 years if switching to the semester system.

Quarters are way easier than semesters. I was on semesters for 2 years at Sacramento State and I had a much harder time there with my classes than I am having here. 10 weeks of material is incredibly easy to learn and forget, where 17 weeks takes much more time to prepare for finals and the material actually sticks with you.

One drawback to Cal Poly is the need to apply to a specific major and the difficulty of changing majors once at Poly, but through the quarter system students are able to take a wider variety of classes and perhaps make up for the current rigidity that Poly's curriculum suffers from.

Learning under the quarter system has always been a sense of pride for me. I always think of it as 'look how much I've accomplished in so short a time'.

I like the quarter system because it is fast paced, if you are struggling in a class, the pain of it will be over faster. Also I am in a major (CM) where different portions of the field are taught in different classes. The switch to the semester system would force the program to reorganize what has been done for a long time. That goes for every other major as well.

I can tailor my degree more specifically to what I want to do after graduation on the quarter system.

Less time, money, and degree progress is lost by students having to withdraw for internships and job opportunities.

For the past three years I have been able to take double the amount of classes my friends have been able to that attend a semester-based school. I believe that the quarter system has helped not only my academics at Cal Poly, but also my social life by allowing me more chances to meet the diverse students Cal Poly has to offer.

Preserve what sets Cal Poly apart from all other CSUs.

Quarter system provides the perfect breaks after an academic section. If we switch to semester we will have break and then need to return to take final exams. On top of that, teachers would fail to make a whole semesters worth of material, they can't even last the 10 weeks in quarter systems without assigning busy work or group projects.
I don't want to be caught in the middle of transition

In addition to the additional chances offered to take the same class, by having classes partitioned into smaller chunks, if a student doesn't pass due to not understanding a certain concept, retaking the class is more focus, as less topics are covered, allowing the student to retake JUST what they don't understand, or at least more so than a semester system.

The quarter system enables ag students to stay through harvest of most crops. Employers like to see this because most inters leave a month before those on quarter systems do.

Three rounds of finals instead of two with a greater number of finals

Even though quarter system is a fast challenge. I do believe it contributes to Cal Poly's uniqueness and the 'learn by doing' motto. I get to experience so much hands on here at Poly than other students do at other colleges (which are on semester system)

i think that the learn by doing philosophy that cal poly is so known for will be completely lost on semester because there will be no time for students to take any of those classes because they will need to devote all time to the core classes.

Why take the time and effort to completely change the system instead of improving the quarter system? Cal poly restricts students in the sense that we chose our major when we apply, yet the quarter system allows us the opportunity to explore the different facets of our majors. Ultimately, the deciding factor when I chose Cal Poly was the quarter system, and it saddens me that the institution I fell in love with 5 years ago would lose that unique character.

The quarter system is unique to Cal Poly SLO as it adds to the rigorous academics which give Cal Poly SLO it's name. Changing to semesters would drag out material, that's boring! Cal Poly SLO should remain on the quarter system to continue it's legacy of producing the best. I think semesters will make students lazy. Quarter system is a part of the reason I chose Poly over other schools, I would be disappointed if that changed.

I would MUCH rather stay on the quarter system.

Architecture studios need to be quarter-long. If the semester system is implemented, we get 5 less opportunities over our 5-year program to experience different professors' teaching methods and ideologies.

Quarters are smart economically, academically, and provide variety.

The variety of courses that the quarter system allows for is extremely important to the technical areas of study. A 'polytechnic' university should embrace this. The quarter system contributes to Cal Poly's reputation as a top ranked school in engineering, architecture, and sciences.
Quarter system has better school start and end time. Starting in mid August is a nightmare. September is one of the best months to have off.

n/a

Fast-paced quarters force students to focus on curriculum from the first day of classes. At my semester schools (I have been to two different semester colleges) there was at least a week of dilly dally in the beginning and put almost every one i knew into a false sense of ease and made it hard to get back into the school life style.

I personally like having three sessions in an academic year. In my opinion extending the quarters by another 2 weeks each would be optimal. After 7+ years on semesters I feel that they are a bit long and it is easy to loose focus burn out. Quarters seem just about right but many of the class attempt to squeeze too much info into the shortened time frame.

ALLOWS STUDENTS TO HAVE SMALLER CLASS SIZES

As student's, we are already getting burned out in the quarter system. Granted, the symester system is supposed to be a bit slower paced, but I have little faith in teachers adapting well to that pace. I suspect that many teachers will continue in the same vein of teaching at high speed, but over longer, which only succeeds in wiping out students.

Semesters would mess up all of us that have been here a while

As a student I truly hope this administration understands that one of the main reasons why Cal Poly is such a prestigious institution, is because of it’s fast paced real world quarter system. Also switching to a semester system would severely hurt the architecture students (Cal Poly’s second impacted major) in their portfolios because it will reduce the number of projects they have in a year and also the number of teachers and classes they can gain experience from. I am sure the same goes for other majors.

If switching to semesters, I wouldn't get the wide variety of classes I can take now. I wouldn't feel rounded or comfortable with the knowledge I've gained at all, knowing that I would have learned so much more on a quarter system.

On the quarter system students have a smaller chance of growing bored and careless in their classes.

It will takes students longer to graduate if we switched to semester system.

The quarter system is a crucial part of what gives Cal Poly a reputation of excellent academic achievement.

There is no benefit from switching to semesters. Why 'fix something if it isn't broken?'. Quarters also distinguish Cal Poly students from other schools because we can do great work in a small amount of time. What is the strategic purpose for switching to semesters?
I feel many of these reasons are formed in a false dilemma and do not open up to the main concerns of the students. Quarters makes Cal Poly unique and if the system is not broke, why change it? Many students applied to Cal Poly because it applied the quarter system and I felt I would learn more and get more out of this system compared to the semesters, which I have!

The quarter system is imperative to the success of Cal Poly students, as well as the value of a student's degree.

Quarter system is a primary reason why companies come to Cal Poly SLO to find future employees. The challenge of the quarter system should be a proud sticking point for Cal Poly to market new students.

I am a proponent for the quarter system for many reasons and it is one of the reasons I chose to go to Cal Poly.

If you do not enjoy your professor or their teaching you only have to live with it for 10 weeks.

As a student, one of the main reasons for choosing Cal Poly was the quarter system. By having the quarter system I feel that it allows students to have a more personalized education plan and work towards the goals needed to succeed where the semester system does not have this feel.

I would be able to take less classes in a semester system than in a quarter system; therefore it will take me longer to graduate.

Changing to semesters is a terrible idea and no one wants it. People choose to attend Cal Poly BECAUSE it is a quarter school. Cal Poly students are bright and extremely efficient, semesters would only slow us down.

although this is my first quarter i believe the fast pace is good for students, there is not time to fool around which makes us concentrate

Quarters are faster paced so we HAVE to keep up to do well. Semesters would diminish the drive of students. Semesters allow more time for procrastination. Students are doing well on the quarter system. The fast pace of classes correlates to the intelligence and work ethic of Cal Poly students.

Most faculty members would find it difficult adjusting their curriculum to the semester system.

Get GEes and other boring/not as important classes out of the way so we don't spend/waste our time on those.

Much like the second one, just less resources lost if a student drops for any reason - far more drop for bad reasons than good ones in my experience, and it's foolish to discount those drops because they're 'bad reasons for dropping'. ultimately it's still an empty seat.

The shorter term length allows students to maintain focus better.
Students are more likely to burn out on a longer semester system. On a semester system, students will have less finals with more information instead of smaller, more focused finals. It's better to have more breaks more evenly spaced throughout the year.

In addition to the above comments, the quarter system runs at a faster pace which is more conducive to those of us who work. As a part-time graduate student who works full-time at an office day job, I can take more classes in a year than if we were on a semester system. This is particularly more critical for Cal Poly, which already has a predominantly day-class schedule that's discouraging for working professionals.

It would screw us over who are starting on the quarter system and have to try to get all our classes in for graduation in the semester system.

Cal Poly has established itself as the best school in the CSU system and better than most UC's. Why would we emulate what the others are doing?

After participating in the semester system, and then now being a part of the quarter system, I believe I can clearly see the advantages and disadvantages to both. The quarter system allows for students to have access to more classes and professors. It also allows for students to stay on top of things and not slack off as the semester system does. Also, the quarter system allows students to have greater flexibility in their scheduling without getting behind in curriculum.

To be honest, the thought of even considering changing to semesters disgusts me. The students are happy with the quarter system. Why change it? I think these 'reasons' for wanting to change are weak and unnecessary.

Many of the current education programs would not convert to a semester program easily.

A semester system would mean fewer classes for a degree in Mechanical Engineering. Compared to SDSU, they do not have Fluids II, hand drafting, or nearly half of our technical electives (including single-track design and composite materials). The semester system doesn't allow time or space for those classes. It's those classes that put me at an advantage in the job market over those students.

I have always preferred a quarter system because it keeps you more engaged as a student and forces you to stay on top of things. I feel that classes are more beneficial when you move through them quicker and don't have a chance to get 'bored' with it.

The fast pace of the quarter system is the NUMBER ONE reason I chose Cal Poly in the first place. I get BORED with the tedious pace of semesters, and need a fast set pace that allows me to pursue different topics often to LEARN.

Enterprises are unique to Cal Poly and a driving force behind the College of Ag. With the semester system, the entire system of enterprises would be lost (due to the quarter system fitting the biological seasons of our animals, etc) and I would not have gained any of the experience I have in my first few months here.
The quarter system is an integral part of Cal Poly. It is one of the reasons students apply and stay. It is something that makes Cal Poly different than many other California schools (i.e. UC system).

The quarter system allows students to focus on fewer classes at a time. This allows for more in depth evaluation of each subject. Taking on additional classes (as with a semester system) spreads the attention of students too thinly among their many courses. It is also helpful, as with a quarter system, to complete courses before major holiday breaks, eliminating large lags in learning mid-semester.

We're just used to it and inherently avoid change.

I hear time and time again that Cal Poly graduates require less on the job training. This may be due to the pace of our classes affecting our learning curves.

In semester system, students would be learning the same material, so there would theoretically be no extra time to dive deeper into subjects.

Confusion and cost for graduating students - namely myself, whose last quarter would fall within the conversion.

Quarters are a critical aspect of what makes Cal Poly such a special school.

A change to semesters, while beneficial in some aspects, makes it so students interests wane in the middle of the course, ultimately decreasing the quality of the education. Student performance would also decrease. In addition, with class selection being as difficult as it is, one could be screwed out of classes he/she wants for an entire semester, making graduation on time more difficult.

Holiday breaks should not be spent studying for tests or finals; many of my friends at semester system universities spend spring break having to study. Cal Poly is #1 for a reason and an intense fast-paced quarter system is an opportunity to prepare students for a career in a changing industry. I don't want my degree from Cal Poly to be degraded in value when new students can learn the same material at a slower pace. The fast speed of learning isn't for everyone, but that is what employers look for in a candidate--someone who can adapt and learn quickly on the job.

Students don't have time to fall behind in classes when there is a test every 3-or-so weeks which really helps me personally stay on top of my studies and perform better in school.

The choice of making Cal Poly into a semester system school would severely decrease the depth and quality of education at the University. Classes already impacted would become impossible to enroll as has been the case with friends of mine in the semester systems of the UC. The only people that stand to benefit from a conversion to the semester system are those seeking a pay check through the school system.

It would be hard for students that are in the middle of a series of classes to switch. For example, students who have taken two quarters of calculus when the university switches to semesters. What are
they suppose to do? Take two more semesters of calculus to meet their requirement? Or stay on quarters and take the two calculus classes in two quarters, meeting the requirement more quickly.

Switching to semesters would make it impossible to have the same diversity of classes and tech electives that Cal Poly is known for. I wouldn't have gone to Cal Poly if it weren't for that.

There is no data, anywhere, saying that money, resources, or stress could be eliminated with a switch to semesters. I don't want to see my money going towards something that ultimately has no added value.

Students came to Cal Poly expecting the quarter system and thinking that they would succeed in the quarter system. This change might hurt a student's academic potential and the costs would be a whole lot more time stuck in school if something had gone wrong in personal life. College is about learning from failure and failing a class in the semester system would hurt more than in the quarter system.

It's almost impossible to get bored with classes. Something I've noticed when talking to students on the semester system is that students tend to treat semester classes with the attitude of, 'Is it done yet?' rather than, 'I need to get this work done, because the deadline is approaching quickly'. I think this helps to retain interest and excitement about classes and encourages better work.

prevents you from having to many labs at once

Less crowded vacation times.

If you have a class with a bad teacher you're only stuck with them for about 10 weeks.

I am a second year majoring in Biological Science with a concentration in Field and Wildlife. Field and Wildlife contains many specialized courses, including Mammology, Ornithology, Herpetology, and Plant Taxonomy. My concern is that on the semester system, I would have access to fewer of these specialized courses and would be less prepared for a wildlife profession upon my graduation.

Highly prefer quarter system, having experienced both quarter and semester. Do not change to semester system just to implement some sort of change. Cal Poly runs more smoothly on quarter system.

The quarter system is what really sets us apart from the other CSU's and puts us on the same level at the UC's which tend to be looked at more highly and preferred by many employers.

I found the quarter system highly attractive. The fast pace keeps you on top of your learning, as well as providing a direct incorporation of learn by doing while the material is being taught in class. I think the fast pace also reflects the real world. I think it's beneficial for all students of all majors.

With quarters, we learn faster what subjects we like and don't like, as well as staying motivated for those classes that we cant wait to end.

You will ruin our college career with this. I will leave this school if we change, the quarter system is important.
I think with the added time per term in a semester system, students are more likely to stray away from the course path because there is more time to potentially catch up in their studies. The quarter system keeps students on track and require students to work at a higher level.

I chose to attend Cal Poly because of the fast-paced quarter system

Engineering classes in general (but specifically Civil Engineering) would be very difficult to convert to the semester system based on our current sequences and range of classes required.

With the quarter system I don't get board, work harder, and push myself further in order to excel. I feel that by switching to semester, I would get board and not be pushed to go further, thereby learning less.

A semester system has only ever been implemented in order to make for a better research program at a university. Our research program is weak, especially for Computer Engineering.

Short quarters suite the science majors that need many lab experiences like chem & bio. Engineers benefit from shorter quarters because they need to take a wide variety of classes. Clumping two quarter classes into one semester class would undermine the value and content of those classes.

I had semesters at my junior college and it took so long to complete the required coursework. Especially for math classes that I needed to take to get to the required math level for my major. It takes too long to meet the requirements and the classes get too drug out.

Fast-paced quarter systems and experience with many different courses and professors are also very important, but they aren't reasons 1, 2 or 3.

The quarter system has allowed me to experience more than I would have been able to under semesters. I doubt I would have been able to manage classes like bowling and first aid, along with my required courses, with only two periods to register for.

I agree with all of the reasons for remaining on the quarter system.

The quarter system allows me to learn in a fast paced, real world environment. Semesters are far too long to spend on one topic, to the point where it can make even interesting subjects become menial and diluted.

The quarter system is one of the best parts of Cal Poly. Throughout my four years, I have consistently been reminded of how lucky I feel to be on the quarter system. I wish I could have chosen at least 5 of the items listed above.

Ability to get three sets of courses done on the quarter system where, on a semester system, only two sets of courses completed in a year.

Switching to the semester system might prevent me from being able to contribute some of my time to the same extracurricular music courses that I am currently in.
Having been a student on the semester system before it just takes to much energy out of the student. 16 weeks is to long to be in one class and try to retain information as well, I felt on the semester system that I was more likely to get bored and not put as much effort into my classes.

Quarters keep you on task with fast pace. Get more done, faster.

I think the biggest reason for staying is that all of Cal Poly's curricula are designed to be on the quarter system. Switching to semester would force professor's to stretch a one quarter class into a semester course or alternatively squeeze two quarters worth of material into a single semester.

Cal Poly is fast-paced and hands-on because of the quarter system. Changing to semesters would greatly reduce the caliber of our students and professors. The real world is face-paced, so we should stay that way too. Practice what you teach!

I feel like being on the quarter system keeps me motivated and on top of my studies, whereas if it was switched to semesters there's more room to slack off.

You don't have to remember stuff from the beginning of the semester for the final. That's too long of a time to memorize so much information.

Quarter system weeds out procrastinators

The quarter system allows students to focus on specific topics more easily, because they are not losing a whole semester on a course that only covers a portion of the curriculum needed. I also think it allows the professors to develop stronger rapports with the students because they see them much more often.

Faster Paced. Quarter dont drag on like semesters. On the semester systeem im burned out by week 12 and staying focused becomes increasingly harder.

I really like the quarter system Cal Poly currently has. It gives me a better chance of getting into the classes I need each year and I meet a lot of professors.

A conversion to the semester system is going to be MUCH more costly to students, not only in terms of money, but in terms of TIME. Secondly, students will have less access to AS MANY classes as they do now, because the University will continue to require that all students strive to graduate in four years, which means that their curriculums will be re-adjusted to contain classes the University finds to be 'essential', and will mandate that these classes be completed in 8 semesters. That means students will take a smaller variety of classes, and the variety of knowledge we are exposed to now is one of the KEY factors that make us students qualified and desirable employees as we exit the University-- the quarter system gives us access to more experiences. I have taken classes on both systems and UNDOUBTEDLY prefer the quarter system. The semester system does not create 'more time' for students either, because with a 16-week load, we are assigned more projects and more exams, which makes school equally, if not more, stressful, because students will take cumulative exams for 16 weeks of knowledge, not 10. Time for extra-curriculars or internships would not increase, both in my experience AND in my opinion.
Quick pace classes require students to stay focused the entire quarter, where as semesters allow for mid-term lethargy as classes drag on and students grow disinterested in subject matter. Also students are more inclined to meet sooner with teachers about trouble areas since there is not much time to put off such appointments. Students are required to become more self-reliant and proactive in their learning as topics change rapidly in classes; this directly correlates to the real world workforce mentality (I believe semesters allow for more slacking off by students and more 'hand holding' done by teachers). 'Learn By Doing' is best achieved when the knowledge learned is practiced quickly after in real life applications, when it is still fresh in the mind.

Quarters are part of what makes Cal Poly great. The shorter term means that classes are more fast paced and students are forced to pay attention and stay on top of their work.

The quarter system allows for the potential to take time off to work in industry during the school year. I believe that this exposure is integral to the Cal Poly Experience.

Less favored classes are over with quickly

I absolutely love being on the quarter system. I enjoy and fast paced environment and having shorter terms means I wont burn out during the quarter. Students tend to start out strong, but as they go through the quarter they get tired. If we were on semesters students would burn out half-way through the semester instead of around week 8 or 9 which is close enough to the end where you can pull it together.

Reason 3: There are many short labs that would be difficult to convert to a full semester. Being able to take short labs when they best fit into a 4 year curriculum allows students to more efficiently take units.

Switch to the Semester system would defer many students graduation dates

Switching to semesters ruins the difficulty of admittance and the stature of this university. Learn by doing is what we represent. Semesters is in no way going to provide with the same way of learning.

It allows students to take classes in particular areas of study rather than taking classes that would lump several topics together

Professors and their departments have optimized their classes for quarters. A switch to semesters will result in a lot of experimentation with new material and methods to fill time and make up for lost classes. This experimentation will lead to a diminished learning experience in most (if not all) classes for at least a year.

A fast pace allows for exposure to more material, resulting in better prepared and better educated graduates.

The quarter system creates a learning pace that is compatible with my learning style.

The quarter system adds to the prestige of Cal Poly and sets it at a higher caliber than other schools. I don't want my degree to be devalued.
By week 12 on a semester system everyone is burnt out.

 Provides the opportunity to take more classes!

 Full time internships which last roughly 3 months (especially the WVIT program) would leave students with a significant amount of time with nothing to do. If it remains on the quarter schedule such students are able to continue with their degree progress.

 i love the fact that i can experience more classes

 I am able to learn in bursts, which helps to keep me engaged in classes, not get bored, and keeps the pace of learning up.

 The prestige Cal Poly gets as an engineering graduate would be completely lost. Now Cal Poly would become just like any other state school in CA...also it would really piss me the F*** off that i worked my ass off to get a quarter system degree with prestige and future cpe cal poly grads would not be on my level...aka classes i had to go through hell to finish would be a breeze for the next generations

 I find all of these VERY valid reasons! It's easier for families of this economy to pay chunks at a time than as a whole. And as a Chemistry major who needs to take classes that are only offered once or twice a year, there are more chances for me to take a class when I need to than wait an entire year!

 I agree with all the reasons, but I selected the ones I perceive to be the most relevant.

 As an RPTA major, I feel that if I was enrolled in a semester program I would not have received the opportunity to take extremely unique classes which have stood out to me and helped me realize different career options in my field.

 Not only would changing the curriculum require a great deal of time and money but it would adversely affect students who are on current catalogs with paths to graduation dependent on quarter courses

 I think Cal Poly students are held accountable by the quarter system, which makes them such great employees later on.

 Keeps students from procrastinating, and allows for more chances to make up failed classes. Students will just put off work longer in the semester system, its the nature of the beast.

 Instead of having to fit many students in one class to fit the demand, we will maintain small class sizes and a smaller student to professor ratio.

 The quarter system allows high unit majors to remain a 4 or 5 year degree. A switch to semesters with either prolong the time it takes to obtain a degree or reduce the quantity and quality of material Cal Poly students learn thus making the school like any other CSU.

 The annual schedule of the quarter system is preferable to some students (beginning in mid september, ending in june)
We are already a leading school based on the education we provide, using the system we currently have. We should not change our system that works so well and makes us the great school we are!

In addition to having more courses than semester universities, we get access to many classes that are graduate level at other universities in our undergraduate career! This puts us on such a higher level because our undergraduates are comparable to other institutions' graduates. Additionally, mechanical engineering is already 1 unit away from being a five year program. How exactly can you shrink it into a semester system without absolutely demolishing the rigor and strength of the teaching going on there?

I think before we try to spend lots of money on a big change, maybe we should make some small changes in order to improve our education. IE: more class projects, funding for student projects, & funding for updated lab experiments.

The quarter system is what challenges students and keeps Cal Poly competitive! The students need to be motivated more, but changing to a semester system will likely create too much 'down time.'

If I could I would select all of the above

Engineers require so many different courses, and the undergraduate programs are barely enough to get us all the information we need. A semester system would be easier, but we would be less knowledgable and less attractive to employers.

Students like that classes go by much faster and school starts later in the summer.

With the current discrepancies between the number of students and the number of sections/courses offered, as a student I want as many opportunities to register as possible for a needed class.

Given the technical nature of my major I feel that I get more out of important technical classes because they are broken into smaller more manageable chunks that can go into greater detail. For instance I have a series broken into two quarter long classes. However, at most semester universities that series is in one semester long class. Thus 20 weeks of instruction is better than 15 weeks.

I think the main reasons FROM THE POINT OF VIEW OF OTHER STUDENTS is because they enjoy the fast pace, the ability to switch professors, or to simply take new classes. Personally, I think that having semester changes can have substantial benefits (namely for internships, summer jobs, etc), but from an academic standpoint it may not work as well as planned because of the severe backlash it would have against students and faculty. Realistically, I think that it provides students and faculty with a MUCH better learning environment, but I think the decision to switch from quarter to semester systems, at this point, isn't truly needed. The system we have in place works. A new system would be better, but it may not be worth it considering the significant trouble and negative feedback it would receive.

Cal Poly is an institution for individuals of a very high caliber. Not everyone can make the cut for admittance. Furthermore, the quarter system enables these high caliber individuals to prove their worth through hard work in a fast paced environment. We need to show the world that America will
once again be a powerhouse in science, mathematics, and engineering. I believe that students who can succeed in the quarter system will have an advantage to succeed in the professional realm. We need to focus our resources on challenging and improving our high caliber students, rather than simplifying the system to help the weakest links.

I believe the quarter system allows students to gain so much more diversity in experience, adaptivity, and overall education when comparing my experience to others on quarter systems.

Semesters are way too slow, they are a complete waste of everyone's time and money.

If some classes were able to combine to fit the length of the semester time then maybe this could be beneficial. I don't like the idea of spending an entire semester learning material I could have learned in a quarter.

As a pre-veterinary student, the quarter system has given me the opportunity to take a wide variety of classes in my major, and participate in multiple enterprises. I applied to veterinary schools this year and believe these opportunities are the strongpoints of my application. On a semester system, I would have had less diversity of hands-on animal experience and fewer opportunities to work with all of our professors.

The quarter system divides the year up nicely. It is great having a spring break between quarters so students can truly relax and not have work hanging over them, like semester student's do. Also, starting late in the summer is much preferred to starting in August, even if the school year end earlier.

Why do we need to improve graduation rates? What makes cal poly such a high caliber engineering school is that it is very difficult to get through.

Many students procrastinate and the quarter system decreases procrastination.

I feel like that the quarter system is also beneficial for majors in which there are many topics to be covered which may not necessarily be easily combined in a semester schedule.

Semester system will ruin CalPoly's 'stand out' reputation by lowering the number of classes a student can take.

Less time and money required when on a graduate school track.

Dropping out my first year from Cal Poly because I felt the major was not right for me, took 6 years at Cuesta, a semester system, until finally being accepted back into Cal Poly. In those six years at Cuesta, I've learned that Semesters are way too long, both for students and teachers. At about the 12th week, it just seems endless and I felt the pace should be faster. Also, I felt that Cal Poly's quarter system really helps students adapt to the stress level that I would be expected in the real world.

Vacations are just that: breaks in between classes, instead of breaks in classes.
Being a CPE major, I feel that it would be harder to graduate on time if we had to switch to a semester system after already having been on the quarter system.

No lax attitudes, also change is good a keeps students from falling into a a depressed manner if they do not like the current quarter.

There are too many sequential prerequisite courses to take on a semester cycle. Many of these courses cannot be logically combined to reduce the number of classes.

The quarter system is very inefficient compared to a semester experience. It feels like much less is learned since you can lose focus between quarters.

F*** THE SEMESTER SYSTEM. THE REASON CAL POLY IS SUCH AN ELITE AND SUCCESSFUL SCHOOL IS BECAUSE OF THE QUARTER SYSTEM. SWITCHING TO SEMESTER SYSTEM WOULD ULTIMATELY HINDER CURRENT AND PAST STUDENTS.

Engineering classes are better spaced out in quarter systems, it would take a longer time to graduate if the system switched to semesters.

I would also choose the 'quarter system is better suited for implementing 'learn by doing' pedagogy' as my fourth choice.

Semester Classes would simply lead to a spreading of the work load leading to less fulfilling courses.

I do not think there is a good enough reason for remaining with the quarter system, regarding that we are attending a CAL STATE and not a UC.

More frequent completion of steps to a goal. Lower cases of people burning out on a subject and a teacher. Exposure to more teaching styles and structures in a shorter amount of time.

With a quarter system, students are forced to learn 11/11 weeks of class material, as opposed to 10/16 in semester system. Additionally, breaks work well in between quarters, not during semesters.

breaks would not match up with other quarter system schools, leading to problems with home life.

Quarters are simply too fast paced... an extra round of finals is brutal and by the time a class of students reaches their spring quarter they are unable to perform up to par with their maximum potential.

I chose Cal Poly because it was on the quarter system. I learn more on the quarter system.

As an Aerospace Engineering student, one of the things that I know makes this one of the top schools for my major is the fact that we get to take such a wide variety of classes in and outside the major, like IME 144 or AERO 401. Many of these classes are just one quarter and would be eliminated if switched to semester. There is also no way in which ME and AERO students could graduate in four years on semester without loosing many of the fantastic major classes that we have. This will hurt our reputation as an engineering school, not to mention rob us of the unique educational experience that brought us here.
The fast pace of quarters is highly necessary for students in Engineering and Architecture, less so other STEM majors, and doesn't matter for LA. This is a POLYTECHNIC school which we are famous for, let's focus on that.

Ability to take more classes. Specifically, being able to take a more diverse set of classes at my time in college.

Honestly, I think we do more actually work/learning than that of schools on the semester. We work hard and it shows so that's good.

We also don't have to worry about taking a 1 week long break in the middle of our classes (spring break) unlike semester schools.

quarters keep students motivated, and keeps information current and relevant.

The difficulty of the conversion of current student's units and class credits from the quarter system to the semester system.

My friends say the semester system is way too long and drawn out and they lose interest in their classes 2/3 of the way through the semester. Quarter system is fast and makes you stay on top of your game.

Similar to the idea of Reason #1, the strongest part about my curriculum is the diversity of classes that I take. The diversity of my education would be lost with semesters. Especially for architecture, a major that encompasses so many fields, having a range of course subjects as well as the range of professor influences is the most beneficial part of my education.

Switching to the semester system would not allow students to take a wider range of classes, giving students less experience in some fields.

I love starting mid-September!

Cal Poly has built a great reputation for well rounded and prepared graduates. Why jeopardize this reputation with a switch to a system that might possibly have a negative affect on that.

In order to streamline our calendar with other semester schools, would it be possible to just start and end classes a month earlier?

you can get more classes done over a year with the quarter system allowing us to graduate earlier. and semester system drags on to long and people get side tracked during their down time

To elaborate on my selection for Reason #3, students do not have time to become idle and are forced to work efficiently and proactively.

Students have the same advantages of the semester system with the quarter system if they plan their academics well enough.
The quicker pace of the quarter system keeps students focused on their work with a greater cohesion of course materials by the end of the quarter.

If a student doesn't like a teaching style of a professor, the quarter system only keeps you in class with that professor for 10 weeks instead of 17.

I really like the quarter system very much and would prefer it does not change anytime soon.

Cal Poly has experienced much success with the Quarter system in the past and I believe that a conversion would cost the university its learn by doing approach and highly respected reputation. Cal Poly is a school full of leaders, let's not convert to semesters because everyone else is doing it and putting pressure on us.

It allows me to enjoy spending more time doing broadening activities, as I can take band in fall quarter, then focus on classes winter and spring quarters. Semesters would force me to quit band.

many of my major (ARCE) classes will be shrunk down with a good amount of material cut out if switched to semesters. Along with no longer being able to take some of the support classes currently in our curriculum.

I believe that my ability to gain exposure to different subfields of my major is unique to the quarter system. I also believe this wide exposure is what sets me apart from other candidates for graduate school and professional positions.

The work-load also wouldn't be as heavy, since under a semester system we would have to take more classes. Students already adjusted to the quarter system wouldn't have to readjust their study habits midway through their college career. Many students also factor in quarter system vs. semester system into their decision of which college to attend, so it would be unfair to change it for students that chose to attend Cal Poly under those terms.

The quarter system provides an opportunity for students to not only explore different classes, but expose the student to different subjects more often than that of the Semester system. On a semester system, all the required classes must be offered, therefore more professors, which in turn may cost more money and take away from the professor's research, if applies. For the college of engineering, a design team works in a fast paced environment because deadlines must be met, whether there is time or not and the quarter system teaches us to be 'on top' of our work rather than wait until the last minute.

With the current limited availability of classes, converting to the semester system would only make it even more difficult for students to get all of the classes they need each term in order to graduate in four years (let alone five). Maintaining the same rigorous curriculum offered at Cal Poly with its current apparent budget for available classes would be improbable; drastic changes to curriculums for all majors would have to be made, which would alter the education involved in any degree from the university.
I am concerned about that if conversion happens, the currently enrolled students have to remain in school for an extra year because of curriculum change, previous class that we took won't count as units, and hard to get classes.

Rigor of Cal Poly will be compromised.

We don't have to worry about studying over spring break.

Fast-paced quarters keep students on tasks, focused etc. not necessarily for their professions.

Converting to semesters means throwing away decades of course development and starting over. Teachers have experienced what are effective teaching methods for helping students learn the material based on the quarter system schedule. They constantly make minor adjustments to optimize the potential for students to really absorb information and make learning connections. A switch to quarters means that teachers will be forced to be figuring out their new course schedules and will not have the time to be making those minor adjustments that really mean the difference between a average education and an excellent one. Further, with a new schedule teachers will have no prior baseline to compare new techniques or methods of presenting material. If you have ever experienced a class were a professor is teaching the course for the first time, you know that the quality of your education in this class suffers. This is how it will be for several years during the conversion to semesters. Cal Poly's education will lose its edge during these years and so will Cal Poly's reputation as these 'subpar' students begin to graduate. This reduction in reputation will affect me even though I am graduating this year, as Cal Poly's name on my resume will have less value. It only takes a couple years of bad education to damage a college's name and decades more to reestablish that name. The engineering courses will not 'just convert' to quarters. The fast pace nature and the hands on experience in getting projects done on a limited time frame is what sets us apart from other schools. Converting to semesters will have a seriously detrimental impact on the quality of a Cal Poly education for years to come. You will not be able to retain excellent teachers when they are faced with developing an entirely new course. If students really wanted semesters, if semesters were such a big deal, they would select to go to a school with semesters instead of Cal Poly.

I would have put down all of the above reasoning if given the option!

I love the pace I get bored on semesters.

The timing of when school begins and ends each year is perfect on the quarter system. Also it is easier to retain information taught 10 weeks before than it is to retain information 15 weeks before the test.

Quarter system keeps the class sizes small.

The current quarter system has offered and will continue to offer the best opportunity for students in technical majors (most students) to gain the diversified curriculum (including classes and labs) that has established Cal Poly to be one of the top engineering schools in the nation.
We do not have the money to be revamping the entire curriculum. As long as tuition continues to rise, I will be against the conversion.

My internships for agriculture match perfectly with harvest times. Therefore some companies hire ONLY from cal poly.

There are no reasons to stay on quarters.

Fast pace keeps students focused and teaches us how to work under pressure/time crunch like how we will after we graduate.

Quarter system allows for more classes to be taken within the academic year, and allows students to experience a better learning environment.

The shorter time frame helps keep students busy and on-task. It helps students decide whether or not they are up to the challenge. It upholds the high expectations we should have of Cal Poly students. It would be embarrassing to have to lower our standards to those of students on Berkeley's semester system.

If you hate a class it is only 10 weeks long not 16. no reason to remain on it!

More variety of classes offered

Students will be more likely to keep up with the quarter system, I know that when I was on the semester system, classes seemed like they dragged by and so I paid less attention. Now I feel like I have to pay attention, which allows me to get more out of the classes. Students are also able to take more classes on a quarter system within the same amount of time they are able to take in a semester system.

If students are in classes or professors that they have to take, but do not enjoy, they get those classes over fairly quickly on the quarter system.

The hassle of making the transition is the only reason I can see not to make the transition....

As a landscape architecture major, our studio classes are vital in order for us to develop our different unique styles and design forms. This in turn makes us unique when it comes to us being hired and deciding the career path we want to take because our design profession is so broad. By switching to semester system we would possibly be reducing the amount of studios we take and not get such a diverse learning palette. Also with the quarter system, students are expected to meet the demands of all classes, by switching to semester system many students may think they can lower the intensity of work habits.

Though it seems similar to my Reason #1 that students experience many different courses and professors, it is imperative that students be allowed to experience more variety of classes. Each new quarter is like a fresh start for each students' exploration of their major. Most semester systems allow
GE's to be taken first so students can be sure of what they want to concentrate in, but Cal Poly has students jump right into a major. Quarters are better suited for allowing students to experience all aspects of their major, as well as get a taste of other interests.

The quarter system allows me to experience a more broad range of classes and subjects that I am interested in.

I personally prefer a quicker paced class structure.

I will be graduating from Mechanical Engineering in 4 years and I came in with only one AP class credit. It is possible to graduate on time with the current system, people don't because THEY choose not to do so. The cost of changing to semesters in the Mechanical Engineering department alone would be huge! First, the curriculum that is in place has been perfected over the years - why start from scratch again. Second, many of our classes are designed for quarters. For example, we have Fluid Mechanics I and II. Only ME's have to take the second class but many majors only have to take the first. That means that these couldn't be combined because it would cause non ME's to take unnecessary classes. This is true for Physics, Chemistry, several math classes, and multiple engineering classes. Also, the labs are designed for 10 weeks - not 16. Usually labs are designed by Senior Project teams and it would take a tremendous amount of time to redo the structure of the labs. Another problem with the semester system is that Technical Elective opportunities will be reduced. The great thing about the current system is the variety of electives and how many you can take during your career at Cal Poly.

We get to 'focus' on one subject in each quarter which helps me understand and be consistent throughout the quarter.

All of the above are reasons why. Also, changing to semesters would drastically change curriculum schedules and students will not be able to have as broad or extensive of an education.

NO SEMESTER SYSTEM!

One huge burden of switching to semesters is how the scheduling will disproportionately affect engineering classes. The labs are organized perfectly for 10 week quarters, and expanding them out to 16-18 weeks would require an extensive amount of work on the part of the engineering faculty.

In the real world you don't have 'breaks' that the semester system allows. Our current quarter system prepares students for the demanding and fast-pace world of business we are entering.

I love how GE classes can be over with in 10 weeks and for classes like science you can have 3 quarters sections instead of 2 like semester. It is nice to have finals, a break then new professors.

As a student, I love that I can take more classes in a year due to the quarter system. Mundane classes would be drastically more dreadful if they were on the semester system. Our fast paced system helps us create a strong work ethic and time management.

All of these are great reasons.
The quarter system is fast, which utilizes all ten weeks. From what I understand from students at schools on the semester system the first few weeks are 'dead time' i.e. the extra few weeks in the semester system are not a benefit. In addition to this, we are prepared to always be on top of our work because of the quarter system.

Easier to take time off for an internship.

1. I feel like Cal Poly pushes students through as fast as possible to make room for new students, increasing the cash flow into the university. I don't think that the dollar amount charged by Cal Poly will change on a semester basis; however, I do think that less opportunities to collect money (i.e. moving to a semester system), is a reason Cal Poly is on the quarter system. 2. I believe the school want to differentiate itself from other CSUs. By 'acting' like a UC, it makes Cal Poly look first-rate.

These are all viable reasons and to choose only three is too limited.

I believe in the long run it would take a student longer to get out of Calpoly on the semester system and one of the main reasons I choose to come to cal poly was because they were on the quarter system and it allowed me to always be actively engaged in my school work and learning

I cannot see myself graduating on time if we switch to the semester system.

Allows students to better manage academic demands and allows students to keep up with curriculum better, limiting the negative effects on health and grades and personal lives if they do fall behind or have difficulty with material.

As a student in agriculture, the second largest college at Cal Poly, converting to a semester system would mean we would start much earlier. This cuts back on time ag students can stay at their jobs during harvesting season.

Quarters allow for smaller, more focuses class sizes. Semesters would attempt to fit multiple quarter classes into one class.

For most courses that I have taken, a quarter is more than ample time to learn the material in the course and switching to a semester system would probably result in a lot of 'idle' time in the class.

Progress towards graduation is structured around the quarter system, which affects classes we must take in sequential order. Classes and studios will have to be completely restructured.

Switching to semester system is ridiculous. If you want to save money, cut Armstrong's salary and administrative beaurocracy, not classes.

The absolute most important thing about staying on quarters is that we would maintain our flexibility and customizability in technical electives. When we switch to semesters, we lose half of our class options, and there is no guarantee that the increase in depth for each class will be used efficiently.

I don't think there is any reason why cal poly needs to keep the quarter system.
Quarters are more academically rigorous which aids in the value of a degree from Cal Poly

Quarter system is infinitely better than the semester system. Quarter system allows certain majors to take only the material they need and not learn unnecessary information. For example, CE's only take fluid mechanics 1 and don't need fluid mechanics 2. If we were on the semester system those would be grouped into one semester course meaning I'm wasting half a semester.

Quarter system is a great deal of the decision students make to come here. There is a reason we chose Cal Poly over another CSU that has semesters. Please don't rob us of our decision. Do not change to semesters. It is a horrible idea.

16 week semesters are too long. Students and teachers will slow down. It happens even in the quarter system. Around week 6 or 7 it becomes more difficult to focus, but while it quickly picks up again in the quarter system, in the semester system it just drags on. Nothing happens up until week 13 or even 14, when finals are finally in sight. (Firsthand 3-year experience.)

Overall, we take a higher number of classes. This allows us to receive a broader education, getting exposed to more subjects albeit for a shorter period of time. I believe this improves my education. One big subject can be broken into two or three quarters fairly easily but two small subjects can't so easily be fit into one cohesive, semester long course.

I hardly remember information from previous quarters due to the fast pace of material being taught. Less time for topics to be discussed in depth.

I believe some of our quarter classes contain the same amount of information as other schools have in a semester and therefore the caliber of student at calpoly exceeds that of other schools.

We are grouped with UC's more with the quarter system which gives us a good image

Also, the 'learn by doing' pedagogy is better suited for the quarter system because students get to apply themselves in many different subjects since they take more classes with this system. With the quarter system, students are encouraged to work harder because they have more work to complete in a shorter amount of time, and thus less time to slack off. Another important reason for remaining on the quarter system is that it would save money and time if students or faculty must withdraw for personal reasons.

The value of being on the quarter system lies in the fact that my degree means more, as employers see that I can pick up a task quickly and become proficient in it rapidly

If the change is not completely successful, the value of an education and a degree from Cal Poly will diminish.

Changing to a quarter system would diminish the broad range of experiences that attracts industry to our university as a go-to site for hiring employees

A quarter systems allows students more opportunities for class experiences which I believe is a great benefit.
All of the reasons above are valid and good points for the argument to keep quarters.

I would hate to take a class with a professor I don't like, for a longer time.

Would cost a lot of money to rework the class structure and schedules to fit the semester system when in theory everyone is doing just fine on the quarter system.

We are able to learn more through the experience of more courses that teach different aspects.

Quarter system is the best.

Academics would suffer for the first few semesters due to professors having to adjust their curriculum.

if you change to semesters you will f*** over the student. This is a costly unnecessary obsession of Armstrong's.

none

Some classes have lots of pre requisites

I think a big part of this has less to do with students than the teachers. Forcing the entire college to switch to semesters is more than just having to reorganize unit flow and getting the right classes; switching means entirely converting all course layouts and plans made by teachers into a new format. Some classes will be longer, some shorter, but all will have to adjust the curriculum in order to match. Other classes with unique purposes or spans of information will not easily fit together with other classes and may just be dropped from the course offerings. Finally, the switch would drastically lower the ability of the student to personalize their schedule due to fewer course offerings.

Feels Faster

I have been able to take more rigorous and challenging courses because we are on the quarter system than my friends who are on the semester system. We get to take 12 classes a year instead of 8.

Students and professors do not get bored with the course.

The conversion for curriculum worries me. For my major, I need 2 quarters of a three part series? Would that translate as one semester or two? I want to get into med school so this would really have an impact. The major UC's know what is awesome: quarters. Also, it is great having spring break as a time in between quarters where you don’t have to stress about studying the whole time.

As a business student, many of my courses are more suited to a quarter-length class than a semester. One of the primary reasons I chose Poly was because I wanted the fast paced, rigorous environment that the quarter system provides.

The exposure to new ideas, people, technology is much higher in quarter system. It is excellent in preparing for the real world. I received a scholarship and job offer from the company I interned with this
summer because of my ability to adapt to the environment. The quarter system is unique to Cal Poly and should not be changed.

The XXXXXXX XXXXXXX XXXXXXX likes the quarter system more.

As a student in the Computer Science department I know from experience and from talking to my professors that we get a much larger range and much more in depth knowledge of Computer Science because we are on the quarter system than most of the universities that are on the semester system.

Quarter systems seem more logical for technical classes, as there is so much material to be covered.

I get more units than my friends who are on a semester system however, They have a better chance of maintaining their grades

Changing majors would be a lot easier than it would be with a semester system

One advantage of the quarter system is that you have a summer quarter for people that want it. When I was at a school that was on Semesters, the summer term was only 6 weeks long. Fitting 17 weeks of material into 6 weeks makes it so students can only take a maximum of two classes during the summer, and their schedules are severely restricted.

More variety/choice of classes and teachers

The quarter system increases my chance to get into grad school

I believe they are all extremely good reasons for remaining on a quarter system. I would choose ALL of them as reasons if I could.

Many important engineering support courses would be unnecessarily long on the semester system

All of these reasons are applicable

I personally chose to attend Cal Poly because it was on a quarter system.

why change? there is no reasons set out to why you want to change.

There are less classes to focus on at a time with the quarter system, so I can spend more time on fewer classes at a time.

What I like about the quarter system is that it keeps me 'on my toes'; I don't have any time to procrastinate, so it prevents me from doing so.

With a semester system it would be even harder to minor or double major. The ultimate goal should be the education of the students.

Concerns over how currently completed units and classes would be calculated to match the semester system
As a Computer Engineer, there are many different fields that need to be covered and in order to get through all these topics, we need to have all the classes available in the smaller modules.

I strongly believe that the hard to get classes reason ties for #3.

It all really depends on how fast a person can learn in this Quarter system. A semester will only help a small amount of students.

The shorter quarter system is better for the student when they encounter a teacher whose teaching style does not match well with their learning style. Something which inevitably occurs every so often.

The quarter system is fast paced and forces you to remain focused on your studies. On the semester system I felt there was too much time so the professors lagged in lecture after a few weeks. On the quarter system just when that lag happens it’s finals then the quarter is over.

All of the above reasons are good reasons for staying on quarters.

I only have to see shitty teachers and classes for a short time

The quarter system allows students to study abroad, allowing for less of a time loss due to leaving campus for any period of time

I believe that the fast-pace and yearly scheduling of the quarter system enhance student sentiment for 2 reasons. The first is that the quarter, and your classes, don't feel like they are dragging on. By the time you’re getting bored with a class, it’s already in the home stretch. The other advantage to the quarter system is our geography. The weather in SLO and California stays nice later into the summer, and on the quarter system we can start school later in the summer and into the fall. In the semester system, you pretty much have to start classes early enough to be done with the first semester by Christmas break. That shifts our entire summer break earlier and I think people will not like that quite as much.

I came to cal poly because I wanted the quarter system. Please don’t change it

disagree with the quarter system

The quarter system allows students to hold meaningful internships without the disadvantage of missing an overwhelming portion of the school year.

There are certain majors that have set up their classes to work perfectly well to a quarter system due to seasons. For example, agriculture and animal science classes rely on seasons, and thus the quarter system, to conduct classes. When a season ends, the quarter ends, making those kind of classes have a nice finality to them. If we switch to semester, those classes will move into two seasons, making it difficult to manage livestock and crops.

Many members of the Mustang Band would be forced to quit due to the longer commitment of a semester of band.
It teaches fast pace of their profession in addition to allowing a greater variety of classes for the major and personal interests which make the college experience more enjoyable.

What about transfer students?

We enrolled in Cal Poly for a reason...we want like the quarter system

I also believe you get to experience more classes and get more courses done on the quarter system.

In my experience, semesters often do not utilize the course time as efficiently as quarters. In other words, teachers may drag out concepts in order to fill the time of semesters. While quarters require more efficient time use.

Whenever and however a change is implemented, one or more groups of students would have to deal with mixed unit conversions, which seems to provide a huge potential for disasters when attempting to transfer units, study abroad or apply to graduate or professional schools.

Less time out of the year wasted for studying abroad (if done in the fall)

Also, accounting students planning to sit for the CPA Exam have to carefully regulate the amount of quarter units they have so they would have to rework everything if the system changed.

Cal Poly offers so many classes, I'm trying to figure out how I'm going to fit in all the classes I want to take on a quarter system, I can't imagine how frustrating and impossible it would be on a semester system.

Students must stay on top of their work in the quarter system, which helps me learn more compared to my previous college on the semester system.

it would be difficult to implement many of the hands on classes and enterprises on a semester system

You would expect a better retention of material on the semester system, but from my experience students usually cram a semester's worth of material within the week before finals.

I feel the quarter system allows students to be fully engaged on a subject for the appropriate period of time. I feel the semester system is too long for a student to be engaged in learning a single topic.

The rest of the CSU system is mediocre at best (most of them remaining far below what I would even consider decent). So, being the educated persons that we are, why would we want to more closely emulate the rest of a system that already drags us down as a university due simply to the fact that we share a common name? Let's instead continue to emulate the majority of the UC system and top-notch universities like Stanford.

Cal poly has a good rep for being a challenging school b/c of quarter system.

Length of instruction time (doesn't drag out-fast pace of testing)
Students spend more time learning different things, and less time going deep in subjects that they think will not be useful in their future.

Every single one of the listed reasons are the main reasons. Reasons one and two are the top reasons.

Semesters are draw-out and the students and professors get tired of the class faster.

only one reason is valid of all the ones above in my opinion.

Cal Poly is set apart from every other CSU for academic rigor and excellence which is because the quarter system is a challenging academic schedule that tests a student's ability not only in the classroom but also teaches students valuable time management skills.

For students taking 20 units or more, the quarter system provides the opportunity to endure a relatively shorter 10 week 'sprint' rather than a 14 week 'nightmare.'

I think the first option is poorly worded. There is a huge benefit to the quarter system that is being able to take many classes on different topics. It is not necessarily taking many different courses (I don't think semester system takes many of the 'same' courses), nor is it about variety of professors (unless for some reason you hate a lot of them?). For example, science, math, and engineering courses all have very many different sub-fields or topics that can be taken that you wouldn't be able to experience on a semester system (unless the semester system somehow streamlines prerequisites in a way that quarters cannot -- which seems very unlikely to me). Additionally, I do not see how a change to semesters at all streamlines curriculum in a way that quarters do not. And any progress towards graduation rates while on semesters must sacrifice something and I refuse to believe that this would be the case without some vocalization of this reasoning. I don’t believe semesters are something we should switch to by default, it should be something that provides *significant* benefit, as the switch would be quite expensive in the short term when expenses cannot be easily afforded.

because people are averse to change, even if it may be a good thing.

I'm not sure if a change to semester systems will affect my flow chart in a more beneficial way. There are too many classes to take and I'm not sure if you can condense them all within four years.

Quarters help students to find which professors fit them best, and hold a fast paced setting where students must quickly master skills as they would at a professional level.

I am not sure how strongly I feel about reasons 1 and 3.

Being on a quarter system is part of the reason why I love this school so much, and I would hate to see my experience at this school diminish because of something that contradicts what cal poly is.

It's too difficult of a transition when students are in between a series of support course subjects which are not necessarily a year long but only two quarters. In addition, there would be a loss in specialized classes which are the bulk of priceless hands-on education with our areas of study.
The quarter system divides complicated subjects up into smaller chunks that make it easier to study them, rather than cramming it all into one semester.

All of these apply

Quarters are the best, semesters are terrible.

Have a shorter period of time in classes that are only needed for one quarter rather than taking a full semester of them.

I came to Cal Poly because it is different than the other CSU's. The quarter system was a huge reason why I even accepted going here.

It is much easier on my psyche for me to divide what I have to do into these quarters, as a 'finish line' of sorts after every ten weeks, allowing me to minimize the possibility of feeling overwhelmed with my course load, as I may feel with semester courses.

For most majors the quarter system has an enormous advantage because it allows a lot to be learned in a short period of time. It is also what sets Cal Poly apart.

Switching to the semester system would force current classes to be combined into one class. This would mean less in class time per week per class. The engineering department is hailed for all of the different laboratories that students take for hands on experience. A semester system would directly impact lab time, as I would imagine it to be difficult to combine two labs into a one week time frame.

RE: Reason #3, this is especially true in my major (computer science), in which many underclassman courses are designed to weed out students. Typically, many students take those courses more than once before they are able to pass. Changing to a semester system might make these students take one entire school year to complete a class, while on the quarter system it is only two quarters out of three to finish the class.

Being on the quarter system has given me the opportunity to take more classes spanning a wider range of topics. This gives Cal Poly students a competitive edge when pursuing internships because we learn a wider range of topics that directly apply to industry. The quarter system enables our curriculum to include more specialized topics that would otherwise be passed over. The specialized topics are crucial to maintaining Cal Poly students' competitive edge over students from other schools. With a semester system, these specialized topics would likely be the first to be cut from the curriculum in the event that the class falls behind or material must be cut.

The quarter system allows for schedule flexibility not possible with a semester system. The 3 a year class system rather than 2 a year allows students to better react to schedule hardships, or take advantage of class opening opportunities. There are also more chances to take hard to get classes, or to retake classes that were failed. The quarter system allowed my to squeeze in extra units to get ahead in my curriculum enough to pursue a minor.
Students are kept active and engaged by a constant change in pace and classes.

Allows for specialized classes, such as Equine Nutrition and Animal Artificial Insemination. Semesters are too long for these specialized courses.

There is not a major at Cal Poly that complies with all that I want to do with my future when I return to the family farm and take over. With the quarter system, I am able to expand outside of my major and obtain the aspects that are not offered inside my major, so that when I do return, I will be able to make my farm holistic, diverse, and sustainable.

The quarter system allows a fast-paced education that gives more opportunities for courses that would not have otherwise been taken. The quick-paced courses also allow more commitment towards learning because of the time constraints. The quick system keeps Cal Poly active and motivated, which is a characteristic in every student at poly that makes us distinct.

I believe reasons 2 and 3 are equal in importance to reason number 1.

Quarters allow students to take many more classes each year. It also allows breaks to be completely hw free.

I believe the quarter system is better suited for the Learn by Doing design of our classes. It works especially well with the seasonality of the agriculture industry and gives students a more real-world, face-paced experience.

Cal Poly is what it is because of the quarter system!

I enjoy the 10 week class length, and perform better knowing that the class will be finished soon.

The main reasons in my opinion are how the classes transfer over for each student. For example, if a student needs to take calc 1-4 and all they have left is calc 4 then they would have to waste time retaking some math they already took if we were on semesters.

Flexibility, plenty more options, more opportunities to differentiate yourself

Quarter system enables students to focus more of their attention on each class because they are taking fewer classes at a time. Also, if a student needs to retake a class, he can retake it sooner in a quarter system.

Future employers love the quarter system, Cal Poly is well known for it and changing it now would be a big mistake.

A strict flowchart is hard to convert to the semester system

Some courses couldn’t be taught in a semester setting due to the nature of the material. Would require to much or not enough of the information to be taught depending how the classes were changed. Especially in engineering courses! Plus that would mean more time in GE’s which we already spend too much time.
With the quarter system, it feels like I am able to learn more in a much shorter period of time. This quick, condensed learning severely improves my retention.

Allows us to keep up with UC prestige

More than 10 weeks of a GE sounds miserable.

There are many reasons to remain on the quarter system and many benefits associated with it. Quarters is what defines us a school and makes us different. Semesters would be a waste of time, effort, resources, etc. because it would not improve anything. It would waste more time if a student were to fail a class or leave for whatever reason. Semesters are too long and a waste of time.

Industry likes that we hit the ground running when starting a job, because we are used to being fast paced because of the quarter system.

Allows loop holes in CSU budgets to admit students mid year.

Evidence from other universities shows that class size increased and if that is the same here then its my number one reason.

To be honest, I have talked to friends and they say that there are always a few weeks in between in their semester system where there is absolutely nothing going on. Classes don't have exams or important projects which sometimes lead them to skipping class. Also, it gives them more time to slack off and get side-tracked from their goals. Another point I want to make is that quarter systems give more opportunities to students to make up for a class that they struggled in. If for some reason, you were to fail a class in a semester system, it will take that much longer to retake that class which will cause students to stay longer in college.

The fast pace also better prepares students for the rigor of real world businesses. Upon graduation from a quarter system, we are exceedingly more adept at working on strict deadlines and thinking on our feet.

Quarter system involves less stress than a semester system. Think about it. Having 2 or more extra classes at the same time would take a psychological toll on even the most experienced and education savvy individuals. There is a limit to how much information the brain can absorb all at once, and the quarter system is the perfect balance, even though it's fast paced. Maintain the quarter system!

Don't spend money changing what isn't broken.

Student usually get or shuld get a summer internship or co op so havind a long summer is important

If we were to switch to the semester system the school might be able to squeeze more money out of the state taxes, but I believe that the quality of learning received by the students in the quarter system is far superior to students who have been in the semester system. I have many transfer student friends who say that Cal Poly's quarter system is fast paced and hard, however it keeps you on top of your game and you do not get bored with the teacher nor the subject... there's no flat spot in the quarter system like
there is in the semester system. On top of that, the swiftness of the quarter system prepares you for the fast paced real world and allows for more chances to receive a class that is hard to acquire. Stick to the Quarter system!

Students move at a quick pace, allowing them to gain more knowledge in a wider range of studies

In the quarter system, the amount of material covered (and ultimately, on the final) will be lower than that of the semester system. This is important because more material to study will likely cause lower grades. If the general chemistry series (127, 128, 129) were amalgamated up into two classes, then the amount of material that each would cover would be overwhelming.

Fast-paced system forces students to work harder than semesters.

don't switch please

Why do we only get to pick three. There are many reasons listed here that I agree with.

If students cannot graduate on time, they do not have to wait a whole semester to finish.

The quarter system is essential for completing the required engineering courses in 4-5 years and also provides a wide berth of classes available to take in a single year. Also it reduces time wasted in General Eds and can focus on completing major specific courses

Possibly quicker graduation. This would depend on how the semester system was implemented.

Sets us a part as elite compared to the other state school. Puts Cal Poly in a similar stature as the UC schools.

These are all good reasons, I would like to select them all.

By remaining on the quarter system, students can take fewer units at a time (compared to the semester system).

The quarter system is the only way to properly implement 'learn by doing' which is what makes Cal Poly such a unique school, with out the quarter system we are just another CSU.

The late start of the quarter system allows harvest time internships more easily than an early start semester system. Additionally, if a student has to miss a term because of an internship, as with California grape harvests, they miss only 10 weeks and 1/3 of an academic year, as opposed to 15 weeks and 1/2 of an academic year.

Professors and especially students are held more accountable for their actions because every class period, assignment has a higher value

Cal Poly is a top rated CSU it doesn't need 'streamlining'. The quarter system 'chunks' information into more manageable pieces. This facilitates better learning and retention of technical/engineering
material. Also, if for some reason a student has a problem with a subject, the quarter system helps them trouble shoot where the difficulty lies.

Allows for students to receive more 'breadth' within major as can take more courses that are not as in depth, resulting in a student with a wider range of knowledge and experience.

We don't have to focus on school during Spring Break.

The quarter system is a reason I chose Cal Poly. It prepares students more for the fast paced and deadline oriented factors we would experience in a real working environment.

Cal Poly students are so demanded in the workforce to do our fast-paced comprehension and work ethic. Semester systems allow students to slack off and work really hard toward the middle and end. Keeping a quarter system with keep us sharp and prepared for the workforce.

It would save millions of dollars by not having to waste time and money switching to semesters.

The quarter system was one of the main reasons for my coming to Cal Poly. I would hate to see it change! I think that the quarter system is one of the biggest advantages Cal Poly has over all other schools on the semester system.

The fast pace of the quarter system has taught me how to better manage my time, as well as giving me a lot of hands on experiences in my labs in a very short amount of time.

I had to undergo the same sort of conversion in my high school. I negatively effected the majority of students' graduation and curriculum plans. I am strongly against a change to the semester system especially since I am planning on graduating in fall quarter of next year and I do not want my plans to be ruined because people feel the need to make an unnecessary change.

Please do not switch to semesters. The advantages of the quarter system listed above is one of the major draws and selling points of Cal Poly.

I believe the quarter system improves class attendance due to the fast paced nature. One cannot blatantly miss class without having to deal with the consequences.

I am from Brazil and my husband is also brazilian. I only have 2 quarters to finish Cal Poly to be able to go back to Brazil. At the moment I had to take a year off because I got pregnant with my first child. My plan is to go back to Cal Poly next year to finish the couple of quarters that I have left. I Cal Poly changes to semesters, it would be much harder for me to finish because I don't believe I would be able to stay away from my husband (and the baby's father) for such a long time.

Cost > benefit in all dimensions. The quarter system allows for us as students to complete more classes than on the semester system, being more efficient with everyone's time and energy as well as giving variation throughout the year allowing for all of the above to occur: enroll in difficult to get into classes, preparation for profession, tuition is in three chunks, and many more benefits.
I chose Cal Poly because it was on the quarter system. I do not think I would have done well at Cal Poly if it weren't for the fast paced nature of the courses. However, now that I am adapted to the college atmosphere, there are a few courses I wish could have been longer so I could have learned more/gained more experience. I also feel semester would give me more time to take on extra hours of work/pick up an internship during the school year. That would be because the courses would not be as fast paced.

Specifically in the College of Engineering, there are several classes which, while sequential, and vastly different, and should NOT be merged & divided to fit semester system standards. The midterms & finals for quarters match the genre of what we learn in class, whereas on a semester system, we'd learn & be tested on a separate variety of knowledge. It would be harder to learn & do well in class on a semester system.

I believe the quarter system is a large part of what makes Cal Poly unique and plays an important role in the 'Learn By Doing' philosophy.

Also agree with We can streamline our curriculum and improve graduation rates without changing to semesters.

Entirely why Cal Poly has the reputation as a good, rigorous school that prepares students for the work force.

More flexibility in terms of pursuing education. 2 quarters before summer allows for more opportunities (including more education)

I think that people can't handle the quarter system and they are lazy and expect college to be easy. If you can't handle the pace of Cal Poly then go somewhere else. The reason Cal Poly students are so sought after is because we are competing with UCs, not typical state schools. If Cal Poly switches to semester then there won't be much to differentiate us up front.

It was not an easy change switching from semester to quarter but I really like being on a faster paced schedule as I feel it is more representative of our future professions and allows us to do more in one year.

The quarter system allows degrees to be finished faster.

Because it is preferred for an engineering curriculum, but unfortunately unfit for all majors as a blanket system

Additionally, because the quarter system is fast paced, there is less time for students to engage in harmful and detrimental activities.

As a student I do better in quarter systems because in semester systems I feel like towards the end of the course I start to get so sick of it and just want it to be over. In quarter systems I get to take more classes for shorter time periods experience more things and get in hard core and out and on to the next exciting class without the former dragging on too long.
This whole semester idea is stupid and is not what any student wants. Students come HERE to be on a quarter system and not a semester system. Any conversion to semester would just be to CONFORM to other schools that are half as prestigious as Slo is.

In this survey it does not include how we (as students) would be affected. To explicate, if we changed to semester and still be expected to complete all the units for our majors we would see even more students staying longer in Cal Poly while the goal is to get the student out in 4 years. Unless there was a modification of removing units to complete the units for our major and concentration, then I we should stay in the quarter system.

Quarter system requires more credits to graduate and therefor makes our curriculum look more rigorous.

The quarter system seems about right for class length. A change to a semester system would take a significant amount of adjustment to get classes to fit in a semester system and I do not think it would work well for the first few years, and could possible never work well. Also quarter system allows students to to take more variety in course work and professors creating better rounded students.

Students have planned out their four years at Cal Poly and a change to the semester system would completely disrupt these plans

The quarter system allows students to be fully immersed in a few focused courses in a way that they could not if they were spread thin taking more classes in the semester system.

I am able to take more cross discipline classes to prepare me for my future career field if we remain on the quarter system.

The quarter system gives me the time to participate in mustang band with less disruption to my flowchart than semesters would.

Switching to the semester system wouldn't work for band students because we would be unable to take band with the extra units required for the semester system.

Would be to difficult to complete major requirements in four years. Would require staying in school for undergraduate degree

The quarter system allows an additional opportunity of offer specialized courses for technical electives or specialized major courses.

If we were to go on the quarter system I feel like I would get more bored of my classes since I take them for a longer time. Even though the quarter system is very fast paced, I like the fact that I can take more classes because it makes school more interesting instead of taking the same classes for a longer time just like in high school.
The quarter system teaches students how to manage time and resources effectively. It doesn't feel like classes drag on forever. I feel like I am able to connect with more students in my classes because I have three sets of classes each year.

It would take longer to graduate for those who start out on the quarter system which will increase tuition fees.

Currently on the quarter system, if I don't get a class, at least I have the next semester to get a class. But I fear the semester system will be far less forgiving if I got a low amount of classes, which is currently very possible at Cal Poly.

Try to 'improve' the current system so we do not have to spend time deliberating about the more 'efficient' system rather than how effective a system can be.

These reasons ensure the success of Cal Poly students. Without the 'learn by doing' philosophy and fast pace, rigorous coursework, Cal Poly graduates will not stand out when compared to other college graduates.

Industry representatives have told my classes that quarters really prepare you for a project-based engineering industry standard. It's relevant, don't change it.

As a first year student for the 2012-2013 school year I believe a change to semesters would greatly disturb the plans students have made to graduate. I have a solid four year plan that I would like to follow, a change to semesters would mess up every this plan.

The President seemed to be pushing the semester system for his own personal agenda of looking out for sports and football, which is much less important than academics.

The quarter system is fast paced which allows us, as students, to experience what it would be like in the real world. We aren't going to be coddled and given extra time to finish assignments and so having the quarter system benefits us greatly. It also keeps us busy enough to always have work to do, but not busy enough to be completely stressed out.

I've been a student in a community college in San Francisco under the semester system. I would argue that the fast pace of the quarter system really puts students ahead of the curve in terms of how hard they have to work to get their assignments complete. This 'intensity' has benefited me in the two internships I have had by putting my pace of work ahead of my peers from semester schools.

I'm an architecture student. I want the variety of three different studio professors in each year, and I want the pressure of my projects moving fast to stay reflected in the length of the quarter.

The quarter system just works better with Christmas break and then spring break.

More time for each course inevitably leads to more waste. The quarter system keeps students and instructors on their toes to accomplish greater levels of learning.
I have no real understanding of the benefits or pitfalls of converting from our current quarter system to a semester system. This is the 1st I've heard of the idea. As a student with learning disabilities, the semester system would've been of benefit to me early on when I was taking core curriculum courses but as I approach the end of my time here & ready myself for internships, I do not see a personal benefit at all. In fact, it may create more of a hardship by prolonging my degree process.

can get classes out of the way quicker with quarter system. but can't get into real depth which is unfortunate

Coming to Cal Poly, I was a little skeptical about the quarter system. However, now that I am in my third year at Poly I cannot imagine being on the semester system. I believe in the quarter system and think that it is a great foundation to our curriculum. As an upperclassman I would be thoroughly upset if CP went to semesters.

I transferred from Cuesta which in on the Semester system and it took me 3 years instead of 2 in order to complete all the requirements because it was more difficult to get into classes and limited options each year. Quarter systems allow 4 chances a year to get into necessary classes instead of the two chances on a semester system.

Please do not steam line my education.

These are all really good reasons why not to switch to semesters.

We have only a limited amount of time in each class so we have to stay focused...whether we like or dislike the quarter system keeps students focused and efficient, while offering many different opportunities for courses and professors. Quarters are a HUGE reason why I chose Cal Poly!

Engineering students get the opportunity to study more material than if the number of classes were reduced by a switch to the quarter system. Though our competency of each subject might be less, this exposes us to a broader range of material which can be further studied as needed on the job.

Everyone I know thinks semester schools are easier

Sense that quarter system enables students to graduate faster (not true), and perception that it is an immutable facet of Cal Poly as an institution.

All of these are great reasons for keeping the quarter system which is a major part of Cal Poly's success as a university.

its just part of what cal poly is. it's known for its learn by doing motto and fast pace, competitive edge compared to the other csus and ucs.

Most people will say we should keep quarters because, if you get a bad teacher or are in a class you don't like/aren't interested in, the class will be over much quicker. This is stupid. Hire better teachers, and drop the ones who perform poorly (as indicated by REQUIRED, NOT OPTIONAL, student surveys of
teacher's ability). As for classes that students don't like or aren't interested in, well, life sucks sometimes.

In a quarter system, we are engaged and motivated to keep up in our courses. Semester systems has offered too much 'slack' time where students feel like they have more liberty to fall behind and catch up later in the semester.

All of the above reasons are very strong arguments for Cal Poly remaining as a quarter system university.

As an architecture student, I enjoy being able to experience 3 different studios and studio teachers in an academic year. Having 3 quarters also offers students more opportunities to get classes that are difficult to get into or only offered during certain times. Quarters also force students to work in a faced paced environment similar to what we will experience in the work force. I feel that this prepares Cal Poly students better than our peers in schools on the semester system. I feel like the time and effort to change the entire course catalog to semester classes would cost too much in money and time to be really worth it.

I had to choose only 3, but all of these apply. I don't think that graduation rates would be improved at all with semesters.

Given the faster pace, students can be said to be less likely to procrastinate on the quarter system than on the semester system. Student cohorts do not last as long on quarters than on semesters because students are mixed more often in the scheduling of classes. One beneficial result can be that a class with a negative flavor will end sooner, and with less likelihood that it will impact student learning and/or a faculty member's frustration level.

As a graduate student, semesters could limit the total number of electives I could take since there are a number of required courses I have as part of my program.

An Engineering student will be taking classes in a winter semester anyway, this was at least we can take major classes in the 'off-quarter'

The reasons selected are the only potentially difficult to resolve ones, but are solvable in the semester system.

The fast-paced quarter system keeps me motivated. I don't have huge chunks of time (more than one weekend in a row) where I'm not studying for at least one test. This a)forces me to keep up with the classes and b)doesn't leave me time to get complacent about them.

I have become a way better student due to the quarter system because you have to stay on top of your school work. Also Finals are incredibly easier in the quarter system.

Some majors, such as computer science, rely strongly on quarter system electives to expose the students to different areas of their major. This really affects the csc department because most of the electives are stand alone courses that cannot easily be combined into semester courses. Also, this would
remove the opportunity for students to experience a topic without going fully in depth to it if they are uninterested in it.

I do not think there is any reason to stay on the quarter system - it makes me feel like the school doesn't care about my actual education or health.

More courses taken allows student to fine tune the experience

Quarters are really beneficial. They allow us to take more classes in the school year, and the fast pace is definitely manageable. It also gives students three chances in a year to get into a class they need, rather than just two. It allows for smaller class sizes. It’s a great system, and it should stay.

Changing to semesters will make Cal Poly less competitive and will make the degree less valuable.

The quarter system is an integral part of the success of Cal Poly. It may be harder for students but it is necessary if not vital to the education and future success of our students. To do away with the quarter system is to do away with the reputation, status, and high quality of learning that Cal Poly is associated with. The students at Cal Poly feel strongly that the our success is rooted in the 'Learn by doing' mantra and that mantra is built on the quarter system. A switch from the quarter would be a betrayal to current students and Alumni alike.

Everyone of these could really be the #1 Reason, they are all, great and REALLY STRONG reasons NOT to move to semesters, Quarters are much better for so many reasons

Students stay more focused and do better in their classes.

Being able to experience many specialized classes (quarter system) allows us students to find a field or area of study that we enjoy and can look forward to pursuing a career in. Fast paced classes is tough on students but I feel it a good experience for us to have and necessary for our future career. Also, the cost to convert is not worth the outcome, in my opinion.

Quarter system allows students to have the opportunity to take more classes in their specific area. Also, in industry people are required to pick up skills quicker and quarter systems help students prepare for real work in the industry.

The quarter system allows for a greater variety of classes taken which helps once students are thrown into a continually changing world.

As a transfer student, I was glad to get away from the semester system. Sixteen weeks is too long to spend on any one subject and I felt it every semester. The quarter system allows students to learn the benefits of preparation. In a semester system, you can slack off and be fine. In a quarter system, having good study skills and being well prepared is key to succeeding. I know that I have grown academically, professionally, and even personally as a result of attending a school that operates on the quarter system.
I think that cal poly would be better off with a quarter system and it would be very expensive for the change to semester system to be implemented.

Students would lose out on experiences in extra curricular activities since they are taking even more units each semester to stay on track. Along with that, Cal Poly SLO is so prestigious because of everything we learn, By switching to semester systems it will take away from us students and makes us less prepared for our professions making Cal Poly just another normal State University.

The length of a course in the semester system is too long. As an engineer, I have many classes to get through, and I do not wish, nor can I afford to take more time to complete my degree. I would prefer the fast-paced quarter system to the extended classes of the semester system.

semester system is too long and I lose motivation. It negatively affects my learning experience

As a student in CAFES, many of the classes are seasonal dependent.

As a mechanical engineering student, one of my larger concerns in the switch would be the reduce the number of distinct technical electives that can be taken as part of my degree. I feel types of classes, and the diversity available in them, are very important to the 'learn by doing' philosophy

I'm concerned with how graduation requirements will be affected if we are forced to take fewer classes via semesters. How will people halfway through GE's be sorted? I fear some people will be held back.

Class Complications for current students

Also, I really like with the quarter system if I really dislike my teacher in one of my classes, the quarter is only 10 weeks long, so I don't have to be with that teacher for too long.

Semesters tend to drag on and tend to burn students out faster

can really learn the curriculum better

Shorter terms don't cause burnout as soon; exposure to more variety of curriculum in shorter time frame.

Class rhythm (read: breaks) is much more natural on quarter system

quarter system is overall much more preferable. that's why i came to cal poly!!

I agree with most of the above statements.

Quarters makes Cal Poly a unique university, offering the opportunity to take more classes in a year than other colleges.

There is a reason why Cal Poly students are so well rounded- they have the opportunity to take many different kinds of courses and experience many different things. By switching to semesters, you are robbing students of so many experiences that one cannot even quantify the knowledge that is at stake.
Also, students on semesters procrastinate. At cal poly, you are not afforded the chance to procrastinate. The students are in a perpetual state of learning, an experience that will not be duplicated if the move to semesters is successful.

I believe it will be difficult to smoothly transition into a semester systems and still finish in appropriate time and learn as much as we do.

Easier for CO-OPs as well. Currently CO-OPs take only one quarter, instead of a semester, which is nice. Furthermore, it's nice to be able to take classes during fall semester at a JC and then take classes during winter and spring quarters, thereby speeding up graduation.

keeps students interest in class before they tire of the topic or want to have a break from classes

I feel that if we were to switch to the semester system that we would not be able to produce the quality of work that we normally would do on the quarter system. With a semester system our work would go to the wayside of an extraneously long 16 weeks where we may find ourselves, the students, becoming less academically focused compared to the rigor of the quarter system.

Disregard, cannot unselect

All of these are very important points. Mainly quarters makes Cal Poly a superior academic CSU.

Part of the Cal Poly experience is to succeed outside of class as well as in class. It is not the quarter system that delays graduation, but in my experience the involvement outside of the classroom. These skills and opportunities outside of the classroom are what diversify Cal Poly students as well as the 'learn by doing method' that would be greatly impacted by changing to a semester system.

It could throw off every single current students plans for graduating. It may cause problems with classes, and could potentially force students to stay longer than they would have if it were to stay on the quarter system.

Switching to semesters would slow down our pace of learning, therefore creating laziness amongst students/faculty

Students are able to take a wider variety of classes and go deeper into topics they are interested in by having the ability to take more classes on the quarter system. They benefit from the greater range and depth of knowledge in a way the semester system might not be able to address.

Quarters are perfect for students who learn quickly and like to learn about many different subjects. I prefer quarters because they allow me to learn information quickly, and I am exposed to a broader range of topics within the year (three sets of courses as opposed to two).

Cal poly is distinctive because of quarter system and we are easily able to get through 10 weeks of a course even if we don’t like it because we know it will be over quickly.
The conversion of our quarter units to semester units would put all students behind and off track for graduation.

The curriculum is more enriching because we learn more in one school year with the quarter system.

Reason #1: In quarter systems, students complete a wide variety of curriculum at a faster and more productive rate than in semester systems. Reason #3 Quarter systems require students to develop a greater amount of self-discipline than semester systems do (I have experienced both at a college level).

You can also take more classes and graduate sooner with a quarter system, despite the fast-paced curriculum.

ALL OF THE ABOVE!!!

Longer classes (more weeks of instruction) could lead to wasted time, especially in the general education classes. Converting from quarters would compound this effect due to taking a quarter long class and making it a semester long.

Students can complete more units on quarter system compared to semester.

I am a transfer student to the architecture program. I took classes on a semester system for 3 years at 3 different junior colleges. I chose Cal Poly over a full tuition scholarship with paid cost of living at USC because Cal Poly is on a quarter system and I can take more instructors. This is a great advantage and the level of exposure to various approaches is an irreplaceable experience.

The labs and activities we offer with the quarter system would not be possible in a quarter system. As an ag major at Cal Poly the amount of labs I get to participate in is a once in a lifetime opportunity.

I think the quarter system is great because it forces us students to stay on track with our classes and not fall behind due to the shorter time period. I believe people are more likely to procrastinate and get poorer grades if they are on the semester system.

The reputation of my degree from Cal Poly would be diminished if we switched to a semester system.

The quarter system allows students to take more classes whose focuses are more specific to gain specific, relevant knowledge because of the shorter class period.

Risk of breaking is quite high especially in relation to the relatively few known benefits of conversion.

The quarter system forces students to stay on top of their work for the entire time as opposed because the time goes by too fast to allow yourself to fall behind.

LABS, I already take around 3 labs a quarter, I have no idea how I would be able fit all the necessary labs without eliminating some.

The quarter system pushes the student to work very hard - I consider myself as having achieved more and gone through a harder school than any university on a semester schedule.
From the student perspective, the quarter system is much more stimulating than the semester system which drags on.

Cal Poly is highly regarded as being unique from other CSU schools. People notice that we are on the same schedules as almost all of the UC's. Reducing us to a semester system would not only take away one of our unique, outwardly noticeable qualities, but reduce the difficulty of the curriculum. I have attended both semester and quarter universities, and the quarter system is much more difficult. As a student who is nearly finished with his degree, I feel as though my hard work will potentially be diminished in the eyes of future employers who do not know that I struggled through a more rigorous system.

We should definitely stick with the quarter system, one of my favorite elements about this school.

with quarter, we move onto the other classes that we need to take without staying in the same class for a long time. quarter benefits students that take classes they don't enjoy or have teachers that they don't like, it lets the whole process be a lot shorter.

Administration has not been able to demonstrate a clear and present SAVINGS if we were to switch to semesters. The HOPE of gaining marginal efficiencies here and there would never warrant a private company to dedicate many resources to change their engineering, manufacturing, or management systems. What makes a university administration feel that they should be allowed to spend the taxpayer's money unless it would provide a GUARANTEED payback that is speedy, effective, and seen by all stakeholders that are impacted.

It costs a fortune to change to the semester system. I find the suggested move very risky, especially when we are struggling with budget crises and the advantages of the switch remain uncertain or negligible. If Cal Poly can afford that much money, why not reduce the tuition, open more classes, or enhance students' school experiences?

If you are in a class you don't like, or have a professor you don't like, then you only have to remain with them for 10 weeks.

the quarter system keeps students on top of their school work and prevents students from becoming bored with school and corresponding work Semesters become monotonous

Cal Poly is known for being a prestigious school on the quarter system. Don't take away its uniqueness to accommodate people who can't handle the demanding schedule.

I had to withdraw last quarter and if I had withdrawn in a semester system it would be a lot harder to makeup the work.

As an engineering student, changing to a semester system right now would undermine the style of education here; additionally, it would assuredly take more than four years to graduate due to the same requirements for graduation (and/or the course curriculum would be intermingled confusingly). Thee
time and effort to work things out would far exceed the benefits, especially to engineering students like myself and the plurality at Cal Poly.

'If it ain't broke, don't fix it.'

Changing to a semester system would dramatically complicate and interrupt the education of all Cal Poly students.

Easier to study abroad for 10 weeks versus a semester of 16 weeks.

One of my deciding factors of choosing cal poly over other colleges was that cal poly is on the quarter system.

The thing I like most about the quarter system is the option of getting to take so many more classes. I feel like the students have more of an opportunity to take more classes and different teachers learning more than you would otherwise.

While the quarter system has many benefits, its greatest is that the students are exposed to a much greater array of topics. In the workplace, it is often important to have a solid understanding of more than one concept, and the quarter system prepares for this by offering students a chance to take more courses, although in more compressed form (each not necessarily less informative than if it were to be presented over a semester).

The quarter system allows students who are having difficulty in a class the chance to retake that class without falling as far behind. It is easier to make up a class in the quarter system than in the semester system.

Being able to get out of college in 4 years, rather than a 5 year plan.

The quarter system was hard for me to adjust to but now i like it. I get to take more classes and learn about different things i normally wouldn't have. I feel like i learn more on a quarter system.

Students need to take classes whatever time it is scheduled even if interferes with their social life or sleeping in on the mornings

Too disappointed to reason.

Our courses are more 'specialized' on the quarter system and taught by professors with very specific specialties. This would certainly be lost on the semester system.

For some students the semester system allows for in depth studying and therefore better grades. Whereas the quarter system is at such a fast pace there isn't quality time to absorb what is being taught. Furthermore, getting through one's studies takes a lot longer with the semester system.

less time spent in class
I feel with semester schools, there is more busy work, where as with quarter system, you get to the stuff that is truly and really important to know.

Can take more classes in our major

I also think remaining on the quarter system would help students graduate faster.

I value the variety of classes and professors that a quarter system offers

The semester system is too slow

The benefit of having quarter system: more variety of classes throughout the year. Teaches us to maintain a face pace working environment.

able to finish classes you don't enjoy sooner -which makes the student happier and doesn't waste as much of their time.

It is beneficial to both Cal Poly students and faculty members to be on the quarter system. Professors and students at other Universities are working hard over Spring Break on papers and tests, whether they are grading/preparing for them or studying/working on them. At Cal Poly, we receive a very stress-free week off over Winter Break. It is great to have this time to relax and get our minds completely off of the academia world.

It's what makes Cal Poly, Cal Poly. If we switch to a semester system it would take away from our well known fast paced environment which separates the weak from the strong. Having spent some time in a semester system, I was very thankful to return back to the quarter system.

The quarter system allows for a greater number of courses to be taken than in a semester system. There are a good number of GE and supporting courses that would take time away from major classes if they were a whole semester long

If you get a bad teacher and/or bad class schedule you only have to deal with your problem for 10 weeks

Even though you go into less depth with quarter classes, college is about giving you a broad variety of classes to help you decide what career you want to pursue. Graduate school should be the time where you get into more depth of the field that you want to pursue.

Students may not be able to graduate in 4 years if switching to the semester system.

Quarters are way easier than semesters. I was on semesters for 2 years at Sacramento State and I had a much harder time there with my classes than I am having here. 10 weeks of material is incredibly easy to learn and forget, where 17 weeks takes much more time to prepare for finals and the material actually sticks with you.

One drawback to Cal Poly is the need to apply to a specific major and the difficulty of changing majors once at Poly, but through the quarter system students are able to take a wider variety of classes and perhaps make up for the current rigidity that Poly's curriculum suffers from.
Learning under the quarter system has always been a sense of pride for me. I always think of it as 'look how much I've accomplished in so short a time'.

I like the quarter system because it is fast paced, if you are struggling in a class, the pain of it will be over faster. Also I am in a major (CM) where different portions of the field are taught in different classes. The switch to the semester system would force the program to reorganize what has been done for a long time. That goes for every other major as well.

I can tailor my degree more specifically to what I want to do after graduation on the quarter system.

Less time, money, and degree progress is lost by students having to withdraw for internships and job opportunities.

For the past three years I have been able to take double the amount of classes my friends have been able to that attend a semester-based school. I believe that the quarter system has helped not only my academics at Cal Poly, but also my social life by allowing me more chances to meet the diverse students Cal Poly has to offer.

Preserve what sets Cal Poly apart from all other CSUs

Quarter system provides the perfect breaks after an academic section. If we switch to semester we will have break and then need to return to take final exams. On top of that, teachers would fail to make a whole semesters worth of material, they cant even last the 10 weeks in quarter systems without assigning busy work or group projects.

I don't want to be caught in the middle of transition

In addition to the additional chances offered to take the same class, by having classes partitioned into smaller chunks, if a student doesn't pass due to not understanding a certain concept, retaking the class is more focus, as less topics are covered, allowing the student to retake JUST what they don't understand, or at least more so than a semester system.

The quarter system enables ag students to stay through harvest of most crops. Employers like to see this because most inters leave a month before those on quarter systems do.

Three rounds of finals instead of two with a greater number of finals

Even though quarter system is a fast challenge. I do believe it contributes to Cal Poly's uniqueness and the 'learn by doing' motto. I get to experience so much hands on here at Poly than other students do at other colleges (which are on semester system)

I think that the learn by doing philosophy that cal poly is so known for will be completely lost on semester because there will be no time for students to take any of those classes because they will need to devote all time to the core classes.
Why take the time and effort to completely change the system instead of improving the quarter system? Cal poly restricts students in the sense that we chose our major when we apply, yet the quarter system allows us the opportunity to explore the different facets of our majors. Ultimately, the deciding factor when I chose Cal Poly was the quarter system, and it saddens me that the institution I fell in love with 5 years ago would lose that unique character.

The quarter system is unique to Cal Poly SLO as it adds to the rigorous academics which give Cal Poly SLO it's name. Changing to semesters would drag out material, that's boring! Cal Poly SLO should remain on the quarter system to continue it's legacy of producing the best. I think semesters will make students lazy. Quarter system is a part of the reason I chose Poly over other schools, I would be disappointed if that changed.

I would MUCH rather stay on the quarter system.

Architecture studios need to be quarter-long. If the semester system is implemented, we get 5 less opportunities over our 5-year program to experience different professors' teaching methods and ideologies.

Quarters are smart economically, academically, and provide variety.

The variety of courses that the quarter system allows for is extremely important to the technical areas of study. A 'polytechnic' university should embrace this. The quarter system contributes to Cal Poly's reputation as a top ranked school in engineering, architecture, and sciences.

Quarter system has better school start and end time. Starting in mid August is a nightmare. September is one of the best months to have off.

n/a

Fast-paced quarters force students to focus on curriculum from the first day of classes. At my semester schools (I have been to two different semester colleges) there was at least a week of dilly dally in the beginning and put almost every one i knew into a false sense of ease and made it hard to get back into the school life style.

I personally like having three sessions in an academic year. In my opinion extending the quarters by another 2 weeks each would be optimal. After 7+ years on semesters I feel that they are a bit long and it is easy to loose focus burn out. Quarters seem just about right but many of the class attempt to squeeze too much info into the shortened time frame.

ALLOWS STUDENTS TO HAVE SMALLER CLASS SIZES

As student’s, we are already getting burned out in the quarter system. Granted, the symester system is supposed to be a bit slower paced, but I have little faith in teachers adapting well to that pace. I suspect that many teachers will continue in the same vein of teaching at high speed, but over longer, which only succeeds in wiping out students.
Faculty Other Semester Reasons

Note that many of the above reinforce my earlier comment.

Overall, although conversion is costly, I believe that students learn and retain more in a semester system.

Other than reducing costs, there is no good or viable reason to switch. It works - don't fix it. The President should be focusing on Cal Poly's strength and not focusing on conforming to CSU Bakersfield of LA.

Assuming adequate financial support, conversion would allow critical evaluation of entire curriculum

We currently run an on-cycle and off-cycle versions of courses to ensure we run every class twice a year. This prevents a student who fails from having to wait two cycles before a course is offered again. With the implementation of the semester system, we will run classes only once per year which is more efficient and should save money.

I don't agree with any of these. I feel that the main reason is to reduce costs and has NOTHING to do with the fluffed up examples provided above.

In the 1990s iteration of the projected change from quarters to semesters, I saw the increased depth of classes and greater time for retention of material as a benefit, and I still do. Give me several more weeks, and I can cover my topics more thoroughly. Sure if I took a 4-unit quarter course and converted it to a 4-unit semester course (with the same distribution of lectures and labs) I could do a more thorough job. But colleagues pointedly asked if that would really happen. More likely it would shrink to a 3 unit semester class (2.67 units is the actual conversion) with fewer labs (where the hands-on student learning takes place). But if that happened to a bunch of 4-unit biology classes, the extra 1/3 units add up, and some classes wouldn't get taught at all. Students get used to the pace. And a lot of them like the fact that a quarter is mercifully short for non-favored classes; a semester can drag on and on . . . It might be easier for transfers, but that sounds more like an administrative excuse rather than a student issue. There will always be articulation issues, and semesters will just change their flavor. I see that there will be LESS time for hands-on field work and other 'learn by doing' activities. I've already seen the effects of reducing lab time for 'efficiency' and budgetary reasons. I don't see lab time going up in the conversion. I don't see a positive or negative impact of the change on the teacher-scholar model. One less registration, final exam cycle, and program start-ups per academic year—clearly an administrative goal, but hardly a reason to completely revamp everything in the curriculum. Reduce student assistant recruitments and turnover in scheduling—another administrative excuse masquerading as a reason for revamping Cal Poly.

It is being forced on us by individuals who want to appear to be trying to save money.

Less need for 'priorities' for student class scheduling. Semesters can enable curriculum to be planned more easily so students get required classes when they need them, and get out in 4.
Classes will not increase in depth in the semester system and the pace will not be less stressful since the students will still be in the classroom for the same number of days each year as they would for the quarter system. The only way to increase the depth in a class or to reduce stress would be to eliminate material from another class, this can be done in either the quarter or semester system.

I have heard that a switch to semesters would mean a switch from teaching 3-3-3 (4 units) to teaching 4-4 (3 units), which will significantly increase workload on faculty. Mathematically, 3-3-3 (4 units) is equivalent to 3-3 (4 units). This can be seen by considering about a year-long course sequence. (of course dividing up shorter courses will complicate matters). I feel that we could make the switch smoothly if we switch from 3-3-3 (4 units) to 3-3 (4 units) - so yearlong sequences will converted in a straightforward way. I feel that a switch made from 3-3-3 to 3-3 would greatly benefit both students and faculty by reducing the burdens of administration and turnover. I feel that a switch made from 3-3-3 to 4-4 would harm faculty who already work extremely hard, and as a result, decrease the quality of instruction we are able to provide. Since all of the survey questions are framed without specifying the course load, I am responding that I strongly disagree to this change since I have heard rumors that the new course load would be 4-4.

Isn't the main reason that it's cheaper?

*IF* we were to implement a 3:3 semester model, I could see a benefit to the teacher-scholar model and learn by doing approaches in that we would have more time to develop research projects with the same team of students. This benefit would be minimal in the face of a 4:4 load.

I believe the admin has cited 'efficiency' in through-put of students as one of the primary reason (a point I don't agree with on the basis that I don't see a pared down and hurried education as a value for students in the long run)

There are no real reasons except a new president has to show he is 'doing' something to justify his salary.

New President promised the Chancellor he would make it happen.

Allows faculty to spend less total time teaching our students and more on other activities. (I personally don't feel this is a good thing, but it seems to be a motivating factor for some.)

Again, these are impossible to answer without knowing what the workload will be for faculty. A 'less stressful pace for faculty'? With a 4-4 load, absolutely not. With a 3-2 load, perhaps.

The change is most likely being driven by finances. I can't imagine undertaking this change if it didn't yield a net financial benefit.

None of the above
Curriculum design will be easier. Many classroom resources (books) are made for semester long classes, so I find most of my classes either have too much material to cover in a quarter, but not enough to justify 2 quarters. Also the quarter will help us more easily meet requirement of our accreditation board.

I find many of these reasons to be based on false pretenses. If the academic year is still 30 weeks long, the pace of work me and my students will be the same because for CP's curriculum to maintain its rigor, I will still cover 30 weeks of material in the year. Many students will likely find the final exams more difficult because they will need to retain/explain a larger amount of material. There also will still be the same amount of time for hands-on learning. The teacher-scholar model will suffer. If students are taking more classes/semester, than it follows that the faculty will be teaching more classes/semester and therefore have less time for research.

Changing would not suite cal poly at all

Efficiency-based reasons, which are not pedagogical nor student success

The advantages listed are quite small--I have 18 years' experience teaching on a semester calendar and find that the reasons listed above are real, but quite minor, factors.

The idea that a 4/4 load would improve teacher-scholar model implementation is a joke. How can we make this decision (or select from these choices) without knowing about workload?

ALL OF THE ABOVE are excellent reason.

'Improved teacher-scholar model implementation.' The only way to increase scholarship would be to provide more time for faculty to conduct scholarship rather than teach. This could be done in either the quarter or semester system. I don't think switching to semesters itself will afford more time unless the load is decreased. The pace may be less stressful, but I like the fast pace of the quarter system.

'Better timing for students and faculty for opportunities outside the university such as internships, research fellowships and collaborations, and extra-mural activities.' As a student - I never had trouble doing extra-mural activities. 'Easier for students to transfer to and from other universities.' I can't speak to this.

Pressure form outside to be like other CSU, desire by the administration to switch

If students are ill, they can still make up their work.

Quarters mean everything is a 'short-course' with less depth than would be ideal. For faculty this schedule interferes with developing materially fully and with engaging in scholarship.

Tri-mesters would be even better and would maximize campus/facility usage. Easier to attract 'summer students'.

We will follow the cycle more closely with the high schools and elementary schools (our children)

It must have something to do with money.
Something like 85% of universities, including most of the top ranked ones, are on semesters. That's strong proof that semesters work.

It all depends upon how it is implemented! These questions do not have meaningful answers unless we know how it would be implemented.

I don't think either of these reasons are a compelling reason to switch, but I'll concede that this would be true.

You are missing MONEY as the reason.

Administrative advantages but no advantage to faculty and studentss.

More time for students to actually grasp and learn difficult concepts.

A semester system could also accommodate half-semester courses as well, where the benefits of a variety of short courses is needed.

Most of the so-called benefits of converting to semesters are actually 'hoped-for' benefits. I don't believe, for example, that the hoped-foe cost reduction due to only scheduling classes twice/yr can be shown to actually have reduced administrative costs on campuses that have changed from quarters to semesters. Reduced administrative costs would coincide with reduced administrative personnel, when in fact administrators are usually added during the conversion period to oversee things, and then stay on campus in some capacity or another, so that administrative costs actually INCREASE.

The main reason is to align with other campuses for reporting to the CO. That is the only reason I see to convert. I do not believe any of the other choices are valid.

I don't find these reasons at all compelling

#1 benefit: Revenue-generating in the long-run from moving from 45 to 40 classes in a 4-year degree, assuming (120 units taken in 40 3-hour semester courses); #2 benefit: forces a more meaningful discussion of the number of required GE courses.

At this time, in this economy, there are no good reasons to spend $7m to shift the calender of the school year.

None of these reasons make any sense for a POLYTECHNIC University. Learn by Doing MEANS DOING!!

None. The costs will be huge at a time when money is not available. The pace of either system has to be equal there is no more time to go into depth in two semesters verses three quarters in a time period which is equal (a year)! This is basic math.

Because the Chancellor's office and President Armstrong think that this will save money.

None of these are compelling reasons.
Could have checked most of these.

None of those justify the immense work in converting our entire curriculum to semesters.

The less stressful pace makes literally zero sense. In each system students average 15 hours of class time per week. It's the exact same thing. Having more time to absorb material makes no sense either since you are typically taking more subjects in a semester system (e.g. five, 3-credit classes, versus four 4-credit classes)

Convenience of the administrators

I supervise teacher candidates in public school settings. They would benefit greatly by having a solid fall quarter that begins earlier (Aug/early Sept.) where they would begin the public school year in their placements and learn more. Their spring placements would begin in early January. The current spring placements begin at the end of March/early April and the candidates are in the public schools mainly during testing time, spring break, etc., not getting enough teaching experience in.

The option were leading and thus unfair.

More time is not more retention. Some classes can add depth, but lose rigorous pace.

This question is ambiguous. I could answer with the BEST reasons: classes could be more in-depth. I could answer with the probable ACTUAL motivation for considering semesters right now - the reasons I have heard from administration and academic senate: one less registration and stream-lined graduation. Or I could answer with an OUTCOME I WOULD HOPE FOR: implementation of the teacher-scholar model. What do you mean by 'main reason'?

I don't see any of these as 'good' reasons to make the switch. The one that makes more sense to me is 'easier for students to transfer to and from other universities.' I assume most students transfer to Cal Poly from a community college and most/all the community colleges are on semesters. In our department, the number of transfer students is a small minority and so it doesn't really seem like a good/necessary reason to make the switch. How many students are transferring to/from UC, which are predominantly on quarters?

Again, is Cal Poly somehow FAILING? I thought we were one of the best universities in the USA, and consequently in the world. Who has inspired this call for change? Why? Having worked in both systems, I do not see that either has an enormous advantage over the other. Convince me. Show me data.

I see no benefit. Cal Poly functions quite well as is on the quarter system and we don't need to switch to quarters because of some perceived administrative need.

Easier for administrators?

While many believe that there is room for increased depth or a more relaxed pace, this can only be possible if there is less content covered over the course of a full year.
I wish I could rank more than 3 on this question. I believe the three I selected are the top 3, but I also believe that the semester system would greatly improve my ability to be a 'teacher-scholar'. I DO NOT believe it would be a less stressful pace because students would take more classes, and because faculty would have a larger teaching load.

I've included only the top 3, but I feel like each has merit and contributes to my overall belief that we should switch.

I really can't come up with a justification for going to semesters. It might be easier to transfer to other schools that are on a semester system, but a lot aren't.

I think the reason semesters are being considered is that administrators want to force a 180 unit equivalent system on the faculty with a work load increase. No research supports an advantage of semesters over quarters for student learning.

No good reasons to switch.

Better alignment with the rest of the world.

Why wouldn't the President say, 'Convince me that the semester system is better than the quarter system.' That would be a more genuine and objective position.

Pace will only be less stressful if faculty are teaching a 3-3 load. A 4-4 load would make life miserable.

Most engineering texts are written by and for semester-length systems.

Most of the other state universities are on the semester system and they want us to join them.

The better quality of education in the semester system can be guaranteed only under the condition that the instructional faculty are not over-stressed by having to teach 4 courses per semester.

Because it is being imposed on us by the CSU with no benefits to our students or faculty. We have to degenerate to the 'norm'. WE now stand out partly because of the quarter system - CSU does not like that!

I don't have another reason, but the survey requires me to fill in three...

having a new schedule every 10 weeks interferes with already fragile work/family balance. It make very difficult for me to juggle all my roles: mother of 3, wife in a dual career family, teacher, researcher, advisor. Also, I endorse all the reasons listed above.

Ditto above: As yet, the administration & the task force have yet to submit a clear proposal or plan for conversion to faculty; we are being kept in the dark about what several KEY elements of a conversion would entail. For instance, workload: if we move to a 4:4 semester system, faculty will ALWAYS have more preps, more students, more grading, etc. on any given day/week throughout the entire AY, limiting time for individual attention to students, for faculty research, etc. - thus it seems like this would significantly diminish our teacher-scholar model (and the depth that semesters allow might be sacrificed
because there simply won't be time). BUT if we were to move to a 3:3 semester system, I think the workload would be comparable and semesters could allow for greater depth/exploration of a subject.

Most texts are designed for semesters, and so material is either compressed or eliminated during the quarter.

Reduce administrative overhead. This might be the same as Reason #1. Can changing to semesters enable us to put more resources into teaching by saving on administrative costs?

I can't really think of any good reasons. Cal Poly should remain on the quarter system.

I'd put the first option tied at number three with 'more chance for learn by doing'.

I frankly do not understand the arguments favoring conversion. The only reason I am aware of is that the CSU central administration would like it in the name of uniformity.

1 It feels like a decision has already been made to convert to semester system. 2 New Faculty and Administrative personnel, educated in a semester system and simplify believe their academic expertise is suppoerior to what we provide at Cal Poly. 3 I don't believe there is any good reason to convert to a semester system. Cal Poly is very successful in preparing students for professional careers.

satisfy administrators whims

Similarity to other universities is likely to have less 'waste' for the student. All semesters are not the same, so this will not be perfect.

I think economics is the main reason for considering the switch. It probably will save some cost to the University at the expense of more demanding learning experiences.

Fewer faculty and lower administrative costs with no loss to administration.

The Ex-Chancellor wants it that way.

We would be forced to redo the entire curriculum which would be good.

I don't believe any of the reasons listed are good reasons to convert to semesters

For me personally, there are no 'main reasons' to convert to semesters. So I wasn't sure how to answer this one. If I try to read the mind of others, I think many perceive there workload will be less. But that is highly unlikely and often exactly the opposite of what occurs.

Most certainly will NOT help the teacher-scholar model unless faculty are on a 3-3 teaching load.

The idea that there will be increased depth of classes and a less stressful pace does not make sense to me. If we are still committed to a quality education for our students, we will maintain the same depth and pace; courses will be merged and restructured, but the amount of content per week will not change. Or if content/week decreases for an individual class, that will be coupled with an expectation
that students take more classes at one time. I was on a semester system as a student and there was no less depth or slower pace. There were, however, many fewer choices about classes to take.

I see no reason in the list that is provided that justifies conversion to semesters. No substantiated facts have been provided that clearly illustrate that semesters are better.

If there are 4 preparations, faculty will have less time and a more stressful pace, if 3 preps, then it would work.

I do see the advantages of a semester system. They are real and do exist. However, they do not compensate for the colossal effort and use of everyone's energy and time to make this switch.

none

Change for its own sake is a standard method for new managers to provoke confusion and disarray.

I am getting the impression that the transition is a 'pet project' for the president/chancellor, regardless of outcome on cost to the university/system, or quality of education. The goal seems to be uniformity across the system, at all cost. This seems to be the prime driver for the conversion. If a case was made for cost reduction (even if neutral education quality was not guaranteed, and the return on investment for transition was 10 years!), I would become an advocate for conversion, given our financial hardships. WHY ISNT THAT CASE BEING MADE???

Students are on campus for start of football season

Improved teacher scholar implementation ONLY with a realistic workload.

Semester conversion is being presented as a student graduation initiative, but the admin is 'pork-barreling' other initiatives --including a reduction in G.E., a course load reduction for various majors, perhaps the elimination of some programs--under the banner of a school year calendar shift.

I do not believe that any system is better than the other; each has advantages and disadvantages. Assuming that there will be more material in each course of the semester system, many of the reasons given above are bogus unless there is an actual decrease in material coverage, which simply won't happen. Being about to retire, the semester system will be better for me as I could complete my FERP in four months instead of six, but it would be not particularly beneficial for the students and so I cannot support the transition.

'Less stressful pace' and 'increased depth of classes' are in contradiction with each other. We can have one or the other but not both.

Cost saving by university

some students really do not respond well to the pace---but that is something I believe they should adjust to---life has oodles of those situations---this is a cheap way to learn that. Essential concepts become the
center of class activity and extensions in learning come from self- or group-learning --- which is up to the student--another good learning situation.

Once again, without knowing more detail, it's hard to answer this question. Will classes meet the same number of hours per week as in the quarter system, for a greater number of weeks? If yes, then a big cheer for greater depth of study. What will the faculty teaching load be? If faculty are expected to teacher a greater number of courses simultaneously, then the 'pace' will likely be MORE stressful rather than less stressful.

I can't think if a rational main reason to switch. I suppose there is a knee jerk reaction to switch for perceived financial reasons. Are the financial benefits real or de minimus? In other words, there might be a statistically significant difference, but what is the effect size?

Again, depth over breadth. But that might lead to more 3 unit courses to try to preserve the exposure to a wide range of ideas, which could defeat this benefit.

It will be HARDER to transfer to UC system

Fit in with the rest of the State system

There were so many solid reasons for change, I had a had time picking just one!

I teach semesters at Cuesta. It is not any less stressful due to more content. There is greater ability to plan, however changes happen slowly.

It's difficult to answer this question because I don't know how many classes, students, etc. per week I would be responsible for. Colleagues coming from the semester system tell me it's more difficult to find time for the added number of students during office hours, prep for classes, and do research.

I have been told it is to save the University money. If that is the primary reason, it should be explained by the President

ease of administration to align with other state schools

Assuming the same material/curriculum is to be covered in 2 semesters compared to 3 quarters there is NO change in pacing, time for retention, reduction in stress or depth of class material. In fact, generally the opposite is true with higher costs of failure (1/2 year vs. 1/3 year), greater stress due to more material to retain, difficulty for students with learning disabilities and harder to catch up for students who fall behind as material snowballs. Additionally, zero evidence presented or evident of any cost, labor or time savings once implemented with obvious high cost of implementation for negative return on investment. Anecdotal evidence from other implementations of semesters from quarters is greater class work load resulting in less time for 'scholar' work or alternatively club/activity support for learn-by-doing.

See comments for question 6 - the main advantage is wholesale curriculum reform and teaching technology innovation
savings on administrative costs, but then there never are any administrative cuts when these kinds of savings are realized, administration finds a way to protect all its resources and then depend on the staff and faculty to do more with less while we pay more for administration. administration needs to lead by example if they expect to keep talented and skilled people on their team.

These answers were all more agreeable and understandable than the ones listed for the quarter. Seems like a bias in the instrument.

Greater time in the classroom doesn't necessarily translate into greater depth or retention. There is a large body of pedagogical literature that refutes this fetish of more seat time. As for LBD experiences, including internships, etc., our students already do remarkably well in this respect.

I think the main reason is because administration wants to show they doing something. This change should be going through the Academic Senate as it is, primarily, a curriculum issue, but it isn't.

Easy for the administration and its goal to make the university more like a business.

I decline to answer this loaded and leading section because I don't endorse any of these statements and do not in any way support the move to a semester system. I do not want my survey to be used to convey anything to the contrary.

The only reason is administration convenience and registration cost savings. The design education experience is diminished and the 'greater depth' theory for semesters is bogus.

chancellor reed wants to accomplish his goal of making the administration of all 23 campuses the same for csu administration convenience, neglecting the unique features of each that have made them outstanding institutions.

Chancellor's Office mandate

I feel that there are no pedagogical reasons to make this change—only political reasons.

I feel the main reason to convert is so Cal Poly can push students through the system faster, therefore, increasing revenue for the university. I don't think it has anything to do with student success.

I don't see that the quarter system has hindered to any great degree any of the issues listed above. The UC system has functioned perfectly fine with the quarter system.

fresh look at curriculum

I'm concerned about the teaching load for faculty on a semester system.

None of the reasons mentioned above is worth the conversion to a semester system unless the teaching-related time required for tenured and tenure-track professors is no greater than it is now on a weekly basis.

The motivations I've heard are economic/financial, then rationalized with pedagogic justifications.
What are the reasons for converting? I have no idea. Cal Poly is looking into converting so shouldn't the administration provide the reasons for converting? Why do I need to provide the arguments?

Overall, reduces costs to university

Since there is no clear pedagogical evidence that the quarter system has produced inferior graduates, it is easy to assume that there are more sinister underlying reasons that will ultimately degrade the quality of education at Cal Poly,

I definitely don't agree with some of the options here as being reasons for converting to semesters. For example, where is the evidence that it would improve the teacher-scholar model implementation? where is the evidence that it would be a less stressful pace for FACULTY? (i.e. without a clear understanding of what the faculty workload would be under a semester system, how can an assumption be made that there would be less stress?)

During extremely difficult economic times my best guess is the new administration is trying to make their distinctive mark on Cal Poly by initiating and proposing this change.

I actually think that one of these statements is difficult to judge: 'improved teacher-scholar model implementation' does not seem to be something I can comment upon given that it is unclear how work load issues will be assigned. Under certain configurations there would be a greater emphasis and thus reward for engaging in the type of scholarship that enriches our teaching (a positive thing in my mind), but under the conditions that are being rumored, I think this model would not be achievable. Fortunately, I have maintained a rigorous research agenda in my time at Cal Poly, so I'm working up my job materials, as I would be marketable elsewhere should we be compelled to shoulder a four class per semester teaching load.

Makes Cal Poly just like all the other CSUs

Most of the books (texts) are written for semester system, not quarter system

unknown at this time why the change

The President wants to do it.

I am unable to say much about the effects the semester conversion would have on CalPoly, since I do not know what curricular changes and workload changes it would bring.

am not sure any of the reasons stated above justify the proposed change

I believe sound pedagogical arguments can be made for switching to semesters; however, the most significant benefits of converting to semesters would be lost if faculty were asked to teach more than three courses per semester. In fact, I believe the net effect of the switch would be negative if the conversion to semesters meant a 4/4 or even 4/3 load for faculty,

It would provide the opportunity to revise and improve the curriculum with much less politicking.
Having no familiarity with the semester system I cannot answer this. I can tell you that in my department we have no problem attracting and integrating transfers or getting our students internships. Our advisory board has been quite clear that the 'less stressful pace' argument is directly counter to what they say they love about Cal Poly grads.

I can see no reason to switch to semesters. Any perceived benefits do not seem to outweigh the disadvantages.

Upper level administration feel it would be easier for them, the students and faculty be damned.

It's not clear to me that we would accrue any of these benefits with the exception of 7a and 7g. The others look like they are assumptions of what might come out of a conversion, but I don't actually know if they would.

We can't understand how the switch to semesters would affect the teacher-scholar model unless we know the workload in the semester system.

1. Cost savings. Comment: Teacher-Scholar is not better under semesters if the real workload is going to increase. Going from 3-3-3 to 4-4 is more preps per week, and not made up by the fewer lectures. Finally, I do think semesters can be less stressful a pace. But the students who choose to come here do so for the 'hit-the-ground-running' reputation of our graduates.

I see only one valid reason one might consider a semester system

Pressure to hustle students through the system in the least expensive way possible, regardless of their academic needs.

Certainly from an instructor’s perspective I should embrace semesters-it would reduce my work load by probably 25% e.g. grading workload-for would have about the same number of exams and outside assignments.

Provides the opportunity to implement a full variety of time periods within a semester (e.g., 5 weeks, 8 weeks, 10 weeks, 2 weeks, etc.) based on the material being taught, not on some arbitrary block of time that fits all types of learning.

Charles Reed wants all the CSU to be on a similar schedule.

There are no paedagogical reasons for changing to the semester system

I am fine with a semester system, if it is one that is agreed on by the faculty. However, the questions above, especially with regard to the Teacher-Scholar Model, are very difficult to answer given that the president has offered very little vision of what a semester system would look like at Cal Poly. I have learned and taught under semesters, so I have an idea of what a semester system is like, but I also see other CSUs on a semester system that doesn't look inviting to a Teacher-Scholar Model (such as a 4-4 teaching load). Simply put, there are many varieties of semester systems (14-16 weeks; 3-3 or 4-4 loads, etc). Please give us the basic vision so we can provide more informed answers.
Only reason I can think of to justify the change.

I do not have sufficient information to reply to these questions

Due to the trade-offs between pros and cons of each, I am not convinced that one system is superior to the other overall in terms of curriculum, scheduling, or other aspects (although with respect to individual aspects, there are clear reasons to favor one over the other). A financial study may reveal whether or not one is more economical, and what the costs would be for conversion.

Conformity to other CSU campuses with semesters.

I can't answer this until I know what the teaching load and student load would be.

I don't believe our students are negatively affected by the timing of quarters. If it were just timing we could begin earlier in the fall and end earlier in the spring.

If any of the qualitative statements above were definitively true, great schools like Stanford, Chicago, Dartmouth, UCSD and others wouldn't be on quarters. It must be a wash on those counts or else quarters would have gone the way of the dodo long ago.

The need to streamline administrative costs at the expense of pedagogical benefits of the quarter system.

I am strongly opposed to changing to semesters. I don't believe in a single reason listed.

Most likely a covert effort to increase faculty workload in the guise of the 'efficiency' of conversion.

more opportunities to connect concepts now spread across multiple quarter long classes. Greater opportunities to think and engage in problem solving.

The semester conversion proposal seems like an attempt to change curriculum through a different process in order to water it down and reduce cost (and value) of higher education. I don't believe the president is being entirely honest about motives.

None of these are true. Especially the idea of improved teacher-scholar model. There is no data to support this or any of these reasons.

I believe the entire university needs to vote on this proposed change. Staff, Faculty, Students and Alumni.

Perception that Chuck Reed wants this to satisfy the Trustees as a method to standardize the CSUC system. The Cal Poly students and faculty want to keep the quarter system.

Students will get a hand-up in the summer job market.

This question cannot be properly evaluated without first knowing how such a change would affect faculty work load.
I don't accept the reasons above as strong reasons to convert to semesters, weighed against the much stronger reasons for staying on quarters.

Essentially, mere familiarity with semesters.

I heard a few reasons but I really think it is a big mistake to change to semester system.

I like this statement 'Improved teacher-scholar model implementation.' However, I cannot give an opinion since I do not know, we do not know, what the teaching lead will be for faculty members.

Re: One less registration . . . It is 'fewer' not 'less'

As a skeptic of semester conversion this question asks me and other participants to speculate on the rationale of supporters of semester conversion. And the question also seems to ask me and other participants to lend credibility or support to three of the above answers without sufficient evidence of their credibility. Semesters at Cal Poly are a counter-factual. And supporters of semesters have provided neither evidence nor guarantees that any of the 'reasons' listed above (other than one less registration, exams, etc.) would actually result as fact from a semester conversion. Supporters have pointed to these reasons in explaining their point of view. However, I have neither seen nor heard compelling evidence to make these reasons credible. Semester conversion with 3 unit classes provides no measurable extra depth to classes. e.g. Rather than 4 hours/ week x 10 weeks = 40 hours of class time under the present quarter system, semesters would provide 3 hours/ week x 14 weeks = 42 hours of class time. That does not seem worth the financial and work hours cost of conversion. Semester conversion would not be less stressful if students and faculty would be expected to participate in more classes and more class preps. As far as transfers: Cal Poly has no present shortage of transfer students seeking admission. And why would we want to encourage our current students to transfer out. Particularly in light of the fact that Cal Poly currently makes inter-departmental transfers so difficult for students. All evidence suggests that semester conversion would not afford more time to faculty or students period. Faculty would have more course preps. Students would take perhaps 7 courses to maintain unit progress. It seems incredible that more time would result to support 'learn by doing' activities. Semester conversion and 4-4 class load would destroy teacher-scholar, particularly the scholar component. This is why schools that support faculty scholarship require less rather than more course preps from their faculty. This rationale would only be credible under a 3-3 class load. My program does not use student assistants. Keep in mind that the premise of less turnover in student assistants would also mean less opportunity for students to seek out assistantships. Nor have I experienced or heard of a colleague experience difficulty under the quarter system with obtaining research fellowships and collaborations. Extra-mural activities are by definition independent of academic calendar. e.g. sports seasons have no correlation to quarters or semesters.

The semester system would provide these benefits only if the each class had 4 units. This is the only way to get depth, to make sure students take fewer classes at a time, and to allow faculty fewer preps as a way to encourage the 'Teacher-Scholar' model. Many students currently transfer successfully to the university. I don't think we need to do anything further to encourage this. One less registration per year
may be an advantage to the registrar in theory but it means fitting many more classes, finding spaces and times for them, into the registration process, unless students take fewer 4 unit classes.

Sorry, I cannot think of a third reason. None of the other reasons listed are good reasons in my opinion. In fact, the teacher-scholar model is much harder to implement on the semester system!!!

Match up student athletics better
**Staff Other Semester Reasons**

The justification for extended time in various courses on and off campus are ridiculous . . . just continue to enroll in two qrtrs instead of 1 semester. Having worked with many student assistants going on to the semester schedule will have not impact on retaining student assistants.

Save money.

None of these reasons are justifiably superior to their quarter counterparts, nor have they proven to be, to justify taking on a project of this scale and cost.

No idea why, particularly when the costs would be significant and we're already under water asking students to pay more, no raises for staff, more stress, etc.

See additional comments below

Feel strongly about staying on quarter system

The Chancellor’s Office wants Cal Poly to be like the rest of the CSU. One size fits all model.

Also have heard concerns from faculty regarding class load increases.

I'm not sure

money saving by streamlining administrative duties associated with term changes (admissions, financial aid, registrar, etc)

Change for the sake of change....its not a good reason

If the only reason you have is so the football team is happy...you need to reevaluate.

More consistency across the entire CSU to have everyone on the same system and schedule.

some of our policies are not reasonable to enforce for the spring quarter since the end of winter quarter and the beginning of spring quarter are so close. For instance, APDQ, how do we dismiss students in spring quarter when grades are due Friday and classes begin Monday? Also with PERC, we will be dropping students from classes and not give them time to add a new one before the beginning of the term. I have worked at two quarter system schools and four semester system schools. It is true the staff is less stressed, but I also saw that we were able to give better, more comprehensive student service because we had more time to evaluate student records and meet with students.

4th reason should include the fact that the community college system is on semesters.

I think that this survey should be accompanied or preceded by a lot of background.. Pro/con arguments - - or at least some data supporting conversion. Although I have worked in both systems, I do not feel I have enough information on cost//benefits to answer many of these topics sensibly
I found the semester system to allow for greater depth in the educational areas that I think are the most critical; teamwork, critical thinking, reading primary sources, analysis, experimental design, creative writing and critique, and similar areas. My experience is that the quarter system is most effective at sparking interest in a topic, or memorizing, but that it doesn't really allow for the development of the skills needed most by employers.

Less administration required for fewer terms per year.

cheaper tuition possibly, or longer time to save for the next tuition payment.

None.

Semesters provide more time to cover material and provide a more leisurely study pace. However this can be a two edge sword with classes becoming too long and with too much information crammed into end of term finals.

More time to plan and more opportunity to implement programing.

I declined to rank these reasons because some are not valid and or unproven and others are not substantial enough to justify the diversion of time and resources.

Easier to administer

I believe reasons for conversion should be based on the best experience for the students. Any impact for faculty or administration should be secondary.

While I feel some of the above points are great, they can be implemented while retaining the quarter system.

Instead of being a unique university, become standardized within the CSU system.

streamline our curriculum and improve graduation rates.

Semesters would be just fine if the GE is streamlined and reduced. Focus on teaching major classes.

Match the calendar with realistic vacations. Start the school year earlier and end in late May instead of June.

Earlier access to the summer job market via graduation in May rather than June.

None that I can see.

Will be easier for Cal Poly students to take distance learning (on-line courses) the CSU could develop to save cost.

Reduced work load because programs will only change twice per year.

Sad to say, but a benefit would be the potential reduction in workforce and a good long evaluation on where cuts in both administration and faculty personnel can be made.
I think the Presid and Pro-vost are pre-disposed to semesters. Is there data to support these reasons - or is it presumed true? I think in the short term a change without hard data backing it could potentially negatively impact short term giving.

I was a student at CSUN with 15 week semesters and that was the cycle that I liked the best in my education career. The semesters were short enough not to be drawn out and yet long enough to learn all the class information.

Having graduated from a University that followed the Semester program, I find some of those statements untrue. For example, the increased depth of classes and greater time for retention. For some of the classes, especially the higher level classes, there was so much information in one long semester that by the time the end came and you had to take a comprehensive final there was no way you could remember things from the beginning.

I think that the other factors are important to consider as well and are reasons why the semester system would be beneficial for everyone.

all of the above!

The illusion of reducing cost. Conforming to the CSU ‘standard’ model.

I think the only reason would be because the Chancellor's office is mandating it. I was a transfer student and Cal Poly's quarter system made it easier for me to transfer in, not harder.

Reduction in cost to University

Current system is essentially a 21-week sprint January to June. Q3 is hard on everybody, but particularly faculty. And I'm not normally sympathetic to faculty's issues.

Reduce costs CSU-wide related to maintaining quarter and semester calendars as it relates to systems and business processes.

The fact that Cal Poly is 'out of sync' with semester-oriented schools doesn't seem to have lessened demand for admission to this university.

It won't be one less registration because I would imagine we will implement intersessions which will be a management nightmare for both people and PeopleSoft.

I don't think there is any benefit to changing to semesters. Only downsides. I am a staff member but have been a student both systems. Quarters are intense but far better than semester systems, especially for first- and second-year classes and general ed. As a student, I strongly prefer quarters. Semesters allow a lot of down-time and also boredom. As one university administrator put it 'In the semester system, you can lay down and sleep for two weeks. You can't do that on quarters or you'll never catch up.'

To be like other schools? Really not sure of all the reasons.
We would look like other campuses.

In my world, I see students most impacted by the difficulty in transferring to professional programs b/c they do not have sufficient units in a subject matter, and the missed opportunities for Study Abroad, research and internships that begin in June while we are still in session.

make us fall in line with the other CSU's

None of the above reasons are worth the cost in money, resources, time and effort.

Other reason: cost, alignment with the other cal states

I'm concerned about students being under so much stress on the short quarter system. We have had several student suicides in recent years. I think slowing the pace would help reduce stress for students.

Although I am not saying this reason should be the overriding reason, and I'm not saying it is necessarily a good reason to convert to semesters (you didn't ask for good reasons, just main reasons), it would be easier to configure and manage the common HR system/PeopleSoft system if all campuses were on the same system. Again, that should not be used as the overriding reason. It is just one small piece of the pie.

cost savings

This fast paced environment is unnecessarily stressful for faculty, staff and students. Work loads for advisors are unrealistic. The quality of work they put forth towards supporting retention is sacrificed. Students are not able to learn and achieve academic success commensurate with their efforts and abilities due to this fast paced quarter system.

this seems to be being pushed on Cal Poly from the top down for no visible reason. No one had previously even thought about it, not sure why it is even being discussed in light of other challenges facing the university.

more consistent across CSU

One less registration and appointment cycle will allow more time for strategic planning and proactive efforts on all fronts.

Somebody else wants us to

I agree wholeheartedly with all of the above reasons.

To dumb down to the lowest common denominator within the CSU and give up it's uniqueness.

CSU mandate/desire to have all campuses on the same calendar
Student Other Semester Reasons

To save the University money

Money. It's all about money and you all know it.

None

As a student I truly hope this administration understands that one of the main reasons why Cal Poly is such a prestigious institution, is because of it’s fast paced real world quarter system. Also switching to a semester system would severely hurt the architecture students (Cal Poly’s second impacted major) in their portfolios because it will reduce the number of projects they have in a year and also the number of teachers and classes they can gain experience from. I am sure the same goes for other majors.

I support all of these reasons. After being on a semester system for a year in Italy, I greatly preferred the pace, depth of material and getting to know my teachers for a longer amount of time.

It is the simpler traditional way that most schools follow

Also less stressful, easier to transfer (I had to from semesters), more hands-on time, less registration, finals, and program start-ups

None

Similar starting/ending dates and holidays to other university

Other than transferring ease, I don't see substantial benefits to the semester system.

I don't believe that all of these reasons for 'semesters' are valid. And some of these seem repetative

I don't know?

I feel the main reason the university is considering semesters is due to financial reasons. I understand there would be one less registration period. However, through my semester experiences, more time is wasted in class and I am not as engaged in the material. Since there is so much more time, the learning pace is more lackadaisical, which does not work for myself. Why take 16 weeks to cover a topic you could sufficiently understand in 10?

Cheaper for the university

Financial incentives for offering less classes per school year.

There are no good reasons.

By making our course material slower paced it will water down our course material and student and faculty will get tired of the semester dragging on.
presumably lower tuition (i.e, 4k 2x a year vs 3k 3x a year)

Semesters are only nice to line up with other colleges academic calendar to help with things going on in life outside of college.

In converting to the semester system, there is a claim for retention of material however having the material spread over extended periods of times actually increases the difficulty of retention for most

Do not agree to converting

None of these reasons support switching over to a semester system.

President Armstrong wants it this way. It is what he is more familiar with.

A semester system would make administration easier by reducing the number of grade inputs, and the number of times a year class schedules are planned out.

Because the school wants to copy the other CSU systems

I think there is no good reason to change. Transferring universities/jc/cc is a factor in the process, and internships work around quarter schedules well enough. Also, if a student chooses to do study abroad, there are ways for it to not affect the quarter system.

None of the above items on the list appear to be a benefit of the semester system that cannot already be accomplished by the quarter system. 'Less stressful pace' should not be an issue with the type of students that Cal Poly encourages. 'Increased depth of classes' makes it sound like the quarter system is short-changing students, which it isn't. 'Easier to transfer' appears to be a non-issue; people generally have no issue transferring semester units from a JC, and transferring out of Cal Poly is not something that needs to be encouraged.

Financial incentives

Because of the faster pace in the quarter system, I have to focus more on school than outside social things. If we convert to semester system, grades will go down because of the slower pace and our school will lose credibility and its high standard we have always held.

None of these reasons are good enough.

Don't switch systems

The semester system should not be implemented because its a less stressful pace for students, faculty and staff. Personally, I think that is a ridiculous argument. This is the real world and it does not compromise for our lack of time. I think that Cal Poly has high caliber students who are more than able to keep up with the pace.

Semester system costs less for Cal Poly. All other answers listed here are somewhat irrelevant.
To just be like all the other universities. From listening to President Armstrong speak, I feel like he just wants to assimilate Cal Poly and conform to other universities for no apparent reason.

No reason for a change. Cal Poly students are high caliber. They don't need a 'break' by switching to semesters.

A note on 'less stressful pace for students': more days in the semester would make it more likely for students to miss class purely because they didn't feel like going and know that they wouldn't be behind much at all. This is not how to prepare students for the work environment.

I think the main problem with quarter systems is the stress level. It seems to me that EVERY week of the quarter there is either a midterm or project due, and students like myself who take 4 classes each quarter don't have any free time! I think that a semester system would allow for a more mellow experience and possibly increased overall mental and physical health of students.

Money. And the lack of it.

Pressure from CSU to be unified, not unique.

I think the main reason is money. I think you think it is cheaper to run on semesters, even in spite of all the benefits of fast-passed quarters.

The CSU system is broke.

Semesters will decrease Cal Poly's competitive edge.

If you can't keep up with a fast-paced curriculum, I'm sure Chico State takes rolling applications.

Most colleges are on semester, especially csu universities

I think converting to semesters will have negative effects. I think some may want a slower paced curriculum, but I do not think it is beneficial.

Semester system sucks

Money

Nothing worth the change

Because the chancellor is offering the CSU's who switch money.

I am very against switching to semester systems. Lets open of more classes and hire more teachers before we even consider a curriculum switch.

We would still have to cover the same amount of material and I feel like I would be putting in an equal amount of work to learn material. Quarter system keeps you on track and allows for multiple professors and classes. I could not imagine being stuck with a bad professor for three months.
I do not think converting to semester system is the right choice

I think schools want to be the same as all other schools, but being different is why I chose this school.

Save money on books and you have more time to raise your grade if you are struggling in a class.

Would the depth of classes truly be increased and would there truly be greater retention of material? For example, first year Biological Science students must complete the General Chemistry series. This series would not be shortened by converting to semesters, but would only be split up differently. How would splitting the academic year into two semesters increase depth and allow greater time for retention if the same material must be taught regardless?

Because you're trying to be like everyone else, instead of promoting a unique college experience

Pressure from the CSU to conform

Real world is fast paced, so quarter system is good practice/representation of what student should expect later on in life. Semester system provides more time to learn material, but it drags on too long.

None of these reasons are good enough to switch. Don't try to fix what isn't broken.

It is all about the money that they are trying to save. If money wasn't an issue, there would be no push for the semester system.

I don't think switching to the semester system would be beneficial or practical in any way.

bleh.

I do not think there are any benefits to switching to the semester system. I think the CSU board is being selfish because they want everyone on the same cycle because they are lazy.

The negatives outweigh the positives greatly.

Please the CSU system since they are pushing for all schools to be on the semester system

I refuse to answer this, if we are going to go through the train wreck of changing systems, it would be easier to go to a new school...

I believe that faculty wants to reduce costs. I strongly disagree with this. The semester system is NOT worth saving a little money.

I disagree that any of those things would be achieved if Cal Poly changes to the semester system

Armstrong wants to make his mark on the school. He wants to be the guy. Most of the other reasons are just lies. Semesters do not proceed at a less stressful pace. It's the same pace, just over more weeks. Cal Poly really doesn't have student assistants.

save money
Semesters do offer a more relaxed pace, but to me, the pace of the quarter system in not too fast where I feel I am stressed out.

less paper work for staff (not really including teachers)

The main reason seems to be increased flexibility between schools in the CSU system. I also get the impression that it is to specifically benefit the people who run the system, not the actual students.

Overall I think it's just easier on Admin and Staff (but not necessarily for faculty and students).

Gives students more time to improve a grade if they are not doing so well

President Armstrong wants to switch.

Save money for the school.

I do not agree with any of these reasons.

The real reason to convert to semesters is not to benefit any of the students here. It is being forced on us by the CSU system in order to cut costs and remove our differentiation from other CSU schools.

Less classes completed per year...

Be consistent with other CSU's and apparently save money because of that.

The real reason? The want to revamp the curricula. Switching to semesters is the easiest way to force professors to do this. Also, the CSU wants us to conform to the other campuses, the problem is that our identity is largely based on quarters. All the money arguments are useless, until someone can publish actual numbers indicating that it will save so much money to switch to semesters, we should stay with our tradition and benefit the students by keeping our fast-paced education on track with the quarter system!

Allow students who are unable or unwilling to keep up with the quarter pace more opportunities to get better grades.

Requests from CSU management in order to better balance finances.

Save money in general

Reduced cost to the university

A conversion to the semester system would wreak havoc on fragile curriculum and flowcharts that have a large chain of prerequisites, such as my undergraduate major, computer engineering. This large chain of prerequisites is necessary for understanding all of the inner workings of a computer and would be very negatively affected by a change to the semester system. I would go so far to say that Cal Poly computer engineering would not be a top 5 undergraduate computer engineering program.

For all the schools to be on the same schedule with breaks, finals etc.
I don't think Cal Poly should switch to semesters.

I do not think that there is any good reason to convert to the semester system, I do not think that any of these proposed 'benefits' outweigh the benefits of the quarter system.

It has a more common yearly schedule

Don't make our curriculum less strenuous. The university is known for being difficult that is what makes Cal Poly students sought after in the working world.

To save money.

There should be no main reasons.

More money for CSU board

I don't think we should switch to semesters, but those would be my reasons if we had to. It would also make it easier to study abroad.

The worst decision cal poly could ever make is to convert to a semester system.

Easier to study abroad since most abroad campuses are semesters.

Financial reasons that have very little to do with the student body.

You want to save money.

There is no point.

I see no reasons why this would benefit anyone. Stanford, UCLA, etc use quarters, so transfer would NOT be easier from several prestigious institutions.

Financially beneficial for the university

Administration wants to deal with fewer terms.

The only true reason I see is for the university to cut costs. However this is not for the students' benefit!

We should not.

There are no pros that outweigh the cons.

Easier for professors to lazily cancel class and not engage like they are forced to in a quarter system.

save money...eventually.

Don't convert to semesters

Reduce costs, mostly administration.
potential financial benefit

All the other state schools are on the semester system, so there is pressure for us to switch.

As a transfer student I do not think that it impacts transferring to Cal Poly.

I strongly disagree with the proposition to switch to the semester system. The only truly valid advantage, in my opinion, is that it would make transferring easier.

This particular Reason #1 (timing of opportunities outside the university) has had a particular influence on my experience. Many internships and research fellowships I have applied for are modeled around the semester system schedule, and as a result, I have had to sacrifice time in Cal Poly classes and reschedule final exams in order to pursue opportunities which are very beneficial to my career pursuits.

It feels like the main reason for changing is pressure from the CSU system for Cal Poly to be more of a 'team player.' I hope the Chancellor and Cal Poly consider all of the monetary and other impacts that this will have on students and their education.

I don't think Cal Poly should switch to a semester system.

it encourages laziness and holds students less accountable for their work. There are less classes to take and less to learn. It will mess with the courses students are already planning on taking and disturb the flow of what is already in place. NO SEMESTER.

Cheaper

Money or Budgets? funny how that isn't an option. Also, all the internship offers I received never made the timing of the end of quarter systems schools an issue. As a transfer student, it wasn't that difficult to do so.

No reason. Students choose Cal Poly because we like the quarter system and all of the opportunities it provides.

There are no benefits from switching to semesters that we can't have on the quarter system.

Benefits the athletic programs because the school year starts at the same time as the sport seasons.

no benefits. classes drag on for too long and students get bored and lazy

We shouldn't convert

Nothing.

Budget cuts.

Decrease costs

There is nothing I really agree with above.
Conformity and oversimplification

We have already established ourselves as a leader in academic achievement so I do not believe we should alter our program to this extent. Minor changes could be necessary but not something so big as to disrupt the Mustang Way.

While these are benefits I feel that they are easily worked around and do not outweigh what will be lost in academic rigor and depth of classes.

I don't understand the reasoning. I think that the idea of changing to the semester system is completely ridiculous. And if it happens I hope I would have already graduated so I don't have to deal with it. It doesn't make sense and is unfair to the student body.

I think internships and jobs are paramount in this switch. I think retention of information should be a burden to teachers, and not the semester or quarter environment. Stress levels will be high no matter the environment.

I think the main three reasons for this possible switch are: (1) saving money, (2) improving graduating rates without regard to the quality of graduates, and (3) based on pressure from the CSU rather than what's best for the prestige of past and future graduates' degrees.

Decreased housing costs for football players.

I do not think we should switch to the semester system.

I believe it is due to the laziness of our schools administration. They are not thinking about students, they only care about their own wants.

No reason

I do agree that I could achieve an increased depth of the material presented over a semester versus a quarter. However, I feel strongly that our hands-on learning approach at Cal Poly makes up for that.

There are multiple reasons to switch to the semester system, the most common being decreased stress. However, I believe the fast-paced environment requires that students keep up with the material in their classes, and prepares them for future employment.

none, I think its a bad plan all around based on thoughts from friends who currently are on the semester system

It will make it easier for you guys to save money. This way you can point to switching to the Semester system instead of fixing the real problems at hand. This university has more than enough money to run if you would just trim the fat.

The CSU system will save money.

Money
I don't believe that any of these other than the one I chose would actually benefit me. As an engineer, I don't believe that the semester system will work with the amount of labs I take and learn by doing opportunities.

teachers are paid less because they teach less units

President Armstrong is looking to make an impact on Cal Poly and using this semester system conversation as a tool for making a name for himself. It seems like he cares more about shaking things up than actually making an impact.

I don't want to change the quarter system

Money.

There doesn't seem to be a good enough reason to switch to semesters.

I dont think we should

Engineering classes would be too long though.

The President thinks it will save the college money and make the learning experience better. This will not happen though because the semester system does not allow students to get 'hard to get classes' in turn making us stay here longer to get classes, making college more expensive for us.

A well-implemented semester system will have a lower administrative overhead cost than a quarter system, saving the university money.

Being on the same schedule as most other universities who are on the semester system. Especially with families with more than one college student, having kids who are on the same schedule is convenient.

I believe the change to the semester system is due to false belief in a promise of financial gain if converting and band wagoning with the other cal schools seeing as how the semester system is more popular.

None. I don't want to pay more money than I already do. My family and I are struggling to pay for school.

No benefits to switching to semester

It will be cheaper for the school. Seems like there is no other reason the administration would consider it as an option

How could there possibly be an increased depth of classes in a semester system? The ratio of time and material is still the same. The only reason such a system is prospected by the school is because it saves money, and nothing more. The students and faculty will suffer for this.

None
I do not want to be on the semester system. I have been apart of it in high school and it was miserable.

There is a reason why very few universities still implement a quarter system... it is obvious that the semester system is the superior of the two.

Cost less money for the university to run on a semester system than it does on a quarter system.

In my opinion, none of these outweigh the detriments of converting to a semester system.

Money

I see no good reasons

Reduces the costs of registration, which none of us would put before the content of our education.

Lines up a student's breaks with others who go to semester schools.

For the Cal Poly leadership to get more money.

Failing a test may not be as problematic compared to a quarter system test.

Because other CSUs are on semester system.

I don't believe converting to the semester system will be beneficial.

I already have all the benefits i want from the quarter system, and the semester system would not help me out at all

It seems like the semester would just 'make things easier.' Just not sure if that's the right decision to make, sometimes the hard route is better.

Save money

I feel that switching to the semester system would remove some of the stress from the students (in the college of engineering) and negatively effect the reputation of Cal Poly as the prestigious state school for engineering.

I don't believe there are any benefits to converting to the semester system. I think this would be a terrible move on the part of the university, as it would put unnecessary stress on the whole student body and faculty.

I can't agree with any other reasons.

there is no good reason to convert to the semester system.

Consistency throughout colleges and universities, especially within California

'Less stressful pace for students, faculty and staff' does not apply because the same amount of material will be taught over the course of a year regardless of the academic calendar or system...
Longer projects can be completed in the semester system.

I'm against it. Picked randomly.

There is no reason to do this. Changing the structure of the system is not an effective method. Offering more sections of hard to get classes would improve graduation rates without causing massive change.

There is no reason to waste time, energy, and our resources to switch to the semester system. It will take more time and resources to switch than to just adjust the current system.

I would imagine these were the rationales, but I do not support the semester system.

There are no good reasons to go to the semester system. Please don't waste time and money on this nonsense.

Budget.

Students seeking internships are not hindered due to being on quarters. If students are on top of it, employers are open to our students interning for them, the timeline simply begins and ends later; the same amount of time would be spent in the internship.

because it will be cheaper for the university

Nothing. No benefits for students especially those who are currently enrolled.

I don't think there are any benefits to changing to a semester system for students or teachers.

More time just means more time to procrastinate. Also, I would rather only half to retain 10 weeks of information for a final rather than a semester worth.

Money

There is no good reason to change and this will more likely slow down the graduation process

The school wants to save money and get non engineering students out quicker as it would keep engineering students longer

Why 'fix' something that isn't broken. I personally fell a quarter system is much more efficient then a semester system.

None of the above are good reasons for converting to the semester system. I have never had a problem getting an internship even though we get out to summer a month later. I am in my fifth year and I have interned every summer I've been in college and had multiple offers for every summer. Our schedule has NEVER been an issue. All of the companies that attend the job fair surely are aware that Cal Poly gets out later, but still they seem to show up and hire year after year... *Cal Poly's quality of education comes with depth and breadth. If you are saying semesters will increase depth, they would have to reduce breadth, or otherwise you are just increasing the workload. This will make your point 3 null,
actually increasing stress for students. The conversion will be significantly more stressful for students and faculty. Why would I want to transfer to another university? Only if the conversion to semesters is proving to be damaging the quality of my education... Transfers? We already have way more transfer applicants than we can take. *How does a semester add more time for hands on fieldwork if it is the same amount of yearly class time? Is there something I'm missing? Once again, if the same amount of overall coursework is occuring, how does this give more time to establish a better teacher-scholar model? Registration wouldn't be a big problem if we could just get classes the classes that we wanted. These are separate issues, why don't you fix this issue individually instead of lumping it in with something much greater like a semester conversion Please email me at XXXXXXXXXX@XXXXXXXXXXX and explain the above points notated by the asterisk. I would be very interested in increasing my knowledge regarding a possible semester conversion

Semesters are not better in any way. The quarter system is one huge reason I came to cal poly. I will be disappointed in administration if they change it to a semester. Cal poly Is unique because of the quarter system. Keep it that way

I feel that quarters more effectively achieves the above stated reasons for switching to a semester schedule.

None of these reasons are that great for converting to semesters

$$$

I ABSOLUTELY THINK THAT CHANGING TO THE SEMESTER SYSTEM IS A HORRIBLE IDEA.

Another way to make the pace less stressful: Fix our curriculums so that, for instance, computer engineers don't have to complete 196 units to graduate. That number is ridiculously high.

I dislike the idea of semesters altogether

To make Cal Poly to appear like other schools, perhaps those with more prestigious reputations.

pressure to conform to state wide semester system

Reduction in Campus operating costs

It is better for the administration, not the students or faculty.

I dislike the semester system

No benifit

I do NOT think the university should convert to semester system.

I think the semester system is a terrible idea; I just couldn't unselect a reason

You guys just want to reduce admin costs.
A reason for re-evaluating the curriculum.

Something about money, probably.

Nothing would be better if we changed.

There is no other reason.

Because the CSU system wants all colleges to be on semesters. This is total bullshit. If Cal Poly wants to be an elite school and be competitive with the UCs, it must stay on quarters.

Money to the school.

Save money

Strongly disagree with first option in california school schedule lines up nicely with ag harvest season and internships

you shouldn't change to the semester system.

It's easier for the college to deal with because there is one less registration, final exam cycle, and program start-ups per academic year. The easy was out is not usually the best way.

Not desirable

vacations and schedules same as other universities

To align with the rest of the CSU system

because the administration is lazy and wants to match the rest of the CSUs

All of the above?

I think more than anything the pace of the semester is much better. On the quarter system you are barely getting psychologically into your class, and then right away there is a midterm and soon after the final. So much information gets lost because of the pace.

'shrimline' our calendar which is pointless when we could have better education without semester system.

The school believes it will be easier to be on track with the majority of other schools that are on semester system.

To put students behind and for Cal Poly to make more money off students

Semester's would be a horrible idea. It would mess up the track we are already on.

MONEY!
synchronize student holidays and breaks

I see no real advantage to converting to semesters.

Quarter system outweighs semester system. It is not fair to change the system that students and faculty are so accustomed to.

I think that any of the above reasons to possibly change to semesters are outweighed by the advantages of quarters.

If 'easier' and 'less stressful' are the reasons for conversion, a conversion shouldn't be made. We are Cal Poly because we know the competition is tough and we want to be prepared and tough, ready for the fast-pace world.

Non of the above sound good. Just keep the quarter system. It's so much better.

semester system gives more breathing room for both students & faculty if there are emergency issues causing absences. this is real life. miss 1 week of the quarter is 1/10 of class involvement. semester does provide a gentler pace for class study, test prep, projects, papers, etc. semesters are much more flexible & forgiving than the historical 10-week quarter system.

Laziness on behalf of the school's administration

We still have to learn the same material so it doesn't necessarily decrease work load/ stress

Monetary, going with the flow

I agree with all of these points!

I don't think that the pace should be much slower in a semester system. We should still be learning the same amount of material, but split up into 2 halves instead of 3 thirds. In terms of greater time for retention of material, there will also be more material that is learned that you will have to keep fresh in your mind for the final. Yes, this material should stay in your brain, but there's a difference between the specificity you need for a midterm or final versus what you need to know in real life.

Makes Cal Poly more like the other CSUs and makes it easier on administrators and teachers.

None

There are few benefits of switching to the semester system.

TO SAVE ON ADMINISTRATIVE COSTS OF RUNNING REGISTRATION.

No. Just no. This system is awful.

There are very few reasons to convert to semester system.
I do not know what the reasons are, but I would assume it has something to do with money since that is what most changes on this campus involve.

I can't pick any of these reasons. I chose cal poly knowing that it is a quarter system. Do not turn your back on tradition.

I honestly don't see the redeeming qualities to a semester system. If anything, the reduction in registration opportunities will hurt students because, amidst the difficulty in getting classes, students would only have two chances a year to get critical classes instead of three.

I don't think there are really any good reasons to switch.

because we cannot afford to stay on quarters and budget cuts only allow for us to be on semesters

NONE

There is nothing good that will come of changing to semesters.

don't agree with any other choices.

1. I had no problems with my internships. Maybe I showed up after semester students, but I stayed longer. 2. Not true, see Reason 3 (Pro Quarter) above. 3. Yes, it is less stressful. Week 7 through 13 are spent asleep and in boredom. 4. Possibly. It wasn't a problem for me, but I transferred over the summer. 5. Poorly stated. If the project is so involved, but make it a 2 quarter class. No need to change completely for the exception. 6. Guess I'll leave this one to the teachers. 7. Trying to cut cost in administration? There's no way that could turn around on the students. 8. As a TA, I enjoy the variety of classes I can grade for and I would be less inclined to teach a laboratory section (which I do), if there were 12 weeks of grading reports.

To be like the other CSUs

I was on semester at Cuesta and had more time to absorb the information being taught. There was more of a cushion in case of a failing grade on an assignment and time for managing other classes

These seem to be the most important reasons for why we would switch to the semester system, but students have just as successfully completed internships and study abroad programs on the quarter system, and have displayed high levels of academic achievement. Although with the semester system there is time to teach more material, students actually gain a wider range of material on the quarter system because we take more classes that might relate to each other but aren't necessarily based on the the same exact subject and allow us to become more academically well-rounded.

Saving money from a CSU perspective; however, the initial cost, in this economic climate, will not out weigh the savings in the future.

I do not want to switch to semesters. Cal Poly is known for the quarter system.

This president feels he needs to make a unique and distinguished 'mark' on the university.
I have friends on the semester system. The only perceived benefits from a student are the longer breaks

Saving money in the long-term.

change for the sake of change

Earlier summer break

There are none.

Cal Poly is trying to conform to the typical CSU system, without realizing that the value of a Cal Poly education is high as it stands.

Somebody has an axe to grind.

Internships and studying abroad are easier to schedule and plan for.

Nope

trying to reduce costs

The semester system is a horrible model for Cal Poly. We should most definitely maintain the quarter system.

President to have a mark on the university even if it is a bad idea.

Money.

The timing for internships is not effected by the quarter system. I just had an internship with Netflix and was able to work up to September, receiving some one-on-one time as the only intern while others (semesters) had to go back early.

Armstrong and the provost want to.

To conform to the other CSUs.

the university saves money

All the other CSU campuses are on a semester system. Could be pure politics as well.

There aren't any.

The president may want to make his mark by moving us to a semester school, but that's not the problem with our school. We're a high caliber fast paced campus that should be focused on Eng, Ag, Bus, and Sci/Math. We should look hard into our other areas we support, and see if they are added for the sake of being there for no good reason (like LAES).

I really do not see any of these as true benefits of the semester system, except for the ease of transferring units to other semester schools.
I don't know the motivation. The classes seem drawn out. Students will tire and burn out. Projects will follow suit. A fresh start 3 times a year trains students to be productive, manage their time well, and I think the exposure is actually more so than the semester system would give.

Besides making it easier for students from semester systems to transfer to and from other colleges, the only real reason for converting is so that the CSU system can save money. As a student, I find this wholly unimportant. I would much rather pay a bit more money in tuition to keep the quarter system.

Semesters seem okay for subjects that last more than one quarter-continuations (i.e. drafting, fluids, thermo and heat transfer, statics/dynamics)

University budget

I don't believe in a semester system

Cheaper and more convenient for faculty

There are no reasons other than the administration paying their teachers less. The students suffer by learning less, which causes the industry to donate less money to Cal Poly and give a bad reputation to students who already graduated. Changing to the semester system will give Cal Poly a bad name... If you want the semester system encourage students to take cuesta/hancock classes and leave the school alone.

I think changing to the semester system is not a wise move. The quarter system works well, and any improvements needed for the university can be made while still keeping the quarter system. I do not agree with the semester system, so I did not check and other reasons.

It's a way for President Armstrong to leave his mark on the university.

Too much like high school.

I truly see no advantage to switching to semesters, these 'reasons' I chose were simply to fill out the survey. The money that would be put into switching over could be used in many other areas that would actually help out the university.

I don't want semesters

I do not believe any of these are bonuses. You get few classes and the pace really isn't a problem. I'm doing better now then I would be if I had more time in each class because I am forced to study and stay on top of material that is covered.

I can't select these because I've experienced the semester system myself. I see zero reasons why to switch to semester

Save money (although I'm not sure how).

I don't believe any of these reason are beneficial to students at all
Greater time after the student has had a chance to become familiar with a teacher's expectations and teaching style.

changing for the sake change

less stressful may be true, but it is the ability of CP students to be able to cope with our stresses and work through them that makes our graduates such great employees. We as Poly students have the capabilities of handling more mentally strenuous tasks than graduates of most semester universities.

cal poly will make more money

I really think that the advantages you gain in having more time per class you lose in the students losing interest due to the class being so long. Semesters seem forever long. You won't retain the material because you'll forget it by the time the final comes along.

I see very little benefit when compared to all the cons. 'Increased depth of classes' would not occur because we would just be fitting more information into one class.

I think nothing good will come of it

Cost

To conform to other universities' systems.

There really is no reason to. Cal Poly is perfect as it is.

Semester systems allow students more time to study for each class per unit.

Money.... at the end of the day, it's always money.

If Cal Poly goes to Semester System I'm leaving and taking my $100,000 of out-of-state tuition elsewhere.

You would expect a retention of material, but from my experience students usually cram a semester's worth of material within the week before finals.

So the new president can associate himself with some kind of accomplishment at Cal Poly.

I don't believe there are any additional benefits from switching to the semester system that the quarter system does not already have.

I think it is a terrible idea and there is nothing wrong with our quarter system.

I do not see any redeeming reasons to switch to semesters.

I don't want to go to the semester system for any reason.

The school would save money in transaction and processing fees and other areas in the long term
It's less total weeks (28 vs 30) so it's probably more cost effective.

There are no good reasons for switching.

There are NO good reasons to switch to the semester system. If we switch to semesters I will switch schools.

Politics that have to do with something they are not telling us

Nothing. We should stay on the quarter system.

save money for school... not to benefit students

I cannot think of another good reason for semester systems. The two selected above are by far the best reasons.

Streamline the graduation process to more successfully produce graduate rates.

The main reason, albeit a bad one, is to pick up the financial slack. Semesters will make Cal-Poly just like any other university and we will lose the edge and respect we hold.

save money

No reason to convert to semester system

To take many low difficulty classes simultaneously. Semester system is not suitable for engineering courses which require much more attention, and are the highlight of Cal Poly.

I do not think there is any good reason to convert to the semester system, and thusly feel that this survey is biased and invalid.

ALL OF THE ABOVE!

The school is trying to save money in the budget, a the cost of a diminished education for everyone who attends here.

I do feel strongly about these 3 reasons.

Reduce class curriculum requirements which makes it cheaper for the school and increase graduation rates by offering our specialized classes less frequently resulting in less specialized classes taken to add to a more wholesome education. All new notions are always motivated by economical interests no matter what business; be it education or a grocery store.

Less stress. Athletically the sports programs will benefit greatly.

None!!!
I would consider moving to a different university if we switched to semesters, the quarter system was a huge draw for me to Cal Poly.

Better alignment with Graduate school Prerequisites. Many classes Cal Poly offers for 2 quarters, grad school requires 1 full year or 2 semesters.

To be like everyone else, which is not the Cal Poly way

I do not think that a slower pace is beneficial to the student

Costs

The biggest benefit that I can see with a semester system, from an engineering students perspective, is it will allow for larger and more extensive projects. Larger and longer term projects better prepare students for industry. More time spent with a single professor may create a better student-teacher bond.

My main plus for switching to semester would be that a large project in a computer science course could be developed over the course of 6 weeks, rather than 3-4 weeks like in the quarter system.

From my experience, most companies that offer internships to students in my college (CENG) are willing to work with Cal Poly students on adjusting internship dates based on our quarter system. Being on the quarter system does not hinder our students' ability to get internships and other career opportunities.

Being pressured to by CSU system

I strongly oppose converting to the semester system. I don't see any advantages to switching.

I Don't think there are good reasons to switch.

Think it will save money

There are no good reasons to switch to semesters

Because the CSU system told you to do it and you are buckling to their pressure.

there are none.

I don't think any of these are good enough reasons to convert to the semester system.

I believe semesters would greatly benefit Cal Poly. It would help relieve a lot of unnecessary stress students have on the quarter system. Also, it would help students achieve more in and out of the class. Students could have the ability to receive better grades and also participate in activities outside of the classroom and be more involved in the school and community.

Strongly disagree with the first point. Depth of classes can be achieved in a quarter system. More wasted time in general on a semester system
To save money is the primary reason, but many students will not be able to graduate on time.

I do not feel these accurately represent any positives of the semester system.

President Armstrong is stupid in looking for things to change that are not necessary.

none

be like other schools

Pressure from the CSU system

There are no legitimate reasons that I can think of for converting to the semester system. This is simply more bureaucracy trying to interfere with the success and reputation of students and Cal Poly without having the best interest of STUDENTS in mind.

The semester system is not suited for this school.

Semesters would probably save the school money and the teachers want more prep time. There is not direct benefit for students.

I can not think of any good reasons for converting to the semester system.

Condensation of courses to improve 4-year graduation rates.

The #1 reason we would convert to the semester system is because we are being pressured to do so by the Cal State system.

I have no idea

I don’t think we should change to semesters

Longer semesters doesn’t necessarily improve learning. Most students like the short quarter because it helps them get through harder classes.

none of these are worth it

Semesters are cheaper

While the pace is less stressful on the semester schedule, it will not prepare students for a fast-paced business model. The quarter system is something that sets Cal Poly apart from other state universities, which in turn makes it more prestigious (in addition to our gleaming reputation).

A.K.A. NOT WORTH IT.

granted there is one less registration and final cycle per year, but these and other apparent benefits are actually a disservice to students by making us less prepared for the real world and decreasing our quality of education.
Appease the CSU chancellor

The semester system may allow more free time for faculty, staff, and students which could result in more time for clubs and other hands on activities... but I still believe the quarter system offers a better quality education. Students still have time for clubs in the quarter system, they just have to make it.

I don't think that it is a good idea to convert to semesters

Increased depth of material but that doesn't necessarily to improved retention of material if students don't put in effort or if covering more material then that's just more to memorize for a test assuming we follow the same course layout

To get all CSU's on the same schedule to save money for the CSU system

Budget Cuts

Budget Cuts

To have a system that is simply more comparable to the other Universities with whom we are trying to compete.

Personally, I think it's a ploy to cut the amount of class offerings, for a cash-strapped university. Move to semesters and you have to offer fewer classes a year.

Too many classes we have to take and not enough sections offered. If we are on a semester the number of courses will have to decrease and there will be less competition for classes.

Money

No benefits

Year-long series courses still need to be covered in 1 year, but now in two pieces rather than three. If a student is required to take the first two of three in a series, will they now have to take the entire year-long series? Or will they only take half of it and miss out on the other information?

It's more profitable for the ones calling the shots

The reasons for keeping a quarter system are much stronger that these to change to a semester system, especially in relation to my undergraduate career.

no advantages, it's a bad idea

More money for the university

Pressure from the California State University system administration.

the main reason to convert to a semester system is to save money.
Lets be honest, the main reason is to reduce cost. The administration makes decisions that are solely driven by budget considerations. Suggestion: Cut administrative salaries, Cut the number of administrators, A widely held view, expressed by faculty and students alike is that Cal Poly is over administrated. Also cut the police force down, Use security guards not expensive gun carrying cops. And lastly reduce funding to the bloated athletic programs! Intramural sports are great, an expensive program with expensive coaches and an elite class of student athletes is wasteful, not a good expenditure!

All of these are main reasons for converting to the semester system. I think that a conversion would greatly improve the students' learning experience and knowledge retention.

This is stupid. We shouldn't change.

The benefits of the quarter system far outweigh the benefits of switching to semesters. Under no circumstances would it be worth switching to semesters.

cost

There are no benefits to the student to switch to Semesters. The teachers are the only ones who benefit by only having to prepare to two sets of classes instead of three. But Teachers are here to teach and not be lazy.

Why change something that works great?

If a student is ill for a week in the quarter system, they have likely lost at least 10% of class time for up to 4 classes. This is incredibly difficult to make up for with the pace of the quarters, and we should have a system that better accounts for student illness and does everything possible to keep students from withdrawing from the course.

Pros do not outweigh the cons.

n/a

No semester system!

Money and outside pressures. For a school that forces you to declare a major going in, switching to semester will likely make that process even more difficult and time-consuming. Students will have to stay at school much longer if they fail a class, miss a semester, or want to switch majors.

The other CSU's do not like that Cal Poly is different

The only benefit would be for students who are transferring or are planning to. Cal Poly's system should be catered to those who are dedicating four years here not to those who are transferring.

For the option about 'the better timing for students and faculty for opportunities outside the university...' I feel as though if we did switch to semester, the whole university must push students to
take time to pick up opportunities outside the university. If it isn't pushed, many students might not take the extra effort to do more.

Umm, like, none of these.

There is no good reason to switch over.

I think the main reason behind it is to save money.

Easier on the teachers.

None.

I think the semester system being implemented on Cal Poly is retarded. Yes, students will have better grades and be able to retain the information better but it will also encourage our students to be even more lazy than they already are. The quarter system provides students with the opportunity to take more classes and up our knowledge about our area of study. Don't take that away from us!

I don't think it would benefit us.

I would not want to switch to quarter system because classes are already combined for all majors and combining even more classes would be too difficult to re balance the curriculum.

you have run out of money again

Ungrounded compulsion to conform.

less administration work

Not a strong enough reason

I do not believe there are any benefits to switching to the semester system. All of the reasons given seem to make Cal Poly simpler and less rigorous.

we should not change to semesters!

It will cost More than quarter system, wastes more time and is only promoted because we have a new president who doesn't know how great this school is and is only pursuing this because the Chancellor is shoving this stupid idea down his throat.

I think that another main reason that the converting to semester system is being pushed is so that there is less classes being offered and so teachers are not being laid off.

I think the only benefit of a semester system is that it reduces the scheduling work that needs to be done, which I do not believe is a good enough reason to warrant a change.

no good reason
Easier ability to force curriculum reevaluation.

You can be like everyone else...

Semester system does not benefit Cal Poly but would cost money to implement, force students to rethink their majors and classes.

Caving into pressure from academic boards and peer pressure from other college's... aka Cowardice.

This moves seems like a play by the administration with no logical and/or apparent motivation

I think we are considering converting to the semester system because the Chancellor said we should and so that we can be just like all the other CSUs, which are both terrible reasons for conversion.

The President just wants Cal Poly to be semesters because he is from a semester college and wants Cal Poly to be like the majority of other CSUs. However, Cal Poly is known for being a harder and more challenging college than the other CSUs, and students come here knowing that. It would be a huge mistake

Can't think of another reason

Monetary reasons/to be on the same system as most other CSUs

I truly have no idea. I just don't see a strong argument for converting to the semester system. I feel like if the school wants to save money, there are other ways of doing it.

Cost Less

Easier to look at requirements for veterinary schools.

I honestly do not see a significant benefit to the semester system with regards to all of the benefits of the quarter system that would be lost in the conversion.

I would definitely disagree with the following statement and believe that this survey was NOT objectively written: 'Better timing for students and faculty for opportunities outside the university such as internships, research fellowships and collaborations, and extra-mural activities.'

School wouldn't be as fast paced, but that is what makes Cal Poly a desirable school to hire from: because students are used to stressful environments.

I don't believe we should convert. the extra time and effort and money it would cost could be used somewhere else

Very superficial, non-significant reasons to convert to semesters.

More cost effective

No.
The president's agenda of better timing for sports and football, which is much less important than our academics.

I truly believe the push for a semester system at the school is a measure to cut costs. For this reason, I condemn the move. It would be understandable if the university was pursuing a move to the semester system during in a positive financial climate; however, this is simply not the case. Having been a student in both the semester system and the quarter system, I do believe that although the semester system does produce students with greater depth of knowledge, this depth does not reflect the need for graduating students to learn quickly in multiple areas. Only the quarter system truly reflects this need.

I'm having trouble picking options that I agree with. None of them seem all that great compared to the quarter system.

The reasons listed in Section 7 say it all; the semester system allows students and faculty to be more relaxed. This is not a good way to prepare students for the top jobs in industry.

I have no real understanding of the benefits or pitfalls of converting from our current quarter system to a semester system. This is the 1st I've heard of the idea. As a student with learning disabilities, the semester system would've been of benefit to me early on when I was taking core curriculum courses but as I approach the end of my time here & ready myself for internships, I do not see a personal benefit at all. In fact, it may create more of a hardship by prolonging my degree process.

I do not believe any of the reasons above out weigh being on a quarter system. There are still plenty of opportunities for students in our summer breaks and winter breaks to do outside activities from school that extend our learning.

On the semester system it may seem there is more time to go into detail and further understanding of material. However, at Cuesta I often became more fatigued and lost motivation by the last month on the semester system. The pace of quarter systems is fast, but it forces students to not procrastinate and doesn't allow time for boredom in a class.

I believe this is just a financial decision.

I've been on the semester system all throughout highschool. All the above mentioned reasons are untrue. I strongly disagree with the semester system. The quarter system is one of the reasons I came to Cal Poly.

I think the main reason this came up was so the Football teams season would line up with their academic system... The fact that President Armstrong really wants to convert to semester, because that's what he knows doesn't hurt either.

Save money.

Other: Money.

I actually really do not like the idea of Cal Poly turning into semester system.
None of these reasons are strong arguments for semester system because: 1) Most companies accommodate for students who are attending Universities on the quarter system. 2) The depth of classes/retention time of material will not change. The fast paced learning environment can (and will) cover the same amount of material as in a semester system. A semester system will most likely cause a SLOWER pace of learning; therefore, the amount of material covered will be the same. As a student, the depth of classes and greater retention time for topics has never been a problem. If student have had problems, it is due to other factors beyond the scope of quarter vs. semester systems. 3) The fast pace better prepares students for their careers. As for faculty, most faculty teach the same courses year to year; therefore, the stress factor for faculty is not a severe issue. 4) Students who transfer universities do so at their own risk. This is why students should pick a university that they will attend until graduation. 5) As a student taking a full load of coursework, actively involved in clubs, and works 20+ hours per week, I have been been able to take on time for hands-on activity and learn by doing activities. A student only needs to exercise time management skills. 6) Although there is one less final exam schedule, the finals will be more comprehensive and cover much more material. Having one less final will not improve the retention of knowledge. And registration allows for courses to be offered 3 times per year, instead of 2. 7) Scheduling will have to be analyzed on a 20 week (approx) base instead of a 10 week base (approx). Therefore, scheduling will be more of a hassle because it will have to account for a more distant future.

There are no good reasons. 'Greater time for retention of material' is not helpful. Having to remember minute details from 18 weeks ago is challenging.

I think the benefits of remaining quarter outweigh the benefits of going to semester

All of the reasons listed above are very good ones, and all very valid reasons to switch to semesters.

I do not think we should switch to semester at all. It would completely ruin the Cal Poly experience.

I’ve heard they are considering the change to save money. Personally, I do not see how this could be saving money since the entire system has to be redone which will probably cost a significant amount of money.

Saving the University and CSU money.

The quarter system only supports a certain kind of student. In a way, I feel like it supports the students who: cram, don’t appreciate education, and are just here to collect a degree and move on. I believe that the only students that are passing are using cramster - because I witness this every day. I actively do not use cramster - I feel like if I can not generate an answer I deserve a low grade. I feel like continual use of cramster raises the bar for the people who actually want to learn and makes it impossible for them to do so. Cramster generates the right answers for students, they hand them in, and the teacher assesses that the class is getting it when they are not. So the student who did not cheat or use cramster falls behind - and this is beyond unfair - it is infuriating. You might think I am getting off track - but no. I am just saying this is how students are succeeding on the quarter system from what I have witnessed. I feel like it does not support the students who actually care about the knowledge they leave here with. I feel like learning
at this pace has made me worse at learning - I now am burdened with a fear that if I don't learn something right away there is no hope. This is highly due to the fact that if I do not get the material I am supposed to learn fast enough I receive a failing grade one after the other, despite my persistant efforts. I used to have patience with myself, and now I don't. This speed has made learning not an enjoyable endeavor anymore. Sometimes I look around, and I seriously think these students are insane. I flat out do not feel like I am getting a good education here, and I think the speed is the reason. I have talked with many students, and many teachers who all seem to have that same 'sigh' about the speed here. For the teachers: there goal is not to make students hate their subjects or watch their eyes glaze over, I am sure they want to inspire, help and share knowledge. Yet, what is the result? I hope you do take the time to ask them, and students whole heartedly and from a human standpoint not a money standpoint, although this hope may be bleak. For students: the stress, the anxiety and the impossible schedules required. At least for science and math, things just don't work that way - things do not happen that fast for most. I appreciate education, I like learning, so I want to leave Cal Poly - and that is not right. I hope this become a semester system school, I really do. I have seen some bright people lose that spark they had in their eyes, and it is sad, mostly because I know that feeling far to well. Education was not meant to be absorbed this way, accept it and change no matter the financial ups or downs, do the right thing for education: I know it might be deeply buried but I pray that the people running this school still have a heart for learning.

I don't think that switching to semesters will make anything less stressful. It just means more time for the professors, not less work. They aren't going to allow for idle time, and they'll still use the semesters the same as the quarters.

The CSU system wants Cal Poly to conform to its semester system. However, what the CSU system doesn't realize is that Cal Poly is on a higher level than all the other CSU schools. Cal Poly has risen above the others utilizing its quarter system up to this point. Why implement a system that isn't working that well for other CSU schools?

To save money, which is appalling. our curriculum and education should never be sacrificed for monetary reasons

There is really only one decent reason and that is to make it easier to transfer and study abroad, but maybe other institutions should switch to quarters. then again for architecture students who are pushed to study off-campus, it is one less quarter than can be spent in a different place, you can only do 2 programs rather than 3. also some countries line up better with quarters because of the timing of their school year.

Most of these reasons for switching to semesters seem to be about making the school easier, which I don't think should be the goal of a university. The goal should be to challenge students so that they excel.

There is no need for a change to a semester system.

Money.
Money

There are no good reasons to switch to the semester system.

Reduce costs by reducing teaching time and paying teachers less per academic term.

As a transfer student I know the benefits of the semester system. I honestly believe that many of the reasons supporting the switch, as listed in this section of the survey, are actually reasons to not switch. I will explain my reasoning for a few here. 1) 'Better timing for ... opportunities outside the university ... ' - The timing will actually be worse in many circumstances. The quarter system allows for flexibility of outside opportunities and minimizes the negative consequences of participating in them. If a semester must be missed, that is 1/8 of a students academic career. If a quarter must be missed, it is only 1/12. Also, as it stands, classes are often able to be made up the quarter after the 'on-quarter' schedule. If a switch was made to the semester system, missing one semester would likely result in being required to wait an entire year to take the missed class. 2) 'Increased depth of classes and greater time for retention of material' - While this is probably the most credible reason for the switch, it is also flawed. Either this reason assumes that the same amount of material will be covered, only over a longer duration, or more material will be covered while maintaining about the same pace. The first cannot be true, or it would take 6 years to complete a degree. The latter could be true, but defeats the purpose of the longer course since the pace would still prevent greater retention of the material. If anything, the quarter system provides students the opportunity to recollect themselves and reflect on the previous quarter as they prepare for the next. 3) 'less stressful pace for students, faculty and staff' - This reason falsely assumes that stress should be avoided. On the contrary, I believe that the stress of the quarter system enables personal, academic, and professional growth. It teaches the value of planning and organization to minimize the stress of real life. Switching to the semester system will deprive students of this valuable opportunity. I am tempted to continue, though I wonder whether even this sentence will truly be read with consideration.

All of the potential benefits seem laughable to me. In my eyes, it would be a giant step backwards to switch to semesters.

Nothing is good about the semester system. A deciding factor for me to attend Cal Poly was the fact that it is on the quarter system.

None

I disagree with the other listed reasons. I do agree with the transfer reason as stated above.

Students must remain in school longer if classes aren't offered and have to pay every semester when the fees are increased.

I honestly believe that the main reason for converting to the semester system is laziness. I think those for it like the idea of more time 'to study' when really it will allow for more time for students to party and not be as devoted to school.
I think the main reason is that it will 'save more money'.

No reasons

Armstrong likes semesters better, and came from a semester system

Lowers cost for university. Less time that the campus is not being actively used.

There will be no increased depth of classes, it is MORE stressful because there is a LOT more information on the ONE final, you won't be able to spread out certain classes you DON'T like as much, it's plenty easy to transfer in and quarter systems are one of the reasons certain people transfer in in the first place.

It is less expensive to convert to the semester system because of class registration.

Money- the cost of a semester is cheaper than a quarter overall for the University.

The President is biased against the quarter system. He doesn't like it and doesn't want to put up with it.

for the school to make more money, to make cuts to curriculum, and screw students out of an experience unique to Cal Poly all to mirror a football school. This will destroy our university. Cal Poly is not lazy, but it will be if this switch is made.

Cost effective.

The information learned in classes will be understood versus memorized.

While I believe these may be positive reasons to convert to the semester system, I believe the positive reasons for maintaining a quarter system are more heavily weighted.

We absolutely should not change to the semester system. Period.

None of these seem like good reasons to convert. Don't 'fix' something that isn't broken.

The main reason to me seems to simply be that the conversion to semester system would be cheaper. While I understand that the CSU budget has been heavily hit, I do not wish to sacrifice our quarter system, which is so beneficial to all the students by allowing us to take a multitude of classes and learn to work hard in a fast-paced environment

While I think the fast pace parallels a fast paced work place, it also is quite stressful as a student cannot afford to slack or to get behind (which is sometimes not the student's fault). Thus, I personally am pleased with the pace either system gives.

No reason to at all. A lot of wasted weeks when we run so effectively on 10 weeks now.

I think the main reason people want to switch is to save money. But how much could we really save by switching? Fix money problems within our sytem rather than throwing it out.
From personal experience, semesters are too slow. It's too easy to procrastinate because semesters give you so much time. Quarters demand your full attention and effort from beginning to end. Everything counts in a quarter, but in semesters, you can afford to make mistakes. This practice is not realistic, nor is it conducive to preparing students for their fast-paced careers.

The university is lazy

Quarters are not conducive to a sports program, but then again I did not choose Cal Poly for the football team

I really don't think there are any truly valuable arguments to switching to the semester system.

None of those seem to warrant much actual benefit. We can work at the fast pace; we don't need a 'more relaxed' pace or fewer finals. Life isn't easy, college should prepare me for a difficult, fast paced job with more than 2 challenging weeks per year.

DO NOT BELIEVE IN SEMESTER SYSTEM AT ALL!

The school's way of saving money... But it ultimately damages the reputation and distinctiveness of Cal Poly and would end up costing just as much (if not more) time and effort on behalf of the professors and staff.

Maintain funding from the state

I think that the administration is looking for a new project and a justification for receiving those 3 figure salaries that they are being paid.

Budget.

There are no positives with a semester system. There is nothing we can do in a semester system that we can't do in a quarter system. It shows Cal Poly's lack of dedication to its students by switching because they know it would hurt students and staff, and yet they continue to do so. Doing this is like taking the easy way out, and what does that say about us as a University?

Converting to the semester system could save the university money.

Semesters do not give greater depth--it gives greater breadth. Semesters do not reduce stress. There is more time, but a student must also take more classes than would be required while on quarters.

Faculty will be able to revisit and revise all curriculum. In the process, Cal Poly can insure that the remaining classes are of the best quality and curriculum.

none?

I don't see how it would go 'more in depth' if classes from the quarter system would be combined, people mostly just want tests all to be one week so they can slack off for the rest of the semester and cram at the end
There is no reason (besides the clear push by administration to work towards 'saving' money...and charging us more each year) to change to the semester system. THIS IS A TERRIBLE IDEA

Switching to semesters would be a loss for Cal Poly students.

I do not know, therefore I cannot answer this question. This is something that the university administration needs to answer. If you are going to pitch your idea, you'd better have a solid answer. The idea of 'mining' for ideas seems to be pretty pathetic. The idea of 'blaming' the change on the 'chancellor's wishes' seems equally pathetic because it begs the question, 'Which Chancellor: the former, or the present?'

Employment out of college: Students would have the same competitive advantage as students of other semester universities because they are being interviewed at the same time.

To save the school money

It is obviously because the other CSU's have semesters, and would probably save the university money. No one in their right mind would prefer a semester system. It leaves too little time for classes per week. you study for less time for more classes

Gives more time to slack

To conform Cal Poly to the other CSU's

I am strongly against the semester system.

Because Cal Poly's President is a XXXXXXXXXX.

someone else has an idea and i am not for it.

I do not think that any of these constitute a change from the quarter system to the semester system.

So Armstrong can focus on sports instead of students wants and needs

none

I think that we should not go to the semester system because while these are advantages, we can attain most of these in the system we have. Going to the semester does not guarantee that we will have any of these advantages.

I don't see a good reason for switching to semesters. We have one of the top undergraduate engineering programs in the nation. Why would we change any of that. I think changing to semesters will really affect how the school runs. I think a lot of alumni would not want to donate money to the school if you make too many changes. I know I wouldn't continue to give if the school changed too much

It's how all the other universities do it, so why not?

To gain more tuition from students
I WOULDN'T!!!!!!!!!!!!!!!

There is no good reason to switch to semester schedule

None

A semester system is less work for school administrators, however ultimately would diminish the reputation of our campus.

Graduating schedules may be slower, for some students that can take just 2 classes a quarter, the semester system would add a year and a half more time to his/her schedule and, for some that extra time may not be acceptable.

I honestly do not think the pros of switching to the semester outweigh the pros of the quarter system.

I transferred from a semester system, and there is more time to go through course material.

I do not agree with any of these.

Is this really about the students?

Talking to students at other Cal State Universities, they have a harder time dealing with the stretched out universities. I give tours on campus, I know Cal Poly has one of the greatest retention rates out of the Cal State System. There is no way our retention rate on the quarter system is an issue. Being on the quarter system is an asset to our university. Students stay on top of their work more than students at other Cal State Universities.

There is no reason to switch to a semester system. It would be unfair to the students who would have to undergo the change and also to past students who look up to Cal Poly's reputation to help them obtain jobs.

I believe some think it will save money, but I cannot see how that would be the case, as it would cost so much time and money to make the switch.

How should I know why someone thought up of something that I think is bad

Irk

Semesters are long and drawn out. I transferred from a school that was on semesters; there was a lot of down time during the 18 weeks (wasted time).

none

While I was only able to select three reasons, I felt that all were important reasons to switch to a semester system.

I am currently studying abroad at a semester system school, and have found that most classes aren't possible to transfer because of the incompatible systems.
Cheaper

All of the above re good reasons.

Fewer courses would mean fewer teachers that required paychecks.

I assume it boils down to less money. Less administrative duties annually, like scheduling and enrolling.

Just because everyone else does it.

The university wants to save money and get students out in 4 years. Plain and simple. This can easily be done if the curriculum is reviewed and restructured (ie taking less useless generel ed classes that don't pertain to our major) while still keeping the quarter system.

I do like how the semester system starts earlier in august and ends around may. that would make studying abroad/ internships/ jobs much easier.

Money....

It's what President Armstrong wants as well as outside pressure from the CSU system. It's inevitable whether Pres. Armstrong admits that it is not the route students want or not.

Having longer terms would cause students to slack off more because there is room for failure and more time for procrastination, ultimately causing more stress.

Reduce Cost

Most of these options I find invalid.

None

ultimately students will be paying more money. stop robbing us

Lower administrative costs

Easier to leave Cal Poly and go to a different school if we switch to semesters.

It's probably easier to allocate money to Cal Poly if it is on the semester system along with all of the other CSU's.

Their shouldn't be any reason to switch we been on the quarter system for many years and it has worked and is still thriving.

I dont believe it will make it easier for students to transfer just by switching to the semester system. I have plenty of friends that have not had a problem transferring. Also if we would like to further our education at a UC, then the semester system would only hold us back.

Semester system will not let me graduate in 4 years.
The CSU's want us to be like them

No good reasons, my major (Forestry and Natural Resources) would not work with semester system. Too many different types of classes that could not be combined. Semester system will make us lose accreditation.

I don't think there is a single reason for switching to semesters that has anything to do with students, faculty or staff. I think the only reason for switching to semesters is money and a board that is pushing our relatively new President to change. They are using his lack of time at Cal Poly to get what they want without thinking of the consequences it has on every student, faculty and staff member.

No other reason

n/a

Because people are lazy and want a slower lifestyle but that is why they should not come to cal poly.

Budget

The CSU system would be unified.

Other: Because it works out better for the athletic teams...we are not a school that focuses on athletics!
Faculty General Comments
This study has been revisited many times at Cal Poly. Efficient use of the campus is to offer classes five days a week and four quarters per year. Neither students nor faculty should ever work more than 7 quarters without a break, but the the campus should be better utilized. I have been heavily involved in curriculum development and strongly prefer the quarter system, especially for a technical program. Changing from the quarter system as a way to attain some goal is a poor way to attain some desired outcome. After the change, the outcome will not be attained and a lot of resources will be wasted. If 'streamlining' or increasing graduation rates is desired, then put together a program to attain such goals. Changing to the semester system will just reward the lazy.

Semesters vs. Quarters is the Mac vs. PC or VHS vs. Beta argument of academia. Ultimately there is no answer supportable by actual evidence and it just comes down to personal opinion about whether one prefers Windows or OSX. Plenty of people use both successfully. The University would be better served by stopping the pretense that there's really any more 'there' there, admit that people's preferences on this topic are simply based on nothing more than personal taste, and flip a coin.

I believe that conversion to semesters is wise. However, careful thought should be given to the length of time required for professors to convert to a new system.

Again, please describe workload for faculty.

Work on separating Cal Poly from the CSU system, Not on conforming to the system.

Looks like busy work and focus in the wrong direction

Personnel is the vast majority of the university's expenses. In order to realize cost savings associated with the administrative workload reduction of semesters, the corresponding number of administrative personnel would need to be let go. I don't see this happening, so I really think the entire exercise will be a big resource drain for little or no realized financial gain.

If one student sprints for 3, 10 week quarters Another student jogs for 2, 15 week semesters Which student gets farther?

As stated by the President, our strategic goal is to be #1 with no modifiers. How do we achieve this goal? On the quarter system, we are in a unique position to obtain this goal. Here is why: 1. The quarter system allows for the students to take a wider breadth of material. In Engineering, this means more technical electives. This would be lost on the semester system. 2. Engineering students are STRONGLY encouraged to go get an internship or co-op experience prior to graduation. In the quarter system, these students can pretty much miss any quarter and come back and pick up where they left off. On the semester system, this will be much harder. Other schools teach special summer sessions for students doing co-op programs. 3. Our engineering graduates are industry-ready. As a result, companies want to hire our graduates. There are several reasons for this readiness. One is the fast paced nature of the quarter system. Students understand the importance of short deadlines and must learn time management to survive. Another reason is our lab intensive curriculum. The quarter system is ideal
suited for the large VARIETY of lab experiences that can be offered to our students. 4. If the goal is to make the programs do a thorough review of their curriculum then converting to semesters is a poor way of accomplishing this change. Currently, Academic Programs, has the authority through program review to mandate that faculty review their curriculum. The Provost could withhold funding to any program that does not do a thorough curriculum and program review. Most engineering programs already do these types of curriculum review to support our ABET assessment. I encourage you to contact these programs and they can demonstrate how their programs have changed over the years in response to industry and society demands. 5. I was at XXXX Tech when they converted to semesters from quarters. The conversion process was challenging and the faculty responded by circling the wagons. Currently, there are many service courses in engineering that multiple programs use. This is economical and it enhances cross-discipline interactions. In the conversion to semesters many of these service courses will be divided into major and non-major classes and there will be a loss of cross-discipline interactions.

I am fairly neutral about the benefits of switching to semesters from the perspective of student learning; there are benefits to both systems. My worry is that a greater number of class preps will actually diminish the possibility of further developing the teacher-scholar model. If the teaching load switches from three 4-unit classes to four 3-unit classes, faculty may have more preps even though in-class time remains the same.

The quarter system allows students to take a vast array of courses, which lets them 'do' more in their learning tenure at Cal Poly. The 'doing' will allow for a more enriched, well-rounded life. Limiting course selections to two per year, instead of three, is a large detriment to our students and some of the smaller programs that may lose enrollment. This is because students will be forced to focus on taking their core classes and not electives.

As a department XXXX, in the last 5 years I have been unable to stay on top of my job after working approximately 65 hours per week. I have no idea how I will be able to fit in switching to semesters for an undergraduate concentration and a masters program with two tracks.

While there are some good reasons for shifting to the semester system, we are all left with the impression that the decision has already been made. Even the statement that prefaced this survey that states we have to present compelling arguments as to why we should remain on the quarter system exposes this bias. Since moving to the semester system will be expensive and disruptive, the burden should be compelling arguments as to why we should move to the semester system. The arguments have not been articulated in terms of money saved, student success, better pedagogy, or any other significant advantage. The administration appears to be afraid to submit the matter to a vote because the arguments have not been successfully made as to why we should go to such time and effort for a semester system that does not seem to offer any significant advantages or disadvantages. Both systems can work and our status quo is the quarter system. Why put so much effort into something where the result is neutral. What is the problem we are trying to solve?

Faculty needs to be more included in this
discussion!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
I see the switch to semesters leading from top-ranked Cal Poly SLO to Cal State SLO, just another of the Cal State campuses. Cal Poly will lose much of what makes it special. I think the adage 'If it ain't broke, don't fix it' applies. Cal Poly has consistently been ranked as a top university for many years. We must be doing something right, despite the budgetary woes and other external influences. Our accreditation was just renewed. Let's keep doing what works. XXXXXXXXXXXXX I teach 2 seasonally dependent 4-unit botany classes—XXXXXXXXXX in winter, XXXXXXXXXX in spring. I depend on live plants from the wild in my classes and to provide a meaningful context for the subject matter, and the San Luis Obispo spring season does a wonderful job of this. But the brown hills of fall quarter don't provide the live plants or context for me or my students. Under semesters would I (or the botanist hired to fill my position) have to teach both classes together in the same semester (one is the prerequisite for the other), merge the topics somehow, teach them in alternate years (missing cohorts of students), or drop one or the other course from the curriculum? These courses, as taught, get students jobs. Cal Poly's Field Botany students are sought out because of what they've learned and how they've learned it. I will probably be fully retired when and if the conversion takes place, but I don't think the benefits outweigh the costs.

It all depends on the specifics of the teaching load. If the load is 3/3, then great. If it is 4/4 then not great. Would also depend on how GE plays itself out in conversion.

I am opposed to switching to semester system because I think the proposal fails to directly address what I see as the core problems: 1) we need to 'fix' our curriculum and graduation rates 2) we need to reduce cost to produce graduates. For 1) we can't outline, in advance, what a student in a given program will learn, when they will learn that material, and why that material is important. From there we can't measure our effectiveness in teaching that material (since we can't say what the material is), and we can't point out why our graduates will be good hires (because we can't say why we taught them that material in the first place). We're running on reputation and US News & World report rankings, not our own metrics of importance and effectiveness. The idea of switching to semesters seems to be advertised as magically making it all better, but never explains how- or why we can't do that same review and stick with quarters. 2) the only way to really reduce costs is to pay people less, or pay fewer people the same money. Unless the switch to semesters will explicitly do either of those, I don't know how it will work.

When can we start?

I have heard that a switch to semesters would mean a switch from teaching 3-3-3 (4 units) to teaching 4-4 (3 units), which will significantly increase workload on faculty. Mathematically, 3-3-3 (4 units) is equivalent to 3-3 (4 units). This can be seen by considering about a year-long course sequence. (of course dividing up shorter courses will complicate matters). I feel that we could make the switch smoothly if we switch from 3-3-3 (4 units) to 3-3 (4 units) - so yearlong sequences will converted in a
straightforward way. I feel that a switch made from 3-3-3 to 3-3 would greatly benefit both students and faculty. I feel that a switch made from 3-3-3 to 4-4 would harm faculty who already work extremely hard, and as a result, decrease the quality of instruction we are able to provide. Since all of the survey questions are framed without specifying the course load, I am responding that I strongly disagree to this change since I have heard rumors that the new course load would be 4-4.

Other universities have switched. Do any of them have regrets??

If we do make the switch, faculty must have considerable release time to change our courses. I'm concerned about how this would be possible, for all faculty simultaneously...

I like the idea of a semester system if done in a way that maintains the teacher-scholar model and quality education for undergraduates but I have grave concerns that a switch to semesters will be done in a way that does not protect these values. I am completely against switching from a 3:3:3 quarter system to a 4:4 semester system. An increase in the number of students a faculty member teaches at any given point in time and an increased number of preps (4:4 load) would make it extremely unlikely that we could continue our professional work in any substantive way. My research program is critically linked to my professional goals and completely interwoven with my teaching and mentorship. An increase in faculty load changes the unique and positive qualities of Cal Poly and our students will suffer.

We currently offer our students a unique experience where they can do research with faculty who are engaged and successful in their field of study. Students could go to any CSU if they do not want the learning by doing experience or if they do not value the opportunity to work with professors who have active research programs. Similarly, they can go to a UC if they want to do research but they will not have the direct interactions with faculty that are common at Cal Poly. We fulfill a valuable niche in the range of public higher education choices in the state of California. From a purely financial point of view, I believe it is irresponsible to bear the cost of a transition to semesters if we are in a fiscal crisis and do not have the funds to provide the basics (enough classes for undergrads, release time for curriculum revision, etc.).

To me, the switch is unpalatable b/c of the discussions thus far with re: to how the workload would be handled. The numbers I've seen of 4 classes per semester seems very unmanageable to me, in light of the university's desire to keep a teacher-scholar (as opposed to a teaching only) model. The amount of time and money it would take to make this kind of conversion seems unreasonable when our budget situation is so poor. Asking faculty and students to give MORE at this time (e.g., asking faculty to work more for same [really less] pay, expecting students to get less from professors though paying more for school, etc.), feels very backwards to me.

The comments about 'streamlining our curriculum' beg the question that we must do this. I am very fearful of streamlining General Education and emphasizing throughput over graduating well-rounded individuals. To me, the question of semesters or quarters is mostly a problem in conversion, and I would be fine either way. However, I would truly be disheartened if the change to semesters created a loss of breadth in education.
I have been through a shift once before and it was horrible. The justification was money saving which completely failed to materialize.

I appreciated quarters as an undergraduate because I was able to focus more intensely on each of my courses, and I believe the depth of my learning was more profound as a result.

I think that the disadvantages largely outweigh the supposed advantages.

At this time I have not given this topic proper attention and really need more information about the pros and cons of the conversion. I certainly see the benefits but realize it will be a huge undertaking by the faculty and staff. At this time I am neutral but could likely be swayed to the side of in favor of the switch.

Thank you very much for giving us this opportunity to express our opinions on this subject. I have studied and taught under both semesters and quarters; I am certain that quarters benefit Cal Poly students more. Semesters would be a little more convenient for me personally, but whereas the faster pace and more frequent course-level assessments are far better in preparing our students to excel in meeting the challenges of careers in the modern world (fast-paced and demanding flexibility), I must oppose a semester conversion in the strongest possible terms.

I am hopeful that any curriculum re-vamping will start with a careful consideration of GE changes (including increased flexibility of what 'counts' for different areas?). For those of us with external program accreditations and approvals, eliminating and/or combining courses in the major may be especially tricky. So before we undertake any overhaul, we absolutely need to know the constraints due to GE requirements. Along those lines, we'll need to know how support courses will change (e.g. decisions about prerequisite basic science courses required in a science-based major in CAFES) before we can design major-specific changes.

Are you going to implement a way to compensate adjunct faculty so that they have the same amount of students and the same pay in the semester system as they do in the quarter system now?

I cannot understand how the administration expects faculty to respond to this survey without more information about the conversion plan. It appears to me to be a classic case of pretending to gather feedback in order to give people the feeling that their voices are being heard, while in reality the feedback options are so limited as to be relatively meaningless. I actually prefer teaching on a semester system in theory (again, depending on workload), but I cannot support conversion when the process is being structured in this manner. This is ridiculous!

My biggest concern is the impact on teaching loads. Being asked to teach 3 or 4 classes in a semester makes it difficult to produce, high-quality, impactful research. The quarter system allows us to spread our teaching load over 3 quarters and allows for a more time to conduct research. Ultimately, a balance between teaching and research is needed to attract and retain top scholars, which ultimately benefits the university and its students.
I think we should just make the switch. In theory I see how this might seem to limit student choices particularly when it come to GE courses, but lets face it classes are so hard to get most students don't get to choose they just take whatever class is open.

I changed my opinion to neutral because I saw how it might effect other departments on campus. If were only my department I would be in favor.

I have discovered by teaching in both calendars that quarters fit the students' attention span; a 15- or 16-week semester is too long to retain focus. My semester students took a week of mental vacation around week 12; they could not sustain the pace for 16 weeks. In a year-long sequence, the pace will be just as fast in semesters than in quarters; it is a myth that semesters have slower pace.

As a faculty member who has taught in the semester and quarter systems, I recognize that there are advantages and disadvantages to both structures. As a graduate student, I really appreciated having exposure to multiple faculty and the students here seem to enjoy that as well. I appreciate the fast pace, but from a faculty perspective, it is also tiring. In the semester system I taught in two years ago, I was asked to teach just three courses per year (on tenure track) and this enabled me to have time for research. I hope that if the University converts to semesters that faculty time will be considered in relation to the need for scholarship.

I cannot see any added value in the change

In our field, certain technical electives would very likely disappear in a semester system. This would decrease our student's breadth of knowledge and skills before entering the workplace. Although we might think we could combine topics with other topics to make a semester-long course, this does not capitalize on faculty skillsets and would likely not happen.

Critical to develop quantifiable basis for changing. Analysis should include clear articulation of the transition process itself - advantages and disadvantages under the present fiscal and work-load landscape. Weighting of committee composition appears to favor staff support insight. Ensure an adequate educational outcome analysis of change consequence ACROSS disciplines is included to daylight potential major specific advantages or concerns. Use more than a generalized academic perspective for determining consequence projection.

This process and survey is pointless, because as faculty, we cannot possibly make such specific comparisons when we have no idea what the teaching and work load are proposed to be in a fantasy semester world. Further, its ludicrous to expect people to compare based upon their previous experience in semester system since the teaching loads at most of those comparative institutions is unquestionably lower than what we do even now at CP. And anyone that even proposes to make answers to this survey does so utterly preemptively without even the most basic and relevant information from which to judge such responses; ie; the comparative teaching workload of semesters versus quarters at this institution. And since the flurry of emails and conversations around campus are highly varied on this score, who knows from what platform or parameters people are basing their judgments and answers to on this survey, thus lending it utterly scientifically worthless. The time and
energy of faculty, staff and students are limited. More time devoted by faculty to teaching for example as a result of a semester switch with a higher number of preps, would mean less time for learn by doing pedagogy, and certainly less time for the professional scholarship side of the teacher-scholar model. It would also mean loosing our coveted position as the preeminent CSU of 23 campuses. The faculty need to know what the outcome teaching load would be if a conversion were to proceed in order to even begin to address the other costs and benefits of the research question. Quite obviously, administration and the task force are proceeding as if such a thing as comparative teaching load is an insignificant factor in the decision-making process, when in fact, it should be one of the most important parameters driving the conversation. Because if you want to have the best university, that does more for students with respect to learn by doing, and classes taught by faculty current in their fields, than regardless of semester or quarter, the teaching workload must be forefront in the decision. Otherwise, we can go back to the time where departments became filled with dead weight faculty, who had time to do nothing but teach, and students were so frustrated with the situation that they created online mechanisms like polyratings to save themselves from the horror of taking classes from so many humdrum, out of touch faculty.

We cannot 'admit' to a concentration which hinders enrollment management; if we could split concentrations out into separate degree programs while we restructure the curriculum around calendar conversion then we could kill two problems in one blow.

A change of calendar would require substantial effort/disruption over a period of multiple years but could provide only a tiny net benefit, if any benefit at all, toward Cal Poly students' success.

This is about money and faculty workload. How can it now be with a contract AND in the midst of large budgetary challenges? We cannot make this decision without centralizing these two factors. To act as if these are only 'implementation issues' is insulting to students, faculty, and staff.

Our students lose out on so many job and internship opportunities because we are on the quarter system. As a 'learn by doing' university we are doing our students a great disservice. Our schedule prevents them from actively using their training in the real world.

I must admit that in selecting reasons for quarter, I did not need all three reasons, but in semesters, I found it hard to choose only three. I think we need to be very innovative in our switch to semesters, finding away to keep pace, while also giving time for more breadth. I would look to University of Minnesota, in their conversion created a university wide (I believe) one week selectives for intense hands-on workshop short course - not a vacation - but in fact a deep dive just before semester break.

Most textbooks are designed for semesters and unless used for a 3 quarter series, students are paying more for books that are not used completely. Thankfully some publishers are now offering customizable books.

Even the possibility of an increased workload (5/5) makes the concept of converting unacceptable.
A semester system alleviates complications for students moving on to graduate work at semester institutions because of credit/unit transfer. One less registration, final exam, schedule changes, and term start-up is a big benefit not just financially but for emotional/intellectual well-being. It will improve the depth of student learning to facilitate not just 'How' to do something but 'Why'.

If the task force determines the switch to semesters is truly beneficial for Cal Poly and the majority of the campus would like to switch to semesters, I'd go along with it. However, I like the fast pace of quarters (I have been at a semester system as well) and like the variety of classes quarters affords.

Students learn less because they are in class at least two fewer weeks, with less variety, faculty still teach 12 units but for longer periods, most students do not start seriously studying for weeks into a semester, fewer labs can be offered in each curriculum with less variety, need more equipment for longer labs, costs too much money and too much time, faculty can/should streamline their curriculum regardless of quarter/semester, most good schools with which we compete are quarter schools, a semester-F is harder to compensate for than a quarter-F, harder for students to improve their GPA, stuck longer with 'less-important' classes and not-so-good teachers, sabbaticals will be longer, each release-time unit costs more, longer winter and summer breaks that mean students are in class less time. Savings due to fewer registrations, etc are not real because these are all computerized. Real savings have never been shown to be true. Are these enough reasons?

Does anyone know how much it cost to switch, and are there any real future savings after the switch?

I would like to see the committee be very transparent about potential cost savings. The only place where this will happen is in personnel. I believe the key reason for considering the change to semesters right now is that this provides an opportunity to close programs and fire tenured faculty. Any other stated reasons seem superficial and deceptive.

It is important for the Task Force to put out some models of how a semester would work. How many units per class? Class hours per week? Typical load for students and faculty? Number of required units or classes for graduation? We have to start looking at specific models in order to explore some of the issues raised in the survey. Secondly, the President is mixing student throughput and 'student success' (whatever that means) with questions about the best way for students to learn and the best way for academic programs to be presented. I do not feel that the priority is on quality of education or learning. The clear agenda is how to streamline the university. Educational quality should be our first priority. Streamlining comes after you are sure the system of education works well.

See above re trimesters. Quarters too short, regular semesters too long. Most texts geared to semesters.

While the costs of switching to semesters are significant, I have yet to hear any serious argument of benefits to student learning from semesters. Is there a single piece of data suggesting that students learn more in a semester system? I have used both calendars, and while there are various positives and negatives on either side (depth vs. breadth of courses for example), everyone agrees that students have to work harder to keep up with quarters. If student work is correlated with learning - and the university
tells me it is - then students will learn more in quarters (and presumably party less). There are other arguments in favor of quarters, but in the face of no counter-argument in favor of semesters that has been presented by President Armstrong regarding student learning or success, and no such data to my knowledge, this appears to be a gigantic waste of time and resources, both of which are in short supply. Several universities have published articles regarding their experiences with such a switch, and they all have a common theme - it was a huge effort and expense, and no real benefit accrued. Most wish they had stayed with quarters and regretted the decision. I hope the committee is reviewing these experiences and taking them seriously, and not merely giving in to the pressure from above.

Altering courses from quarter length to semester length may require additional faculty effort.

The concept is fine and I view semester conversion as a huge opportunity. However, conversion will have a large cost. In order to do this, I think you will need dozens of hours of curriculum committee time, which would require $$, which is especially scarce right now.

Please convert to semester system since it will be more aligned with most schools in the country and the rest of the world.

The extra courses that will have to be taught by faculty will be a hardship on faculty even though it will be the same face time.

I am not interested in converting to semesters absent a clear declaration that the work load will not increase. In fact, I am mostly interested in it if the course workload decreases, so I will have more time to pursue my professional development. The most onerous aspect of work at Cal Poly is the burdensome course load. For those who do not do research or actively engage in their profession, this is fine, but for those of us who aim to contribute to our professions, the workload here is a major deterrent. I believe that research and external professional activities make one a better teacher. The only way I can do this is if the workload decreases so I have more opportunities to engage in professional scholarship. Absent this, there is no reason to make any changes since I have seen nothing other than rigid opinions to support either semesters or quarters. We need a compelling argument and none have been offered.

I would like to have access to reports and findings about the conversion to semesters. Until then, I do not believe I have enough information to know how I feel about the switch.

The one argument in favor of not switching is that, last time this issue came up, we changed a majority of our courses from 3 units to 4 units. That allows a course to cover in one quarter roughly what a semester course does in a semester. And students then enroll in 4 rather than 5 courses a term. So we've already achieved some benefits of a semester system. But since we've already gained those benefits, we can't gain them again.

The 10 week quarter is too short and the 16 or 18 week semester too long. We need a compromise. Any models of 'quar-mester'?
'Semester system' is apparently just a concept at this point. Clearly, better survey responses would be garnered if elements like unit values for courses, number of courses to be taught per term, and the related issue of teaching schedule changes were addressed.

I have been told that faculty workload has not been considered as part of the task forces charge. This is a significant shortcoming of the charge of that committee, in my opinion. Much like the furlough, not knowing how it is implemented is a significant shortcoming in determining whether it would be good for our students or not. Also, some courses need to been taken before others. For example, if we require three quarters of calculus to be taught in a year, the calculus courses would have to be 4 units or we would have to require the students to learn more on their own or we would have to require less of them. Has consideration of a mixture of 3 and 4 unit courses been considered?

One argument used in favor of semesters is 'the pace is less stressful for the students'. This clearly implies that less material will be covered per unit time. For an equal amount of program time (4 years), the conclusion is less material will be presented for the same degree--meaning our graduates (at least in the technical areas) will be less prepared upon graduation.

Semester system would allow more time for students to 'bounce back' from unexpected problems during their education (ie, illness, death of a loved one). I think conversion to a semester system is a great idea, and the benefits would greatly outweigh the initial cost (financial, person-power, etc) of converting.

From a research perspective, switching to semesters is far better. My concern is in regards to teaching load. Does teaching load (# of classes) go up with a semester conversion?

I have to say that having taught in the semester system, I think some students burn out. But I discussed the possible conversion with a class, and one student said he was for it because the quarter system felt too intense and shallow. He felt he could use the whole semester to better understand the material more thoroughly AND understand the teacher's expectations and teaching style. I thought this was very persuasive, and it got me thinking about the benefits of the semester system. We're not in week eight of the quarter and as a writing teacher, I have grading piling up and feel like there is so much more I could do with my class and with student projects and presentations. I'm open to semesters. I know that many of my colleagues are worried about increased teaching loads, but frankly, I think it would potentially give instructors--especially writing instructors--more time to really reach their students and help improve their writing. Of course, that's only if the real needs of instructors and professors--and students--are taken into consideration, and not just economics, etc. I admit I have always felt a little proud too that Cal Poly was on the quarter system, because UCs are on the quarter system, and it seemed more...academically rigorous in some way. But I'm open to semesters, again, if done carefully and effectively.

I am in favor, as long as it is undertaken carefully and fully funded. I think the work to make the transition requires the administration to give faculty involved in the curriculum changes appropriate amounts of teaching release time to complete the change. No unfunded mandates. If we are committed to changing, we should be willing to make the investment in real dollars.
This survey is difficult to respond to because we have no details about what a semester conversion would mean for our workloads (as teachers). The multiple choice answers feel fairly simplistic for such a complex issue.

I’ll become increasingly cynical of this place! I will strongly consider retiring sooner.

We have been very successful with our quarter curriculum. We are able to set students up to succeed in industry. I think it is from curriculum that is diverse and well-grounded in fundamentals. Having worked in industry myself with a Cal Poly BS the pace, industry demands and work ethic and fundamentals required to be successful were learned here at Poly with variety labs and lectures. Now back here as a Professor I truly believe quarters is one piece that makes our students unique. I hope we carefully consider this and take our time in studying the possible change to semesters.

One of the biggest concerns among the faculty in regards to a semester conversion is faculty teaching loads. Without knowing how a semester change would impact teaching loads, it is difficult to make an informed recommendation about changing to the semester system.

Converting a 4-unit quarter course to a 3-unit semester course is relatively easy; 40 hours in ten weeks vs 45 hours in 15 weeks will likely improve my course. However, my courses have 9 labs in a 10-week quarter. Going to 14 labs in a 15-week semester means rewriting the entire course. Do we have resources to help develop these new courses?

With a Semester system students will have more time to deal with actually grasping difficult concepts rather than just memorizing to get through exams as a Quarter system tends to create.

My in-class learning teams take about 5 weeks to gel. A semester would allow my students more time to benefit from fully-functioning teams.

Of course, my answer to question 8 is predicated on a proper re-working of the curriculum. Done incorrectly, it would be much, much worse. The math classes should meet 3 times per week instead of 4.

I would ask President Armstrong to let the students and faculty have an up or down vote.

none

I would only support conversion to the semester system if we could offer courses in 7-8 week half-semester terms.

I feel that most of the faculty and students who are opposed to the semester transition are basing their decision on fear, not what’s best for the university.

I would most favor the most flexible system and one which may encourage an increase in truly collaborative and interdisciplinary learning.

The trick will be the details of implementation. It is important to differentiate between the shortcomings / benefits of the Quarter System per se, versus the specific way Cal Poly implements the
Quarter System. The same is true for Semesters. If incorrectly implemented, conversion could be worse for students / faculty / staff.

I don’t believe the change should be made unless there are hard and convincing data to show that [a] the semester system is superior for the student, and [b] that conversion will reduce costs (long term). Such data has not been shown to this campus’ community. I do not believe such data exists. Thus, if the change from quarters to semesters is made, it will be for political reasons, and political reasons only, to the detriment of the students’ educational experience. Note: this is not a knee-jerk reaction. I have attended the workshops, and read the information provided by the administration on the topic. I have studied additional information gathered from reputable sources by members of my department. I was a participant of the extensive and detailed study of this question done in 2001, which examined the effect on my department’s curricula of conversions from the quarter calendar to a semester calendar and also to a trimester calendar.

I believe conversion to semesters would increase class sizes, reduce professor:student ratios, be a challenge with the current infrastructure constraints at Cal Poly, and most importantly diminish the quality and diversity of education for students.

I believe we need both systems out there. We should not change to semester because more campuses are on semesters. We are not other campuses, we are Cal Poly. I believe the quarter system is part of what makes Cal Poly unique and work. As a former student I would not have wanted to take classes in the semester system, at the time I did not realize how important it was to me.

For departments like ours that teach every core course 2 quarters per year, a transition would be disruptive because we would either have to reduce our student population and teach core classes one semester per year or increase our student enrollment and teach courses every semester.

This is a hill worth fighting on.

There are many reasons that this is a poor idea: --The utter waste of $7m which will not help current students graduate--especially in an environment where each Cal Poly college is presently being asked to trim 13% from their budgets. --The public relations fiasco that will likely happen when parents learn that the semester conversion will cost $7m during a period when many of their own children can’t graduate in four or even five years. --The difficulty in aligning pre-reqs (especially math and science pre-reqs which are vertical in nature) to provide quick entry for students into major Engineering and Architecture classes. --In terms of resource allocation, the $7m would be far better spent creating space for large lectures and opening more sections of GE classes for students currently at Cal Poly. --The desire to change to semesters is tied largely to a recently retired Chancellor whose administration has now ended. --The semester conversion concept might be revisited in 5 or 7 years when Cal Poly is on surer financial ground, when hopefully it is no longer facing multi-million dollar cuts year after year after year.

If we do switch to semesters, we should still allow partial course offerings - e.g. 7 or 8 week mini-courses, to offer additional content that does not need a full semester.
Proper planning for a transition from quarters to semester will take intensive involvement of faculty and staff for a MINIMUM of 3 years, as well as additional time to manage implementation (e.g., while working with multiple catalogs, adjusting student schedules, etc.). During this time, faculty and staff will be diverted from other things like professional development, course updating, fundraising, recruitment, etc., which means damage to careers and the university. It is HIGHLY unlikely that the university will be compensated adequately for the additional costs or that the faculty and staff will be adequately compensated for the extra workload and stress. Morale is likely to suffer, and the damage to the university will be quite high if there are efforts to shorten the process or underinvest in doing it correctly - and with budgetary pressures it is likely that the university will underinvest and also try to accelerate the schedule of implementation. The result - 'Cal Poly - no longer Best in the West' ...

Changing to semesters will damage the learning environment at Cal Poly. Why change something that is not broken? I do not understand how a change that will be very expensive can even be considered during a funding crisis.

In Engineering, the cornerstone of our ability to produce work-ready graduates, an ability for which we are nationally acclaimed, is the intensity of our program. The quarter system lies at the heart of our intensity.

All I have hear from administration is we will save money. How much? Where? I would like to see where and how much. We have hundreds of scholars at this university that should be able to calculate a number. I am a business owner as well as a professor and a do not make major business decisions when I do not have a good number as to what that decision will cost. Administration also tells us over 90% of all the money that comes to the university is for salaries. When faculty, staff and administration will still be here the same amount of time on either system the pay will be equal. Therefore 90% of the entire budget should not change.

Our students would learn things more in depth and have more time for hands-on acquisition of the tasks required in a more interconnected world.

The faculty at Cal Poly will make the educational experience exemplary regardless of which system we are on. However, the cost and hardship of completely changing our method of delivery is simply not worth any potential benefits. In particular, since there are benefits of both systems, we will be losing some of the strengths of quarters. Eventually, AFTER the conversion, life would be EASIER on the semester system for everyone. However, easier DOES NOT MEAN better. My undergraduate program was on semesters while most of my graduate was quarters. I LOVED the flexibility of different classes/topics available in the quarter system. My grad university switched to semesters during my last year, and it looked PAINFUL (fortunately, I was done with classes, so I did not have to experience that pain personally). THINK CAREFULLY about what you gain and what you give up, and WHO PAYS THE COST (revamping the ENTIRE curriculum, reducing the variety of courses - especially GE - that students can take!!). Overall, I'm neutral, but that's only because for me it would be EASIER after the transition. It would not benefit the students, and would, in fact, reduce the variety of classes they could take.
I very much enjoy teaching at the pace of three 10-week chunks. My experience with teaching in the semester system is that there is fatigue and weariness for both faculty and students that sets in around week 12. I don't experience that in the quarter system.

Cal Poly has the largest new student application than any university in California. Cal Poly has one of the highest graduation rates of most universities in America. One of the major reasons for this success is the quarter system.

I will reiterate that this is a waste of money when faculty have not had raises in several years. There is no compelling reason to do the switch. We are already sacrificing curriculum quality with the cut of 4 to 6 units from major classes. Fix the budget, fairly compensate the faculty, then look at the big picture.

There have been numerous committees that have discussed this transition. Most have come up with a recommendation to switch. Semesters would make things much easier for administration and students.

There have been numerous studies of possible conversions to the semester system. The UCLA study is perhaps the best. In looking at the UC Berkeley conversion, there were a number of unintended and unanticipated problems including an increase in time to graduation.

I’ve spent a lot of time in each system, both as a student, and as a professor. In my view the benefits of a quarter system strongly outweigh that of a semester system.

I have taught in both systems and find that semesters are preferable for depth and quarters for breadth of experience. The flexibility of the quarter system will make it preferable for those who move around or experience personal hardships, but I think these are a definite minority. So overall, I am in favour of semesters. My main worry is that it will become much more difficult to get a course release on the semester system, and that would not be good for those of us who take the teacher-scholar model seriously.

Survey of Berkeley professors after switching back to semesters showed that they were mixed, with no preference for semesters vs. quarters, but all agreed the transition was not worth the time and effort. They suggest sticking with whatever you’ve got. I agree - why create so much extra work for the faculty and administration to switch to a system that is not any better?

The quarter system builds in a subtle but powerful competitive advantage for our students when they enter the workplace or graduate school. They are used to moving quickly into problems and projects. Semester students tend to dawdle.

The questions above are unanswerable in any real context without knowing how my workload as a faculty member will change (and increase). The whole discussion seems like a bait and switch game, with insufficient information being provided to faculty about how our workload would be redefined until after the decision was made.

Don’t pretend that we have a choice if we do in fact do not have a choice.
I like the challenge of reworking the system, but exposure to less faculty, less major topics, and loss of pace is hard to put a price on. I am sure when the smoke clears administratively semesters are cheaper.

Please provide us with greater clarity about what the change will involve. For example, if faculty would teach 3 4-credit courses, we have time for more in-depth learning, development of learn-by-doing activities, and teacher-scholar growth. If we have 4 3-credit courses, students spend more weeks in class but would have 30% less of their professor's attention, which does NOT allow for more in-depth learning, development of learn-by-doing activities, or time for scholarly growth for professors. It is hard to make a good judgment without more information of how a semester conversion would be implemented. Semesters vs. Quarters aren't good or bad in themselves; everything depends on what it looks like in the end.

I have repeatedly heard that the main reason we are considering switching to semesters is because the faculty don't really critically evaluate their curriculum and this will force them to do that. First, our department is always evaluating our curriculum and making changes that we (the faculty) think will help students. Whether the objective is to decrease the time to graduate or to enhance the curriculum so our graduates are better prepared and have more opportunities. This is what we do as faculty. Our accreditation board requires us to continuously evaluate our curriculum and we take this seriously. To state or to imply that our curriculum is stagnant is insulting. Second, I don't believe that we will be given the necessary resources (time and money) to make the switch successful. I believe most of the money for the conversion process will go to ITS and the administration. The faculty will be working overtime to come up with a curriculum at least as good as what we had under the quarter system and the result will more likely be worse. I have taught in both the quarter system and the semester system. I am somewhat indifferent about which one is 'best' but I probably prefer the quarter system. I think there are good arguments in favor of the quarter system. A couple of these arguments were listed in the survey. In my discussions with employers, they overwhelming prefer the quarter system because the pace is similar to what graduates will experience in the workplace. In addition, the quarter system allows us (the faculty) to offer a greater diversity of classes/subjects, which is a benefit to graduates looking for careers in a diverse workplace.

I need more information. The system we have seems to have produced one of the best universities in the USA. I want to hear the case about how the semester system will improve Cal Poly. I am tired of being asked how best to change to semesters when the real question is SHOULD we change..

If we convert to semesters, please do NOT rush this process. Give us - faculty, staff and students - the time and resources (fiscal and human) that we need to go through the conversion. If the task force has not done so already; please invite students, faculty and staff who have gone through this process to visit with us and provide guidance and suggestions (e.g. Ohio State, Northeastern University, etc.) Please consider the possibility of a 13 - 14 week semester rather than the 18 week semester model.

I have a feeling no matter what I say, you're going to do what you're going to do. But if you require faculty to teach more courses each semester for the same amount of pay, as is rumored in the CLA, you'd have to be fooling yourself to think simultaneously student experience would improve. Faculty
workload increases somehow translate to student success? As a part-time faculty who teaches two classes per term, I LOVE my job. I'm able to know all my student's names by the second day of class. These students succeed in my class because I'm invested in each one of them and they are in turn invested in the class—in gaining knowledge and in exercising critical thinking. I would love to spend 18 weeks with them rather than 10—yes, that would deepen their learning experience. But that won't happen if you raise course loads. It will just force great teachers to become overworked and underpaid. If you decide to convert us to semesters, please somehow ensure that small classes and course loads remain in tact.

In our program, accreditation requires a continuous improvement process for curriculum development. The idea that throwing out a well crafted curriculum for the sake of 'change' is good is a bit ludicrous.

Real issues of faculty workload should be considered in a discussion of switch to semester - i mean the work involved in actually converting course material from quarters to semesters.

As I alluded to above, in general I would prefer semester system, but during this process, upon listening to my colleagues, I think this is not the right time due to persistent budgetary issues. Morale among faculty regarding workload and compensation is low. Further, I have not heard a good answer to the following question regarding an assumed calendar change: in the calendar year where AY faculty work ~1 extra month (i.e. switching fall quarter start date from September to August), is there a plan in place for timely and adequate compensation?

To elaborate on (8). I am in favor largely because of the reduced overhead of starting and stopping so many times a year leading to more time to think 'long thoughts' about what we're doing, as well as a potential revitalizing effect of a thorough curriculum review, even though that's a difficult and expensive proposition. My feelings would change to 'strongly opposed', though, if the conversion proposal were to be to convert our 4-unit quarter classes to 3-unit semester ones and teach more in parallel. The increased juggling of more topics simultaneously would more than undermine the reduced starting and stopping overhead.

Most of my answers would change dramatically if the question of whether or not course load would increase was answered. If course load would increase, my answers would be almost opposite. Without addressing this crucial element, I believe your data here will be skewed.

I could buy into the semester system under two conditions. First, that the conversion reflected the will of the majority of the faculty on the basis of a vote by the faculty subsequent to being informed of the arguments for and against the conversion. Second, that the semester system, if it were instituted, be a matter of 3 4-unit courses. A 4-course load will be absolutely ruinous in terms of the number of assignments to be corrected and exams to be read as well as in terms of the number of preparations required of a faculty member. The difference between 2 preparations a term and 3 preparations a term is immense and to insists on a system that requires an individual to teach four courses a term is absolutely counter-productive with respect to the university's initiative addressing the model of the teacher-scholar.
We should only change if there is overwhelming evidence of benefits and cost savings, because implementing this change seems to me to require a large up-front cost. We should research other universities that have changed from quarters to semesters, and those that have changed the other way to learn from their experience and decisions.

Sorry to be vague in question 8, but my view depends a lot on the details. Overall I prefer semester to quarter, having taught in both systems. But if the transfer meant a heavier teaching load, or a streamlining of the curriculum that robbed it of depth and complexity, then I would be opposed to the change.

I spend the first 3-4 weeks in a class building a quality learning environment with my students. Switching to semesters would double this good teacher-student relationship.

I worry that some faculty are opposed to a possible conversion due to what is easiest or best for them - rather than what is in the best interests of our students.

I believe that graduation rates will likely drop because in core major classes, students that fail to pass must wait a full year to retake the class, while currently our department has an off-cycle class-offering to catch those students 1-quarter behind (or allow exceptional students to accelerate ahead of schedule).

I am 'neutral' about switching because I have experienced life as a student and as an instructor under both systems. Both have their value as well as 'negatives.' I also believe this change is coming regardless of how I feel, so I am officially 'neutral.'

Cal Poly eventually will eventually transition to the semester system; it is inevitable and I believe that semester systems are superior overall. The question is when to do this. I am concerned that now is not a good time for several reasons. The first is that we have the personnel and financial resources to address only a finite number of major issues at any one time, and I think our plate is already overly full. Second, unless resources can be permanently added to enable faculty to have a 4-3 or 3-3 teaching assignment on a semester system, they will view the transition as punitive and inconsistent with the recently adopted teacher-scholar model. Frankly, faculty have been hit hard enough already and we risk a major problem if we push them too much further. There are two things that could change my opinion. The most obvious is that I would support the transition if I am wrong about faculty perspectives and they actually support the transition. The second is if outside funding was available to cover the transition and make a permanent 1/2% increase in each college's base budget to create resources for faculty assigned time.

Since I first arrived at Cal Poly, the senior faculty have espoused the notion of buying into the quarter system. Whenever I have raised questions about its merit, those questions have seemed to fall on deaf ears. I have never fully embraced the system, and I am extremely excited that we might be switching. In my role in faculty development, I see a lot of very stressed out faculty, and I firmly believe it is due in part to the quarter system. With 3 'sprints' as an analogy, I find it hard to take a proverbial breath. When summer rolls around, I am mentally exhausted and find it difficult to focus on research that was in some cases pushed back to summer due to the regular term workload. I believe students experience similar
issues, and I am also positive that in many cases our students are shortchanged due to the 10-week system rather than benefited as some would suggest. For example, most textbooks are designed for 16-week courses, so when we design courses, we start by thinking, 'what can I cut and still make this work.' I am fully convinced that switching will benefit students and faculty. Thanks for the opportunity to voice my opinion.

If the semester system is implemented, it will cost a great deal of money. With the state college budgets as bad as they are, does it make any sense to spend money this way?

It is difficult to comment without knowing the details of a proposed semester system. What would the teaching load be for faculty? How many units would each course carry? Without knowing the essentials, it is impossible to project if it would be better or worse than what we have now.

I find this whole discussion about conversion strange--clearly whether a university system is on quarters or semesters is not at the heart of what makes a school good unless we are willing to say that schools like Harvard and Stanford are not as good as Cal Poly or the UCs. What makes a school good is the scholarship of the faculty. Good scholarship means providing for students cutting edge information. The discussion should be about promoting good scholarship not what is better, quarters or semesters. I would have answered the questions above one way if I were told that conversion would lead to more time for scholarship and answered another way if I was told that my teaching load would increase. I think the President is doing himself a disservice by not immediately putting on the table faculty workload. If we were all told that one of the ultimate goals of conversion was to facilitate faculty scholarship you'd have most of us lining up at the door asking how fast can we make this happen. Instead, the lack of information about what conversion will mean, is generating an unnecessary air of cynicism and defensiveness. This is too bad because we could be having a much more productive discussion about how we can work together to keep Cal Poly a premier institution that is a great place for faculty to work and students to learn.

Why do I feel that the burden of proof is required of those who do not want the change? We have a great program. If there is not a clear advantage to change, it is not worth the cost or the risk to damage our program.

Having taught in quarters and semester system, I am firmly in favor of switching to semesters. It's better for students. It's better for faculty. Students and faculty here have less time to talk and be collegial than ANY other campus I have worked at or visited. By the time spring term rolls around, the students are burned out, and learning takes a nose dive. Longer winter breaks are useful for teaching and research. Faculty can use the time to plan better for their spring courses. The time can also be used for going to professional conferences and meeting with collaborators at other institutions. I see fewer CP faculty at the big annual meetings, given our size, than any other CSU campus. It would be easier to articulate courses offered at community colleges or transfers from (most) other CSU campuses. This is better for students and graduation rates.

Quarters set Cal Poly apart from the rest of the CSU system, similar to Berkeley being the sole semester UC school. As a biology graduate and now part-time lecturer, I understand how valuable having 3 terms
with which to offer a variety of subjects is to our students. We are sought after over schools such as SDSU because we offer such a rich variety of courses.

Change allows us to reconsider what we do. There is nothing magical about either quarters or semesters but there is something magical about changing how we do things. Change forces us to reconsider why we do things the way we do in the first place.

Most universities around the world are similar to semsters, and student mobility and faculty opportunities are hurt by quarters, helped by semesters.

My main concern as a faculty member regarding conversion to semesters when be increased per-term load. If converting to semesters meant teaching a 4-4 instead of a 3-3-3, I would be very much opposed to this transition. However, the other benefits seem clear to me, so that is my only hesitation.

I cannot answer the most important questions here (5. 4 & 6, 7. 3 & 5, and #8), because I do not have enough information about the working conditions envisioned under the semester system. Teaching faculty are being patronized and ignored in this process. There is no shared governance if the faculty – or at least our representatives on the Senate – have no more than an advisory role in this process. This is a profound change in our working lives, a great deal is at stake, and we have no real voice (viz., a vote). If you're looking for resistance and low morale, this is the way to get it. It is difficult for me to convey how demoralized I am by the process and by the likely working conditions should semesters be implemented. I actually favor semesters, but everything I'm hearing is about a teaching load of 4 3-unit courses per semester, and that is not acceptable for a number of reasons: (1) It is an increase of 30 or more students per term, meaning there would be more papers to grade, more traffic in office hours, more individual grades to keep track of, more projects to supervise, and, if one gives tests or papers due at the same time, a very large amount of grading. (2) It is highly unlikely that an instructor would have fewer than 3 preps per term, and likely that one would have 4 preps per term relatively often. It is very difficult to manage all of the details of 3/4 different courses -- homework assignments, test schedules, stages in student project progress, innovations in teaching, prepping new courses. (3) It is inevitable that, under such a heavy workload, instructors would cut back on individual attention, amount of depth/length assigned in papers and tests, and tend towards strictly quantitative measures of achievement. This would drastically reduce the quality of education we could deliver to our students -- student success (measured as preparedness for a profession and for being an informed citizen) would be threatened. (4) Service and professional development would be nearly impossible. The RPT process would have to be streamlined, very likely leading to more quantitative and less qualitative assessment; faculty would have less time and energy for committee work, assessment, and so forth. The teacher-scholar model could not be implemented under such a teaching load. Publication and professional development requirements would have to be reduced, which would reduce the quality of Cal Poly accomplishments. (5) It is already difficult to attract accomplished job candidates to Cal Poly because of the quarter-system load. With a more-onerous load, it would become even harder. A new member of my department came from a semester school with a 4-4 load, and reported that a slightly lighter load was one inducement for her to take a position here. This person also reported that life in the 4-4 system was terrible. In sum, a load of 4 3-unit courses per quarter would threaten Cal Poly's status as the
flagship campus of the CSU. Even more serious would be having an unhappy, overstressed teaching force with low morale. The task force's report should lead to a campus-wide discussion that includes all stakeholders and shares the power of making the decision and designing the new calendar, including workload, with all stakeholders.

My main opposition is that there are significant short term costs that will be incurred during our current (hopefully short term) budget crisis. Thus, this does not seem like a good time to do this regardless of all the other pros and cons.

Cal Poly has the highest graduation rate in the State Colleges and I feel the quarter system is one of the strongest reasons why. This would also be one more expense that we would have to pay for when the money is so very tight.

I indicate I would be in favor, but that is before any possible consequences for lecturers' already tenuous job-security is considered. In other words, I would be diametrically opposed to the semester conversion if it is a means of cost savings at the expense of an already 'contingent' group--lecturers.

A 4 courses per semester model would have negative impacts on the quality of instruction and services faculty members could provide, which would downgrade the prestige of Cal Poly. It also would make it impossible to implement the teacher-scholar mode at Cal Poly. That is, changing to semesters will ultimately benefit students, faculty, and staff only when a 3 courses (4 credits each) model is implemented.

On the present quarter system many of our off-campus summer programs fit nicely with overseas universities especially in Europe or anywhere in the world based on the British system. This means that there is accommodation at these universities for our students. We become more isolated from the rest of the world.

This is insane!

The biggest issue to me is all of the lab and activity requirements we have in our major. We will lose many of these learn by doing opportunities in a semester approach.

Both semester and quarter systems have their respective advantages and disadvantages. It is very difficult to say which one is better. As an engineering educator specifically in Cal Poly, however, I strongly oppose to switching to the semester system. I am afraid that the survey doesn’t properly address the characteristics of engineering teaching in Cal Poly. Our engineering teaching is excellent and very unique by providing our students labs for majority of the required classes. Our labs are well designed specifically for 10-weeks teaching (one quarter). If converting to semester system, we should design additional un-necessary 5-weeks lab for each of our classes. Where does the money come from to buy the equipment? Who will do it? The cost in terms of timing and money is tremendous.

pedagogically the semester system is far superior. I have wanted Cal Poly to convert since I came 25 years ago, but the faculty is adverse to the change for several reasons and the many of the students are as well. I think once people adjust to the quarter system, they like having Friday's to work at home on
grading or scholarship. Everyone adapts the intense pace, but students are hurt. Many now take 3 two hour classes in a row. How much quality learning can take place? Many professors desire a similar schedule; this exhausting pace does not benefit professor or students. Junior faculty don't realize the toll of the quarter system over years of teaching. The semester system would help with longevity of careers; people wouldn't burn out as quickly.

This is a poorly written survey because we do not yet have enough information on what is being proposed. For example, if we the semester conversion involves 4 3-unit courses each semester, then scholarship will be adversely affected and workload will be heavier than under the current quarter system. Many questions were hard to answer since it depends on the specifics of the semester system we would move to.

Major revisions to curriculum require large amount of effort on the part of the faculty - the efforts should be compensated, e.g. summer salary or release time offered from research/teaching during regular academic year. I have also heard concerns among faculty that this conversion will be used to increase faculty teaching load - I hope this concern can be addressed before we go on with conversion (e.g. instructors' contact hours each week with students should not go up as a result of conversion).

While there may be administrative advantages to switching to semesters, I disagree with the premise that there are any pedagogical advantages to being on semesters.

I think it is much more of a grind on our students to try to learn in a quarter-based system. For this same reason I believe it is harder for students to grasp and retain the information they learn while in a quarter-based system. Perhaps there is a reason that the quarter system is in the minority.

I don't feel I have been provided enough information from the administration or task force about what this semester conversion would entail to answer #5 & 8 - my answers would depend entirely on more detailed information which the faculty have not been given. It is my understanding that the administration has been researching conversions at other universities, so I wonder why they are not reporting back what it might realistically entail here? My further understanding is the task force needs to advise a yay/nay on conversion with little to no actual facts about what the conversion would entail, and this seems absurd (imagine giving students an assignment with no background on the subject and no guides for assessment expectations - that would be poor pedagogy. Yet that seems to be what is happening here between the administration and the faculty.) If a conversion of any sort is to be truly successful, there needs to be good faith between the administration and faculty. Keeping faculty in the dark or 'fake' involved in the process (a task force that has no real knowledge!?) is not paving the way for a successful conversion. Specifically, we need to know: what would faculty workloads look like? What would student schedules look like? How does a semester conversion streamline graduation - what is the evidence for this and what kinds of curricular changes need to happen for that to be a real outcome? What are the anticipated costs of converting to semesters? In what ways do semesters save more money than quarters? How long would each semester be? Will there be a January session or not? How can we be expected to know whether a semester system is better for us without this simple, basic information?
Of course this is a massive, university-wide curriculum effort to undertake the conversion, unless there are simply more courses required per semester with fewer hours taught per week (i.e. stretching the quarters into semesters)

The main reason to switch to semesters is to reduce administrative costs; but it will cost resources to make the change. A convincing investment analysis proving a very attractive return on investment needs to be made before implementing such a change. Even if analysis shows the investment to be attractive, is this the right time to do it, given the current stress on our resources? Why not defer for a year or two and look for an opportunity to revisit this issue when budgets and operations are back in balance?

Meanwhile, let’s encourage a campus discussion of how to fund higher education in California. Passing Prop 30 is one step; what’s the next? This is a more substantive and pressing issue than semesters vs. quarters.

What research is available to indicate that there is an increase in academic performance in the semester system?

Honestly, I will happily oblige with whatever the task force decides. I’m good either way. Perhaps slightly in favor of the switch.

Being more like the other CSUs is a better argument against conversion than for it.

1 It feels like a decision has already been made to convert to semester system. 2 New Faculty and Administrative personnel, educated in a semester system and simplify believe their academic expertise is superior to what we provide at Cal Poly. 3 I don’t believe there is any good reason to convert to a semester system. Cal Poly is very successful in preparing students for professional careers.

I think the quarter and semester systems are both valid ways of education. However, conversion to semesters during a period of budget stress, as well as the huge disruption of teaching for the year of the conversion, makes the semester system at Cal Poly very undesirable. Furthermore, the ability to have year-round education with a summer quarter helps many students graduate on time.

The switch is a waste of time and resources. We seem to go through this exercise every ten years or so because someone new has shown up and does not see or learn the benefits of the quarter system.

Curriculum change has always been ‘on top of everything else’ (teaching, research, and service). Potentially, this may be the greatest change to Cal Poly in a very long time. The university needs to front-load time to do this well if the change is to semesters.

There are many successful quarter system universities including Stanford, Northwestern, UC Davis, UC San Diego, etc. I believe that the time spent to do the conversion would be excessive and not a good use of faculty resources.

I honestly believe that the semester system is pedagogically more effective for the Humanities and Liberal Arts because one has the time for more in-class discussion, to develop ideas in greater depth, and to assign and complete more complex research/creative projects. HOWEVER, I would be opposed
to the semester system if it created even more stress for faculty and less ability to work with students because of an even heavier workload. If the administration is going to switch to a semester system, then they should switch to one that is designed for maximum student/faculty success, not one designed just to save and make more money. I believe we're still primarily an educational institution, not a business? And the people most involved in the basic purpose of this institution are the faculty and the students - not accountants. I would LOVE to teach on a 'real' semester system again. (My experience is with 3 classes per semester at 3 units apiece, which would also solve some of the classroom scheduling issues at Cal Poly.) But I think that turning Cal Poly into the equivalent of a community college with an even heavier teaching load would be a big mistake in so many ways.

The loss of flexibility and opportunity and the increased burden on teachers (more preps, more students per class) would be a permanent degradation of the Cal Poly Learn by Doing experience. Semester conversion would be a bad legacy.

It would require a lot of extra work for everyone involved to switch to semester system. Also, a semester would run really long compared to a quarter. Only advantage would be that the break between winter and spring quarter is too short as it is.

I've worked in both systems. I don't think one is necessarily better than the other but I'd encourage leaders not to underestimate the work that would be involved in converting. Classes, programs and curriculum would all need to be overhauled.

Tell the faculty the problems that you wish to fix and ask them to come up with possible solutions. We are after all one of the best 'think tanks' aren't we? Maybe the end result would be a conversion to semesters or maybe we would find an even better solution.

The survey is dishonest. How can most of these choices be made without knowing the key issue of workload? If the semester means 4 x 4, then it is a significant workload increase and many of the 'advantages' disappear. If the switch is 3 x 3 and thus maintains current workload, there are some potential advantages. You also don't address the key issue of whether such a massive curriculum change will maintain the quality of instruction. Colleges are already under pressure to create 'efficiency' with explicit instructions that this may reduce quality. If the semester system is implemented with the same goals and under the same budge pressure, any advantages may disappear. I've worked and studied in a semester model, and it has it's advantages but without defining workload, the cost of conversion, and potential inefficiencies, this isn't a very useful exercise.

changing to semesters would significantly compromise the quality of our program

Research shows that the both systems are essentially equivalent for preparing outstanding students. Research also shows that the cost of education is essentially the same on both systems. So there is no extremely valid reasons for the change. Perhaps some secondary level benefits exist (transferring is easier to a semester school), but that hardly outweighs the enormous losses that will occur. Our students will not be as well prepared and have as broad of an education. The whole purpose of a BS or
BA is to have broad experiences. And the quarter system is fundamental to why our students are so well prepared for their first jobs.

Faculty need to know how the change will impact their workload. Does a 3,3,3 schedule become a 2,2?

I sincerely wish that the campus community had been provided with a fuller understanding of what the conversion to semester would entail. It is nearly impossible to weigh the impacts on student success and the implementation of the teacher-scholar model without knowing more details about the possible semester system. For instance, what would the teaching load for faculty be? This would dramatically impact the quality of education we can offer to our students. I might be for the conversion (having spent most of my life on the semester system) if I felt that the process had been transparent and I knew the concrete choices before us. Without a concrete plan for the new model, I think it is deeply unfair to accuse faculty of being simply too conservative to embrace change. We're not being asked to change, but to leap into the unknown, since there have been no details about what the semester version of CP would look like. How can we help but prefer the current system when we have been given so little information about the possible alternative? I am deeply disappointed in how this process has been handled. The process - not the actual possibility of switching to semesters - has forced me to reconsider my decision to invest my entire professional career here. Like many of my colleagues, I'm wondering if this is a sign that I should indeed begin to look for a new academic appointment, where true shared governance continues. But I also remain hopefully, perhaps naively, that it won't come to this.

My perception is that this change is driven entirely by the hope that this will save money, rather than improving the education of our students. If this is the case, it would be nice to see some actual calculations of how much money it will save, where the savings will come from, and what alternatives there might be that could also save money.

Converting to semesters is not appropriate for Cal Poly. Our polytechnic, learn by doing national reputation is a result of many factors all of which are connected. We are not just another 'degree gin mill.' We are Cal Poly!!! Further, we are not a R1 university. Yes we do applied research but our focus has been and must always remain on our undergraduate students. Switching to semesters to allow faculty more time to do research sacrifices all that we have done to place first priority focus on undergraduate instruction. We are 'different' from other universities. The quarter system is one variable that contributes to our success in preparing graduates for their 'professional' careers. Why would we want to switch semesters simply to look like every other university when we have established a national reputation being who we are!!! Switching to semesters makes no sense to me.

We are now espousing the idea of 'whole systems thinkers.' On our quarter system, we are largely out of synch with the majority of the system beyond ourselves. I think the reason NOT to switch are about the personal hassle of the faculty members. I believe we must begin thinking not of ourselves, but of the greater social system that we are involved in.

I favor a shift to semesters but only if we keep 3 course preparations or a 3 hour class meeting schedule.
Thank you for even asking for input. It does make a difference. I appreciate the fact that you asked for our ideas.

There are many more important issues to be dealt with. Change for its own sake is a standard method for new managers to provoke confusion and disarray. Dealing with this issue will cause unnecessary additional workload and divisiveness.

The summer programs I am involved in would benefit because of facilitated collaboration. It would be a lot of work for the faculty.

MAKE THE CASE FOR COST BENEFIT AND/OR EDUCATIONAL BENEFITS, PLEASE!!!

I have participated in these considerations at least three times since 1973. None of the rationale have changed.

I would prefer a 15 week semester and a January inter-term.

Considering budgetary restraints, we are not in a position to ‘finance' the conversion from quarters to semesters at this time.

I am currently visiting an institution that is on the semester system and rather than covering material in more depth, it appears to me that material is simply covered at a slower pace (the exact material that we cover in one quarter at Cal Poly in some standard courses is covered at the institution I am visiting in one semester). Also, I believe that many of the students I have interacted with in the semester setting are less motivated to work hard from the beginning of a course and that many of the students simply do NOT do much studying during the first several weeks of the semester.

As an English instructor, semesters would require me to teach/grade a larger number of students. The work load would be too oppressive; I would not be alone in considering switching professions/quit/retiring.

You would be better served by providing more information to students, faculty, and staff members in advance. Faculty members, for example, have no idea what a potential shift to semesters might mean in terms of workload. As somebody who went to a UC school (quarter system) as an undergraduate, then to two schools (for graduate degrees, both on semesters), then taught at two schools before coming to Cal Poly (both on semesters), I have information that could be of use--as, no doubt, many others have. From the perspective of a student, I favored quarters before actually experiencing semesters. From the perspective of a faculty member, I have found teaching in the quarter system (after having taught for most of my career in the semester system) rushed and superficial. Cal Poly strikes me--despite its reputation--like a glorified high school, largely, I believe, due to its quarter system. While teaching on the semester system, I was also expected to conduct research and engage in service. If Cal Poly tries to move to have faculty members teach any more than three (four-unit) courses per semester, I--and most of my colleagues--will be up in arms. A 3-3 teaching load it the absolute maximum that should be being considered. Why is no mention being made of teaching load during this period of ‘consultation'?
Why mess with something that is not broken, particularly during these times of financial constraint.

The arguments I heard when LAState converted was that PROFS had it easier once the conversion occurred---I have never accepted that is a valid reason not to keep quarters.

I have answered 'opposed' to the question above mostly because I don't have a sense of how the semester shift will be implemented. I am a fan of the quarter system on the grounds that it allows students to take a wider variety of courses and electives than a semester system (which is especially important for requirement-heavy fields like engineering), but I also understand the appeal of adopting a system more conducive to greater depth of study and ease of participation in international programs, etc. In other words, I see merits in both systems, with a slight preference for quarters. The sticking point is what a semester shift would mean for the quality of faculty teaching and scholarship. A 4-4 course load could mean more exhausted faculty juggling more preps, more students, and more grading, with little time to pursue research and scholarly activities. Active faculty research ensures that Cal Poly students are learning from professors at the cutting edge of their fields. The accomplishments of the faculty (and the corresponding research opportunities available to students) are a big part of what makes Cal Poly so successful and unique within the CSU.

I read about a university that has two 12-week terms, and a mandatory 4-week intensive term (with just one class). I thought that sounded pretty cool - students would study something very intensively for that 4-week period, and you have a bit more time for regular classes (but not 15-week semesters, which can get tedious near the end).

If I were to start from scratch to build a university, it would probably be on a semester calendar - favoring depth over breadth, with a less fragmented academic program with lots of intro courses in lots of topics in favor of going more deeply into a few (and assuming that learning how to do that will then allow a student to pursue topics on their own). That said, we have a nationally recognized program on a quarter system that seems to do well in preparing students to successfully pursue careers in many different fields. The GE&B program has been crafted to try to expose students to a wide range of courses. I think it is always important to reflect on how it is working and try to build a better curriculum with fewer constraints and more opportunities for students. But I don't think that requires a calendar change - which would require every course and every program in the university to be modified and restructured. And for what benefit and at what cost? I wonder what wouldn't get done - books written, projects completed, papers published ... - during the couple of years it would take the entire faculty to be engaged in restructuring programs and courses. As emeritus faculty, I probably wouldn't be affected - but everyone else would be consumed by the change.

Textbooks are usually written to be used in a semester system

We need to make better use of summer sessions to equalize the full year

all my answers are contingent on a 3-3 course load for faculty in a semester system, otherwise it would make Cal Poly JUST a TEACHING institution, and I do not want to be a high school teacher.
Being on the quarter system is similar to running the 400. As you make the turn from 300, you need to sprint to the finish line at 400, but you are really spent and if you are not conditioned properly, fatigue sets in and winning the race becomes a physical and mental struggle. Translated to CP quarters, that curve occurs at week 7. At week 7, I feel that stress emotions are high from the students and faculty which are not positive, nor conducive to real learning. In my experience, it is week 7 that the learning shift goes from fact/mechanisms/fundamental principles to application and a deeper level of understanding and critical thinking, especially in the upper division courses. However, the students are fried and I as a faculty member become frustrated because this is where, from a content perspective, it is starting to get really good. Yet, when the students are fried and the faculty are frustrated, genuine learning becomes difficult. I think the natural pauses/breaks in the semester system come at a time that would sincerely work to our teaching advantage. After the natural pause, everyone comes back with a refreshed and relaxed mindset that is ripe for learning and understanding. I think we could meet our university objectives, really develop those critical thinking skills, and enrich student learning outcomes during semesters and ultimately have a better product at the finish line.

Spend the money doing something else.

I think if class size were reduced along with the implementation of the semester system, we might have a workable model. My main concern is the number of students who will need to compete for my time each week. I teach writing, and my normal work load is 75 students at a time. Once in a while, to relieve the pressure on the high demand classes, I will teach 100 students. The extra class means more crowded office hours, rushing through emails and grading, and grading late into the evening and on weekends. If I had four classes of 18 or 19 students per quarter the time factor might be reasonable. Otherwise, we are talking a reduction of weekly per-student time I can invest in each student. Cal Poly has worked hard to earn its reputation as a top school, and I hope we do everything we can to continue to offer our best to our students.

Has it ever been considered to have all of the CSU system switch to the quarter system

Any and all time, money, and other resources wasted in deliberations about switching to semesters (or worse, implementing the change) could find better use in numerous other ways.

Look at how THE Ohio State is transitioning from Quarter to Semester. Surely if 55,000 student campus can do it, we can do it.

What are we waiting for?! Let's switch to semesters!!

Although I am fairly neutral philosophically about Q2S conversion -- perhaps slightly pro-semester -- I have seen no evidence that management plans to adequately compensate faculty for impacts on workload associated with such a conversion. This would be entirely unacceptable.

So far no evidence has been presented to support the claims that students or faculty would benefit from a semester system. No studies for cost savings amounts or where they would come from have been provided. Nor have the costs in time, effort and money been provided for implementation. At this time,
the evidence is at best for a neutral outcome for student success improvement and cost savings. We know the cost to implement in real dollars for software conversion, catalog change will be significant (this does not even touch the unaccounted for workload of complete curriculum rework above the current faculty workload). A high up front cost with little to no benefit in monetary savings or increase in student success, preparation for their career and in opposition to the preference of the industries they will be entering results in a negative return on investment. Based on this reasoning the change to semesters is a non-starter and should not be implemented.

If the reason for switching is student centered then I can buy into the concept. If it is related to university issues with a hidden agenda then I am opposed. I like the fast paced quarter system but if we want more time to go more in depth with the learning then a semester program will meet those needs.

The university community needs better information about how conversions have been assessed by other distinguished universities after they completed them. We make too many decisions at Cal Poly by projecting our own limited experiences and failing to objectively look at case studies and best practices outside our own walls. This is very ironic, as we teach our students the value of external, impartial, research, and innovative professional programs we also expose them to a diversity of real world experiences and look closely for what makes true innovation. But in general, the faculty tend to look only at their tight local circle of colleague's opinions and their own limited job experience and are not challenged to be open to new ideas and to immerse themselves in the kind of learning about what is occurring in other places.

There are several classes that are offered multiple times per year with low student enrollment, which is required for the hands-on activities in the labs. There are not enough instructors to cover the same number of sections per year if we were to switch to the semester system. These classes would either have to radically change (for the worse) or we would not meet student demand.

A quarter never allowed the kind of time necessary for me to assign any kind of significant research project, particularly with the limitations of our library and the need for inter-library loan.

If I was going to stay longer I would be more supportive of it. In my remaining years I don't want to deal with the hassle and increased work of the conversion.

How is the additional time required for this massive change going to be funded? It is certainly unconscionable that faculty be required to do this for free. Seems like we went through this exercise not long ago. Why are we doing it again?

Rightly or wrongly, this entire process is perceived by the majority of my students and faculty colleagues as a fait accompli. And as a result they are deeply resentful. When recommending to upend the status quo, it is generally prudent to proceed slowly, ensuring every major stakeholder's participation in the process. A few forums held during regular class times and at midterm or towards the end of the quarter does not invite trust in the process.
I find the formatting of this survey to be too open to manipulation by asking people to hypothetically endorse any reasons for conversion even in the case where an individual may not actually house any support for said conversion.

The quality of Cal Poly's education should not be held hostage by administration convenience and costs.

Since starting the quarter system, I have not had the time to present at any conferences. There is no time for town to gown type, service learning programs like I used to direct. I also have no time for volunteer opportunities to help the less fortunate in our community. On the semester system, I did all of the above while teaching five classes each semester.

I cannot evaluate the change without first understanding how much I would teach on the semester system. If teaching time is held constant, I would be moderately in favor of the switch, but I am fearful that teaching would increase.

good luck on your deliberations, and i hope that you have reviewed the results of the last quarter/semester study by the academic senate.

Switching to semesters provides an opportunity to meaningfully evaluate the educational delivery process.

There is little to be gained and much to be spent and disrupted in doing this. We should spend the time and money continuing to move forward on current projects. The conversion will shut down all other progress going on on campus for 3+ years. Don't we have more important things to work on now? This will be a huge distraction, and all current students will be disadvantaged during the evaluation process.

You know that we will be promised sufficient time and funding to accomplish this, but will not get it. Having been XXXXX of the Academic Senate XXXXX for 10 years I know that the conversion will be a mess!!!! We will refight every curriculum battle from the past 20 years.

This review is needlessly hurried; the 'campaign' to review the possible change is woefully short on facts—this, in turn, leads to suspicions of hidden agendas and done deals. Overall, I fear that this process is damaging the university—not a good thing with a capital campaign on the horizon,

I feel it would ultimately benefit the student to convert to semesters however, the transition will be painful.

I have yet to see any advantages to switching

It is the detailed effect of the conversion on individual courses in a curriculum and on individual faculty and student programs that will ultimately determine if the conversion is a good idea or a bad idea. Realistic scenarios (schedules, workloads, enrollment caps and units per course) would help us all 'see' the effects of a conversion.

If we switch to semesters, I will be asked to teach five classes per semester. I am a Cal Poly graduate and have lectured here for over six years. I am extremely proud to be a part of this University. However, my
salary has been frozen for four years—as is the case with many of my colleagues. How can you ask us to do more work when we aren't being paid enough for the work we already do?

My main concern is the amount of work faculty will have to do without proper compensation of time. I just worked on significant catalog/curriculum changes in my program and it took an immense amount of time. If faculty are not given the proper time to make all the necessary changes then I have great concern about the transition.

After taking courses and teaching courses in both systems, I much prefer the quarter system. Less wasted time, less likely hood of busy work, better focus on subject, less wasted time and greater exposure to core content.

Currently opposed, but slightly intrigued at the same time. I'd like the change (if it occurs) to not change the fast paced culture of the institution, but instead add depth to the fast pace.

I attended college in both the semester and quarter systems, and felt that the quarter system was a much better experience.

Please communicate with faculty regarding how many units each class will be, how many hours of class meetings per class per week there will be, and how many units will count for full time service.

Please concentrate on few changes at the time! Reducing cost, cutting units out of the program, going down to 180 units, changing to semesters ... too much activities we do not have time for! We teach full time and do research in our ‘free time’ ...

Thanks for asking.

I cannot possibly know whether I am for or against a conversion to semesters until I know whether such a conversion would increase or decrease my weekly teaching-related duties. For instance, if my standard load would be a 4-3 or a 4-4, then I would be against a semester conversion. To have a 4-course load just is to have the load of a teaching institution. But, Cal Poly is great in large part because it is a hybrid of a teaching institution and a research institution. Whereas a standard teaching load at a research institution is 2-2, the standard load at a teaching institution is 4-4. I can't possibly do great research while I'm teaching 4 courses a term. I can, just barely, get some serious scholarship accomplished when I have 3 courses at a time. But, 4 would be too much. Also, many fine future job candidates of the caliber that we already have at Cal Poly will not apply here if we have a 4-course teaching load, for they will rightly perceive Cal Poly as being a teaching-only institution, and if we tell them that we’re also a research place, they will look elsewhere because they will know that they have a much better chance of being successful at places with a 2-2 and 3-3 teaching load. Why would any smart person willingly take a job at a place that expects you to do good research while teaching 4 courses a semester, when the standard at hybrid institutions like Cal Poly is 3 courses a semester? For these reasons, I am in favor of a conversion to semesters only if a 3-3 teaching load will be the standard.

If we change to semesters I'm likely to retire. I can't imagine undertaking the amount of work it would require at this late stage in my career, especially without compensation.
I much prefer being on the semester system but am skeptical that Cal Poly would be able to do so for the best reasons and with sufficient support. I also need more information about what the proposed curriculums would look like. I am also very concerned about a potential increasing in teaching load, preventing an enhancement to my ability to complete scholarly activity, even worse that it is now.

In my view this would be an unnecessary and expensive transition process in terms of administrative burden, curriculum adjustment and resources. Considering that we are currently faced with unprecedented fiscal problems, is this type of initiative really the best place to allocate our limited and rapidly shrinking resources?

With all due respect, how can I provide meaningful feedback on this survey unless I know what it would mean for Cal Poly to be on a semester system? The final question asks: “If asked today about a possible conversion to the semester system, I would be _____. I don’t know “how I would be” because I have not been given any information regarding what a semester would look like. The lack of transparency here seems to be intentional. Meaningful information is withheld from faculty and then we are told that we can only have limited input because we don’t know enough. Give us a proposal and let us vote on it. Share governance with us. In addition, this survey doesn’t address the question faculty are most concerned about: our workload. Indeed, in an email to CLA faculty, Rachel Fern-Flores indicated, “The task force has not had a discussion considering workload.” How is this possible? Moreover, in email that gave faculty a link to this survey, President Armstrong writes, “Please remember that deciding whether or not to convert is relatively easy.” This is not easy – unless, of course, a decision has already been made about converting and this survey, the open forums, and the task force itself are merely for show. Then I could see how this would be easy. Before I can answer many of the questions on this survey, I need to know: What teaching load will faculty be saddled with on semesters? How many classes will we be prepping? How many students will we have in our classes? How will the teacher/scholar model possibly survive a conversion to semesters if it means that faculty teach four classes week, prep three (or more classes), and teach upwards near 120 students in a semester? If faculty are teaching a 4-4 load, they will no longer be able to devote time to scholarship, research, service – or students. Education – and the “learn by doing approach” – will be adversely affected. For my part, I would never have applied to Cal Poly if it had this teaching load. Indeed, I know for a fact that the university will have a much more difficult time attracting faculty for hiring with such a load. I can’t the kind of teacher, scholar, or colleague I want to be if I am teaching a 4-4 load. It’s just not possible. Who does Cal Poly want to be? Who are our true peer schools – who do we strive to emulate? – and what kind of teaching load are their faculty working with? And yes, some other CSUs have a 4-4 load. But does Cal Poly want to be like “just another CSU?” Why would we replace an effective system with an inferior one just for the sake uniformity? This entire process has been demoralizing. It seems clear to most faculty that the administration isn’t actually interested in having a serious, adult conversation about this conversion. The sad thing is that I have always wanted to convert to semesters – but not under these conditions. I fear that this conversion is truly just a back-door way to cut GE and to give even more power to majors on this campus that may already have too much. Cal Poly is at a critical juncture here, even if the President sees this as an easy decision.
With budget cuts and students having problems getting classes during current qtr configuration conversion to semesters will only make this worse.

Personally, I am not seeing the advantage to converting to the semester system. However, I see a great disadvantage in that conversion: it would generate a lot of non-paid work for a lot of employees, definitely a lot of extra unpaid work for the faculty.

I actually think that the semester system is a fine one. However, the inevitable 4/4 teaching load and the way that this conversion discussion has been carried out make it hard for me to support conversion in good faith.

What the responses to this survey will most likely reflect is not the issue the task force has been asked to investigate. Rather, it should be a clear indication to the President that the cynicism he sees in these results are a reflection of past practices of the CSU that will interfere with whatever new initiatives the President would like to pursue in the future. We have had at least two decades of crisis and change that were managed very poorly by the CSU. We had a chancellor who disliked and distrusted his employees from day one. We have an administrative staff here on campus who believe that faculty are pampered prima donnas with way too much time on their hands and too ignorant to understand system imperatives. Inspection of the implementation of major initiatives over the past two decades will reveal a number of poorly planned changes and a consistent history of poor implementation on almost all major changes. Faculty input was usually ignored, implementation processes were ineffective, but the faculty were charged with making the changes work. It is no wonder that the faculty is suspicious about this proposal. Since this issue of semesters is not really that critical to the success of Cal Poly, this would be a wonderful opportunity for the President to step back and devise a truly collegial process of shared governance on this topic of semesters. The benefits will be seen not only in the current issue but when the President has a more important issue he would like the faculty to consider, he will find a faculty more willing to embrace the change.

As mentioned above, I don't think there is nearly enough detailed information provided about many of the consequences that would result if converting to semesters. For example (a prime example), without an understanding of what the faculty workload would be under a semester system, how can we respond to most of these questions? Again, as i stated above, I am not convinced that many of the items listed above as 'reasons for converting to semesters' are actually true or valid without more factual information and details explaining how that would be so. Who developed this survey? What is it based on? How is it being used? Where is the detailed information outlining real consequences (for example, teaching loads) of the conversion?

I find the process as currently defined to be quite distasteful and disrespectful to the faculty, students, and other stakeholders of the University. The process being undertaken is building distrust and animosity among your constituencies that will not make managing Cal Poly easier in the future for other initiatives. The President needs to take a hard look at what he is doing and be willing to retreat from the current stance to one that is more inclusive, more open in communication, more honest in information
sharing and intent, and more clearly focused on the overall benefit to Cal Poly's stakeholders if a change were to take place.

It is essential for faculty, staff, and students to be fully informed on the important financial and workload issues that would arise from semester conversion. We must be consulted beyond simple anonymous surveys and forums if we are to proceed with an equitable model of shared governance. Philosophically speaking, I am in favor of the semester system—it would certainly align with the types of research opportunities that I engage in outside of this university (both nationally and internationally), and it would thus help our students engage in similar research, service, and employment opportunities. I also really appreciate the type of depth we are able to achieve in a semester-long course. However, given the talk of increased number of courses, less favorable faculty/student ratios, and reduction of general education offerings (which is what the above questions about 'streamlining' our curriculum seem to be about), I cannot currently support semester conversion. With such a beleaguered budget, should we not be finding ways to better serve our students and our mission that do not require such a huge outpouring of capital?

Cal Poly has been very successful with the quarter system. I believe the greater variety of courses the quarter system permits is very important. I know that some of the courses my students have enjoyed and benefited from would disappear in a semester system.

I don't see how we can justify the expense of this change at this time of financial difficulty, especially when the benefits are not well defined. We should spend the money on offering more classes instead.

It's such a no-brainer, in my perspective. It will serve the students' best interests.

Cal Poly is unique in the CSU. This is one more attempt by the Chancellor's Office to destroy this unique university. Every new faculty we hire, and every student who returns after attending a graduate school with semesters praises our quarter system and the incredible variety of courses we make available to our students. Especially with highly lab based majors, the opportunity to offer more types of laboratory experiences, the better.

where will Cal Poly obtain the new larger class sizes and laboratories. If a course is 300 per year, then 150 per semester and more labs???

Much more information is needed to answer this survey fairly and accurately, particularly regarding teaching loads.

My opposition centers mainly on my uncertainty about what the change would entail, and the lack of transparency. I would not vote for a law if the specifics of it were withheld from me, and I would not vote for this for the same reason. The vague administrative references to 'streamlining' the university suggest that there is some plan in the offing, and I cannot decide to vote for that plan unless I know what it is. All this said - I thought the semester system worked very well at my previous university, but my previous university had been designed around semesters since time out of mind. Since the diversity of classes taken, pace of the university, and everything else about CalPoly seem centered around the
quarter system—and in my opinion, this place is very unique—it is hard to imagine it being the same kind of university that it currently is if we were to switch. I hope that changing the character of this university is not the administration's actual plan, because this school seems to be an excellent one already by most metrics. The Task Force should recommend not altering the character and student experience offered at this university. I don't think that would be in anyone's interest.

Cal Poly has a great reputation in industry because students have been able to hit the ground running so to speak. We have designed programs that were leading edge. I am concerned that switching to quarters and reducing the number of units will make it harder for our students to compete.

A properly implemented semester system would allow better utilization of academic resources that are idle for a significant fraction of the year. This increased efficiency could be applied to reduce student fees, as one possible use.

I have been a student and taught in both systems. Quarters are better suited to sciences and engineering

Again, I can't answer #8 without more information about what the conversion to the semester system would look like. I have taught at institutions with a 4/4 teaching load in the past, and I believe both that the teacher-scholar model would be unsustainable at that load and that any potential pedagogical benefits of converting to semesters would be lost.

For faculty, the elephant in the room is the issue of course load. A teaching load of four 3-unit courses per semester is VERY different from three 4-unit courses, in terms of preparations, number of students served concurrently, grading, e-mail correspondence, and so on. Until this question is resolved, it is difficult for me to weigh in as either in support of or opposed to a switch to the semester system.

Some of the questions under #5 are leading. It insults my intelligence. Where is the research that identifies and measures benefits and costs of both systems? Shouldn't we start with a data-driven question rather than a presumption - the President has practically said we’re moving to semesters. He now wants faculty buy-in, but I doubt a lack of buy-in would affect his decision. Lastly, why are we asking students about this? Most of them have no clue nor care.

The single most important thing this university can do at this time is develop a rational funding distribution model so that we have some link between dollars; enrollment, and our core values. It seems to me that the three most prevalent arguments being put forth for the switch are, forcing change (everyone I've spoken to reacts very negatively to this), slower pace (again not high marks from our constituents), and the CSU wants us to (also not very compelling for students, faculty, staff, and industry. Let's remember that the students come first at Cal Poly. The students I've spoken with are overwhelmingly opposed to the switch and many say that the calendar did influence their decision to come to Cal Poly.

It is naive to think that the reputation that Cal Poly has developed would not be negatively affected by a switch to semesters. I see no compelling reason to switch. California has great universities like the UC
system and Stanford. The UC system is for the most part on quarters as is Stanford. Why should we switch to semesters again?

Our students are in demand due to their in depth abilities and for the fact that they are not the same as everyone else. Why change so we can be like everyone else and lose this unique status for our students.

On 5b, 5d, and 5f, I had to answer Don't Know because without information regarding workload for faculty and students, it's extremely difficult for me to accurately gauge the impact. (The discussions about efficiency across colleges also complicates this discussion.) This lack of information is particularly challenging because we don't appear to have any information about actual costs or benefits across any index, financial or otherwise. We could get many of the benefits asked about in 7, but we don't have the information to accurately assess that.

I cannot make an informed decision about most of these questions unless more details are provided regarding the potential switch to semesters. If the faculty workload remained consistent (meaning, the same number of classes and contact hours per week at any given time), I would be in favor of the switch. If faculty contact hours and class numbers increase, I would oppose it intensely. You cannot emphasize a teacher-scholar model with a community-college teaching workload.

I can't believe the flagship CSU campus is changing to adapt to the CSU calendar. We provide an alternative experience for students who seek it, and our reputation shows that we have something special to offer. What's next? Students don't have to declare their major as freshmen? Do we start offering PhDs? Everybody else does, so why shouldn't we? And the framing of the debate is ill-conceived: *unless* there are compelling reasons to stay on quarters, we change to semesters? Since when is *change* the default position? There is something not right about the entire process. The reasons for converting are not compelling, and I'm frankly insulted when I'm told that we don't change, especially when talking about the curriculum. Furthermore, we are Cal Poly, and we didn't get where we are by being stuck in the mud. We are working harder than ever before, and with less money (spending power) than 10 years ago. In spite of this, all our performance indicators are up, not down.

For once I'd like to be reminded how exceptional we are, and not that we're not as good as we think we are. And then explain it to the chancellor and trustees. Maybe everyone else should change to be more like us.

I'll leave the university if we change to the semester system.

An item not being considered at all is faculty workload. As a lecturer, I am already teaching four writing courses per quarter. On semesters, I would teach five in the fall, an outrageous load, and because the university doesn't hire contingent faculty full-time, I would teach only four in the spring, reducing my paycheck and my accrual of time served toward retirement--meaning that my work assignment would be degraded from 97.8% to 90%--not to mention making my life as a migrant academic labor even more miserable. Nobody in the administration seems to be discussing this issue, but they ought to, considering how many instructors on campus are hired as contingent faculty. In addition, it is clear that general education courses will be systematically eliminated in favor of major courses in order to keep
some semblance of breadth in the major. Our unique culture at this institution makes the quarter system the most reasonable.

I am Professor Emeritus, therefore probably should not be completing this survey. But at the same time having devoted a great deal of time over my career to our Dept Curriculum Committee and Dept External Review I felt my input to be appropriate.

The survey is constructed in a way that makes it impossible to provide any constructive feedback. I feel that many questions are leading and therefore are hard to answer without additional information. I hope there will be an additional survey so that my voice can truly be heard.

If we do this, let's take the opportunity to create a truly unique 'Cal Poly Plan' with a flexible and varied set of time periods that fit within the arbitrary 15 week semester. Allow for 5 week and 8 week and 10 week blocks at the beginning and the end of the semester to fit the needs of some coursework. Allow for a 2 week period between semesters for an intensive study of a single subject. In short, match the calendar of other schools on semesters, but build in more flexibility, not less. There would still be just one registration period for each semester, but some courses would be over in 5 weeks and others might not start until the second half of the semester. This would enhance a learn-by-doing approach and accommodate online learning and other innovations we don't even know about yet. Simply converting to semesters feels like going backward at a time when new innovations in learning are quickly expanding.

I recieving my B.S. and M.S. under the semester system and my Ph.D on the Quarter system. The learning environment in the quarter system is much superior.

We are a top ranked, highly effective, and successful undergraduate institution on the quarter system. No one has provided faculty with any data at all suggesting that a semester conversion would improve our mission, success rate or efficiency. If you want me to believe those things, please show me the data.

No one has clearly defined the 'problem' that is driving the need for this change...what is broken about the system now? Shifting our academic calendar to begin earlier in fall and finish earlier in spring would solve the student job/internship issue...this doesn't require nearly the capital and energy as changing to semester. The number of transfers we take at this point is lower than most due to the impaction of our programs...and curriculum change can be accomplished without this change.

No strong pedagogical reasons for changing to the semester system have been presented.

As I indicated above, faculty have very little idea about the president's general vision of a semester system at Cal Poly. This makes it difficult to provide informed answers. Semester systems come in all shapes and sizes with regard to teaching loads, sabbaticals, etc. The biggest concern for me is preserving the integrity of the Teacher-Scholar Model. I take my research and publications seriously, and these activities directly inform my teaching. Switching to a 4-4 load, if this is being contemplated, would severely curtail my scholarship and I would not have the time that I have now to dedicate to my students (and I teach over 400 students per year with large and medium size classes). I work effectively...
on the current quarter system. One last point, several questions indicate the need for major revisions in
the curriculum even if we remain on quarters (streamline and efficiency seem to be terms that are
used). To me, education—a university as a whole when speaking about research, scholarship and
student learning/the exploration of new ideas—is ethically opposed to such business-model terminology
and visions. We as faculty and Californians are very well aware of the tough financial climate, but
streamlining education doesn't ring well.

We should retain our uniqueness.

I am primarily concerned about the amount of time, effort, and expense related to the transition. As
one example, the single-subject credential program would need to be restructured entirely, and this
involves coordination with many local schools. We need more evidence and clear rationale as to why a
conversion is worth pursuing, or not.

There is no huge advantage to switching to semesters, yet it will be an incredible amount of work for an
already overburdened faculty. Why waste precious dollars on this exercise when the end product is not
substantially better than what we have currently? What is the role of the Academic Senate in all this?
The Senate should stop this process immediately and give it careful and prolonged attention, this should
not be a decision made by a few administrators and placed on the back of the faculty.

I taught on the semester system in a research one university for five years. Students have a reduced
number of classes overall. This has a serious impact on their exploration and discovery. The possibility
of taking a variety of classes at Cal Poly is one of the main reasons our students are so successful in their
careers. If we wish to review and revise the curriculum, we need to provide more choice, not less.

The quarter system is out of sync with the rest of academia. Quarter system negatives are many-
textbook disharmony, insane scheduling complexity, added faculty and student stress, more faculty
preparations, overly long class times, etc. I can't think of a single benefit of the quarter system... only
difficulties. .

I am strongly opposed to the possible conversion because I don't know what is involved. I don't feel I can
answer most of the questions on the survey because I don't know what a semester would look like.
lecturers teach 5 classes? Would class sizes remain the same? Would 'streamlining the curriculum'
involve gutting particular programs? How much money would it cost to convert? How much would be
saved long-term? And where would that savings be invested? I'm also very concerned about faculty and
staff fatigue. Five years with no raise, one year of furloughs, and increasing demands to do more with
less for everyone--these do not make for ideal conditions under which to consider a radical shift like
semesters.

No time or incentives for faculty to convert coursework

The current quarter system is not broken thus it seems wasteful to invest time and money that can be
better spent on improving other aspects of education than converting to a different format that
provides no cost savings. In this time of constrained budgets, having not received cost of living raises for years, it is distressing that this is where faculty and staff are asked to expend their effort.

I think an issue not addressed by this survey is the timing. If we were rolling in cash and release time were ample, this would have an effect on how many people view the question. To do this well would be a massive undertaking for which we do not seem, at present, to have the resources.

Textbooks are written for a semester system. All CSU campuses should be semester.

must have a solid plan and funding for the initial switch - will be very difficult and costly but will lead to long term benefits. I am unsure whether the CSU system has the long range thinking required to take long term gains and short terms costs and make appropriate decision

But we would have to have some release time to get our curriculum ready for the switch... that has to be one of the conditions.

I'm a lecturer and am concerned about how this would affect the course I teach. Extension of the curriculum however would not be a problem.

I am concerned that Cal Poly will lose it's distinctiveness in the CSU system if we go to a 4/4 course load.

Conversation to Semesters will cut down on the bureaucratic process by 1/3rd. Cal Poly has a great deal of layers of sign off for the most trivial of changes.

I have always felt that the quarter system has made Cal Poly as successful as it can be. The semester system will make it a McUniversity.

Although I am, in principle, supportive of semesters, I cannot tolerate a 4-4 teaching load. It will eliminate any reasonable chance for conducting research, writing and publishing books and articles, or presenting at conferences. Students will thus be taught by teachers who focus exclusively on teaching at the expense of scholarship, eliminating any semblance of the 'teacher-scholar model' and ultimately working to the detriment of students, who currently benefit from having teachers who do research and scholarship in their respective fields. I would personally like to see a list of universities that employ a 4-4 teaching load that are actually schools Cal Poly wants to emulate. I cannot think of one. If we really want to consider research universities among our peers, we need to be thinking of moving closer to the R1 2-2 teaching load than the junior college 4-4 teaching load. Faculty are not deceived by this shameless power grab. If the administration thinks it will sneak a workload increase on its faculty in the guise of 'efficiency' in a switch to semesters, I hope they realize they are going to face the fight of their lives. Any faculty cooperation on a semester conversion must be contingent on an honest pledge to converting onto a 3-3 teaching load and nothing higher. We will not stand for 4-4!

A concern is the burden on faculty and staff in the transition.

Quarter system encourages memorization; semesters allow for thinking and real learning.
The number one job of the university president is to be an effective advocate for the value of public higher education and to succeed in maintaining public funding support for it.

Spent my whole academic life on semesters and teaching and learning are higher quality with smaller doses spread out over a semester.

Not clear to me WHY Cal Poly would do this. I have taught in both systems and have studied in both systems. There are pluses and minuses to both. But CP has an excellent graduation rate, a highly qualified faculty, excellent reputation for teaching and learning. What is broken that needs fixing?

We went through this in 2000. It was dropped. Nothing has changed since 2000 in the reasoning for switching to semesters - except for the university level leadership. If they want to change to semesters then they should pay someone to come in and do it because its going to be a huge waste of time when we can least afford it.

The Semester system would erode the enthusiasm students have in 'learn by doing' pedagogy reducing our competitive spirit. Cal Poly is number one in competitions with other universities. We set the bar.

Students currently enrolled at Cal Poly will suffer the most during the transition to semesters. It's not worth the effort.

I am concerned that the cost to change will be borne by the faculty in additional meetings and work effort. I feel that the high caliber and reputation of our department (ARCE) will be diminished since we will be like many other schools. On the other hand, the program will produce competent engineers just not truly superb engineers which might be just fine.

Will set back our recruitment for new faculty. Will diminish the student opportunity and diversity that is vital to this university.

I am completely opposed to the process in place for this very important issue. It is NOT an easy decision whether to stay on quarters or move to semesters as the President has stated. In fact, that is and should be the most difficult/important decision to make and should be made by the entire campus community, not by the President. I do not consider asking my opinion in this survey in any way a substitute for inclusive decision-making. The lack of shared governance has been shocking.

Why spend the time, energy and money at a time like this, for a change with little or no benefit. All aspects of the implementation should be on the table before making any decision - course unit size, in particular would be very important to many, both for GE and major courses.

A budget crisis is neither the right time nor the right reason to even consider such a potentially global curricular change. A move to semesters must involve a fair re-thinking of the curriculum, and that can only happen when administrators are not under such extreme and explicit pressure to 'trim fat.'

I would like to see unbiased data or evidence that this change will be beneficial for Cal Poly before I embrace it. I hope you are factoring within the cost estimates the amount of faculty time that will be
required to do this (and do it right), and that you plan to compensate the faculty for the time they will have to spend on this effort, likely on top of all the other things they do now.

I support switching to semesters assuming that this does not imply teaching more courses and that we can still maintain ways to modify and innovate with our curriculum.

Students and faculty have been asked to provide their feedback on a possible semester conversion without being informed of WHAT IT COULD LOOK LIKE in terms of course load. This makes no sense. Students and faculty have also been told that they will not get to vote to express their opinion on a possible semester conversion. This gives the impression that the administration doesn't really care what students or faculty think on this issue, which is a very unfortunate impression to give. Please stop the process and start again, with a new timeline. This time, please let students and faculty know WHAT IS ON THE TABLE—with particular semester course loads are being considered—and then we will be able to give you informed feedback. Please listen to the students and faculty who are telling you that it is not possible to have a reasonable discussion when people don't know what they're discussing. Semester conversion discussions on other campuses have been derailed when the course load issue was ignored, and the same thing is happening here. If Cal Poly does decide to move to semesters, then very specific decisions will be made about what the semester course load will be. Make those decisions now—or at least rough them out in terms of likely course loads—so that we can really know what semesters would look like. Then, at the end of a fully informed and rigorously debated process, please also let us vote so that we will feel enfranchised and so that you can know student and faculty opinion on this issue.

I would like to reinforce that the difference between a semester calendar and a quarter calendar are, in my opinion, negligible in terms of student success, teaching ability, etc.—so, the changing from one to the other is not worth the time and resources, particularly in the current economic climate. The notion that such a massive and expensive conversion is justified because it would 'force' us to undertake a necessary university-wide curriculum review is specious reasoning: such an opportunity does not require the expense of an actual conversion to a new calendar system, and so in no way justifies such a conversion.

With all the major problems facing the educational system today, why the heck are we even (wasting time and effort) considering a meaningless change like this???

We do not need to conform - it's OK to be different. Just maintain a highly qualified and engaged faculty.

I think the quarter system allows for a much more interesting curriculum to be offered to the students. The quarter system allows for some very specific and interesting upper-division electives to be offered that will simply disappear in a semester system. The reason these courses will disappear is because it will be impossible for students to get the pre-reqs lined up before taking the course, and then when the elective is offered, there will be too many time conflicts between the elective and other required courses. Additionally, by definition, a student will have to take 33% fewer courses, in order to graduate in the same time-frame. These upper division electives are the essence of the 'polytechnic' part of Cal Poly's name, and it would be a mistake to let them go. Additionally, one benefit of the quarter system is student's tolerance to take a class at a non-optimal time (i.e. a lab at 8 in the morning or until 9 at
night), if it is only for 10 weeks. However, with a semester system, it will become extremely undesirable to enroll in a course or lab section that meets at a non-optimal time for 4 months. Without the promise of better schedule only 11 weeks away, a semester’s bad schedule can be very depressing and can have a negative effect on a student’s performance. Especially when we consider how impacted most of the GE courses are at Cal Poly, and how important an early registration window is, it is foreseeable that every other semester at Cal Poly could be composed of an undesirable schedule for every student. This brings me to another point. I believe that a quarter system allows for students to 'start over' or 'reset' more easily, after a poor quarter. There are many different external reasons why a student may not succeed in any particular course including health and family health. In quarter systems, a student only loses 1/3rd of a year, because many courses (especially those offered in sequences), are taught in back to back quarters, (probably for exactly this purpose). However, in a semester course, if a student performs poorly or has to un-enroll in a course, it is very likely that this setback will delay the student an entire year (because many sequences courses will only be taught one semester per year). I foresee a switch to semesters could actually decrease 4-year graduation rates, and possibly even harm graduation rates of minorities. When any student tries to reset after a poor semester, and has to wait a year to re-take the course, they become very frustrated at not being in the same class or classes with their previous ‘cohort’ of students. It is deflating to see your old classmates moving on to bigger and better challenges and not be there with them. These students are now more likely to completely give up. A one quarter ‘break’, feels much more justifiable and is easier for students to forgive themselves. It is my experience that a minority student is at a much greater risk to having a poor quarter (or semester), and would therefore be at a greater risk for dropping out in a semester system. If Cal Poly has the highest graduation rate of any of the Cal State campuses, and we are the only one on the quarter system, shouldn’t the other campuses be considering switching to the quarter system? Are we trying to attain Cal State Dominguez Hill's level of inefficiency when it comes to serving our students’ needs?

I seriously doubt there is any pedagogical advantage to either system. There are severe problems with *switching* from one to the other (no matter which one is in place). The first that comes to mind is the drastic change in curriculum and major requirements for the cohorts of students enrolled during the switch period. Do we wish to advertise to our prospective students that their educational experience would be so disrupted? If there is a significant advising/evaluations problem for transfer students from semester systems schools into Cal Poly, do we seriously want to subject ALL of our students from around 4 cohorts to such a boondoggle? Also, do we wish to subject all of the faculty who have already prepped courses for 10 weeks at one unit load per week to the project of REWRITING ALL THEIR COURSE PREPS for 15 or 16 weeks at a different unit load? Planning a class is not necessarily like dividing cookie dough into different sized cookies. It's more like reslicing bread, or fitting the meat of a chicken onto the skeleton of a duck. The material divided into the confines of a set hourly meeting time for a set number of weeks is not easily rewritten for a different set number of class sessions. I know this nightmare personally having taught courses at CSXXXXX (semesters) that I also taught at UC XXXXX (quarters). Do we wish to have all our faculty rewrite their courses? Plus, there is the project of rewriting our entire curriculum. Once in place, the generations of students and faculty not affected by the change will be used to whatever system is in place. But why wreck the experiences of the students and faculty? There
had BETTER be a clear and demonstrable benefit? Is there? Is there clear evidence (not anecdotes) that supports a clear conclusion on this matter? I doubt it.

While both systems have specific benefits, the advantages of the quarter system to Cal Poly more closely matches its unique focus within the CSU. I have been a student and an instructor under both systems, and prefer quarters for 1. the wider variety of classes, and 2. the opportunity for students to focus their own concentrations by the ability to incorporate more courses within their major area of study.

I currently teach three 4-unit courses of approx 30 students each. That means, each week, I interact with 90 students -- grade their work, answer their emails, make myself available to them via office hours, write letters of recommendation for their employers or graduate programs. I also prepare lectures for those three courses each week. Similarly, I am answerable to another 90 students in Winter Quarter, and 90 more in Spring, with three course preps at a time. If we go to a four-and-four semester program, I would be accountable for 120 students each week, as well as four separate lecture preps each week. Please explain to me how I would be able to deliver as careful and as focused attention to my students and teaching with this 33% increase in my weekly workload. Moreover, I would be teaching only 240 students a year, instead of 270 -- so I will be working harder to teach fewer students overall, which diminishes the overall Cal Poly efficiency and reduces student throughput, since there would be reduced access to the GEs I teach. President Armstrong has said he believes a conversion to semesters to be in the best interest of students -- but I simply cannot understand how he (or any thinking person) could think this conversion would be beneficial to the students. So, since NO administrator seems willing to promise that the 4+4 calendar would not be the model, I believe that the change to semesters will be disastrous not only for students but for my success as an effective, responsive Cal Poly instructor -- and isn't that a significant factor in 'what makes Cal Poly strong'?

Here at Calpoly we are proud of 'learn by doing'. This means more lab classes and more classes. Changing to semester system will change that and students will take less classess. Engineering and scientific classes can better serve the students in a quarter system.

A number of our engineering students are not fully prepared for the rigors of learning our profession. We do a good job of getting them up to speed, but invariably students will fail classes until they learn how to manage their time or really learn the concepts in foundational courses. With a quarter system, these students can retake the classes immediately. On a semester system this will further delay their progress and graduation. Minority students would be most affected by this and it would tend to reduce the diversity of our student body in the long run. A quarter system allows a better chance for these students to progress towards their degrees and graduate in a timely manner. As far as teacher scholar goes, the main issue here is time for faculty to conduct professional development/research. It is very difficult to obtain release time for professional development activities and would be even more difficult with a semester system due to the higher cost of that release time. I would think for teacher-scholar we are better off with a quarter system. This is particularly true for my research which focuses on engineering education. Teaching a more diverse set of classes is beneficial to my research and it is easier for me to get smaller chunks of release time. On a personal note, I believe I am a more effective
teacher on the quarter system. I place high expectations on my students and tend to provide an intense learning experience. I would have to 'throttle back' on a semester system to avoid burning out my students and myself! The quarter system is part of what makes engineering at Cal Poly special. That we are special is consistently shown in national rankings of our engineering programs. I would be very hesitant to risk the loss of this reputation by a switch to semesters without any obvious benefit to the students.

I will opposed to switching to the semester system until we get more information about specific reasons to make the conversion and teaching load for faculty.

I could be convinced that a switch would be beneficial and I'm curious to see the results of the task force. However, it seems to me at the moment that the juice may not be worth the squeeze.

No compelling curricular reasons either way. Why pretend that this is has anything to do with education? In the current financial and workload crisis, this just isn't the time to make such a costly and faculty-time-intensive change.

At this time, I have insufficient information to make a reasoned decision about the conversion. I used to be in favor of the semester system but have grown to appreciate the many advantages of the quarter system. Given the polytechnic nature of our university, there are many disciplines (particularly engineering) that work much better within a quarter system structure. We in CLA have designed our courses to work well within the quarter system; however, the faculty in engineering would have a much greater challenge to convert to the semester system. Converting to 3 hour 15 week courses from 4 unit 10 week courses would give us only 5 more hours of instruction (actually fewer, since I prefer to teach in 2 hour blocks), which does not justify the enormous cost and hassle of converting.

A semester conversion will throw the academic facets of Cal Poly into disarray and dissension and offer no guaranteed net financial savings. The process is already diverting work hours into non-productive discussions, speculations, and activities. Furthermore, the process seems designed to produce or to reverse-engineer an intended result (semester conversion and increased SCUs) and seems to lack evidence-based fact-finding, consensus building, production of useable information, and rigorous considerations of likely adverse effects. The impact on curriculum and programs and inter-college or inter-department fights has not been adequately reviewed. This seems to be a top-down driven exercise in 'creative destruction' with scant consideration of what might be destroyed or lost and with little evidence of what might be created or gained. Currently, students, faculty, staff, alumni, employers, and the community believe Cal Poly is a successful and reputable academic institution that provides value to each constituency. Why are we spending time and money (and considering spending even more money) to fix a supposed problem that doesn't exist or has not been shown to exist? In particular at a time of tight public budgets and voter expectation that public funds will be responsibly spent and that the university's decisions will be responsibly vetted. Semester conversion runs counter to the past and present accomplishments and reputation of Cal Poly, it is already squandering scarce public resources and promises to squander more, it would likely throw curriculum into chaos for years, and it provides no savings and does not resolve the only true problem the institution faces: shortage of
revenue. For these reasons, semester conversion would be a poor business move that betrays the public trust and courts significant internal conflict for the institutions future.

I strongly object to the process of this discussion thus far. I do not agree with the president's comment that the decision to switch can be quick and easy and THEN we can spend time with the process of implementation. All the facts must be gathered in advance to consider a decision of this magnitude that could so dramatically upset the ecosystem of the university. This is simply a responsible business practice. A switch to semesters affects every aspect of the university, with many possible unforeseen consequences. Faculty should fully weigh the consequences to pedagogy because we are a university and this is our primary concern. Faculty have not been given adequate opportunity to consider this proposal and offer feedback. The forums that have been offered, including the workshops, meetings and this survey, are highly scripted and seemed designed to lead to a particular outcome. Faculty, students, and staff should receive a detailed report of the study done by the task force and 1) Be able to offer suggestions for further investigation 2) Vote after reviewing all of the information presented. A decision of this order requires participation from all constituents on a meaningful level, and a conversion would require buy-in from all parties in order to keep Cal Poly a productive and positive environment to study and to work. Without these steps, I foresee a massive blow to morale and productivity at a time when students, faculty, and staff have already weathered so much. Finally, I cannot imagine that taxpayers who approved PROP 30 would appreciate their money wasted on a conversion that guarantees no additional savings or revenue and might lead to a net loss. They approved that money for the improvement of instruction. The problems of the university with registration, curriculum, and through-put should be solved through less disruptive, even destructive means.

There is one and only one scenario in which Cal Poly should switch to a semester system, and that is if there is a COMPELLING PEDAGOGICAL REASON for switching that vastly outweighs any pedagogical reasons for staying on quarters. None of the many other universities in the country that have considered a calendar conversion or have done one, have ever found any such compelling pedagogical reason, so under no circumstances should we consider switching to semesters.

It would require investment and in particular, released time for faculty to implement the change thoughtfully and advantageously.

Conversion to semesters would hurt the teacher-scholar model for faculty. With quarters it is easier for faculty to get a quarter off of teaching to do scholarly work than with a semester system. (i.e., it is easier to obtain release time from teaching equal to 1/3rd of your academic year commitment than it is to obtain release time equal to 1/2 of your academic year commitment.)

I believe that the semester system would reduce administrative overhead and allow faculty and students to get better acquainted.

In a climate of budget cuts, dramatically increased tuition, tax increases, etc. it seems indefensible to spend millions of dollars to fix a problem that does not exist. There are certainly pro's and con's to quarters vs. semesters, but any net benefits accrued (if any) by the switch would not outweigh the
financial cost. It is also not clear that the university is fairly estimating the actual cost of faculty time needed to convert the curriculum.

I spoke to a colleague at the Univ of Utah (switch around 2002 or so) who was on their conversion committee. He said the switch decreased the collaboration between CE and ME (they each went to their own courses rather than sharing), reduced flexibility, collapsed down the number of courses, made co-op experiences harder to get, and did not enhance their research capabilities. Perhaps if you went to half-semesters (WPI in Mass does this) you could really come up with some interesting changes since this would add flexibility rather than take it away. If there was any compelling reason to switch, I think most faculty would find and understand it - to date nothing compelling has been offered. One argument has been ‘it would force us to change’; I don’t see the need for this, our engineering grads are very desirable in the workplace and our ratings can’t be much higher than they are now. Faculty morale is already pretty low, forcing a switch will probably push many over the top. Several people would probably look for work elsewhere rather than go through a long, arduous process for no foreseeable benefit.


**Staff General Comments**
As a college student, I attended both a semester and quarter system university. I thought there were benefits and drawbacks that were basically equal. As a staff member who coordinates programs, I have most of my professional experience in a semester system and am new to the quarter system. From an administrative perspective, the semester system is much more streamlined and time effective. Data collection and reporting is only done twice per year as opposed to three times. Additionally, the 'gearing up' efforts will be reduced to two times instead of three or more. With proper scheduling and planning, switching to a semester system could save a lot of staff and faculty time and would not negatively impact student success.

I believe the fast-pace and large number of courses students can take on the quarter system is part of what makes us who we are. However, I also experience the difficulties in aligning schedules at Cal Poly with the majority of semester universities in the world, and I also understand the cost savings that can be realized by two start-ups and grade cycles per year instead of three. So I am neutral at this point.

Having experience both the qrtr and sem, I enjoy the qrtr system better due to the fact it moves fast and there is a sense of accomplishment sooner than later. Most of the students do enjoy instant gratification these days .

I was an 5 year undergrad on the quarter system and then a staff member on the quarter system for 2 years, followed by being a graduate student on the semester system and semester system staff member for 4 years. That is 7 years of quarter system experience and 6 years of semester system experience. In the end I greatly preferred the semesters as both a student and a staff member.

My opinions are based on my conversations with the students that I have interaction with.

We have accomplished so much, and are about to begin to implement so many new initiatives that will certainly prove student success and graduation rates. Yet there is so much work to be done. This switch will redirect and consume all our time, energy, and resources for a better part of the next decade. Furthermore, it will dishearten numerous staff members, both in academic affairs and OIT, who have been and currently are a part of the student success efforts. The effort that needs to go into this calendar switch is equivalent to a PeopleSoft implementation. We all want to contribute to our institution's success and help our current and future students to be successful leaders of tomorrow. However, I am convinced, after considerable review of current and past literature, that the costs of this switch will far outweigh any perceived benefits. Cal Poly is a unique institution in a lot of ways. We have to keep this in mind, mandate or not. I would like to stress again that I am not opposed to semester system at all. I am, however, very strongly opposed to stop our current progress for the sake of this costly and very long switch whose benefits are highly unclear and speculative. it is in times like these that I can't help to think that we are in danger of being our own worst enemy.

Not to trivialize the work involved in a transition of this magnitude for everyone on campus including our staff as everything we do is driven by the quarter system, we in Academic Personnel have an understanding and appreciation that moving all CSU campuses to a common calendar will most likely be
necessary to implement high priority systemwide initiatives and other dependencies including: 1) implementation of CHRS (Common Human Resources Systems) by 2014 2) move to new State payroll system (MyCalPays) 3) facilitation of systemwide regulatory (and other) reporting which we have been told is a priority. Also, we could expect improved efficiencies by reducing the overall number of quarterly university processes would eventually be beneficial after we have survived the pain involved in conversion (registration and final exams are only the most tangible/visible of these university processes). This would be particularly helpful to the academic hiring processes that AP manages as we currently process appointments for many hundreds of lecturers, teaching associates, and ISA’s three times each year.

The students get a better foundation of the material they are learning, its less stressful, and they are able to have internships during their college career.

The only reason why I don’t strongly agree is because this is my second year as a transfer student and I plan on graduating in three more quarters. If switching to semester delays my graduation date I would be against switching. But if I was a freshman at Cal Poly I would strongly agree to semester system. It gives you more time to retain information and helps you concentrate on other things such as a job and extra curriculars. It wouldn’t be as stressful.

They only concern I have is staffing. In order to make this conversion, we are going to need to provide assigned time to faculty, which means hiring part-time lecturers for a short period of time to cover classes. Also, this may be a hardship for staff who are already overworked and underpaid. The University will need to take a look at potential staffing issues to make sure that we go through a smooth transition.

The time and money this will cost us is enormous. We’re already stretched thin in terms of our resources. It would be wise to undertake this project in the future, when we can afford to hire more people to assist with the amount of time this will take to implement. There is no immediate need to convert, so let’s wait. Cal Poly is doing great as is.

As a CP University Store employee, I am concerned that with one less ‘selling’ quarter, we may not be able to meet our financial obligations to the University. However, I do like the idea of a less stressful pace, but that could lead to lay-offs and/or reductions in work hours. Also, if students can’t get through their courses and graduate in 4 years now, how will that work out being on the semester system? Clearly, there is much to consider. Thank you for letting us participate in the process.

Do the switching costs associated with changing to semesters justify any benefits? What is the value of the proposed benefits? Please CLEARLY provide data backing up the decision. This decision should be about the students, faculty, and staff, not just a ‘disruptive’ action that pleases the CSU by achieving uniformity.

The semester system fits for campuses that are commuter schools or community colleges. We are not a commuter school nor are we a community college. The majority of our students do not have full-time jobs and families to contend with. I attended a semester school and I wish I hadn’t. Sixteen weeks is a long haul. The courses became boring and I could not wait for the semester to be over. Our students
come to Cal Poly because we are a quarter school. Our students are high achievers with high expectations of themselves and the school they attend. The quarter system offers them the chance to push themselves intellectually and academically. I've never heard a Cal Poly graduate say they wished Cal Poly had been on the semester system. I've heard graduates repeatedly say they are thankful for the quarter system because it prepared them for the timelines they face in their careers.

I'm really not sure how it would impact me, other than having one less Faculty Evaluation process which costs the University and State of CA too much money. It needs to be on line. I suggest they bring back the program where anyone could make a suggestion to save the University money. They used to have such a program and if the idea was implemented and saved money the person suggesting it got a percent of the money that was saved. I don't know why it was discontinued but creative ways to save money can be suggested by the people who know the system best, the people working here. thank you for considering my suggestion.

There are pros and cons in either system- it is what we make of them that defines who we are. My number 1 concern is the cost, both money and emotional, of the conversion. We just passed a 'Student Success' fee. How are we going to ensure the students are not impacted during this conversion? We are in dire straights financially as a system. How can we justify anything that costs hard dollars and takes away from graduation rates and student success? What about the costs to the faculty and staff? On the back end, this is more effort than a PeopleSoft conversion. It is having to maintain the existing system AND implement a new system simultaneously. All along, you are relying on these faculty and staff to do their job in supporting student success. I am a bit concerned with the approach. The conversion to semesters should be an outcome of an initiative to improve student success, not a driving project. What is it we are really trying to do? Improve student success? Or comply with a desire to switch to semesters. The process is backwards. Also, I question the integrity of the process when the President, and to some extent, the Provost have come out in favor of the switch prior to going through the 'exploration' process. Where is the Provost in this process? I would think it should be her driving the process as an academic initiative. I have no issue with going to semester *if* there is a compelling reason to do so. I have not heard any such reason other than personal preference. I also have not heard anything on putting student success first. It is one of our key principles, but is not even mentioned in the exercise as a whole. I have not seen or heard anything on the true cost of this conversion. I would ask that you move ahead with the student's well-being as a non-negotiable.

Because I work at the Cal Poly Corporation, I am not qualified to judge the competing merits of quarters and semesters; and can only offer my impressions of the reasons for favoring quarters or semesters. I have always worked at quarter schools, but attended only semester schools (here and abroad). The question is which system best supports a curriculum based on Cal Poly's Learn by Doing model.

Changing to quarters will be one more step in making Cal Poly LESS special compared to other schools. If there is no REQUIREMENT to Follow suit with other CSU schools, then there is no reason to switch.

Would like to know more details as far as the cost/benefit components to each side. Don't feel i have enough information to make an educated decision.
I find that students are better prepared by attending school in a quarter system. Students start to 'slack' around the 10 week of a quarter and having another 6 weeks would not add to their performance.

I am a Cal Poly alum, a Cal Poly staff member, and a current Cal Poly Graduate school. Converting to semesters would increase efficiency by reducing the number of times that certain processes are done. I have been a student on both quarter and semester schedules and far prefer the semester schedule. I think converting to semesters would help with retention -especially 1st year students. Also, semesters would help with internationalizing the campus as the majority of the universities around the world are on semester systems. International students would have more success transitioning to a semester school if they come from a semester school. Also, it would be easier for our students to study abroad because our academic calendar would be the same or similar to other countries. And, we would have the J term, or January term, which would provide the opportunity for short term international programs.

Thank you for allowing us a chance to participate in this process. I am concerned about job security if a semester system is implimented. I am employed by the University Store and while the Quarter System does provide less down time it also ensures that there is plenty to do.

In a meeting we were told our part of the conversion would have to happen in 18 months, not including the planning stage. When the registrar asked for an extention of 6 months he was told it would have to be 18 months or 30 months (an additional year). He agreed to the additional year, but was ignored. My main concern with converting, on a purely selfish level, is why do we have to do it in such a confined time span, which would result in over working staff and possible burn out? Why would it not be possible to do this in a more reasonable time frame than expecting people to work 12 to 16 hour days as was expressed in the meeting? I understand that there is a lot of work involved with this process, a huge amount, and that the progress we have made with giving students access to tools such as the degree progress report will be hindered during the transition, possibly for a few years, I think in the end, semesters are a better system for learning. I felt as a student at CP, that I was doing more memorization than actually learning in some of my science classes, but I wasn’t the best student either, so take that with a grain of salt...Thank you for reading.

President Armstrong stated 'I am more than prepared to set aside my personal belief that a semester system is better for student success in the face of a strong case (for student success) for remaining on quarters.' What I have NOT heard is a compelling argument justifying the change nor provided evidence that clearly shows that semesters are better for student success. Why change what isn’t broken? As a former student under both systems, I was more successful in a quarter system.

I do believe our curricular issues could be addressed without converting to semesters, however this University needs a major change in culture and a change to the calendar could help. Doing things twice instead of three times during the regular academic year, I would assume would save money as well. Not sure on this though.

Let’s make it happen!
I am glad that the discussion has been raised.

Please explain how units would be adjusted to make up for the 12-18 units lost per year.

in Q5 I responded NA/Don't know. What I really mean is 'Don't Know,' I don't have enough information to answer a lot on this survey. There needs to be a case made for or against and a rationale for conversion articulated before I can decide whether I think that this is good/bad for me, my program or Cal Poly

I chose 'opposed' to the change because the benefits of switching to semester system have not been properly advertised, and much more research needs to be done before we decide. When more information about the pros and cons becomes available then I might consider supporting the change.

When I was a student, I first attended a university on the semester system (University of the Pacific) then transferred to Cal Poly. Although the semester system does have the advantage of getting more in-depth with course material (16 weeks of instruction instead of 10), the pace is slower and affords a student to get behind that much easier. With the quarter system, it seems like students have to stay more focused on their current classes since midterms and finals come so quickly. Additionally, the quarter system allows students to take a greater amount of courses which allows them to research other areas besides just their major, making a more well-rounded student.

I am more opposed to switching to the semester system during a budget crisis. Once we have the budget situation under control, switching to the semester system might not seem like such a daunting task. For now, I feel that it would take valuable resources and that we would not re-coup those resources for many, many years. It is just bad timing.

The Quarter system is working and very successful - obvious from our University being one of the top schools companies look to recruit students from. Our students are successful and our awards prove it. Let's not fix something that isn't broken. Let's instead work on streamlining our curriculum and make strong efforts to improve our graduation and retention rates (i.e. more housing on campus). Let's bring the faculty and high level decision makers together to brainstorm and try not leave anyone out of the mix. Let's continue being the University we are and have been for 111 years!!

Although the semester system was initially difficult to get used to, I enjoyed the faster pace and the more limited length of the term relative to the semester. I transferred to Cal Poly from a semester based community college and quickly learned to appreciate the quarter terms because they were over and done with quickly as opposed to semester terms which seemed to drag on between weeks 13 through 15. Thanks for undertaking this examination of the process and best of luck for making the right decision.

If this is too large of a cost, changing to semesters should be sidelined until monetary issues are less severe-perhaps when the University has more reserves from fundraising.

I am a staff at Cal Poly and my husband is a student. As a habit, my husband procrastinates. The fast pace at Cal Poly has been very beneficial to him and I have noticed he stays much more on track since
being at Cal Poly as compared to previous colleges. I feel the quarter system has played a big role in his success and that it would be detrimental to switch back to the semester system for him.

As a staff member I have concerns about the upheaval of processes, the risks of data conversion and the stalling of current students' careers while they rework their courses of study but those pale in comparison to my doubts as a taxpayer that there could be enough benefit to warrant the cost of conversion. Perhaps a case can be made but I haven't yet heard it.

As a graduate of Cal Poly and now a staff member I truly agree that the quarter system helps make Cal Poly the 'Learn by Doing' institution I chose as an undergrad as well as an employee. The opportunities for Enterprise projects and lab classes that allow for hands on involvement in the education of our students. Also, with the information that has been presented on the cost of transitioning to a Semester system it seems that the timing for a costly move is completely incorrect.

In addition to us changing our identity and our brand, I am deeply concerned about the cost both financially and in terms of our people resources. Having seen the conversion to PeopleSoft and to our registration system, I don't believe that we are in a place where making this change would be feasible. We have repeatedly been forced to raise tuition, been asked to take furloughs, and are faced with an uncertain financial future; yet we are willing to delve into a multimillion dollar transition. I am not making these statements out of anger or bitterness, but out of legitimate fear and concern for the well being of this university and our future.

I answered 'no' to the question about attending a University on the semester system, as I wasn't sure if that would include Colleges such as Cuesta. I attended classes at Cuesta for 6 years, and I had a wonderful experience there. While some classes were great with the semester system, others were way too long for what they covered and I feel Cuesta can benefit by switching to a more flexible quarter system although it would dramatically change the pace that the college is known for in certain areas. As for Question #8: I haven't looked too much into any publicized research (if any is available), so my answer is off the cuff. My gut feeling right now is that the quarter system is the most flexible of the two being considered. If it can be shown though, that the failings of the quarter system will be addressed by switching to a semester system, and not just by rethinking how we approach the quarter system (like bridging a class over two quarter, with a mid-term exam where a final exam would normally take place), then I would be all for a switch.

The money and resources involved with a calendar conversion would be better spent on other initiatives that have a more direct and near-term impact to the benefit of our students.

Being a software developer for PeopleSoft this change will cause a huge overhaul of all the reports and processes in place in PeopleSoft

This will be not only beneficial to the students but it will reduce the workload for staff.

#8 - didn't answer because I really don't care. What I would like to see is: a) number of general ed classes that would be reduced if CP goes S? b) the work load of the faculty - upping the course load, etc.
if CP goes $S$?  c) the word calendar for the university if CP goes $S$? I do not have an option until CP can give straight answers to these questions.

My area already has so much work pressure, as do many areas of campus. We are doing more, with fewer employees. I am concerned that with minimum staffing implementing changes would draw away resources from our primary jobs.

If it makes economic then lets do it, the university can and will maintain its status on semester system, the biggest hurdle is all the whining from everyone about the change. The key to making this work is selling it to everyone. Utilize your marketing resources to make the sale. Good Luck!

I really feel that if funding is available to be spent at the university that we should support the current programs and services we have rather than make changes such as moving to a semester system.

I attend a university in the quarter system, and although I succeeded in the fast pace environment. Many students around me moved/ or were pushed into community colleges as they fell behind and could not stay on track.

The semester system is easier for financial aid cycles and I believe are graduation rates would improve.

With the budget in the state it's in, changing to semesters at this time is illogical. It would be take an incredible amount of time and money to address the tasks required for a thorough implementation (with a much smaller staff than in years past), and I think that the costs will outweigh the benefits. I think that we can continue to increase graduation rates and student success by continuing down the path we are on.

Under the current budget crisis, time and money spent on the conversion process is not an efficient use of campus or CSU resources.

Cal Poly is a highly regarded university. My major concern is that making this kind of major change could diminish some of the core ingredients that make Cal Poly the superior university that it is today. The old phase: “if it ain’t broke don’t fix it” may apply in this situation.

As an undergrad, I studied three years at a semester school before enrolling at Cal Poly to complete my degree. I much preferred Cal Poly's quarter system. I learned just as much in a fast-paced quarter-length class as I did in a longer, slower semester course. And quarters allowed me to pursue additional electives that enhanced my education. I also found the faster quarter pace to be invigorating, intellectually.

The larger windows of break time allow for greater time to perform major maintenance projects on campus.

I have studied under both systems and the quarter system is definitely more 'hectic' and stressful. More variety, but at a cost. The semester system can 'drag' if you are in a course that is not well taught.
Bottom line: if it is more efficient and cost effective, I think we need to change rather than hang on to this 'legacy' system.

Difficult issue, but 2 vs 3 'block' per year will definitely reduce admin costs in the long run. Curriculum costs should run about the same because each course in a semester system will be essentially 1.5 times a quarter course. Perhaps there will be a little more depth if there are still only two midterms instead of shifting to 3. Total number of classes to degree is reduced which may mean electives - or the 'well-roundedness' of our students.

I think that someone will need to address the issue of time and money it will take to implement this conversion. And to ensure this is done correctly.

The semester system seems more compatible with universities nationwide; may help student stress levels reduce, with more learning time between high-stress testing times; the finances should be more easily managed for students and their families on the semester system also.

The selecting up to 3 business is not an intuitive method of having people fill this out. So I left it blank. I have my BS from Poly and a Masters from another campus. I dont think switching to semesters will do us any good financially because quite honestly, the professors will decide they need to work more hours in order to redesign their courses, and it will take us years to get any returns on the investment. That said, semesters are much better for some classes where students struggle, AND we could in theory centralize payroll and hr and financial aid, and student accounts if all the CSU's are on board, so its kind of a toss up. It probably will improve graduation rates as a result.

As a student at a JC on semesters I excelled because I could delve deeper and the pace was not so frantic. I could really learn the material. Upon transferring to Cal Poly I constantly struggled and it seemed the objective was to suck up the information then turnaround and spit it out on a test, and keep moving, then repeat.

I believe the nature of quarter systems would have made me a better student. A person can fall ASLEEP for 3 weeks during a semester and still get a good grade. Is this real learning?

I came to Cal Poly as a Freshman and graduated (Business), and now have worked here (Engineering) for 15 years... the quarter system differentiates Cal Poly from other universities' programs and helps facilitate what makes Cal Poly special - Learn by Doing. Much more opportunity for students to take additional classes and increase their breadth of life experience...although switching to semester would eventually cause less work for staff and faculty, I would rather we kept the better experience for students! Please don't change what works; and works well!

The high financial cost involved in SO many aspects of switching to the semester system would not benefit Cal Poly. It would also mean that students who already have a hard time graduating in 4 years would be more likely to be stuck at CP for 5-6 years to complete their degree. This would not benefit us. Please spend the money that would be spent on the conversion rather on affording to higher more professors to teach more classes so that we are not short seats for students every quarter. I am a full
time staff member who is a department coordinator/scheduler as well as a CP student. I see the big picture.

As a department class scheduler, I'm pleased that there would only be two semesters to plan for and work with. It would seem that an added benefit would be fewer class schedule revisions than we experience on the quarter system.

Almost every alum I have spoken to opposes such a move. It seems adminis. & faculty prefer such a move. If there is good data to support a change great - but let's not change because we 'believe' it works better.

I am strongly opposed due to the fact that we are in a budget crisis time period and believe that we could spend our monies on better and more needed entities. Our system is not broken, so why spend the money to fix something that has worked perfectly for many, many years? Seems like we would harm our image in the community to spend our monies wastefully.

Seems like it is not a good time to spend valuable budget dollars on conversion. Do it at a time of better cash flow/increased financial stability.

Learn by doing should really be called 'learn by failing and then trying again' this is not that easy to do in ten weeks.

I fully support the concept of changing to a semester system.

I do not think my work hee is strongly affected either way.

As a staff, I feel that the faculty input and opinions would be very important.

My objections are just what i know is best for me. i would have done better with a more focused schedule and less classes. The semester dragged on too long at Cal St. Fullerton for me.

I appreciate having the opportunity to provide feedback and that this is being seriously considered. Thank you!

I have been both a student and professional in academic quarter and semester environments. Definitely do I see benefits to students within the semester system. They have more time to grasp difficult material, make connections with their professors, ask questions, and if they have a health issue mid semester it might affect them less than this occurring in a quarter system, where missing a few days can make or break a grade. If student success is our ultimate goal, then I truly believe converting to semesters will help us reach it! As a professional who works in helping students navigating their curriculum, I do see a lot of work ahead of us in terms of converting our technology and course plans over to semester systems. However, I feel even for us as professionals, a semester system would be beneficial. We would meet with students about scheduling and academic probation twice per year instead of three times. And it might provide us with the opportunity for students to come in to see us
for other reasons, such as personal or professional development during the semester 'lulls.' I definitely support the conversion!

Before making such a big decision that would affect staff, faculty and students, an in depth look at the pros and cons and performing a study in relation to other schools would be appropriate. I am overall open to the idea of semester system with more research and ideas behind the reasoning. I have mixed feelings about switching to semesters but and as a former student who worked 40 hrs/wk and attended school full-time, the pace of a semester system would have been more reasonable.

Ultimately, the quality of instruction will suffer from the current high standards and rigor our students endure. In my experience, the typical semester experience starts out lackadaisical and then two to four weeks before finals and mad rush to completion of the remaining course content is jammed though the remaining term. Much of the content gets muddied in the process.

Stress and anxiety seem to be overwhelming in our student population. I hope additional feedback is gathered from Counseling Services regarding their thoughts on the health benefits of a semester system for our students.

As a student I loved the pace of my classes as well as the opportunities to get classes. Cal Poly is already impacted. How could having fewer opportunities for students to get classes help? I realize that other CSU schools (and junior colleges are on the semester program. However, the UC system (except Cal) has quarters; it is highly regarded and it graduates excellent students. The only basis for moving Cal Poly to the semester system would be to save the CSU money. That might be valid, but surely there are easier ways to do this. The quarter system is part of the Cal Poly experience and legacy.

One of my student staff had a family emergency (mother passing away) in which he had to miss two weeks of school. I believe that to be a relatively short time to deal with the passing of a parent and funeral/memorial ceremonies, but his professors told him that he was unable to make up that time (this was the 2nd and 3rd week of the quarter) and was pushed to take the rest of the quarter off, jeopardizing his housing and on-campus job. With semesters, I believe he’d have had enough flexibility to get back on track and make it through that quarter.

My own experience having been through both systems is that semesters are so long that it is easy to slack off and get behind and never catch up. This does not help student success because you end up with poor grades or dropping and repeating instead of being engage from day one as with quarters.

I am Cal Poly alumni and currently staff. As a staff member, the switch to semesters would not have any affect on my current position and I am somewhat indifferent. However, as a former student, I experienced the semester system at Cuesta and the quarter system at Poly and much prefer the fast pace of the quarter system.

Cal Poly is a unique hands-on experience. I do not want to see us lose what has become so special and effective.

Quarters are a highlight of Cal Poly
I have not seen any information about why semesters would be better for the students. Why it will help Cal Poly and faculty. It is not clear why unless it is just to be like other CSU's. Would all that work really pay off? Would our students still get the range of education (# of classes)? What would happen to all the faculty, would it be less faculty/lectures to teach less courses?

The students in the transition would be the only ones who the transition could potentially harm. Once the dust settled, students would be fine. I think either system meets the needs. If we were to stay on the quarter system, we would need to allow more room for electives, to encourage students to pursue minors and other areas of interest. As it is on quarters, the curriculum is too regimented. This is a bachelors degree, not a graduate professional degree. They need to be generalists, not experts, in their fields of study. We cram in way too much, which means what they retain is a fraction of what is thrown at them. Regardless, all higher ed institutions need to be on the same system, whichever it is. It's too difficult to interpret requirements to apply to graduate programs from one system to another. It's inefficient and time could be spent doing much more productive things to help students prepare for grad programs and transferring. The entire state (and country) should move towards one system or the other, rather than this half & half we have going on right now. On another note, if we go to semesters, we should get rid of block scheduling. We hold their hands way too much. They need to learn how to advocate for and take care of themselves.

Concerns are more about timing and transition costs.

I believe the majority of Universities are on the quarter system. Why this step backwards? What possible benefit would justify the cost and chaos that this change would create?

Switching is just using the calendar as a change agent. Neither system is better, although it's worth noting that many universities have moved away from quarters to semesters, and I haven't heard of anyone moving from semesters to quarters. In the end, what matters is whether we are doing all that we can to improve graduation rates. We can improve graduation rates without moving to semesters. If we believe semesters will help us improve markedly more than if we didn't move to semesters, then let's move to semesters.

Students seem busy and stressed on our campus; it was difficult for me to balance school, exercise, nutrition, work, extracurriculars, etc when I was a student. I often felt overwhelmed and unable to keep up. Some of my courses came and went and I felt like I didn't retain or explore as much as I would like to in that topic. I'm in favor of the semester system for that reason, but do have one major concern. This concern is that the rigor of our programs will seem less and as a result students will engage in more unhealthy extracurriculars with extra time i.e. drinking etc.

As a member of the University Advancement team, we have many alumni who see the quarter system as what makes Cal Poly special along with Learn by Doing. There is a rational for what makes our grads Day 1 ready for entering industry. Many alumni feel that the quarter system's pace is a part of that mystique. Unless we have a real reason that suggests we would better prepare students than what we are already doing, it would be better to hold on to quarters.
Please keep in mind that the classrooms here at Cal Poly are smaller than classrooms at other universities, leaving space that is already at a premium to be out of reach with out Saturday classes.

Switching to a semester based system would bring Cal Poly in line with many of the other CSUs and community colleges, but not many of the UCs on quarter systems- so there are benefits and downsides to each. Ultimately, I think many of the series classes (especially year long) would benefit from a semester system with the increase in uninterrupted time. With classes that currently cover a single quarter, the results could be mixed. Some classes could easily be expanded with additional material and exercises to cover the expanded time, others might just slow down there pace (which would not really be a benefit, in my option). I'm sure either system (quarter or semester) could be refined or implemented to improve the flow for students towards graduation. Any significant change will cause some amount of upheaval in the current class planning and administration, but if implemented successfully, the long term benefits should outweigh these inconveniences.

It would be easier for students to study abroad if Cal Poly were on a semester system. Transfer of units would be easier and the timing of terms would be better in line with other schools. But, I worry that we would lose the ability to offer students a chance to delve into topics of their particular interest and that the curriculum would be generalized too much. Could we offer more minors to make up some of what is lost? Although that would cost students more...

I have been in both systems as a student and found myself slacking off in the middle of the semester then working hard towards the end and still coming out with good grades. With quarters there is no time to slack off therefore focusing more on classes all the time is what is needed.

The semester-conversion issue comes up periodically. I do not know the driving force behind this movement. Is it strictly financial? If it is, we're in more dire straits than it seems.

Our students like the fast pace. Listen to the PolyReps when they host the tours and talk to prospective students. The love the quarter system. You will hear them say if they don't like a teacher, they can usually hang in there for 10 weeks. It's going to hurt our niche. If you know marketing at all you wouldn't kill our niche. I can see our applicant pool dropping. Our competition in the top 6 are all quarter campuses within the UC. The UC would love to see us convert to semesters because we are their competition. And most of all, I cannot believe that we would be spending millions of dollars at a time where the State is in such bad budget shape. It is fiscally irresponsible to me that we are even having this discussion at this time.

Thank you for addressing this issue! I grew up in SLO County, and watched all my friends who attended CP, take 5-6 years to graduate. (This was 16 years ago, and I continue to watch the same pattern happen now!) I went to Berkeley, had my fair share of fun, was on a 'team' through the University Athletic program that mandated rehearsals, attendance/performance at ALL sporting events (football, basketball, baseball, rugby, volleyball, even swimming & water polo sometimes,) and mandated outside performances and alumni relationships (sometimes ALL week long - for 'Big Game Week'.) I worked a part time job too, and with all this, I STILL attained the classes I needed, was able to take more units each semester (because I had more time to devote to each class) and I graduated in 4 years. Cal Poly has
a problem with graduating students in just 4 years time - perhaps the switch to a semester system is what we are missing.

Good luck. Change could be costly without anticipated rewards.

Working in the Health Professions over the years I've noticed the effects of 'cramming' a lot of information in a short period of time on our students. It causes increased stress on the student resulting in illness which compounds their situation often contributing to depression and loss of self confidence. Working with several student assistants over the years, I've heard many complaints of professors giving a lot of information but not giving enough time to fully comprehend and enjoy what they have been taught and, most importantly, the opportunity to apply what they have learned--'the learning by doing' philosophy of Cal Poly.

Once finished I think being on semesters would ultimately be a great thing that would benefit individuals as well as Cal Poly as a whole. I just wonder if the pain, extra work, money and impact on the online systems it would take to get there is worth it.

Who would really benefit from a switch to semesters?

I suggest Cal Poly invite a group/panel of faculty, administrators and staff from other Universities in the CSU, UC systems that have successfully made the conversion from a quarter to semester system to discuss their experiences before and after the process. I think it would be extremely informative to talk with faculty who were initially against the conversion but have found it to be a positive change, as well as faculty who were supportive and have had a change of heart or have found that the conversion did not meet their expectations or where they were pleasantly surprised.

I believe the reason why many of our prospective students choose to apply for Cal Poly is because we are on the quarter system. The same reason why the UCs are such applicant favorites; Cal doesn't count because they would be the top application getter whether they are on the semester or the quarter system; they have a worldwide recognized reputation. I've attended SFSU for two years and they were a semester school; 15 weeks of school makes most students (like myself) very lazy and school got boring quickly. It's the nature of the beast. We know that we can always 'catch up' at the end of the semester. Then, I attended DeAnza College and Foothill College. Loved the quarter system! The quick pace of the courses made me a better student. That's why when I was applying for a four year college, I had picked UCI, Cal (they were still on the quarter system at the time), and Cal Poly; all quarter system institutions. Got accepted to all three universities and picked Cal Poly because of its beautiful location and that Cal Poly was on the quarter system. I graduated from Cal Poly and stayed on to become a proud member of staff. I will be retiring in a few years so the decision to convert to the semester system will not really affect me. But I just want the future students of this wonderful university to experience and enjoy the challenging pace of the quarter system. Thank you for giving me the chance to tell the Task Force my story. Good luck on your research because you've got a tough job to do!
I am both alumni of Cal Poly, and current staff. I was a transfer student, so I have experienced the semester system as well as the quarter system. From my experience, under the semester system the first couple of weeks are usually not covering a lot of material, creating the idea of gradually easing into the semester. During my first few quarters here, this attitude affected my GPA, and my learning. Once I realized that since it was a quarter system, the first day was when you started working, my GPA and learning improved, winding up on the Deans list quite often. I believe that this is what sets apart Cal Poly Students from other students. From Day 1, you work quickly and efficiently - not two weeks down the line... This is a much more accurate in the job market. If you can start quickly, and be ready from Day 1, you have an advantage over people that studied the same material but have not learned that valuable lesson. I think the quarter system made me a better student/worker. My attitude is more ‘why aren't other Universities following our example and changing to quarter systems??’

It would be great to match ourselves to Santa Barbara's academic calendar to reduce the visitors to our community causing disruptive behavior in the neighborhoods.

I think the opportunity the student has to take a variety of different classes on the quarter system is key. In my opinion, undergraduate programs should give the student exposure to a variety of disciplines and fields, and the semester system greatly limits the variety of classes a student can take.

Is there data that indicates curriculum renovation cannot be accomplished without a change to terms?
Is there data that indicates graduation rates and/or other indicators of student success are improved by moving to semesters? The question was asked about cost vs effectiveness of the transition but the feedback appears to be geared toward personal feelings rather than data.

I am most concerned with the long transition period, how students will make up for the middle courses in a year-long series, such as Chem 128 and Math 142, the stress on departments to convert curriculum and determine which courses should be preserved or omitted, whether we have the facilities to teach more sections of courses in a semester, the loss of variety in courses.

One University 23 campuses - this just doesn't fit in 2012 - rather each University should be focusing on special strength in support of the good of CA and the world...this is an old - worn out plan that didn't work in FLA - Wake up CA!

Changing to a semester thwarts the school's multi-disciplinary goal by not allowing students to sample fields of interest that can broaden their experiences within their degree matrix.

Please do not go to the semester system. The fast pace environment of Cal Poly is what allows us unique. Every student is here because we believe in learn by doing and the semester system would greatly trivialize that.

As a working mom I'd love to not have my work schedule change 3 times a year. When I was a student on the semester system I retained more information when I had longer to process what I learned. When I attended a university with the quarter system, I retained less information because the quarter system was so fast paced. I think a study of learning outcomes on the quarter vs semester system needs to be
done. I'd venture to guess more information is retained when the brain had longer to process/apply that information.

At the university I attended as an undergraduate there was a valuable intensive January term in between fall and winter quarters. (Hampshire College). Worth consideration.

I'm a retired Registrar so really no longer 'relevant' but will comment anyway: (note I always liked the semester sys but I do see the benefits of quarters) 1) students retain little from most classes so the quarter sys does provide exposure to more ideas, materials, instructors, etc and that is what a broad based education should be predicated on; 2) if the change is made, significant energy must be devoted to planning how the students in the pipeline (and don't forget students still in Comm Colleges) will be transitioned into a new program of a study. How many exceptions are you willing to accept? How many is too many?? Believe me, they will come down like a heavy rain. 3) And don't forget the students who leave with an unfinished program -- when they want to come back, what waivers will be acceptable when the requirements are no longer available. The best to you and good luck with your difficult decision; XXXXX  PS: Comments from my wife, an honors grad of the College of XXXXX: she loved the qtr sys; liked being able to do yr round classes, could take a qtr off easier than taking a full semester off; believes Qtr gives more flexibility; 'able to break a complex subject into 3 parts vs. two; semesters are good for getting the basics in high school but college is about exposure and qtrs give that (while allowing complex areas to be broken in multi parts' ............from XXXXX

It will reduce academic stress, save money in scheduling, and make it easier for transfers.

I graduated from Cal Poly in 196X (Chemistry) and subsequently worked for the University first on the staff in the Chemistry Department and then for EH&S. I retired in 20XX. I continue to work as a Part-Time Faculty member at Allan Hancock College (since 19XX) and have come to appreciate the semester schedule.

I think the cost/benefit of changing to a semester system, combined with the slower pace, should be strong factors that would mitigate the move to semesters. I have studied under both and the quarter system is much better for student success.

the cost of converting the peoplesoft system alone would involve tremendous amounts of work on our staff. The payoff would be years down the line

All employees of Cal Poly will need to assist in the conversion process, so implementation efforts should be designated to faculty and staff, not placed on staff alone.

having just completed a semester-based program for graduate school I feel like (compared to my undergrad here) I had more opportunity to build relationships with professors and spending more time with the content and materials of the course helped my rate of retention more so than on quarters.

as mentioned before, as a student @ both Cuesta & Cal Poly - I believe the semester systems is a better learning environment and 'learn by doing' is very often mediocre due to lack of time.
Change for whimsical or nonexistent reasons is a poor place to spend time and money.

Please try to stay neutral.....in a sense of 'the innocent until proven guilty' thought process. Easy to pick on the quarter system as the weakness [or way to fix things] at Cal Poly.....but one thing that cannot happen in a quarter system that does in a semester system is COMPLACENCY!

My only problem is the cost that is associated with the switch --

My son is a junior and I would not want a change to semesters to impact his graduation in June 2014!

I believe that Cal Poly is already making changes to improve graduation rates and should be able to do a complete review of our curriculum without changing to semesters. There are so many initiatives that we are trying to implement that take time and money that are for student success, and if we have to convert from quarter to semester those efforts would have to stop. The students passed a fee increase recently and would be negatively impacted with a move to semesters during their time at Cal Poly, and I believe that would be a terrible thing to do to them. Because of the timeframe that would be needed to do a successful conversion, many of the students that are here now would not even be here when the conversion was completed and would not have benefitted from the student success initiatives that we are currently trying to implement (because they would all have to stop). Cal Poly should remain one of the top ranking quarter schools in California and nation.

My role is an academic advisor who works with students on academic probation. Based on my work this population, I know that students who experiences challenges academically are disadvantaged by the quarter system. Because of the quick pace of the quarter system, a student who receives one poor grade has fewer opportunities to recover. Furthermore, if there is a personal or medical hardship, students are more likely to withdrawal from a course/term because of the pace, potentially delaying their graduation. I would also like to mention that I was a student at Cal Poly before becoming an employee (both undergraduate and graduate). As a student who received good grades, I loved the quarter system because of the fast pace and constant change/opportunities. Nevertheless, I feel like students who are going to be successful academically will be able to remain successful regardless if they're on a quarter or semester system. On the other hand, I believe that students who have academic challenges are more likely to benefit from a semester system.

For conversion to be successful, it is absolutely essential that adequate release time be given to each faculty member to convert and combine courses, fully considering the pedagogy and objectives for each new course. Additional staff support would also be needed as well as for advising since many students will be 'caught' in the middle of the transition. Additional time will also be needed to review accredited programs to be sure they are still in compliance with the requirements for their accreditation and that 'new' courses meet requirements for other majors who are required to take the revised courses. Since so much will be needed in terms of time, energy and creativity, I can't help but wonder the impact on decisions to retire sooner than later!

'lt Ain't broke' We can fix that?
Thank you for the opportunity to voice my opinion --

I have taught in both systems. They both have benefits and drawbacks, but neither is better. Just different.

Did not have a chance to experience a semester system in a University, but had a chance to experience it in Jr. College (Cuesta) and the information was far more retained in the semester system then quarter. A quarter system is a due or die situation rather than retain and learn.

Currently, I am staff. But I was a student on both quarters and semesters. I have also been teaching/research faculty on both quarters and semesters. After many years experience with both, I personally much preferred semesters. The quarter system is full of 'busy-ness', but doesn't allow for as in-depth teaching and thinking and EVOLVING of ideas and methods.

I went to a 4 year college that had semesters and enjoyed the depth and breadth of courses more than I did being on the quarter system at Cal Poly when I got my Master's. For me, retention is important, and digging deeper and looking at the 'why do we need to know this?' of the subject matter is the way that I learn and enjoy learning. On the quarter system there was very little time for feedback after work was turned in or produced, I got zero feedback on my final thesis, just a grade.

My main concern is conversion is this: We are always asked to develop and implement items without adequate lead time or additional resources. Specifically: training, staff time (or additional staff), guidance (via humans, not just referral to another website or help link). This equals major STRESS for faculty and staff. We are expected to undertake major changes in operations without adequate time to plan, analyze and develop new strategies and no respect for people's time, already strained workload, previous commitments and resources. In some ways, semesters would be more efficient and have less repetitive administrative processes and more time devoted to classroom instruction. I would support the transition --- if we are given the tools and time we need to make a successful, well planned transition.

I coordinate the XXXXX School's International Exchange Programs and converting to semesters would have a big impact on these programs, therefore allowing more students to participate in these study abroad opportunities.

When I was a student at Cal Poly, the quarter system seemed very rushed. It felt like all I did was study for the test versus really learning the material. The only advantage was if you had a class you hated, it only lasted 10 weeks, I had excellent grades in both the semester and the quarter system, however, I retained more of what I learned in the semester system.

The costs (literally) do not justify the changes to a semester system. In my role as the graduate program coordinator, I can tell you that most students who come in for the MS programs expect a quarter system and we will actually loose students if Cal Poly converts. Also, with the comparison that the CSU system consistently puts on itself, the conversion to a semester system doesn't make sense, nor does it show
equality in the 2 systems - as I feel the CSU system has, sometimes to its demise, compared itself to UCs. The cost of conversion of the curriculum alone, does not encourage this transition at all.

Quarters seem too fast paced. Teachers frequently run out of time by the end of the quarter.

I believe students and faculty stay more engaged with their studies, research and teaching in a faster paced quarter system. Less down time assists in keeping students on task and focused.

CP competes with the likes of Stanford, Berkeley and UC Davis and one of the reasons CP is unique is the quarter system. Our quarter system provides a varied and face paced environment producing high caliber, quality students. Students become strong time managers through 'learn by doing' in a ten week term.

I don't doubt Cal Poly would be a fine school on semesters, and I don't doubt that some students (number uncertain) who struggle, for a variety of reasons, on the quarter system, would benefit from the 'calmer pace' and in-depth instruction (also uncertain: how many of them would also struggle on the semester system). However, I believe there are valid counterarguments to that, as there are to almost every argument to switch. I believe that for this generation of students, the attention span arguments, particularly when juggling one more class per term, are compelling. I also have a very strong suspicion that the alchemy that is Cal Poly could be compromised: small class size, close contact with faculty, breadth of classes and exposure to more faculty that help make our grads employment-ready, the way we do learn by doing. I have concerns about the teacher/scholar model on semesters, too, depending on workload. I KNOW there are other ways we can improve graduation rates and transform the curriculum without this change, and I would argue that those other ways would be better, for a number of reasons: One is cost: less than ideal use of $$, and a PR nightmare, to convert. Another is the enormous stress and workload involved. Let me be very clear: I do not think most of us shrink from working hard, but we want to do so in the service of a clear goal that more demonstrably constitutes continuous improvement. Without that, I fear faculty will not really transform the curriculum; they will merely find a way to reconfigure it. And staff and faculty morale will suffer. Another reason, frankly, is process: I have watched the increasing frustration with aspects of the process that are now well-known to all and not worth rehearsing here. We may have reached the point where great enough damage has been done that hopes for a truly meaningful semester conversion are severely compromised. Bottom line: I am persuaded by the high-risk/low-reward arguments. Absent truly compelling arguments and some specificity why student success would definitely be enhanced--arguments that have not been provided by the President, who instead has merely stated his vague and totally non-specific belief that student success would be improved--we should stay the course on quarters and look for other less costly, more innovative ways to refresh and reinvigorate ourselves, looking forward to the next 100+ years of greatness on a system that has served us well in these 100+. Being different hasn't served us badly so far!

Unfortunately, it seems many faculty members who strongly oppose the conversion due, in large part, to the amount of work this would create for them in reviewing their curricula, have shared their perspectives with students in their classes. This has polluted the student opinion on that matter as
many of them are hearing only the faculty perspective. So much of what I have heard in forums and workshops from students on this issue is either untrue, incomplete, or irrelevant. I appreciate that faculty are engaging students with this dialog inside the classroom, but I don’t believe the message is being communicated with all perspectives intact.

In this time of budget crisis, pension reduction and reduced faculty and staff levels, and given the recent need to ask students to further supplement their tuition just to support the Cal Poly methodology, undertaking a multi-million dollar project with impacts that would span many years - one that would inevitably delay the graduation of many of these same students as well as incoming students - seems ludicrous.
Student General Comments

Cal Poly is a crown jewel in the CSU system. We should not lower the quality, rigor, and selection of classes just to match other CSU schools and sports programs.

I personally take more time to learn material than the average engineering student with the intention of better retaining the material. I sacrifice my grades to do this, not stressing about learning how to take an exam as opposed to learning the contents of the course. I would perform better grade-wise on a semester system. However, the real-world is fast-paced. The quarter system TRULY prepares you for the actual pace of the world. In addition, many professors believe the school would lose its standing as the best undergraduate engineering program in the nation if we switched to the semester system as we would be unable to compete with other CSU's. Thus, although I am in favor of switching to the semester system for my personal desire to retain knowledge, I would not say that it would be best for the school nor better prepare students for the challenges of the real-world.

Please think about the top majors (engineering, architecture, agriculture, business) that give Cal Poly it’s fame and recognition. For once think about how your decisions and 'suggestions' effect the students rather then thinking about budget and money. Do not lower Cal Polys rank, do not kill the meaning of our school.

The quarter system creates a fast paced environment similar to the real world. Should we switch to semesters, it would give students the ability to 'coast.' This would make it easier for those students less suited for a fast paced job to get by in classes. I believe the quarter system creates an environment only suited for the highest caliber of students.

I believe that switching to this semester system would hurt the reputation of Cal Poly. This school is known for it's 'learn by doing' approach, and the fact that we have quarters makes this possible. Also, many companies seek employees from Cal Poly because we understand the stress that is involved in the 'real world'. Changing this system to semesters would result in Cal Poly losing a real advantage and one of the reasons students attend Cal Poly.

Many of the most valuable courses that I have taken as an Engineering student are courses which are not long enough to be semester courses. If the school were to switch to a semester system, I believe most of these courses would be discontinued as they do not combine well with other courses, and are not vital enough to take an entire semester of time. As a graduate student, quarter-long classes have allowed me to increase my knowledge base in areas that would not have had time to do on a semester schedule.

I feel that the quarter system gives me no time to slack around, which is good! Keep the quarter system, it sets us apart from all other csus!

Semesters also allow students to buy one less set of books a year. One downfall is that if you don't like a class you have to take, it lasts significantly longer in a semester than a quarter.
I think one of Cal Poly's largest problems are the availability of getting the classes one needs for their degree, which ever system (quarter or semester) better addresses this problem then I believe it should be the schools goal to offer classes to as many students as possible and raise graduation rate and shorten years it takes to graduate with a degree from Cal Poly than that is the right decision.

I always wanted to come to Cal Poly and after spending 3 years at semester universities, I finally was accepted and now spending more time in college to meet all the requirements. It will take me 6 years to graduate instead of 4!

The wide variety of classes possible on the quarter system takes priority for me over going more in depth.

From my point of view, quarters have a number of advantages over semesters. More significantly, current students worry that a transition to semesters and the complete reworking of curriculum accompanying it would, at least temporarily, diminish the strength and competitiveness of Cal Poly's coursework—material that has been refined (and highly-regarded) for decades, working in the current system. I believe the school should not risk compromising its competitive edge for any amount of time, particularly for the sake of students that would be present during such a drastic overhaul.

Although I enjoy the semester system more than the quarter system, I would not want to switch systems halfway through my educational endeavors since I have specifically planned out my 4-year plan to graduate in 2014. Switching systems, in my opinion, would force us to restructure most of the major curriculum's here at Cal Poly.

I have been told that semesters seem to drag out too long and students lose focus.

Cal Poly being on a quarter system is one of our greatest attributes. I am a Biology major with a concentration in Field & Wildlife, being such a small but important concentration means that the majority of classes important to us would be 'incorporated' into other classes or in reality it will be lost in favor of materials for the Pre-Med majors which is what happens in classes that all Bio majors are required to take now. This switch to semesters will also cut back on the diversity of classes available to individuals. I'm graduating Cal Poly this quarter and I have loved every moment of it, but if Cal Poly switches to semesters than I'm afraid when people ask me if they should come to Cal Poly I'll have to tell them no.

I really enjoy the quarter system and enjoy the amount of different classes I can take. It gives me a wider breadth of knowledge and allows for more opportunity to keep focused for all 10 weeks each quarter

The quarter system is an excellent feature. 10 weeks is the perfect amount of time to learn a subject and not grow tired of it. The fast pace is stressful but it keeps students working hard. I understand there are many benefits to the semester system, which is why I'm not strongly opposed to the switch.

As a student in the Art & Design Department, the ability of our curriculum to be divided into very specific and focused courses is a huge advantage. It adds clarity and direction by breaking up all of the diverse skills we need for the profession of Graphic Design into a large selection of classes. Trying to
lump multiple subjects into one semester class would result in confusing course objectives or a complete loss of certain crucial subjects. As a major that is a hybrid of technical and artistic, switching to the semester system would be a huge loss.

While I would enjoy having more time for many classes, I really like learning under 3 different studio professors in a year. I would feel like I'm missing out on something if I only got to take 2 studios. Also, in general, I feel that students on the quarter system work much harder than those on the semester, and I am very proud of that. If Cal Poly does switch to the semester system, I hope the classes keep their rigorous curriculum to prevent slacking off in the middle of the semester. More time for in depth studies during class is great, as long as students don't forget that they're coming to this school to work hard.

The quarter system is vital in maintaining Cal Poly's superior, 'learn by doing' education experience. The semester system would not benefit students, who ultimately should be the priority.

I believe switching to the semester system would deprive students of opportunities to explore the diversity of thought in their fields and in those fields outside their major. The number of electives would be greatly reduced, decreasing opportunities to engage in activities that are related to the work students will actually engage in during their careers.

Why does the president want to switch to semesters? There is no benefit. I hear people say he wants us to be like the other schools, but why? Cal Poly SLO is not like any other school and the students and recognition our university receives shows this.

The quarter system works great for those looking into internships and may have to take a term off. In addition, it provides more opportunities for students who want to give a class, experience, or opportunity a try without committing a long period of time to it. This is all in efforts to determine where we want to take our future and I feel the more exposure we get as students the better off we will be!

The stress of the quarter system is good for growth. With less classes offered per school year, there is a wider range of knowledge teachers must have. Wider range of knowledge means less specialization, which takes away from the 'Learn By Doing' philosophy. I do not endorse this change.

We all know this is a facade. Ask us questions to make it seem like our input matters, when in reality it's just a question of when, not if. Cal Poly will switch to semesters because Chancellor Reed has been trying to get all the CSUs on a semester system for the longest time and most importantly because you, President Armstrong, want to switch to semesters. You know the change you want to implement, and you are focused on making us believe that is the best way to go about it. The logic involved in this decision is completely and utterly baffling to me. Here a quote from the Mustang Daily: 'Instead of needing to show that a change to semesters would benefit the campus, Armstrong would need to prove its current quarter system is better for the university than what semesters would bring' What kind of backwards logic is this? You don't try to argue why your current method (quarters) is better than the alternative (semesters) if you are trying to get the alternative to win, you argue why the alternative is better. If it ain't broke, don't fix it. And if it is broken, you explain the reasons why it is broken, and why a different system is better. I'm just glad that I'm graduating in June and getting out of here. I feel very
sorry for the students that are going to be in the middle of this when the transition takes place, because man there life is going to be hell. I can't imagine the confusion that will happen if you do 2 to 3 full years under the quarter system and then have to switch to a semester system for your last 1 to 2 years. Cal Poly will lose it's prestige. The quarter system is one of the things that makes Cal Poly and Cal Poly students stand out the most. Companies want to hire us because they know how rigorous and challenging is it here and that we're used to a fast pace and changing environment. That's the real world, President Armstrong. It's tough here and it's tough out there. You're not doing any student any favors by making Cal Poly easier. Changing to a semester system will water down our degrees and will make us less desirable to employers.

Quarter system is recognizably harder. CP Pomona is actually losing credibility because Semester system is putting garbage in, and getting garbage out. We do not want to become that kind of school.

I was in Ohio state university business program. After a quarter, they had changed the school term quarter to semester. Many of my friends could not adjust the semester system. I thought we'd have a better chance to learn things, but it just made us lazier and lazier. Just because we have one more month, it does not mean that students will learn more. Quarter system keeps me busy and lets me focus on education. Cal poly is a great school. The students of cal poly is very smart enough to learn in short time. Changing to semester will just make us waste times.

Unless there is complete understanding on financial cost changes, transitioning units of every students Degree Progress Report, and YOUR reasons as to why you want to change the school's system, it is very hard for me to agree to this change. As a student, I want to be notified that the classes I have taken will not be non-transferable in progress report and the tuitions will not increase to the point my aid can't suffice

As a student, one of the main reasons for choosing Cal Poly was the quarter system. By having the quarter system I feel that it allows students to have a more personalized education plan and work towards the goals needed to succeed where the semester system does not have this feel. In converting to the semester system, there is a claim for retention of material however having the material spread over extended periods of times actually increases the difficulty of retention for most. The quarter system is what makes Cal Poly unique and is a main component in choosing the school. Cal Poly being one of the best CSU's can be changed from this switch and will no longer be the top school. It is essential to the students and the uniqueness of the school that Cal Poly remain on the quarter system

It's hard to say what would actually happen as result of conversion, but I know that students are already taking ~5/6yrs to graduate and we typically end up having the same teachers over and over again anyway. Buy the time year 4 and 5 roll around, we've already forgotten what went on. Cal Poly kids are great at crash-course memorization, but we're not very good at retention. The information comes and goes as a binge and purge before each exam.

If Cal Poly does switch to a semester system, wait until next year.
DON'T DO IT. Getting into graduate school wouldn't have been possible for me if I hadn't had the opportunity to take as many classes as I have.

All graduate schools I am applying to are on semester systems.

The quarter system is extremely stressful for students who strive for a good GPA. If I could go back in time, I would NOT be attending Cal Poly because of the quarter system. It has created so much stress in my life! It is a never ending sprint to the end of the quarter, with no breaks in between. I feel like I never have time to digest the material I am taught in class. You are forced to teach yourself material because there is a quiz or midterm almost every time you go to a class. Not to mention, that because there is only 10 weeks, all of your classes schedule midterms on the same day/week (right around week 5)! I would love to see Cal Poly change to semester system. We would be aligned with all other state schools for breaks and holidays and it would make it easier to transfer colleges if needed. I would love to see this change!

The semester system will allow students to learn and actually retain, more time can be spent on industry student development.

I believe that the Cal Poly quarter system was one of the most beneficial parts they currently have at this school. Having a fast paced school program allows students to time manage, delegate and work hard on a smaller course load than the semester system would allow.

We're already facing a huge financial crisis, how is a transition as exorbitantly costly as this even on the table right now? Get your priorities straight.

Cal Poly is a great university. We have a variety of things available for the students and this is mainly because of the quarter system. Please don't take this away from the future students.

I've spent a lot of time in a semester system, the quarter system much better for those who want to take advantage of it - semesters are for students who need to be drug through the process... you need to make the decision about which kind of school you want to be. personally i didn't come here because i heard it was easy.

I have been on the quarter system at both Cal Poly and UCSC and also experienced semester system at AHC and in high school, and I feel that the quarter system was more conducive to learning and retaining material due to the short term length, despit the faster pace.

I have found that the quarter system does not hinder any other opportunities outside of the university (internships, fellowships, etc.). If anything, it worked in my favor since I had the ability to extend my internship opportunity while semester students were not able. Furthermore, I have been able to take a wide variety of electives outside my field of study because of the quarter system. I have taken several extra classes that I would not have been able to if Cal Poly was on semesters. The quarter system is an integral part of the culture at Cal Poly. Lastly, I have been exposed to so many more professors and have had the opportunity to meet more colleagues because I am able to make more classes in a year than a semester student.

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This is a big decision that will greatly affect students. Please make students more aware of the pros and cons of switching, and take student input into consideration. I studied under a semester system at community college, spending 18 weeks in a math, science, or engineering class is draining. Retaining 18 weeks worth of that information on a common final is difficult. Failing a class in a semester system sets a student back 1/2 a year instead of 1/4 of a year. Failing a shorter class in a quarter system lets a student more accurately assess what they need to put more effort into understanding. The quarter system is the best fit for a polytechnic school. Switching to a semester system will increase both the dropout and failure rates of math, science, and engineering majors.

Quarters make Cal Poly academically unique and prestigious.

N/A

I believe the fast pace of engineering majors would not be suitable with a semester system while still adhering to Cal Poly's concept of 'Learn By Doing'. More time would be spent on general education classes (which are still important), but would impede on time for engineering courses.

We've become a standalone technical university for a reason. Like Berkeley in the UC system which is on semesters as opposed to the norm of quarters for the UC system, Cal Poly is the only state school on the quarter system and we are unarguably the best state school.

With one year left, it would be really hard to switch over to a semester system. To go to school for the past 3 years in a quarter system and then to switch to semester system would be ridiculous.

you know your mind is made up so what's with the horse and pony show?

i would be for semester system if it wasn't cal poly in question. the curriculum at least for the college of architecture/environ is very structured and planned out through quarters and I would need to see a mockup of how that would look in semesters in order to make my decision

I am studying abroad at American University of Dubai where I am currently on the semester system. I have taken a notice to the fact that large time gaps between tests and quizzes in the semester system allows for a far greater probability of falling behind. The quarter system forces students to stay on their toes, and to take the initiative of diving into their text books on their own time in order to manage their time efficiently, compared to relying on exposure over time through lectures as in the semester system. I am not only speaking on my own personal behalf but on that of the rest of the students studying here on the semester system. They are envious of the educational system that I have at home and I would hate to see it change. Please take my views into consideration. Thanks for your time and I hope that whatever you do reflects the California Polytechnic that I have grown to love. XXXXXXX XXXXXXX - XXXXXXX Engineering

Having been involved in both systems, I apply myself much more in a quarter system than a semester system. The latter gives students more opportunities to procrastinate (which happens either way). Also, if you're in a class with particularly difficult subject matter or a difficult professor you are finished and through it much more quickly than in a semester system and you are still able to retain the information.
I do agree quarters seem more stressful but isn't a goal of a successful university to challenge its students?

Please don't switch.

You can't expect Cal Poly's engineering program to retain its national ranking by switching to a semester system. Engineers (especially mechanical) take a lot of classes in various fields of engineering that are suited to learning in a single quarter. If you want MEs to learn EE, MATE, and CE material while still covering their own major courses, everyone will take 5 years to graduate. Thermodynamics and fluid mechanics, for instance, are split into 2 quarters because almost all engineers need to know the basics, while a few need to know a lot more. You would either have to squeeze 20 weeks of instruction into 18 and make everyone learn everything, or dumb down each class and make what would normally only take 20 weeks to learn take up an entire 36 weeks.

I applied to Cal Poly knowing that it was a quarter system. If the change to the semester system happened, I would seriously explore other universities that were on the quarter system, and leave cal poly! If this change does happen, it will change one of the facets of this school. Some may see it as a benefit, but the same amount would see it as a deficit. I believe that a restructuring of the colleges and courses that are being offered is necessary to enhance that learning and graduation rates at this school, but spending any money for a change the is wholly unnecessary is not only inappropriate, but horrific in today's economic age. Don't change to the semester system. Aren't we taught to be leaders, and not to conform? We have an excellent education system at this school, why change because someone thinks someone else's is better?

Yes, the quarter system is fast paced and stressful at times. But I can absorb this inconvenience because I enjoy taking a greater variety of classes.

I feel that the pace of the quarter system helps to keep me focused on my academics, and that a conversion to the semester system would cause me to start losing interest in my classes towards the end of the quarter. That being said, I am not entirely opposed to the idea of converting to semesters and would be very willing to entertain the idea. With the right preparation and restructuring of various curricula, it might very well be successful and beneficial for Cal Poly.

Although I am graduating next quarter, my opinion of the semester system is that it would possibly help to reduce the anxiety and stress associated with registering for classes, which is high when you have to do so three times and year and struggle to get classes each time. However, on a semester system, the inability to enroll in a class necessary for graduating and/or keeping on track would be more detrimental. If a switch to the semester system was implemented, I strongly believe that ample classes and sections need to be provided in order to avoid students needing to stay for extra terms. Having to do an extra quarter in order to graduate is shorter, and seems overall less stressful than having to remain for an extra semester. An extra semester not only implies extra weeks of school, but extra money as well. This is an issue if there you are left with only a class or two that have to be taken at Poly.
I have researched this issue to the extent possible from my available resources. Thus far I cannot see any major advantage to this switch from an academic point of view. The quarter system has been effective throughout Cal Poly's history, and any reasons that fit in the category of 'making ___ easier' seems like a cop-out excuse. Switching out of quarters to make the class pace or schedule easier, or anything related to that, is a move in the wrong direction; students don't need more excuses to procrastinate. 'Increased depth of learning/labs/etc' is another poor excuse to switch; currently there is no evidence that Cal Poly coursework or labs is lacking in ANY depth that would be helped by switching to semesters. The switch would instead pose considerable difficulty to faculty to re-work their teaching curriculum, and burden all current students who are still attending during the eventual switch. In short, the only possibly feasible excuse to switch is not to benefit academics, but for economic reasons. However, due to the excessive cost just to switch the system over, at best there would be a considerably long period of time just to pay back these losses. Even if the semester task force performs an exhaustive, detailed economic analysis to assess the total costs and benefits, it merely shows that this switch is an effort to improve monetary issues, and de-emphasizes the focus on academics. Ultimately I do not support a switch that completely disrupts the academic community at Cal Poly simply because there's a *possible* cost benefit after 20 years.

I think the quarter system allows us students to maintain the excellence of our school. Like I said earlier, with a slower pace, it opens a door to more problems such as more partying and less studying. That's what happened at my junior college. It was so incredibly slow, that it was hard to focus on school and easier to put it off. The fast pace system of the quarters really makes you study and doesn't give you much time to procrastinate.

I can see how the semester system would benefit some students in classes that barely touch the surface of a subject in ten weeks and would like to get more in depth, but there are also other classes in which 10 weeks is just the right amount of time. I think the curricula of some majors needs to be reassessed to accomodate everybody's needs. Maybe some information overloaded classes such as parasitology and organic chemistry need to become bi-quarter classes and classes that have a single project like architecture studios should remain as single quarter classes.

I like the fast pace of the quarter system. It is stressful sometimes, but I think worth it in the end. Students are able to move on to new topics more quickly, and especially for GE, non-major classes I think this is a major benefit.

One of the reasons I chose Cal Poly is because of the quarter system. I like the exposure to a higher number of classes. Don't make this mistake.

Current students of the university should not be allowed to vote on matters that will greatly affect FUTURE students of the university. If the change was to happen in, say, 4 years, the students who will be halfway through their years here in four years should be the ones to decide on that policy, as it could potentially jeopardize their odds of successfully completing their requirements in time.
I am hesitant to agree to a semester system due to the fact that there are less chances to catch up if one were to fall behind. I am rarely if ever in danger of this, but it could be a large concern with a significant portion of students here.

None

The quarter system is more conducive to major recesses through the school year, it forces students to stay on top of their work as well. I students feel they is not go in depth enough or want to learn more about a topic, they must do research on their own, making the 'learn by doing' motto alive and well in the Cal Poly community.

Part of the reason why I chose Cal Poly is because I like being able to experience a greater variety of classes each year. The quarter system allows students to learn more and gain a well-rounded education

The reason I originally chose Cal Poly is because of the quarter system, which gives me the opportunity to learn more in a shorter time period. Also, quarter system allows me to take more classes so that I can learn more about everything, which makes me a better candidate for my future career.

nooooooooooo!

The semester system would only inhibit Cal Poly students from succeeding. It would prevent them from participating in multiple clubs, projects, research, and other organizations that go on around campus. I believe the quarter system enables students to have a diverse set of experiments on campus without limiting them to two per year.

Contrary to the supposition that students would have more time to learn the same material and therefore have a more relaxed work load, I would feel more burnt out by the end. Also semesters would require me to limit my extra curricular activities such as marching band.

SEMESTERS!!!!!!!

We are already making so many changes that are destroying the tradition and prestige of Cal Poly, please stop before this university is reduced to a shadow of its former self. Many programs of study depend on the quarter system to cover a diverse range of topics, especially those in the college of Liberal Arts. Changing to a semester system will cheat students of that diverse, well-rounded education for which Cal Poly is known.

Currently, a B.S. in mechanical engineering at Cal Poly has an 11 quarter prerequisite chain. So, in theory, a student could miss one class in the chain for a quarter and still graduate in 4 years. However, on a semester system, either that degree requires 5.5 years to complete, or classes have to be removed. As much as I may not have enjoyed some of my classes, looking back, I am happy that I had the chance to take them. The same goes for all of the general education classes that I have taken. I have been told that fewer G.E.'s would be required for a degree which would drastically reduce the breadth of knowledge and exposure we get currently at this school.
It will strongly effect the courses that have already been established. Possibly eliminating several classes within the major that will prevent students from gaining a broader understanding of different topics within their major. It will also effect the image that Cal Poly has as having a quarter system is one aspect sets us apart from other schools.

This would be amazing! Go semester system!

There are pros and cons to both. At first I felt opposed to it since I really like the fast paced mature of the quarter system. However lengthening the term would give students more time to focus on their individual classes and projects without them all being piled into a few weeks. I feel that Cal Poly students are generally VERY busy and stressed out, and a change such as this would help.

Conversion to a semester system would COMPLETELY RUIN the learning experience I have had at Cal Poly. The fast pace of a quarter system and ability to sample more kinds of classes and professors (especially due to MORE budget cuts every year and less classes available- increasing pressure to get the classes we need to graduate on time) should absolutely be preserved. I am 100% against turning to semester system. Any money spent on conversion to semester system should instead be placed on where Cal Poly Students NEED it: getting MORE classes so we CAN graduate on time!

I can take many different classes with a quarter system. I like the variety.

As a freshmen, I will be affected by this change the most. I am very apprehensive of my graduation time being pushed back from the chaos of the conversion. This switch could lead me to switching schools.

Let’s be honest. It is not wise to let student’s pick and choose their own schedules. Simply tell them what classes they will be taking and plan it for them. That way you don’t have so much of an issue with students avoiding professors, and as a result creating a class crash problem with waitlists. People are indecisive, but upon entering the school we must specify a major. Continue to let us into our major classes early so we can decide if that major is right for us.

The quarter system gives Cal Poly’s curriculum a competitive edge when compared to other schools. It shows that students know how to excel in a fast-paced learning environment. The quarter system is one of the many things that attracted me to Cal Poly. Cal Poly is respected in all industry for the excellent education that students receive and part of that is the quarter system. It also shows that students know how to work hard through a more rigorous academic program.

The fast paced quarter system that Cal Poly has is part of its history and what drives students away from procrastinating. Having come from a semester community college, it is far to easy to procrastinate and hold off on doing work, where as at Cal Poly you are forced not to ‘wait til later’ to do something.

I can’t take summer school in my home state because the quarter system runs too far into June so I can’t enroll at a community college to get electives during the summer.

It’s the national standard.
We should be spending time and money on other university efforts right now during this time in California's economy. In the future, this could be beneficial to students and to the university. I am strongly against the implementation of this system during the current economic state of the university.

Coming from a semester system and then having to adjust to a quarter system is difficult. The learning aspect in a semester system is in fact a slower pace, but the pace is at a adequate speed that the student is ACTUALLY learning, not MEMORIZING as the quarter system forces the students to do so - just to pass the course.

I think switching to a semester system would entail a lot of planning and hard work. Courses and entire degree programs would have to be re-structured. Although eventually it could work I think it would be a very time consuming process and especially difficult for students making the transition in the middle of their program. I guess some questions are: is it worth it? What is wrong with the present system that would make an arduous change like this desirable? Is the semester system really that much less stressful especially in an engineering school like this? How much will this change cost? Is that worth it? At this point I have no opinion either way. I can deal with semester or quarter systems. I hope, however, if the time does come to switch that it doesn't adversely affect my educational goal.

it would mess up all of the students that did half quarter system and half semester system

If Cal Poly does end up switching to the semester system, students *must* be given ample opportunity to get into their necessary classes. Even with the quarter system, students struggle to get places in GE classes (not to mention the classes in their majors which are only offered once or twice a year). With a semester system, students would have even fewer opportunities (two instead of three per year) to complete their class requirements. Converting to a semester system might necessitate changes in the school's graduation requirements in order to be an efficient mechanism for students to graduate on time--otherwise, it might end up taking them even longer than it does on quarters. It would be a better idea to work on getting certain classes to be offered more frequently rather than overhauling the whole system.

I am a 3rd year student already looking at an extra quarter or more, this switch could cost me thousands in loans if this is not seamless, and will affect my admission to grad school

The quarter system provides more critical 'breathing room' for students to mentally decompress from each quarter and prepare for the next. Quarters also breakup the same amount of material available in semesters into smaller, more sizable and manageable chunks to increase understanding; semesters can draw out for a much longer and can lead to less retention of information due the sheer quantity of material and time from the beginning to end of the semester.

Please stop wasting our money paying task forces for a system that has clearly proven successful and has made Cal Poly the #1 state university in California because of its high standards. Instead use this money to hire teachers and increase course offerings.
The quarter system is a main reason why I chose Cal Poly. If this change occurs while I am still in school, I would seriously consider transferring to another university.

The amount of work that Cal Poly would undertake to transition to a semester does not seem to be justified by the advantages of a semester system. I have greatly enjoyed the quarter system during my tenure at Cal Poly. I do not think the system goes at too fast a pace, nor do I agree that our system somehow degrades our prestige or level of education when compared to other semester schools. I am sure students (eventually) will be fine and happy at whatever system is ultimately chosen. However, I do not believe that the massive reorganization of classes and scheduling will bring results that make the transition worth it.

Personally, I prefer quarters to semesters. It is nice to be able to have a larger variety of classes over a school year. The pace can get a little frantic, but one learns very quickly to survive and even enjoy it. One of the main reasons I would not recommend the semester system is this: there will be times where a student will end up stuck with a teacher they don’t like. In quarters, you only have to deal this teacher for 10 weeks, in a semester, you have to live with this teacher for 18 weeks. That is enough to seriously ruin your life. So, if Cal Poly switches to semesters, I would recommend a thorough evaluation of ALL of the professors be a part of the process.

The quarter system enables students to take more classes per year. I was always impressed by the difference compared to my friends at other schools with semester systems.

With my experience as a student in both semester and quarter systems, I feel that a quarter (10-12 weeks) is too short of a time to 'learn'. Most students chunk, or memorize information for short term use. On the other hand, a semester (16-18 weeks) seems to drag on. Professors become noticeably lethargic and students use the longer time as an excuse to procrastinate. From experience, a system which uses (13-14) weeks would be the most advantageous.

The quarter system is one I grew up with, and has always been more comfortable, adaptive, and convenient.

I love the quarter system. I can take many classes throughout the year and focus on only four classes at a time. It is on of the reason's Cal Poly is the highest achieving CSU. The other CSUs should switch to the quarter system, not the other way around. UCs are using quarters and so should we.

From the engineering side, a good number of labs will be grouped together/cut from the available courses. Lab experience is what companies look for and Cal Poly will lose that edge up on other California universities

For the sake of Cal Poly's reputation, switching to semesters would be a step down. No longer would Cal Poly be on the UC level. Comparing the switch to CSULA and other lesser universities is a huge blow to not only the school, but the students, faculty, and alumni. DO NOT SWITCH TO SEMESTERS.

If there is a switch it is going to be a logistical nightmare, give the current students warning. Also inform prospective students of the switch before they apply.
there does not seem to be ANY added value from switching to semesters.

The quarter system keeps Cal Poly highly ranked in comparison to other Universities. We are able to go through a larger variety of courses, therefore leading to a wider knowledge in our area of study.

Make sure that students currently enrolled in the quarter system can graduate in four years while we are in the transitioning process.

Don't change it, please ;)

Show me the evidence that semester system have added value because I don't see this as a strategic move. Consistency is not strategic.

I believe that the current budget crisis makes it an unwise decision to pour a lot of time and money into reworking curriculum. Even if it was deemed a good move to switch to semesters, I think it would be wise to wait until we are in a better financial state. The cost of switching to semesters will ultimately be placed on the students, and something that contributes to more student expenses is the last thing needed right now.

I realize that there might be money saved in the long run by making the switch to semesters, but I think if we were able to spend just a fraction of the money it would take to switch and fine tune our quarter system, we would be better off.

I've come from a semester system and I hated it. The semesters just drag on and students tend to forget most of what they learned by the time the final comes along. I highly recommend against switching to a semester system.

I would like to keep the quarter system

Failure is part of growing up and a part of the college experience. I was biting more than I could chew and dealing with personal conflicts which has resulted in me failing a class even though I really want to learn the material and do well. This has taught me a lesson, encouraged me to try harder next time and grow up. With the semester system, this would hurt me a lot more and cause me to be in college longer.

I am an accounting student and have planned out my entire schedule so I can graduate early on a quarter system so I can take the CPA exam. This will disrupt this and will not work. I am graduating in March 2014.

The semester system would ruin the scheduling and planning that students have to do to graduate on time. If the school changes to this system I am sure that many students would turn away from this school. Changing systems would decrease the quality of education we receive at Cal Poly. This would mean it would take longer to graduate, it would be harder to get classes, and just cost more money to switch systems. Overall I feel the majority of students will be strongly against converting to semesters.

I feel like its a matter of chronic vs acute stress. Quarter being chronic stress. I have at least 1 midterm every week, and a handful of quizzes. I would much rather have one long hard week filled with midterms
followed by a few weeks to allow me to get on top of things, then being constantly bombarded by quizzes and tests. Less time to retain/learn material as well

Please keep the quarters. As the smokestacks are to morro bay, so the quarter system is to poly. Except that the quarter system is actually useful and integral to cal poly.

Cal Poly wouldn't be Cal Poly if switched

As an engineer, I already am required to take nearly 200 units to get my degree. That's a large number of classes. While a class 'switching to semesters' may help expand some of that knowledge, how will that be balanced against a class that is broken into two parts for quarters. Instead of two 10 week classes, totaling 20 weeks of instruction, you end up with 15 weeks of instruction, actually losing time to cover material, rather than being able to cover a wider area of material. What about classes that aren't in series? Would they simply be placed as 'full semester courses'? For those types of classes, we'd be losing the chance to take 1 full class load (3-5 classes) per academic school year. Already engineers and many other majors have a hard time getting out of Cal Poly in 4 years. This 'switch' could make it impossible for majors like my own to graduate in less than 5 years. Between these two cons, and with lack of any actual forseen benefits from my end, I just don't understand why this switch is even seen as a possible option.

I believe a strong part of our university is the quarter system and many students come to Cal Poly with that in mind as a benefit. Being able to take more classes and still have an in depth education is something I, and many other students here, love about Cal Poly. On top of most students not wanting to switch, it is going to cost a huge amount of money that would be better allocated in bettering the system we have rather than start over with a new system that the university will have to later perfect anyway, the same way they need to perfect areas of the quarter system. So, overall it would save time and money to work on the quarter system we have, and what we enjoy and support.

As a Computer engineer, I currently have an 11 quarter pre-req chain. I don't see this transferring well to a semester system because of the wide range of classes in this chain. for instance, many of my required EE courses are not in the same order that EE majors take them. This would mean there would have to be custom courses created on both the CSC and EE side just for CPE majors. This would also mean I'd lose the wide variety of teachers and students i currently work with. The custom courses would more than likely lead to less availability since the courses are only for one major (as opposed to the 3 for CSC courses and 2 for EE courses). As a member of the Mustang Band and other on campus XXXXXXXX, I already struggle greatly with course availability and I feel like further reducing it would have a major impact on my ability to graduate in a reasonable amount of time.

I'm not really sure. I am just getting used to the quarter system because I'm a first year, and I enjoy the fast paced classes we get from the quarters. I also like how if you don't like a class, you don't have to wait long until you get new ones. The quarter system is also what sets Cal Poly apart from other CSU's.
There are benefits to both and disadvantages to both. I'm not sure I'd want to be at Cal Poly when the change to semesters happens just because I'm used to quarters, but I don't really think I have control over that.

The ability to take a multitude of classes is one of the primary reasons I love and attend Cal Poly. Rather than only taking 8 classes a year, such as my friends who attend schools on the semester system, I am able to take 12 classes a year. I appreciate the opportunity to take such a great number of undergraduate courses in my major. If I could be assured that these classes would not be cut or made less available, I would be less against switching to a semester system.

The semester system would suck! The quarter system is one factor that makes Cal Poly more than just another state school.

Please do NOT switch to the semester system! I prefer to be on the same scheduling as UC schools as well.

The semester system is too lopsided. You're taking too many classes over such a long time. Starting in August!

I believe the semester system will help students with technical and mathematics-based majors succeed in their classes, however I would be careful to strongly agree with it since it might also hurt students wanting to graduate in four years with a minor.

I love the quarter system.

I like quarters and I do not see an added benefit to change.

I would strongly advise against the semester system. Faculty and students will become fatigued and will have trouble adjusting to semester long classes.

I completed 5 years at Cal Poly and wouldn't trade it for anything. Yes, the quarter system might be hard to get used to in the beginning, but if you are motivated to succeed you can adapt to it easily. In comparing my learning experiences to those of friends and family at other CSU's (such as Fresno and Chico, the other main Ag schools in the state) I found that I have taken away so much more from my time at Cal Poly. The quarter system not only allows us to experience so much more, but by allows us to take so many more classes. I believe that we learn more, not only about the subjects taught but also about the stresses of real life. From watching said friends and family members at other universities, the semester system allows them to slack off much more, and in my opinion, causes laziness. This does not prepare them for the stresses of real life and the workforce. With the staff and curriculum at Cal Poly there is always a new challenge facing you, never allowing laziness or allowing people to lose interest. I don't think that Cal Poly would be viewed as highly as it is by so many if it were to change to the semester system.

changing from the quarter system will destroy the engineering program at poly the diversity of classes offered thru the quarter system is unattainable in the semester system
The quarter system is a way to get through the most difficult courses quickly rather than suffer for 8 more weeks.

Switching to semester would make cal poly equivalent to every other state school.

Overall, I think the semester system would strongly hinder Cal Poly's reputation. As for me, in the engineering department, I think that semesters would mess up our curriculum, allow us to experience less subjects and ultimately make it harder to graduate in 4 years.

For my first quarter at Cal Poly, I expected to hate the quarter. But the truth is, I enjoy learning more in a shorter amount of time because I retain more information than spacing out the learning over a long semester. I have the opportunity to take more classes in my field of study than I would ever get on the semester system. And I would rather not have to deal with the stress of changing systems during my fours years at Cal Poly.Tuition increases are taboo in my opinion since California public universities already have the highest in-state tuition of all states. Please do not change to the semester system!

Why waste all the time and money changing to the semester system when the quarter system works? Don't try to use a change to the semester system as an excuse for reformulating curriculum. There are very prestigious schools in the nation that are using the quarter system. A switch to the semester will cause multiple years of trouble and restructuring and will most likely result in a even longer period of time after that where the overall quality of the education and the departments will be lower than the times before the change.

Students mid-way through graduation such as a transfer student or upper classman would have to have all their requirements for graduation met in the same amount of time remaining. Classes would have to be consolidated for this to work and colleges would have to spend the time to figure out how to restructure their curriculum. The mess of all the students caught in between Cal Poly being on the quarter system and still at it when it switches over to the semester system based on course requirements. Students that were not at Cal Poly during the quarter system would not be affected.

I feel as if the change to a semester system would decrease the amount of knowledge I could gain in my allotted time here. If I could gain more hands on experience and learn the same amount I would be fine with switching to a semester system!

I spent a lot of time at a college with semesters. They were long semesters and the last 1/3 of the class really dragged on and was boring. I wouldn’t want that to happen. The CP quarters were a bit of a shock at how much faster paced they were at first but now I am used to it.

PLEASE DON’T MAKE OUR LIVES HARDER

Don’t Change it

The quarter system at Cal Poly played a role in my choice to attend this university. It did not have a large impact on my choice but I saw it as a positive part of Cal Poly. As a student who will be changing majors
soon, I fear that switching to the semester system would further set back people like me who need to catch up on coursework to stay on track for graduation.

Cal Poly's prestige would suffer if a semester system were implemented.

As a fourth year, unless the system were to change by next year (I plan to graduate Fall of next year) a change would not affect me. However, In my major (Graphic Communication) I feel that the quarter system allows us to take such a wide variety of classes which is one of the most valuable parts of my major. We take such a variety of different classes that it seems like it would be hard to smoothly combine them into a semester curriculum. Also, I may be biased, because my high school was on a trimester system as well, so it is all I've known for the past 7 years and I have really grown to love having 10-12 week quarters instead of longer semesters. The fast pace has only affected me in a few of my GE classes, like science or math.

The quarter system allows for students to take a larger variety of classes within their major. As a Civil Engineer, I would not be able to take the amount of technical electives I want to my senior year. I believe the ability to take an assortment of classes makes a Cal Poly engineer more sought after when apply to jobs after school. The amount of labs we are required to take would not work in a semester system. That would impact Cal Poly's learn by doing motto. I applied to Cal Poly because of the quarter system. If it were to change while I am here, I would change schools. I believe the engineering curriculum would suffer if this change were to occur. What would happen to those who are in the middle of their curriculum? They would have to be grandfathered into the quarter system to make it fair, but that couldn't happen if the school made this change.

As an engineer, there are many classes (e.g. statics) that can only be one quarter long. I suppose you could combine that with dynamics to make one semester-long class, but then if people fail (very common in that class), they waste an entire semester and not just one quarter. A switch away from quarters would be DISASTROUS for my civil engineering technical electives. The course content for some of these barely fills out 10 weeks and would be impossible to stretch out to an entire semester. The whole point of our technical electives is to learn about a wide variety of different topics (earthquake engineering, traffic engineering, hydraulic system design, shallow foundation design, coastal hydraulics, etc). Our curriculum is designed for BREADTH, NOT DEPTH, and employers like hiring us because we are so well-rounded. Switching to semesters would spell death to many of these shorter, specialized courses, which cannot be extended or combined with any other class. I don't know about liberal arts or science classes, but most engineers are strongly opposed to the change. It will be a sad day for our college and reputation if this passes.

Granted, our professions will be fast paced, however that is AFTER we have thoroughly learned everything. I think the quarter system can be manageable, but leaves little time for growth outside of the classroom. I currently hold a part-time internship, a board position on a club, and am taking 16 units as an engineering student. Last quarter I also trained to be a WoW leader this year (which was great) and took advantage of the longboard making class at the craft center. With this load my time has been pretty much maxed out. I care deeply about learning and school, but have had to start prioritizing
classes over one another, or work, or clubs. I have had to sacrifice letter grades purely because I cannot always keep up with the workload. Because my education and knowledge is most important to me I always still eventually find the time to learn the material completely in-depth until I understand it perfectly. I am therefore frustrated that at the end of the quarter my grade does not accurately reflect my knowledge level. With this many obligations, planning is key, and it is impossible to not have things overlap. I have to miss classes for work or for projects in other classes. I'll miss club meetings for work or school, and above all I begin to lose time for a lot of the things in college that matter outside of school, i.e. friends, relationships, family, personal growth, life skills. Granted I have never worked harder and love working hard and learning constantly. What a semester system would give me is more time to balance and plan things out. I do not doubt the workload would stay the same, but I would have a little more time to take care of priorities and not have to sacrifice classtime or work. I also would love more time to dive deeper into topics that teachers say they can’t explain completely due to time constraints. I think these topics should have time to be addressed, and that teachers should be able to address a classes further thirst for knowledge. Often there is valuable knowledge outside of the curriculum that also aids in understanding the required curriculum itself. Planning my own time to research these topics only proceeds to take away from other priorities. Not having much free time means if I need any time it must come from another obligation. And when those obligations are school, work, and clubs, how do you really always choose? I don’t want the answer to be to do less because all of the things I am doing are valuable and crucial to my success. Given more time to balance my workload would be a huge help, therefore I think semester classes would be a much better option.

Even on the Semester system, I felt like teachers pacing was not efficient.

If we make Cal Poly more of a research institution then you will probably get more support from everybody. If instituting a semester system even has an inkling of getting in the way of my degree, I will be forced to transfer to another school like many of peers have been planning to do in the event of the implementation of a Semester system at Cal Poly. Fewer people will apply to this school.

Some programs with lower unit requirements might be fine if the university switched to semesters but high unit courses -like engineering, architecture, and the maths and sciences- would likely have to spend more time in the university to complete all the courses they are required to take

This is how you will lose big money donors in the future if Cal Poly switches to the semester system. I sincerely hope this task force is unbiased and without an agenda unlike last year's Student Success Fee Task Force.

I think that it may ultimately have to be a change that is made, I just hope that it is well-planned. I hope that the shift will allow enough wiggle room for those students who are in the middle of their time here to make the switch without being adversely affected. With only one more year at Cal Poly after the completion of this one (and having fulfilled so many of the quarter system curriculum requirements), I hope that the change is not immediate and would not affect me.
Where are we getting the money to pay for this? It will be very expensive. If the main goal is streamlining the curriculum then won't that happen (or at least partially happen) anyway if the graduating units are reduced to 180.

Our curriculum and just the way Cal Poly is run through the use of a quarter system is working perfectly (in my opinion) as it is. Why change it? My friends at semester schools say that the classes they have already taken are classes they would be taking as a junior and senior because we're on the quarter system and they are on the semester system. I just don't see how Cal Poly can adapt its current curriculum and way of teaching to fit into a semester system. I don't think we should change.

Cal Poly has such a strong reputation because it has such depth in all of its fields. A switch to the semester system would result in fewer opportunities to get these special classes. Some of the classes would just go away. During the transition professors will be focused on changing the curriculum instead of teaching classes. There is no way to avoid this. The slight benefit to the CSU system is not enough to offset the damage the switch will cause to Cal Poly.

I would be extremely upset to see Cal Poly switch to a semester system and I know the rest of my family would as well. My sister is a senior in high school applying to colleges and she said she absolutely would not attend if Cal Poly were to switch to a semester system and I can't say I would encourage her to come here. I have definitely benefited from the quarter system. It has allowed me to practice multi-tasking and learning to balance a full schedule in preparation for a real working environment.

I love the quarter system and being able to take so many different classes. I feel like I get to learn more this way.

From my friends who attended multiple years at a semester system school, I've also heard that they like the faster pace of quarters. The greater time for material made the semesters 'boring' in the middle and they didn't feel like they had learned as much in 2 semesters as they have in 3 quarters at Cal Poly.

I think most students assume that on the semester system they would be required to take more classes per semester to graduate on time, thus increasing their workload. However, they do not realize that the curriculum would be adjusted and the units per class would be adjusted. This topic needs to be clarified within the student body.

The quarter system is an integral part of a Cal Poly education and without it Cal Poly would become just another CSU. Cal Poly's high paced, hands on, high turnover approach to the quarter system is what prepares Cal Poly students to be more competitive than other students when entering the workforce. The ability of students to perform in the fast-paced quarter system demonstrates a more capable student body and requires better students, making the University better in general. A semester system on grounds of reducing stress on faculty and students lends itself to less productive, less motivated, less qualified students. Additionally, the semester system would make it nearly impossible to get the necessary classes if a student cannot get into them the first time they try. This is already a major problem with how impacted classes and labs are currently. Taking away the extra term to get into
necessary classes would only hurt the on-time graduation rate, not help it. Cal Poly is a great school with successful students during and after studying here because of the quarter system.

It would not work well to cut and alter the curriculum of the Environmental Engineering program and I doubt we are the only major that this would be difficult for.

I like how fast paced the quarter system is.

If we switch to a semester system, it would most likely be impossible for me to graduate even in 5 years as is typical for Architecture majors and I can hardly afford to be here even that long, let alone any longer.

There are many classes I have taken that may not exist here at cal poly if we switched to a semester system. I feel there is a benefit to being exposed to a wider range of classes in your major as well as in general education.

As an architecture student, I feel a semester system would allow greater time on our projects, thus increasing the amount of depth and detail we get to pursue on our projects.

Semesters are way too long!!

The quarter system is what distinguishes Cal Poly from other schools.

If we switch to semesters I will strongly consider changing schools. The fast paced quarter system is a huge part of what makes Cal Poly great.

The fact that cal poly was on the quarter system was one of the main reason that I chose to study here.

I love the idea that I can customize my college degree with a variety of class through the quarter system. My software engineering experience can be tailored to my interests while someone else in the same major can take different technical electives that will interest them. I believe that 'Learn by Doing' would actually be lost if we switch over to the semester system. We will have a lot more students taking a more general class that cannot focus on a topic as much and thus the class becomes more focused on teaching the material and maintaining students. The quarters allow students to have unique and specific experiences that they can brag about on their resume and in interviews.

The fast pace of the quarter system keeps students interested and intruiged. On a semester schedule, there is too much time for students to 'slack off.' With quarters students are forced to constantly be intune to their classes which I think is a huge benefit for both the student and the teachers.

Cal Poly has a great reputation now, why change that?

I'm not super thrilled about changing to a semester system. I don't know the specifics about why it is a good idea to do so but I know that it will be a huge headache to convert the school over and will most likely take a few years before a lot of the kinks are worked out. However I don't really much care since I'll be done after this year.
I just started at Cal Poly and would be disappointed to have the system change right when I got here. That was an appeal to this university, the brevity of the courses.

I really hope that the results of this survey from the students, faculty, and staff are widely distributed and actually play a large factor in the results of this decision. Most students on the campus came from a semester-based high-school so they know both sides of the story. (The question at the start of this survey should really ask if they have ever been in a semester system, since it seems like you'll be using that statistic to discredit people's opinions.) I think it'd be a real shame to drop the quarter system. I've been both a student and a teacher at Cal Poly and can truly say that the quarter system is a huge asset in preparing our students for industry.

I get to take 12 classes this year. I make rapid progress in areas that I enjoy and am passionate about, and I get to sample lots of other areas through GE and electives.

I am more concerned about the process of switching to semesters than I am about being on semesters. I think many students see the benefits of semesters, but are unsure about how the switch would happen and how it would affect us.

I picked Cal Poly partially for the quarter system. The fast pace and opportunity to take a greater variety of classes appealed to my work ethic and intelligence. It was an attribute that made Cal Poly unique. I have met no student strongly in favor of the switch. Only those who are opposed or neutral. My love affair with the quarter system has made me seriously consider grad school at Cal Poly. If we switch I will not be applying for the MBA program here.

As a math major, I appreciate the fact that we have three sets of classes per year. Yes, this forces some topics to have a three (or more) part series in order to cover the required information, but often it is only required to take one or two parts, thus allowing for greater flexibility in terms of being able to be exposed to a greater number of topics, and as a result a greater breadth of material.

I am a distant student in the online Fire Protection Engineering graduate program. The quarter system is one of the most advantageous parts of Cal Poly as I am able to finish quicker in the program as a part-time student than I would on the traditional semester system.

I do not see the need to switch to the semester system. If I wanted to go to a school with a semester system, I would have chosen Fresno State. NO! I wanted a fast paced learning experience that Cal Poly has to offer with the quarter system. I get to experience more classes that will ultimately help me with my career in the future. The quarter system weeds out the students who don't have the ability to stay on track and gain the most out of their college experience. Missing one class can put you extremely behind, so having the quarter system is a great incentive to go to class every time. Why do we want to change a system that has made us so prestigious and an extremely sought out university for a SLOWER paced semester that every university and their mother has? Why are we changing something that doesn't need to be changed. I highly doubt anyone will read this, but as a student who so thoroughly enjoys the quarter system and loves the way Cal Poly is, I feel like I should put in my two cents worth. I
believe changing to a semester is something that the administration will regret in the long run. And I hope I'm not around so see it.

I really think switching to semesters would be a very unnecessary change with a lot of work for no apparent gain.

Cal Poly is built around the idea of a polytechnic education and hands on learning. Students at Cal Poly receive a diverse education, in both General Education and in their own majors, that allows them to be desirable to professions in their field of study right out of college. Quarters provides this system of fast pace diverse learning where on a semester system the polytechnic aspect would have to be cut down along with the number of labs. It is these attributes that define Cal Poly’s greatness and the quality of its students and it would be a great shame to this school if that identity were ever to be lost.

I'm worried that a change to the semester system while I am still a student at Cal Poly will negatively effect my ability to graduate on time.

Pressure cooker quarter atmosphere prepares us for stressful moments post college.

I have been to 3 different junior colleges all on the semester system and personally like the quarter system alot more.

Don't switch Cal Poly to a semester system.

The best part about CP is the quarter system. It makes us stand out, and proves that we can handle the fast pace of the system. Moving to semesters will make us just like every other CSU. We want to stand apart and we pride ourselves on our students and their smarts. Don't try to dumb us down just to make it 'easier' on staff and faculty.

Having the quarter really makes students focus and stay on top of their work. I think that the semester system would be too slow. In addition there is nothing wrong with the quarter system.

Though it may seem opportune to convert to the semester system, having experienced both systems, I oppose the conversion because it will not be beneficial to the objectives of students attending universities so that they can become AS qualified as possible for their future endeavors. I am a transfer student to the University, and one of the primary reasons I chose to attend Cal Poly is because I knew that I would have access to more types of classes and learning environments here than I would at other schools BECAUSE Cal Poly is on the quarter system. The additional quarter of classes I get to take here allow me to accumulate more experiences that I can not only put on my resume and discuss at job interviews, but also enables me to gain more experiences in my field. Furthermore, I have experienced first-hand that the semester system does not provide me with more time to participate in internships, extracurricular activities, OR at my job. (I am also a working student and have been for the last 4 years.) This is primarily due to the fact that professors increase the course load since they gain 6 weeks of instruction. This generally equates to one or two more midterms in addition to the one or two we take on the quarter system, and also equates to more professors expecting students to retain a greater amount of cumulative material for the final. Furthermore, I have also found some classroom time is
wasted on the semester system, because professors sometimes teach us nominal or useless information, because they find themselves LOOKING for something useful to teach students. This generally ends up meaning that I learn information that is useless to me once I leave their classroom, because I will never apply that extra knowledge in the real world. I urge the committee- DO NOT CONVERT TO THE SEMESTER SYSTEM, PLEASE!

I am glad that I am graduating this year from the MSA program, so that I will not have to worry about any potential conversion to a semester system. Semesters would have ruined the wonderful Cal Poly experience I had; I had the opportunity to study many different subjects, develop organization and time-management skills, and become a more well-rounded student and future professional.

I believe the quarter system is one that greatly benefits Cal Poly's 'Learn By Doing' methodology as well as another aspect in which we stand out as a university as a whole. Shorter class terms allow students who only need an overview of information to fulfill those needs while others can take the following more in depth class without dragging along those students that the knowledge doesn't pertain to. Students are not required to retain information over long periods of time during the year both during and between semesters (spring and winter breaks, etc.) Also through my personal experience, finding internships to accommodate a different summer break schedule is not a problem; it is understandable to need different start/end times when coming from such a unique and high achieving university as Cal Poly. Personally for my major, architectural engineering, the quarter system is perfect for breaking up subject matter into individual classes, as opposed to meshing content together which would be required in order to maintain a four year graduation plan.

I have talked to many of my classmates about this issue and we all agree that the quarter system is one of the reasons we chose to attend Cal Poly in the first place. Personally, I am easily bored in class, so the fast pace of the quarter system eliminates that almost entirely. I also love the fact that I can take more classes and accomplish more in one year than I would during a semester schedule. The quarters coincide perfectly with our academic breaks, which I would imagine improves retention and exam scores, as we would not have to re-learn information after a major break.

The quarter system is part of what makes Cal Poly different and sought after. Do not conform to the ways of other schools. Let Cal Poly stick out amongst other schools for its challenging curriculum.

I would leave Cal Poly if it were to switch to semester. The quarter system keeps the student on their toes and drastically helps prevent procrastination because of its fast pace.

I have been on this rotation since I was in high school. I think the pace is fast, but it pushes students and teachers to cover more material and move on to more important concepts. It also provides students to take more classes and cover more courses, which adds to the depth of their major.

We should just stick with quarter systems, it'll make things easier leaving them the way they are and less stress.
As a grad student who can only afford to take one class at a time, the quarter system reduces my graduation timeline, where the semester system would elongate my timeline. Please encourage graduate staff to introduce more evening classes to help us full time employed students more opportunities to take night classes so we can remain employed with little schedule hardships for our employer.

Streamline, streamline, streamline.

I believe the quarter system allows students to take a variety of classes and more classes within a year worth of curriculum compared to other universities and colleges. The quarter system fully challenges student to work hard because of the fast paced classes and amount of material covered in a variety of important classes in such a sort time frame. The quarter system is unique and fits perfectly to allow a variety of hands on experiences in the time spent at school. A semester system would be a disadvantage to Cal Poly because it would decrease the amount of classes and material you are exposed to in a year. It would take longer to graduate on a semester system because of the rigorous and unique curriculum Cal Poly requires to graduate as well rounded and prepared individuals for future success in the real world. I really like the quarter system because I believe it fully challenges students to work hard and succeed in a vast range of classes and learning experiences available.

The quarter system at Cal Poly is a main attribute of this school that sets us apart from our fellow CSUs. By being on a quarter system we are exposed to more topics, teachers, and opportunities. By slowing down the pace of our curriculum we will also slow down the expectations of our students in the work world. I have faced some difficulty with outside opportunities because of the quarter system but have always have exceptions granted to me because I am from Cal Poly, which is viewed as a fast paced and well rounded school (worth making exceptions for). The quarter system can be intimidating at first, but our students rise to this challenge and succeed in ways they do not even know they are capable of. The quarter system creates an entire attitude at this school that is vital to our culture.

I like the pace of the quarter system because we are obligated to stay on top of our coursework for longer and since it's such a short amount of time compared to semesters, we don't lose interest in the subject we're studying.

Everyone learns at different rates and in different ways. I was nervous about switching to quarters after being in semesters for 4 years of high school, but I ended up appreciating the change. You have more opportunities to take more classes and it works well with recruiting because you can update your transcripts more often and get current grades to recruiters.

By changing to semester systems, engineering students would be spending more time on GE's than on regular course work. It also reduces flexibility, critical to the engineering curriculum, to be able to put GE classes in quarters of light work load.

I like being able to get 3 (or 4 if I stayed for summer quarter) sets of classes throughout the school year. Having a semester system would only allow for 2 sets of classes. Staying on the quarter system would help students graduate faster.
As a graduating Mechanical Engineering student I have taken over 20 required labs per the ME curriculum. This experience is what drew me to Cal Poly and why employers value a Cal Poly degree; and this is what makes Cal Poly unique. It will be impossible on a semester system to incorporate this many labs (4+/semester). Switching to semesters will sacrifice an essential component of any technical degree here and diminish the value of a degree form Cal Poly.

I would like to hear more from proponents of the semester system in an open forum.

I won't be around to see this change take place (if it does). Having no personal interest in the outcome, I believe that the graduation rate would increase slightly if the semester system was adopted (because grades overall would increase), but students would have a tougher time adapting to the business world immediately after college, because the pace of work projects tends to be fast and more similar to quarter system class schedules than semester system class schedules.

Don't do it!!!!

I believe the quarter system sets Cal Poly apart from other CSUs. The quarter system works for us, why change if we don't need to? I think that if we were to change then it should take a lot of planning, but we would lose our uniqueness.

There are not enough benefits to justify switching systems. Switching systems would cost money and there have already been enough increases in costs. I don't even know why this is being considered.

Every great institution in the U.S. is on quarters. Semesters are for community, OR colleges.

Sure, professions can be fast-paced, but if the material captured in class is not retained, what good it is for us students to living in this fast paced system? Most of the information I learned in my community college (semester) I still remember, whereas you can ask faculty around when they expect students to remember something from a previous class from Cal Poly, and most students are left confused! I used to take my time to digest knowledge, now I am barely surviving by minimum understanding of the material.

I strongly support the switch to the semester system. Many others that I have talked to who have actually been on a semester system prefer it, while people who have only been on the quarter system are arbitrarily resistant to change. The semester system is an excellent way to address the planning and curriculum faults of the quarter system.

DGA*

The quarter system is part of what makes Cal Poly unique and stand out from the other CSU's. It is well known that Cal Poly is far ahead of any of the other CSU's and many of the UC's. Our quarter system is part of what has led us there. Both UCLA and UCSD also are on quarters, and remain two of the most prestigious schools in the U.S. The quarter system allows for a broader variety of teachers and classes. While it is undeniable that all teachers at Cal Poly have the credentials to be great teachers, there are many who do not live up to those credentials and are frankly, horrible teachers. The quarter
system limits time spent with those professors and allows us to avoid them in the future. While the quarter system also shortens our time with the countless excellent professors, we usually have the option to take them again in another class. One major issue with the semester system in the increased length of each set of classes. On a semester system, information on a final could be from up to 15 weeks ago. While many say the semester system helps with information retention, I disagree. The increased length between when information is received and when the exam is taken will not help exam scores; it will likely hurt them. Even students who make comprehensive study guides for exams may have issues remembering the information to include on their study guide, and may not even remember to study certain crucial parts. However, it is undeniable that the semester system will help as far as transferring units goes and coordinating schedules with other universities. That I have no argument against. Upon examination of the possibility of switching to a semester system, I remain staunchly against the idea. The small positive effect do not outweigh the negative. The quarter system is what has built Cal Poly, and is continuing to build Cal Poly to be one of the best schools in California and the nation. I do not agree with switching to semesters.

This is honestly just a horrible idea. It is insulting to every student at Cal Poly that our administration does not truly want our students to, 'Learn by doing' and cares more about how to save money. There are other ways to improve fiscal inefficiencies here at Cal Poly.

Why are we even considering this? It is a horrible idea. It will require every major of every college to completely revamp their curriculum which is the product of decades of incremental improvement. It will costs tons of time in professor-hours to change the system. It means we get less breadth in our education.

I don't want to start on one system and then switch in the middle of my career. Selfish comment that will pertain to all classes, but that's the truth. It will confuse and disorient people to have such a switch in the middle of their academic career.

I think that the administration is approaching this situation the wrong way. Like many of the big changes to this school and its budget, it comes off like the administration is going to make the change whether students like it or not. Yes there is a task force in place, but updates are few and far between. It seems like the student body isn't involved in the task force's decision aside from these token surveys. I would like to see a proposed plan of how the switch will occur. It could be a rough plan, but at least it would give the students an idea of how the switch would affect them. Honestly my biggest issue with the switch is that the transition period seems like it will be very rough. Providing a plan to the student body can help assuage those fears.

Pedagogy is too big of a word. SEMESTERS S***!

We do not need to switch to semesters. Other universities such as Yale have retained their quarter system and students and faculty generally like quarter system better. Semesters may reduce one cycle but they also enable students to procrastinate more and force them to be stuck in a class they don't like longer. Additionally we would have less opportunities to try new classes and while in a semester system you are suppose to take 5 classes the reality is that most students take 4. Furthermore revising the
curriculum to incorporate a semester system will make life very difficult for students and faculty. How am I suppose to plan ahead for my major if I don't know what system we're on? How am I suppose to plan ahead if my major typically only offers courses once a year? Most likely the switch to semesters will just force many students like me to take longer to graduate and thus spend more money on tuition and such? Is saving the cost of one registration cycle and conforming with everyone else really worth how badly thousands of students will be screwed over? If we switch to semesters I, and several students in my situation, will have to pay thousands of dollars and lose time we could have spent otherwise so you can save a little more each year. Semesters are not worth it. Quarters are working fine. Don't change.

Semesters would be a huge mistake. There is too much dead time within the semester that would make students lazy and quarters make us more attentive and alert and prepared for our future careers.

Because of the fast paced quarter system, I have learned more in one year at CAL Poly than in the 3 years I spent preparing to transfer. Switching to a more leisurely (read: LAZY) pace but pushing graduates out the door in the same amount of time will produce lower quality graduates and tarnish Cal Poly's reputation for UC level excellence at the CSU level.

I was at a school with semester systems for two years and I prefer the quarter system. The quarter system has helped me to work on my procrastination problem. Also, since it goes by faster, the pace of the class keeps going. In a semester system, the term is too long and things begin to drag on and class become much less interesting.

I would hardly say that switching to semesters is better timing for students and faculty for opportunities outside the university such as internships, research fellowships and collaborations, and extra-mural activities. But more for the pure convenience of the of the CSU board and their scheduling. Business are willing to schedule around the students that show the best quality, which Cal Poly students show on a quarter system.

With the quarter system, students are able to take a larger variety of courses with in the same amount of time when compared to the semester system. My major has too few units for me to be able to take all of the technical electives that I would like to take in 4 years. Switching to the semester system would only make that worse.

The majority of Cal Poly students I have talked to have little interest in switching to the semester system.

Why would we want to convert to semester system? I see no benefits in reduced operating costs or payoff for students. Sure summer internships would be nice, but being on the quarter system is not totally debilitating. I find the stress argument to be weak as well. Deal with it. It benefits you both on the job or academia in the future.

While there are benefits to the semester system, the quarter system here at Cal Poly is an effective method to instruct students and keeps students active and interested in class. As a student who has been in a semester-based college system, I found myself and other students getting bored, lazy, and
unmotivated towards the end of a 16-18 week semester. The pace is much slower, and I feel would definitely improve GPA's here at Cal Poly, but it would also lower student success and reduce the competitive nature of the school.

I believe that by being on the quarter system rather than the semester system, I am able to learn more information about many more different areas of a subject than would be available in the semester system. By using the quarter system, students are able to take more classes and get a wider and more thorough education to prepare them for their occupations and interactions in society.

This switch will devalue the degrees obtained by Cal Poly students by reducing required units and curriculum. Keep in mind the students recently implemented a 'success fee' to sustain the value of Cal Poly degrees. This switch seems to contradict this fee! It will also cut many lecture positions because there will not be as many classes taught each semester, which means professors will be teaching lower division classes, rather than what they are passionate about! Additionally, students that struggle in classes will have to endure them for twice as long! I don't see any added value to students or faculty!

Semesters allow students to better understand a subject. In my program, I typically have to read 8-20 books per course. It is unfortunate that I have had to buy so many books only to skim them because it's impossible to read that much with a full unit load and still sleep on a regular basis.

What would happen to the students in the middle of the transition with their graduation time? Could they still finish in 4 years?

We should never ever ever ever ever ever switch

I don't believe there are any reasons strong enough to spend the money to convert Cal Poly to a semester system. Arguments may be given for time and money, more opportunities for outside internships, and less stress on registration. However Cal Poly has not newly adopted the quarter system. Many colleges and clubs have already adapted to this functioning system. Switching to the semester system would disrupt this and work against the colleges, causing more strain and possibly cost more money for several years. First, time for classes are increased which includes slower paced classes that lose the interest of students. Although professors are given more time to teach more information, Cal Poly professors have already adapted to providing students with an equal amount of information in 10 weeks. Additional information is expected to be picked up by the students which, if the student is responsible, is often not an issue. Professors are also very understanding of students who don't have as much time due to other factors such as part-time work, or simply need help understanding the content.

Secondly, the excuse of internships is also not a strong reason to switch the entire campus to a semester system. My college requires a internship to graduate and it is generally not an issue to acquire one. The majority of students have more than enough time in summer to fulfill the needed internship, with some internship opportunities offered over winter and spring break. Faculty and alumni help students in finding the needed internship in a time frame that works for the student. Also, if you only have short periods of time to complete you internship in, many smaller internships can be taken for a total of 90 hrs. This second option actually exposes the student to many more job types and shows the student how different jobs operate. If an extended internship if preferred by the student they can simply
take a quarter off to do the internship. Switching to a semester system would not help this last case seeing as many of these internships are several month internships spanning from fall and winter months or even spring months. A Semester system would then hurt students more than help. More importantly, switching to the semester system cuts the education of a Cal Poly student by a third. Cal Poly has a reputation of having a strong and more desirable student base than other CSUs for employers. Cal Poly's Engineering college, Architectural college, and Agricultural college are all consistently nationally recognized programs. Imagine the impact on those colleges, as well as others, if they are taught a third fewer subjects but only slightly more context. Straying away from the quarter system is destroying the same quality of student that Cal Poly has always been recognized for. Finally, using the excuse and calling a semester system a fix to the difficulties students face when trying to graduate is not something I buy. If classes are hard to enroll in now, how is changing to longer time spans going to solve this problem? Will there be more students in a class? That leads to less learning and interest for the course. Will there be more classes offered? How does that cut costs and how is that something that can't be implemented with a quarter system. Fewer required classes needed to graduate? In other words, fewer areas of knowledge gained while acquiring a degree. Sure, semester systems might help cut administrative costs after a few years of implementation. But does the quality of learning that takes place at Cal Poly not matter anymore? I don't care if I have to fight for my spot in a class, I don't care if I might have to pay a little more out of my pocket to get a quality education (Yes my pocket, not my parents or another supporter). I do care that my school is nationally recognized for being outstanding, I do care about the amount of information a student obtains while at Cal Poly, and I do care that employers look highly upon our graduates. If money is such an important issue, figure out a way to fix the current quarter system to function more smoothly rather than changing the entire idea that draws people to attend Cal Poly, broad and fast-paced learning that gets them ready for the job market. Don't let Cal Poly fall to the way-side, don't let it become just another CSU, and don't let it no longer be nationally recognized for the amount and quality of learning. There are no good reasons why we need to switch to a semester system. The pros do not outweigh the cons. Also be sure to ask the alumni of Cal Poly how they feel on the matter. They have the experience and know the benefits of how the quarter system helped them. And I have a feeling that they are highly against the change and I personally know several who are in fact very against it. If you truly care for peoples' opinions, be sure to get everyones.

While I believe this would be detrimental to Cal Poly's distinguished brand and I strongly believe that it is the wrong course of action for our school, I really don't care as long as it takes more than a year to come into effect as I will be well out of this place. You are free to screw your selves over, just don't bring me down with you. We aren't just some CSU, we are Cal Poly and I am frankly embarrassed by the low regard with which we seem to hold ourselves right now. I would support privatization before conforming to the rest of the CSU

This seems like it would be too complicated, and students who are close to gradating are going to be forced to stay and pay more money than anticipated.

Students who have been here at Cal Poly studying under the quarter system would effectively have to completely change how they study and prepare for exams
I believe that Cal Poly would be better off maintaining its rigorous academic curriculum on the quarter system and perform a systematic review of all curriculum as a whole to identify ways it can be streamlined. In addition, there is not much funding for the conversion and the money that is there can be used for better things such as equipment and supplies for departments.

switch to semester!

I need to finish in four years and I want to be able to take all of the classes that I want to take. I feel that the quarter system is the only viable option that can allow me to do that.

dont switch us

Cal Poly really stands out with the quarter system—I feel as though life can only ever get easier than what it is here with a midterm almost every week and new courses every 10 weeks. So I feel as though it thoroughly prepares it’s students for whatever they may be doing later on in life. The students here are some of the most hard working students I have ever really encountered.

I feel like this would have very little effect on me since I will be graduating in Spring 2013 so I’m indifferent on the topic.

I strongly believe that staying on the quarter system is an integral part of what Cal Poly is all about. Students have opportunities to take a greater variety of classes which will greater prepare us for our future careers.

There are some programs such as the Master’s in Special Education that would be adversely affected by a change to the semester system. It is a three quarter program that was approved by the California Commission on Teacher Credentialing. If we switch to semesters then we will have to go to a three semester program, making it more than a year, or have to rewrite the courses to be submitted, costing a lot of time and money waiting for it to be re-approved.

The Quarter system has provided me, an engineer, with the opportunities to experience so many diverse labs covering so many different types of material. A switch to semesters would limit a whole set of courses every year that I wouldn't be able to take! That, for me, threatens the value of a Cal Poly degree today.

The quarter system is one reason I chose to come to CalPoly so if it was switched it would diminish one of the major reasons I chose this university

Semesters would not help increased depth of classes and greater time for retention of material. Because the same material must be covered in the same amount of time. Students are expected to graduate in 4 years either it is semester or quarters. Also, in semester systems, students are usually tired by week 11 or 12 and they still have a good month of work ahead of them. That is where some students fail classes..Finally, Internships are often flexible on their scheduling to accommodate for different school schedules. I have never had an issue with internships because of the quarter system at Cal Poly or the semester system at my community college.
The quarter system keeps students alert and focused on their studies... a semester system conveys a sense of leisureliness that leads students to believe they don't need to prepare for upcoming finals or midterms, until it is too late to study for. (I have friends at UC Berkeley who seem to have run into this problem)

On a semester system a real schedule for midterms would exist, which would be far less stressful (or more stressful but only for a short time)

The quarter system allows for more opportunities to change your GPA and allows for more exposure to new material and you are able to take classes that might influence your major or career path. The fact that Cal Poly uses the quarter system was one of the reasons why I came to Poly.

The quarter system is not that stressful and it has enabled me to take a wider variety of classes than I would have been able to with the semester system. Since Cal Poly requires you to declare your major immediately, taking away one of the only available avenues for exploring other interests is extremely unfortunate. I realize the switch to semesters is inevitable since the higher-ups have already made up their minds, but nevertheless I have complied with your effort to go through the motions to get input from those truly affected by this change.

I feel that part of what makes my education from Cal Poly stand out from that of other institutions is the variety of material students must cover and retain. Being on the quarter system allows for professors to teach classes pertaining to specific subjects rather than attempting to piece those subjects together into a hybrid class that would be required if Cal Poly was to follow the semester system. I also believe that switching to semesters would cause unneeded stress on professors to create entirely new lesson plans that condense three classes together in order to cover the same amount of material in two semesters instead of three quarters.

The quarter system allows for a fast paced and challenging learning environment. I believe that taking fewer classes for a shorter amount of time, as is the case in the quarter system, makes it possible to focus on specific classes.

switching you be very expensive. and i like the quarter system because it allows me too take more classes

I primarily chose to come to Cal Poly because its a quarter system college, my college experience would be ruined if we changed to a semester system.

I love the quarter system. It keeps the pace of learning at a GOOD, quick pace. Easy to retake a class if you miss it. MORE OPTIONS with classes. I feel like there's a lot more class for my experience. It's too long for one class. I'd get bored.

I am a 3-year student here, and a 4-year student previously at Sierra College, who has the semester system. It worked WAY better to have more time to prepare and retain knowledge for each class when I was on a semester system. My grades have dropped significantly because of the lack of time to learn things throughout the quarter system. It's a chaotic and messy pace.
if you're going to do this it doesn't affect business, liberal arts or any artsy fartsy majors....us technical majors, who worked so hard to finish this HELL HOLE of a curriculum are the ones who are going to suffer in that the prestige we held will be lost

Semester and quarter units are different. It will be difficult to suddenly change in regards to the number of units required. However, it will be a lot less stressful for students since the quarter system goes way too fast.

I do not support this change from a quarter system to a semester system

The quarter system should stay in place. It was one of the reasons why I chose to attend Cal Poly.

As an architecture student, the quarter system greatly enhances the portfolio I will ultimately use to obtain a career because the quarter system allows me to gain three portfolio worthy projects per year rather than two.

I very strongly oppose semesters. The fast paced gives students less of a room to procrastinate and put their grades in jeopardy. Plus, increased class time isn't always a good thing!

Let's switch!!!!!!!!

The quarter system is properly paced and working fine.

When will the academic year begin and end? will fall semester be an August start? and spring semester be a May end?

I believe a switch from quarters to semesters would be very innovative of Cal Poly, and helpful for faculty, staff and students. However, if the quarter system is to remain here, I would not be upset. Quarters have been successful for Cal Poly, and we don't know how semesters will affect the university. Change can be good though. Socially, this would be a great change, but I am not sure how this would affect academics.

I started attending a junior college at age 13 which provided semesters. I transferred to poly in 2009 and thus I have extensive experience at both semester and quarter based institutions. The quarter system is far superior in both pace and challenge.

I don't have anything against a semester system in theory, but it makes no sense to spend so much time and money converting the curriculum at a time when the school is cutting classes, raising tuition, and not giving raises to teachers.

The slower pace of the semester system will lower our standards as a university.

As a student I had the choice of the university I wanted to go to and I chose Cal Poly partly because of the quarter system. The only case in which I would not be opposed to the semester switch would be if many more classes were opened so that getting classes would not affect graduating at expected time.
Switching to semester system would be detrimental to students who are 1/3 or 2/3 way done with a series of 3 quarter courses. The unit conversions would get really messy.

Having only 2 semesters per year, rather than 3 quarters, would drastically reduce the students' exposure to different types of professors with various experiences, thus limiting the students' preparation for the world outside of school.

I was on the semester system at my previous college and it was brutal. The quarter system, though challenging, is preparing me for my future career far better than the semester system ever would.

Don't do it.

Graduating this quarter.

it encourages laziness and holds students less accountable for their work. There are less classes to take and less to learn. It will mess with the courses students are already planning on taking and disturb the flow of what is already in place. NO SEMESTER.

It will take away from Cal Poly's competitive strategy

Switching to a semester system would make the already hard proposition of switching majors harder. If a student needs to take certain classes to transfer and has missed the enrollment dates in a quarter system, it will only take three months of waiting to get into the class for the next quarter. In a semester system it would take upwards of four months of waiting to get into that class and the transition process between the two majors would take at least a year. With the quarter system it will take at most six months and the student can be enrolled in the new major within the same year. Also, since there will be one fewer session of classes per year, a student with an average of 16 units per quarter would have to have 24 unit semesters to keep up with necessary courses; this creates two problems. First, students will have, on average, six classes and subject areas to maintain a mental balance on instead of four, which still can be strenuous. Second, finding 24 units worth of classes to take altogether in the same quarter during all four years without coming across prerequisite contradictions would be a pretty stunning feat in any college within CalPoly. This would force students to take lower amounts of units per quarter which would increase the average time it takes any one person to graduate, which is obviously not a great idea.

In my career as a student, I made the transition from quarters (high school) to semesters (Junior College) then back to quarters. My experience with the semester system saw wasted time, lack of concentration on classes and less material actually learned. The quarter system allows students to learn more material in less time and teaches them the discipline required when exposed to the 'real world'. Having been a part of both a semester and quarter system, I would never go back to a semester system if possible.

I really don't want to transfer to a UC because the school i picked over the UC system is changing. I picked a difficult school with a difficult major to challenge myself so that I could get the education I earned. I need the difficulty to learn, otherwise with no challenge I don't do my best.
The Quarter system makes it so nice for students if they are feeling discouraged about the class they are enrolled in

NO SEMESTERS. Mustang Band members would be forced under much more stress than if we switched.

After having two years at California State University, Fresno, and a hear and a half at Reedley Colleges, I can honestly say the quarter system is superior. Without it, I wouldn't be able to have access to as many courses. A lot of the required courses here are technical electives elsewhere. As it is, there are already more classes that I want to take than I have room for before graduating. Now you want to remove those opportunities?

I think the quarter system helps students stay on track, because there is no time to get behind. The semester system, which I have been on at Cuesta, just drags on and on, and by the last few weeks students have checked out and are uninterested.

Switching to a semester system would cost more money and time, frankly which the university does not have at the moment. The budget is thin as it is, so our focus should be on ways of saving money not spending more of it.

I am scared that the conversion to the semester system will happen without consent of the students. I don't want my college career to be abruptly disrupted by changing to the semester system my senior year. I think that the quarter system is extremely beneficial and is what makes Cal Poly distinctive from all the other CSU's. We would lose our university's philosophy by switching to semesters.

As I said earlier, I don't think this is where we should be focusing the budget & our time. I came to Cal Poly because it was supposed to be a 'learn-by-doing' university. I have seen little evidence of that. What evidence I have seen is lab experiments and equipment from the 80s or 90s. I am strongly considering transferring to another university which will hopefully follow through with a promise of a 'hands on' curriculum. Please change this problem, Cal Poly built its name on polytechnic prowess through hands on work and student projects. -Perhaps instead of having a useless IT desk we could have Computer Science students working there and learning real-world system maintenance. -Perhaps instead of making student groups reach out for funding (and then getting burnt out by being unable to get any), we could have a review board for undergraduate, non-senior projects. Students could then get class-credit while applying what they are learning in real time. This would likely improve retention of class material and understanding of concepts.

I believe it is very difficult for us (students) to make an informed decision on whether or not to convert to semesters. While we know the possible pros/cons, we don't know what sort of changes will take place with regard to condensing curricula, changes in unit requirements, etc. I believe it would be more effective - if at all possible - to assemble a draft of such changes that would likely take place, with specifics, similarly to the way we have a specific outline of a ballot initiative when we vote on it. That way, students and faculty can look over these and be informed on the matter before taking one side.
I believe that switching to a semester based system will fundamentally decrease Cal Poly's ability to provide an undergraduate education that is comparative to other universities' post-graduate programs. While the overall time per academic year is fundamentally the same in both semesters and quarters, the sprint attitude associated with quarters prevents lethargy and procrastination. As a student coming from four years of experience with the semester system, I can attest that the high-energy attitude and teaching style of the quarter system is vastly superior to semesters. Even if a professor is great at engaging students, it is difficult to instill a sense of urgency or prevent tedium in a 16-week semester course. Furthermore, the quarter system allows students multiple chances to enroll in hard-to-get classes, especially when they're in an impacted major. This compounds with possible financial issues, as the opportunity cost to the student of missing a single quarter is not as great as missing a semester. The cost associated with switching even one college's curriculum from quarter to semester is vastly outweighs the potential lifestyle benefits of the semester system. Students caught in the transition will shoulder this cost, if not financially then in the quality of the education received while Cal Poly is restructuring its curriculum, scheduling, administration, faculty and staff requirements, etc. Even if the transition is a slow process, between 4-5 years, an entire generation of students will not have had the same quality of education currently offered. Cal Poly stands out among the other CSUs, and I believe largely in part to our ability to successfully implement the quarter system into our learn by doing philosophy. I do not believe that any benefit the semester system offers is worth sacrificing Cal Poly's already proven reputation.

I went to a semester school while abroad and for a year during high school. I found that these students are less motivated to keep up a quick pace. We are able to learn more and experience much more by being on quarters. We're exposed to more topics and able to network further with professionals. It is beneficial to keep us from getting 'bored' on the semester system. Cal Poly quarters is part of the reason I came here. It is a challenge that I enjoy.

Let's just stay on quarter system and not kid ourselves here.

I honestly believe that we should stick to the quarter system. It's not that I don't want to adjust to the change, but I like the quarter system more. I do feel as if the semester's length is more beneficial, but it doesn't mean the quarter system does any less for the students.

The quarter system is what makes Cal Poly unique as a CSU. Not only does it add to the Learn by Doing method implemented at Cal Poly, it increases the number of classes students can take and overall enhances the learning experience.

It's tough to say what changing to semester would do, but I say 'if it's not broken, don't fix it.' I think the quarter system is fine and I don't see why we should change.

I chose Cal Poly over my next top CSU school choice because of the quarter system. When weighing the curriculum, the campus, the tuition, and other aspects, the factor that pushed me to going was the fact that it was on the quarter system. If it changes to the semester system, then I feel like my decision to come here was in vain because I could have gone to any other CSU to be on a semester system.
If you really feel the economic need to change it, make sure the curriculum for aerospace engineers doesn't suffer. There are many reasons why we have the best program in the nation, and it could really put our faculty in a tough spot to provide the same level of education.

Quarters are much more dynamic for students. It gives more diverse approaches and paths to graduation. Overall, I love the quarter system. This system was one of my main motivations for deciding to come to school at Cal Poly. I'd highly consider transferring without quarters here.

I am two quarters away from graduating and my experience in the Cal Poly quarter system has been nothing but beneficial. If I was applying to the school over again and it had implemented semesters I would not choose Cal Poly. The quarter system pushed me to give 100% of myself 100% of the time. The current system taught me how to work hard and achieve at a high level this preparing me for my professional career. I do not believe Cal Poly should change from the quarter system.

Quarters force certain classes to cover material in less depth and detail. However, in the case of major classes the decision was made long ago to split certain material into a series of classes. This allows those in the major to gain a better understanding of the material that is most pertinent to them. This is especially true for technical majors where our futures and the lives of many people depend on us being able to understand this material especially well. I will grant you that my history, philosophy and literature classes were overviews at best. However, I would rather those classes be shorted and I get more time to study structures. Then shorting the time I get to study structures for more time to study English Literature. The buildings I plan on designing require me to thoroughly understand my major more then I need to know about Shakespeare. This is true of all majors not just Engineers.

The change to a semester system should only be implemented if we are confident that students are backing it. While many may seem to have the 'wrong' impression of semester system OR the benefit of the quarter system (ex: I dont like my teacher this quarter therefore I like the system or I can get more classes this way), I think the students truly enjoy the quarter system. Yes, people could still get classes with a semester system. Yes, you CAN 'change' your teacher more easily with a quarter system. While these reasons may seem poorly thought out, many students still embrace it as a great thing. We enjoy the system, and therefore, we should keep it. The possibility of improved retention rates, chance of getting a summer job/internship, or lowered stress levels are just that: a possibility. The notion that Cal Poly students need help getting jobs, need help studying, etc, is...well, we are good at these things. Therefore, I think the system is working. We are a fine, highly regarded school: let's not change it. Let's change it if everyone wants to change, and if our school starts to lower in quality.

I think switching to a semester system would be a great advancement for Cal Poly and the university community.

I have been very satisfied with the quarter system in my two years at Cal Poly so far. I prefer to start school in September and end school in June as we do with the quarter system. I like feeling challenged with the fast pace of the courses, and I like that we are able to experience many different courses and professors during the year. I'm sure there are benefits to converting to the semester system, but I think there are also valuable benefits to remaining on the quarter system.
While semesters would leave more time for learning by doing experience and be less stressful overall, I believe the quarter system is a huge part of what makes Cal Poly students so successful in producing capable graduates. To be successful, you have to stay on top of everything, and you gain experience in all areas you are interested in (with many possible choices thanks to the quarter system). While semesters might allow for a better overall understanding, you get out of it what you put in. Cal Poly students who are here to really do well end up so much more successful because of the amount of opportunity presented to them, courtesy of the quarter system.

I believe it would be a colossal mistake if Cal Poly adopted a semester system. Without the quarter system, students do not experience the actual pace of industry. Without the quarter system, we are no better than an average CSU.

The quarter system allows students to experience a greater variety of classes, which is very beneficial for us to explore different major, minor, concentration, and especially career options. Switching to the semester system gives us less variety, will allow students to ‘slack off’ by not keeping up with the fast pace of the quarter system, and would decrease the number of professors and students we have the opportunity to interact and build connections with. I personally believe it would be a big mistake to take the quarter system away from students.

Moving to the semester system would only encourage an even more lazy outlook for students, staff and faculty. College should not be a lazy experience. If quarters are to fast for anyone, they should not be here. Semesters would be lower the Universities standards, and with our current president we cannot afford to go any lower. I do not know who started this horrible idea, but they should go back to community college where they belong.

Switching over to semesters does not make any sense. I have been hearing about the potential change, but not once have I heard legitimate and strategic reasoning as to why and how this change will make Cal Poly a better school than it already is. We have had the quarter system in place and are so well adapted to it, that this change would throw off students and faculty. Why waste money on changing the system, and WHERE exactly is this money coming from? If we have this money to implement a whole new system, why have students been required to pay more money each year? Use that money (if there
is any) to strengthen the system we already have in place rather than focus on an even greater expense. Cal Poly has a very strong reputation to employers, and students have had terrific success in the environment in which they are currently learning. There are a large number of majors that require lab work in multiple classes; how are these classes supposed to condense down? I think this is a ridiculous idea to switch to semesters and I think the President ought to focus his time and attention elsewhere. This will only bring Cal Poly down.

I'd be opposed because I have one more year left and I need 15 more classes to graduate. If we switched to semesters during my time here, how would I be able to graduate in a reasonable amount of time. And if semesters are right for this campus, what does that mean for the cost of tuition. I'm an out-of-state student so this is an important fact to make an informed decision. I see the benefits of moving to semester but I've also experienced the benefits of being on the quarter system. Without all the given information about costs, I don't know if I could make an informed decision that isn't purely based on my graduation timeline.

I'm only so negative because I'm on track to graduate and switching now would certainly interfere with the exact class schedule I need.

Don't switch to the semester system. Being on the quarter system really sets Cal Poly apart from other universities. Sure it is a bit harder and potentially a bit more expensive, but it really does prepare us better than the semester system.

There is no need to switch to the semester system. The quarter system has worked for Cal Poly for many years and it is also successful at other colleges. The fast pace environment challenges students and prepares them for their jobs after college.

If it ain't broke, don't fix it. Cal Poly is widely praised in the workplace, so why change anything now?

Wouldn't work well for engineers.

I think that the semester system has many positive aspects that would be beneficial for Cal Poly students. However, I think that the conversion process may be very complicated and confusing. I would suggest that if the time does come in which our campus switches to the semester system, that Cal Poly would offer multiple seminars aiming to explain/walk students through the new scheduling, course planning, etc. I think that students (including myself) are mostly fearful that the conversion from quarter to semester will adversely affect graduation time.

It would ruin homeostatic conditions within Cal Poly to switch.

I feel that Cal Poly's Learn by Doing philosophy is much better represented by a quarter system schedule. This allows for students to take more classes, broaden their experience and adapt to a quick pace. It requires sharp thinkers, hard workers and ultimately a higher caliber of student. Cal Poly isn't other schools. Let's keep it that way.
I don't think that we should change to the semester system. Transferring to Cal Poly from a school that was on semester system, I feel as though the quarter system is much more effective and supportive of my education. The quarter system, to me, is a much better pace and I feel as though it is not as competitive for classes since we have more opportunities to take certain classes.

I believe that the students are intrigued to come to Cal Poly because it is known for it's vigorous Quarter system, as I was myself. If people wanted the semester system, we would have gone to UCSB. I think streamlining the curriculum is possible without having to switch to semesters.

I really think there should be a 'half-term' option for an intensive 7 or 8-week course. This would maintain the diversity of classes available to students and increase the opportunity for exposure to a variety of disciplines that the quarter system provides.

Seems to me like the semester system is a lot more beneficial in a number of ways. As a transfer from a school that used the Semester system, I can say from experience that the semester system allowed me to take a bigger class load (5 classes 17 units), and still earn above a 3.2 gpa. On the quarter system, I currently have only 12 units (3 classes) and find myself stressed on a regular basis. I have less time for sports and clubs because the majority of my extra time is spent in the library studying. On the quarter system it seems like every two weeks I am taking a test that is going to make or break my grade. On the other hand, the semester system allowed me as a student more time to actually LEARN the material, rather than MEMORIZE the material.

Personally I came to Cal Poly because I liked the fact that it was a quarter system. I feel that with a quarter system I can touch on many different subjects implementing 'learn by doing.' Switching over to a semester system we would not get to take as many courses and i feel that would interfere with my college experience.

Why are we changing something that works? We are wasting valuable resources and time considering this switch, rather than actually improving our university.

This exploration makes sense in the long run, however I personally feel that President Armstrong is simply using it to change things for his reputations sake rather than to benefit the students.

Being a future graduate in Spring, I'm not too worried that this conversion would impact my ability to enroll in Winter/Spring classes. I wonder if it would require professors to remove certain teachings and delve deeper into other classes that are expanded. Being a top university, I do not see the conversion as something that is necessary. It feels like a drastic measure to take to address budget concerns, because the conversion would most likely not be reversed if budgetary concerns were resolved sometime in the future. We are a learn by doing campus, and the speed/intensity of the quarter system reinforces the hard working mentality that CP is known for, while a semester system might change that core philosophy of incoming students and future professionals.

Although I have not personally experienced a semester system, I feel that the quarter system fits my academic learning style perfectly.
I prefer Cal Poly's Quarter System. It causes students to stay on top of our work and introduces us to the 'real' world in more characteristics than one.

The quarter system is one of the greatest parts of Cal Poly! It sets us apart from other state schools and urges us to keep up on our studies. PLEASE don't take the quarter system away from us!!

The quarter system keeps us in comparison with other top notch schools, like schools in the UC system. Semesters would make us less valuable and unique and put us on the same level as many of the other CSUs.

I have been on the semester system, and the quarter system was a huge draw. Semesters drag on and on, and teachers don't necessarily cover more material.

Currently Cal Poly is one of the best colleges in the country, while I don't think this is specifically because of the quarter system I do think that the quarter system adds to our level of excellence and doesn't detract from it. I also think the quarter system forces Cal Poly students to learn material better and faster than students on the semester system. I believe that this contributes directly to employers seeking out Cal Poly students when recruiting because this pressure makes us a higher caliber of student than we would be on the semester system.

Facts of the differences

The quarter system is a very unique and beneficial part of Cal Poly. It's is faster paced and forces students to be prepared and work hard, which is very important in a university.

The quick pace of the quarter system prepares the students for the working world and allows students to hit the ground running. To coddle the students and ease their transition with the semester cycle would be to due away with our competitive edge and diminish Cal Poly's reputation.

Please switch to semesters!!

I would probably transfer to another school that it closer to home to save money on housing if it's going to be on the same schedule. No point to be at Cal Poly. The quarter system is what makes it exciting and unique.

If we switched to the semester system, many classes would have to be combined so we can still graduate on time and learn the same information.

Theory should be covered for the students whose intellect serves better under the foundational answers to why? Practicality is easily taught and applied more efficiently thereafter.

As an engineer it would be IMPOSSIBLE to graduate in 4 years on the semester system unless class size went up, which I do not dig.

The quarter system really helps give Cal Poly students an edge in the work place since we are accustom to fast paced work load and must learn strong prioritizing skills as well as multitasking.
The current system is the best for the program I am currently enrolled in.

Quarters give us more chances to get into the classes required for us to graduate. We are also able to cover the same material, but over less time. It prepares us for the real world of working hard, fast and staying on task. We get to work with new professors and students each quarter and it allows us to learn how to work with all types of people. I believe that the quarter system is beneficial to our needs and will prepare us better than others when we graduate.

If I had known that Cal Poly was considering switching to semesters, I would have gone to a different college. Quarters allow students to take more classes and have a more diverse background in subject matter.

I think that there are benefits to both keeping the quarter system and converting to the semester system. If possible, a good next step could be to analyze the graduation rates, tuition, and other statistics in order to see any true, documentable benefits for the quarter or semester system.

As a student who has struggled with academics at the university level, and because there are many students that struggle at Cal Poly with a number of classes due to the rigor of the engineering courses, I feel that it would slow down graduation rates even more to be on a semester system. In finding out that I have to retake a class at the end of a Fall quarter, but already having registered for my winter quarter classes, it is nearly impossible to retake the class immediately due to lack of open sections. But, instead of having to wait an ENTIRE year to retake it, Cal Poly students are able to do so in the Spring, still getting classes done within the same year that they intended. I also would not want to see how taking 5 math/science/engineering courses per semester as opposed to 3 per quarter would affect the morale of the student body. I think switching to the semester system is a terrible idea.

The Change from my community college's semester system to Cal Poly's quarter system is easily the most enjoyable major change that has ever happened in my college career. Please do not take Cal Poly off the quarter system.

I believe that switching to a semester system will not benefit the students in any way. The main reason being that the number of courses and range of knowledge learned would be greatly diminished. I as a student advise you not to change our current system. If you are wanting to improve something, I suggest you alter the registration system, where there are no rotations and the upperclassmen get priorities. Thank you

I feel as though I have the opportunity to take a wider variety of classes at Cal Poly than I would at semester schools, which many of my friends attend. The classes are shorter, but there are many more of them, which I see as a huge advantage. The quarter system is a much appreciated change of pace from the semester systems at my high school and community college.

Please Don't change to semester!! I am used to the fast pace of tests and assignments. In the business world we will not be given a long time to complete work. There will be strict deadlines

DO NOT SWITCH. Me and many students like myself CANNOT AFFORD IT!!!
Remaining on the quarter system is extremely important for all students in the College of Engineering since Cal Poly requires so many classes to be taken in order to graduate. Converting to the semester system will increase the time required to obtain a degree by 50%. If I stay on track, I will be able to graduate after spending 4 years here at Cal Poly, but that’s only because I took some classes at a community college over 2 summers. If I were to start over on a semester system, it would take me at least 6 years to graduate. Not only will it take me longer to graduate, but I will have to spend a lot more money just to attend Cal Poly. I've had to take student loans every years that I've been here so I need to graduate as soon as possible so I can start paying off my loans.

As an architecture student I feel that switching to a semester system would lead to a slower pace that may inhibit creativity. Also, having two professor a year instead of three professors would limit the exposure we have to different design methods. I have also noticed that when students have a long amount of time to work on a project the results are not as impressive as when students are on a fast-paced schedule. I strongly feel that the quarter system is advantageous to architecture students.

Switching to semester system would reduce a great deal of stress on behalf of myself and many other students.

One of the main reasons I applied to Cal Poly was because it was a quarter system school. I like the fast-paced nature of the courses. it keeps life interesting and not hum-drum with ongoing boredom.

I do not understand the benefits of switching to the semester system anywhere near enough to really answer this survey. The students should be given more information.

Quarter system is beneficial for summer jobs, as well as being able to take more classes in a year opposed to semester system. You also have the capabilities of graduating early easier rather then semester system.

It will only harm us students if CalPoly switches to semester. We will lose credibility behind out credential beyond just the education we receive. I have not spoken to one student at calpoly who is in favor of the possible switch. That says something.

PLEASE DO NOT CONVERT TO THE SEMESTER SYSTEM !!!!

I do better with the quarter system because I know it passes quickly, and I do not allow time for myself to slack off.

Expect students to search for better schools if this travesty of a plan is implemented.

Please consider implementing a 'hybrid' semester system is Cal Poly does indeed switch. Consider having three five-week courses (within a 15 week semester) where (for example) engineers will learn technology, etc. in the first five weeks, an ethics class that incorporates what they just learned and expands it in to broader, more global implications/thinking in the third week, and then provide opportunities for co-ops, etc. in the last set of five weeks. I believe this may be integrated with other, 15-week long courses.
The quarter system is one of the appeals to Cal Poly which make it stand out from other CSUs. If anything it makes Cal Poly feel more closely related to the UCs. Also, I think the quarter system is effective and useful and keeps everyone's schedules fresh and exciting throughout the year.

I have to take a lot of classes for my major and I worry that by switching to the Semester system I will have less time to take those classes and be able to graduate in 4 years. I believe that by switching to semesters I will have to stay in college longer than I would like and I would have to pay more for tuition and such.

I do see how switching to a semester system would help because I personally do feel that I don't have time to learn everything and a test is always around the corner causing some stress. If it was very well planned out I wouldn't be opposed.

I think it would take away from the excellence of Cal Poly if we switched to a semester system. With a quarter system we have a better opportunity to diversify our education, have more options for courses to take throughout our college career, and the quicker pace of the quarter system is a part of learning the fast pace of the work field and is an essential part of our 'learn by doing' philosophy.

Cal Poly's quarter system played a very large role in why I chose to attend this school rather than other colleges that run on the semester system. If we switch from the quarter system to the semester system, we will lose that trait which defines us and sets us apart from other universities. Please maintain the quarter system!

One of the main reasons that I was attracted to Cal Poly was the fact that it differentiated itself from other CSUs because it was on the quarter system. I feel that I get a broader view of the GE classes making me more well-rounded. I have been exposed to many different types of classes that I feel are important and not just stuck in one boring GE class for a longer period of time. For my major classes, the quarter system is fast paced, but I have come to the realization that I am exposed to many different aspects of my major to help me determine what I am really interested in. The really important overall themes throughout my major have showed up time and time again in many different classes. I feel that I grasp more concepts with a variety of teachers and different classroom environments. I also like having my schedule change because I know that if I have a bad schedule one quarter, it can change very quickly. I feel that the pressure of the faced paced quarter system is good for me to not fall behind because tests are always right around the corner and there is less lag time compared to a semester system to get classes started. I have friends at semester schools, and they say there are many times when they feel it is a joke to go to class because they are not covering new material soon because they just had a test and it will be a while for another one. I feel strongly that Cal Poly should stick to the quarter system because it makes us unique, it will require less time and money for restructuring, and the students can benefit from a wider range of classes to study at.

I appreciate the current pace of classes.
The quarter system is what sets Cal Poly apart from the rest of the CSU system. It's not broken, and its results have shown themselves time and again. In my view, a semester system would be a huge blow to the academic integrity of this university.

Switching to the semester system would change Cal Poly’s reputation as a fast-paced, intellectually challenging school, whether we try to adapt the benefits of the quarter system to it or not. The truth is, although it is fast paced and stressful, those kind of qualities keep us students focused and make us work hard to make sure we understand the material, thereby making us understand it better than if we were on a 16 week semesters system.

I've been on semester system for three years: students get distracted, bored, unfocused, etc. quarter system sets us apart, keeps students on track and motivated, and so forth

From the rumors I've heard I may not even experience a semester system at Cal Poly as I am currently a sophomore, yet here I am, strongly in favor of the change simply because I know this university would become so much more appealing as a semester school.

Part of the reason I came to Cal Poly was because it is on the quarter system. I had talked to people who were already in college and were on the semester system and it sounded too slow paced for me. I wanted to quarters because I wanted to faster pace that required me to stay up on my work and make me work harder.

Its extremely hard for me to try and justify a conversion to a semester system because none of the proposed benefits outweigh the huge detriments and time and resources that would have to go into the process.

Why should we change something that isn't broken? It just doesn't make sense to me. Switching to semester system would just mess up everyone's plans for the future: their thought-out graduation plans, their priority registrations, etc.

It provides no studied benefits to convert systems while it will generate expense, hardship, and possibly even loss of quality

The biggest concern for me is how the credits of existing Cal Poly students would transfer if the university were to switch from quarters to semester.

I haven't met many other students who are for switching to semester. I have found that my fellow engineers are likewise opposed to the switch because we cannot see any possible way to maintain the breadth of skills accumulated through single classes in other departments, which is one of the things that brought us to this school and which makes this school unique and fantastic at producing engineers (which cannot be denied). As an Aerospace Engineer, I can't see any benefit to this switch. It as good as guarantees that none of the ME or AERO students will graduate in four years for the reason that we have so many classes in our flowchart because we need to know about all of those things and have them be covered in a way that puts them in a main focus. Cutting or combining these classes would weaken our abilities as engineers to succeed in industry, which we are known for. I don't know many engineers
who came here expecting to be out in four, but I do know many engineers who came here because this was the best school for preparing them for their chosen field. The quarter system is one of the major things that makes Cal Poly the amazing school that it is and I can't see the University holding our credibility for one of the best public educational institutions on semester system. Making us be more like the CSUs and the UCs is something that would only diminish Cal Poly.

Though I have confidence in my own adaptability, and believe that students down the line should look at both as different ways to learn with different advantages, I do not think a strong rush for a quarter system is very practical at this time- for faculty and student alike.

Just because the rest of the CSU system is going to semesters doesn't mean it is the right or best choice for a polytechnic school. Semesters may make the bottom line now, but our engineers will be much less valuable to companies.

Switching to semesters is a bad idea. Just because everyone else is doing it doesn't mean we need to.

I personally believe that switching to a semester schedule would reduce the quality of the ARCE program at Cal Poly due to these reasons. Our courses are meant to be fast paced and challenging. Some of our courses are not easily changeable into a semester schedule.

KEEP QUARTERS!!!!!

While I understand the reasons for converting to the semester system, I believe that the quarter system is a much better system. I have more freedom to take more courses during my time in college. By taking more courses throughout my college education, I am able to gain more exposure to different subjects, learn more, and continue growing as a student. The fast-paced aspect of the quarter system, in my opinion, keeps students motivated to do well in school because there is less time for them to put off studying.

Cal Poly has a high rate of students that are hired based on the fact that the received their degree from Cal Poly. One of the things that Cal Poly is known for is it's learn by doing curriculum that is largely supported by the quarter system structure. This may not matter to other majors on campus like Philosophy, Business or English, but it is a very important aspect in particular to the College of Architecture and Environmental design as well as others. By switching to the semester system, projects will have to be structured completely different. I have yet to see a semester system be as successful in teaching hands on experience in these types of classes. The reason I came here, and not another school, was for the quarter system and what that can provide. If Cal Poly were to be switched to the semester system the reputation of the school will be diminished and as a result, so will the worth of Cal Poly graduates' degrees in the hiring process.

A semester system would not prepare me for life as well as the quarter system does. Also even though there are more final examinations, there is less material to be cover on each final, making it less stressful. It also nice and less stressful to be on break and completely done with a quarter. Bad classes are over with in only 10 weeks. Also quarter system keeps me from procrastinating.
I believe the time and money it would take to switch Cal Poly to semesters could be just as well spent streamlining the current curriculum. It seems that this is the easy way out of a tough situation. With college comes stress whether you are on the quarter system or semester system. There is no way around it, so changing CP based on this argument is pointless. If you are desired by an internship, job, or other outside activity, they will understand that you need to graduate in mid-June instead of early June, or that you will be on break at a slightly different time. Once again, this is not strong enough reasoning to change to semesters. We need to keep the 'learn by doing' philosophy at the forefront of this decision. We will learn more by doing more each school year, even if that comes with slightly more stress. Converting our school's system simply to make it more 'convenient' with other schools is not this decision. We will learn more by doing more each school year, even if that comes with slightly more time and money it would take to switch Cal Poly to semesters could be just as well spent.

As an engineer, I chose Cal Poly because it has a reputation of allowing students to take many more hands on classes than schools that are on the quarter system. We engineers are able to take hands on classes like an autoCAD drawing class, a welding class, and a materials class all during the same school year while taking our core classes. If we switch to semesters, one of these hands on classes would have to be dropped, since the combination of any of these three classes would be impossible. Granted this school is not a purely engineering school, and semesters 'mesh' better with majors that revolve around papers, presentations, and readings. By switching to semesters, their classes are able to slow down and delve deeper into the topics of the class. Their papers are not due as close together and they have more time on reading. However, a large population of students on this campus DO NOT have classes structured in this way. Semesters mean less variety of classes and therefore less of an opportunity to explore the entirety of these students' majors. I hope you consider all of the majors and truly take the students' input very seriously. After all, we are the ones paying for our education, so our voices should carry a weight within this discussion.

I am neutral because I see the benefits of both sides. If the transition is done correctly, people should hardly recognize we were on a quarter system before. But I'm not confident in who ever is in charge to make this transition go as smooth as possible.

It is going to cost the university and the students a ton of money that we cannot afford. Being a quarter-system university makes us able to compete with UC and other top universities on a level that semester system CSUs cannot. The high-caliber and reputation of our university would be greatly diminished if we switched. Also, many employers actively recruit Cal Poly students because they are able to compete in the workforce at such a competitive and efficient level.

As a first year student, here at Cal Poly, I have been on a semester system back in high school and I can already say how much I love being on the quarter system. It is very fast paced, which I enjoy and is very beneficial to my style of learning. At this time I feel a switch to the semester system would negatively effect my education with all of new courses having to be established and the professors having to adopt their teaching style to the new system. I am strongly against the switch to the semester system as this was one of my deciding factors in choosing Cal Poly as my college. Had Cal Poly been on semesters, I would currently be at UCSB because it would then be the best choice for me and provide me with the best education.
Again, I believe that switching to the semester system would be a very bad move. Students and faculty are well adjusted to and enjoy the quarter system; not one person that I’ve talked to has been in agreement with the proposed change to semesters. I myself, as well as everyone I know, enjoy the fast past quarters, which provide the opportunity to be exposed to many different subjects and teachers, lending to a more well-rounded student body. The quarter system encourages a high level of engagement in classes as well as a strong work ethic to keep up with school work. Additionally, if the switch was made, it would place a huge and unnecessary amount of stress on current students and faculty. Having to adjust to the different schedule as well as trying to convert units already earned on the quarter system to semester units would be time consuming and take students’ focus away from their studies. Cal Poly is one of the few universities on the quarter system. It makes us stand out as a fast moving and challenging university. I would suggest that, for all these reasons, you don't make the switch. All that I can foresee coming from that decision is negativity.

The discussion for conversion has not produced a list of pros and cons for students to weigh in properly. Also a plan to implement and a time table would make a huge difference if it affects current students or would only be possible in 5+ years.

semesters are too long. 18 weeks without a break is overwhelming, students often get burnt out around 8 weeks, so finals keep them motivated whereas students will often disengage in semesters where they are more likely to fall behind.

Don't switch. Horrible idea. People will stay in school longer

CP has been known for it's 'quick-in and quick-out' style of teaching. That's why a lot of people prefer to transfer or apply to CP instead of the UCs (whereas they also use the quarter system, and yes I know Berkeley is on semester system, too and they tried to switch everyone else to the semester system and failed). I transferred from UCLA to Cal Poly because of its reputation and the quarter system. Please retain this unique characteristics of CP

Please do not switch to semester system. A big reason I enrolled here was because of the fast paced learning; very similar to the real world.

I don't think I'll remember as much from college due to the quarter system. I have learned to excel at things quickly but with little long term knowledge about my field.

I think there should me more grade-padding assignments at Cal Poly. Having two or three tests determining a grade is too stressful and proves nothing.

I know that you are just going to go through with this no matter what the students say. Please prove me wrong. I have not met one student that wants to change to semesters.

Is there a projected plan as to how classes would pan out so we don't loose any information or labs?

I love getting more opportunities to learn from many more teachers and courses than I otherwise would during a semester system. I used to be in a semester system in community college and I know first hand
how easy it is to become bored with the same class because it's too long. Quarter systems keep us on our toes and excited about new experiences.

Quarter system is what makes Cal Poly a unique university. It allows students to take a large amount of different classes they wish to take. Three cycle payments is less financially stressful. It is easier for students to stay on track with the many opportunities of different classes for graduation.

I think we could solve the problem of our being off-track timing-wise by starting and ending the calendar of classes when semester schools do at the end of August.

In all honesty, going from the semester system in high school to the quarter system at Cal Poly was a difficult transition. However, after I got into the rhythm, I would never want to go back. The quarter system, although stressful, has been a huge blessing and major factor in my success here: it has given me the opportunity to explore different aspects of my major and develop insight as to where exactly I want to steer my future. I believe the quarter system plays a huge part in Cal Poly's identity and is a major attraction for prospective students as well as a priceless experience for all current students.

Please don't try and fix something that isn't broken.

I don't think many of the reasons for remaining on a quarter system are a concern of many students. I have really only heard 2 arguments for quarters, whereas I have heard all of the arguments listed for semesters. I don't want to come off as rude, but I think a lot of people are just afraid of a change, as brings uncertainty, even if it would be better for everyone in the long run.

'If it aint broke, don't fix it'

I am slightly leaning towards keeping the quarter system because it allows students to take more classes. I would be bummed if we switched to semesters and I had to miss out on fun mechanical engineering labs. I also like the quarter system because I currently have a professor who does not align with my learning style whatsoever. I like the fact that I will only be in that class struggling for only a quarter as opposed to a whole semester.

I honestly would not mind staying on a quarter system or switching to a semester system. The thing I like most about the semester system is their vacation times!! I hate the quarter system's vacation times!!!

As a transfer student I have experienced both the quarter system and the semester system. Employers, especially in Computer Engineering, appreciate the quarter system because it follows the trends they have in their projects. I AM STRONGLY OPPOSED TO THE SEMESTER SYSTEM.

I feel strongly in favor that Cal Poly should remain on the quarter system. I believe the quarter system is what distinguishes Cal Poly as the best CSU. By being granted admission to the greatly selective Cal Poly, students here have what it takes to succeed at the fast pace of the quarter system and take dignity in that; they can achieve well-roundededness by taking more classes than possible at other institutions. In closing, I'm strongly convinced that to convert to the semester system would undermine the integrity of the students and staff and compromise the prestige of Cal Poly SLO.
1. The quarter system is the true reason why we, as Cal Poly students, are the best of the best. 2. The real world functions in quarters 3. We need to stop pointing fingers on stupid idiotic concerns, and restructure how CAL POL OPERATES AS A WHOLE. WHY ARE WE A DECENTRALIZED CAMPUS!?!? IT IS STUPID AND WASTE OF RESOURCES. IF THE STUDENTS LEARN FROM THEIR MISTAKES, WHY CAN'T THE ADMINISTRATION AND MANAGEMENT LEARN FROM THEIRS AND MAKE THE CORRECT DECISIONS?!?! OR EVEN OWN UP TO THEIR MISTAKES AND JUST DEAL WITH IT. WE AS STUDENT ALWAYS PAY THE PRICE WHEN WE FAIL A CLASS, WE WORK OUR REAR ENDS OFF TILL WE SUCCEED. WE TRY WITH EVERYTHING WE HAVE. WE FIGHT WITH EVERYTHING WE GOT. WE ARE ONE. WE ARE CAL POL STUDENTS.

A quarter system allows students to take the classes they want to tailor their degree due to the wide variety of classes available. A semester system will make that more difficult because instead of spending time in classes you're interested in, you end up having a merged class of one class you may be interested in and one class that you normally wouldn't take, which seems like a waste of time.

One of the reasons I chose Cal Poly over a plethora of other schools was because I strongly believe in the quarter system. Please do not change it.

I urge the responsible parties faced with this decision to keep our quarter system at Cal Poly. The quarter system was one of the deciding factors for me to choose this school, and I feel like we are best suited on this system. Furthermore, as an Art and Design major, I know that there simply will not be enough time to take our required classes should we switch to semesters. It would take a lot of extra work for our faculty members to reconfigure a 10-week curriculum to a semester curriculum, and I believe it would change the pace of our classes for the worst.

There are no good reasons to go to the semester system. Please don't waste time and money on this nonsense.

I don't think very many of the students want semesters based on the information I've received from asking around.

The quarter system is part of CalPoly's identity. CalPoly has provided excellent award winning education under this system for over 100 years. While the school may be in financial trouble, all CSUs are, regardless or quarters or semesters. More quarters mean students can take that one class that doesn't really fit but they're interested in. It means one bad quarter doesn't ruin you. It encourages students to take classes they want to take, to take risks with their schedule, or maybe take a quarter abroad. It works. I'm not saying semesters don't work for some schools, but I didn't come to CalPoly because it is like other schools. Standardization is a terrible reason for conversion. CalPoly should be above standard. The quarter system works. Leave it be.

I am strongly opposed because while I understand that classes in series would be reduced (a 3 quarter class series would turn into two semesters), I do not understand how solitary quarter classes would withstand the change. I would lose the ability to participate in the Mustang Band because it would no
longer be 2 units out of around 48 a year, but instead be 2 units out of around just 32. My engineering major doesn't have time for such academic broadening under the semester system.

Quarters push students to work harder and be more serious. A switch to semesters might make students lax. Don't give students opportunities to procrastinate and be lazy!

The quarter system has been important to my positive experience at Cal Poly and it's preparation for me to perform better in the workplace than students from many other schools. I think Cal Poly would lose a lot of what makes it a top school if the semester system were enacted.

I truly believe that cal poly's position as a fast-paced and dynamic learning environment gives its students a realistic experience, competitive edge, and adaptability skillset that they will face in the real, working world thus better preparing them for their future.

As a fifth year Architectural Engineering major, I strongly feel as though the meaning or integrity of my degree will highly diminish if switched to semesters due to the need to cut out many classes from our curriculum. I know that multiple ARCE classes will be cut and merged with another meaning that a great deal of material cut out. Multiple support classes will also be changed and may no longer benefit the ARCE curriculum which would mean it would have to be squeezed into one of the major classes therefore again cutting out more material from what is currently being taught. An alternative option would be to turn the major into a five year program like Architecture, which would then make more students stay longer anyway, when a sizable amount of my classmates graduated in four years. Overall, I think switching to semesters would not be beneficial for Architectural Engineering and my degree and years of hard effort will soon mean much less upon graduating.

I know that the quarter system can be very fast-paced at times, but I honestly feel that I can learn more by having the opportunity to take more classes throughout a single academic year. I like the fast pace - it prepares of the fast pace of the work world and life in general.

The only reason I 'oppose' switching to semesters is because I'm half way through my set catalog (as a third year) and I'm concerned that the switch will set back my graduation date due to how many classes I'm planning on taking to build my graduate school application. I would be neutral and possibly even be in favor of switching if I was reassured that I would still graduate on time with all the credits I planned to take for grad school. Most people I know don't mind having to take a 5th year hear at Poly, but I definitely do. Regardless of if we switch, curriculum NEEDS to be refined. We come into Poly and advisors and teachers say that we need to push ourselves to graduate in 4 years, but then the curriculum offered makes that nearly impossible combined with the lack of help and clarity! Having to retake classes because of poor instruction is not acceptable (i.e. my first year Chem teacher was fired at the end of my quarter with him because he was so awful). Having to take 'joke' classes at the university level is not acceptable (i.e. First Aid/CPR - can be done off campus in 4 hours rather than on campus where it's way more expensive and lasts 18 hours). These are just a few examples of why the quarter system isn't as successful as it could be.... experiences like this hold graduation back!
I completed five years of college on the semester system, and there was a huge lag time between exams and rarely did I feel that I needed that much time to grasp a concept.

SWITCH TO THE SEMESTER SYSTEM

The semester system may work for other universities, but I don't think that it would work for Cal Poly SLO.

The quarter system is not what distinguishes our school from others. It's our Learn by Doing motto. With the semester system, students can experience that even more and truly get an in-depth knowledge of the material being presented without having to rush through every class. I would strongly support the college's decision in switching to the semester system.

The quarter system often times reflect the real life situation of an engineering firm, and as an engineering student, I appreciate being exposed to that. I'm allowed to take more classes, on average from 10-16 classes a year rather than just 4-5 courses a semester. It has exposed me to so much more. It gives an opportunity for us to find what we are truly passionate about in our studies, rather than just picking a major course because we are required to take the course and it is only offered once a year in a semester system. Having the quarter system opened different options for me to take classes, not only outside my major as support, but different options to take classes in different order to reduce the course load per term. Changing to the semester system will take away much of that.

I believe that switching to the semester system cannot be smoothly accomplished. The amount of course reworking needed would cause far too much chaos and confusion.

I picked cal poly for many reasons, one of the deciding factors for me was the quarter system.

Our quarter system is fast paced, which keeps me on top of my studies. In high school the semester system provided you a chance to be lazy, which hurt me in the end. Also, although these events have been rare as of yet, when you have an awful teacher it is not soo bad through the quarter system. You are not stuck with that teacher for half the year struggling for that c. I don't believe switching to a semester system would change any of our problems.

The quarter system is one of the best things about Cal Poly. I really do enjoy the quicker pace of the quarter system and would be very disappointed to see us take a step back and switch to the semester system.

I strongly feel we would lose our competitive edge and the diverse coursework of our curriculum if we switch to semesters, but I can definitely see my GPA going up.

Less than two years ago, there was talk about Cal Poly becoming a UC because it would strengthen the value of a Cal Poly degree. Most of the UC schools are on the quarter system. If a UC degree is more valuable on the quarter system, why are we trying to convert to semesters? The ideas that steer the school now are not parallel with the ideas that steered the school even two years ago, but I think we would be taking a giant step backward if we converted to semesters. Cal Poly is unique, and I don't
think it's governing body should make decisions like converting to semesters because it can ultimately jeopardize the future of a Cal Poly student.

I don't see how switching to semesters would work with students who have 1/3 or 2/3 classes for a particular series such as physics. Would the 1 quarter out of 3 count as a semester, or nothing? I don't see this working without students losing out on units or the school wasting a significant amount of money on both quarter and semester classes in the transition. Plus, how would you consolidate all of the science labs? That's another mess that would have to be sorted out for the people halfway through their degrees when this is implemented. I just see this as a huge waste of money when funds are scarce enough as it is.

Having a semester system will be very hard to transition to. It will also take up faculty time to change the curriculum. It is unnecessary and will only waste time in the long run. The quarter system is perfectly fine the way it is. If adjustments need to be made to the quarter system, that is fine. However, changing the entire quarter system to a semester system would be way too much.

It's the short, oddball, 1-2 unit labs that allows students at Cal Poly to gain a breadth of experience in their time here. If a subject requires significantly more class-time than 10 weeks, than the topic can be taught over two quarters. But you can't drag out some of the smaller labs for a whole semester. Having more smaller classes allows for greater exposure to various subjects and provides an essential foundation that can be built on once a career is started.

the semester system is absolutely terrible. i will be furious if we switch. The quarter system was one of my top reasons for choosing cal poly. For the love of God do not do this to us.

I know I could have graduated at least 1 year earlier if the Biomedical Engineering classes were not so impacted. Would a semester system somehow alleviate this problem?

I am neutral about switching into semester system. I came from a junior college with a semester system curriculum. Honestly, I like Cal Poly's quarter system compare to the semester system because it keep the students on track. Semester system last a couple months longer and sometimes it allows students to slack off around 5th to 10th week. Personally I prefer quarter system, but changing into semester system is also not a problem.

The Quarter system gives a broad idea of how the life at Cal Poly should be like. Cal Poly is known for such system and should keep it that way.

There are plenty of schools to choose from with semesters. Quarters give Cal Poly something unique, and caters to students who want to attend a high-quality university but don't necessarily fit into the standard educational model.

I like the Survey idea. I know a lot of kids here at Cal. Poly dislike the conversion to the semester system and were mad that we didn't get to have our voices heard. Personally, part of the reason I came to Cal. Poly from out of state was because of the quarter system. I liked that I could take more classes. I fear that if CP switches, I will try to transfer out.
The switch would severely impact my ability to graduate in a timely manner as well as follow my pursuits of studying abroad. As well as make me less valuable or competitive in the job market. It is because of my semester system that makes me able to hit the ground running.

The only aspect of semesters that trumps quarters in my opinion is that semesters start and end earlier in the year.

Cal Poly's quarter system was a main factor in my choice when choosing a university.

Quarter system makes me less stressed about graduating on time because I know I'll have a chance with the 180 units I need to accomplish beforehand. Switching to semester system will make it nearly impossible for me to graduate on time, especially if I am to study abroad for an internship that will take academic time away.

The fact that Cal Poly operated on a quarter system was one of the incentives for attending this university

Keep Quarters! They are a strong aspect of why Cal Poly is such an excellent institution!

It is already difficult enough to complete all the necessary units in 4 years for the quarter system. If the pace were slowed even further (semester system), it would cost more money (tuition) altogether, and would force us to stay in school longer.

Cal Poly is unique as a state school on the quarter system and the school is compared to the caliber of a UC partially because of the quarter system. This view may change if we convert to semesters.

Please, please do not switch. It would alter the student experience significantly and would change the core of Cal Poly.

Especially for my major in architecture, I think the semester system would complicate the curriculum and make it difficult for Cal Poly to remain as the #5 architecture program in the country because students would have less teachers and class opportunities.

See above. Please email at XXXXXXXXXX @ XXXXXXXXXX to answers my above questions denoted by an asterisk. Thank you for reading

Don't fix something that isn't broke. Keep Cal Poly unique. The quarter system allows us to have the motto. 'Learn By Doing!'

This decision should not be made by one person. If this issue is truly about helping us as a student body we should be making this decision.

The students that are going to be attending Cal Poly during the conversion will have major issues with converting their flowcharts and their graduation will probably be postponed. Classes would also have to be larger in order to accommodate for the one less term.
Cal Poly is a school that employers and professionals rely on to produce high-quality, work ready graduates. The fundamental reasons for this is because of Cal Poly's fast pacing and learn by doing method, both of which would be maimed by conversion to a semester system, which would give students less practice learning how to learn. Cal poly separates itself from its competitors by producing life-long learners and self-starters. Even if the same material could be taught in the same amount of time (which I don't believe is possible) the variety of topics covered would decrease, the quality of the learning method would be degraded, and the potential depth of major-related classes would be unchanged.

I first began my college career at a junior college where it was on a semester system which was great because we had more time to learn the material and retain knowledge. When I came to Cal Poly i struggled a little with the change of pace, but being able to take more classes within a year is great! Makes you get through college alot faster and i think in some cases helps you save money in the long run.

Quarter system sets Poly apart, you take more classes, and the schedule for the year is good compared to the semester.

After experiencing the semester system at another CSU and junior college for 3 years, I would never support the switch from a quarter to a semester system. The pace of the quarter system is much more pleasing both in time and in the number of opportunities one has to take numerous classes. With all of the budget cuts and increases in tuition, we have seen a change in the number of sections of required courses. The quarter system allows more opportunity for us to enroll in high demand classes without delaying our graduation date.

Switching to semesters is a waste of money! spend the money on more important things like labs, classes, and more teachers. You guys are wasting our time and money even considering this. With these tough economic times that our educational systems are going through, this semester switch should be the last thing on everyone's mind. STOP WASTING OUR MONEY!!!

I have come to greatly enjoy the quarter system here at CalPoly. It is a very positive change from the drab and slow-paced semester system present in high schools. Here I can quickly go through my major courses, my G.E.'s, and stick in any additional classes that would supplement/enhance my interests. By my flow chart alone, I have the possibility to fit in half a dozen extra classes only because we are in a quarter system. Thus I feel my education would be severely cut short and be not as flexible with a semester system. Hence I feel I would have wasted money on my education if I were stuck in the same semester system of high school. Please do not implement a semester system. Rather, stick to promoting student studying, and structuring classes to support course material retention.

I ABSOLUTELY THINK THAT CHANGING TO THE SEMESTER SYSTEM IS A HORRIBLE IDEA.

The quarter system makes CP different from other schools. Quarter system factored into my decision of going to cal poly. I love quarters! They reduce the mid-semestor lull and increase variety.
The quarter system allows Cal Poly students the opportunity to interact with a wide variety of professors and subject matters in their educational careers. The quick pace also provides student with real world experience of how to adapt quickly.

Semester system would be greatly appreciated. I feel that I’m always behind in the current system. It really impedes on my mental calmness and focus when I have an exam from week 3 to week 9 which has happened several times during my college career. I’ve even had an exam squeezed into dead week many times, which I see no sense of whatsoever.

The quarter system is very important to my major in landscape architecture because it gives us, the students, an opportunity to experience classes from almost all of our department staff members. It is great when you want to accelerate your college career and it enriches your opportunities to meet new people and make new connections.

Cal Poly can’t change to semesters! It will ruin the vitality that Cal Poly presents..please don't let this happen!!

The quarter system allows students to gain depth in a particular subject they like. If we switch to the semester system, a lot of the specialized classes would be lumped in the core classes.

I’ve spent years in both semester and quarter system universities. I far prefer the quarter system and believe it is a better model for learning.

Switching to the semester system will destroy the uniqueness of Cal Poly's curriculums and their ability to provide a broad experience base in technical backgrounds.

Cut administrative costs and gain trust in students before making such a change.

Cal Poly should remain on the quarter system because if we switched it would mess up everything we are working to improve

We have several programs within the college of engineering that are ranked nationally as the number one program at public schools that do not offer doctorate degrees. Several more are ranked at the number two spot. As a school, we are running one of the best and most competitive engineering programs in the United States. To me, this says that our system is not broken. In fact, our system is thriving and we are producing high quality professionals that are fervently sought after in the new grad engineering world. Why fix something if it is not broken?

The quarter system is what makes Cal Poly unique. Our grade and caliber of students who graduate from Cal Poly is higher because we have learned and retained more information than semester schools, not to mention at a faster pace. Due to this, I feel that our students are smarter and more adept at learning than those coming from semester schools. Also, since we go through our classes faster, we don't get as bored. In a semester system, by the time week 11 hits, we are still only a little over halfway done. By the time week 11 hits in a quarter system, we have learned the same information and are able to move on to more challenging courses.
As an engineer, the semester system would be absolutely terrible. We should focus on being an elite, polytechnic school, not lower ourselves to the standards of other CSUs and appease those who are just, quite frankly, unable to handle the workload. Tons of people want into Cal Poly- if one wants a dumbed down, slow paced program, there are plenty of others around already catering to that market. Tell the CSU chancellor to make the other CSUs step their games up, not slow us down.

One of my main reasons for coming to cal poly was the quarter system. Don't change it.

Semesters are beneficial for not just students but also teachers. I can't tell you how many times I've heard a teacher say, 'But we don't have time for that' or 'Unfortunately, quarters don't allow me to get into that'. Many of my teachers also fall behind in their curriculum because of holidays too, so semesters will help them schedule their course so that we students can grasp the information and digest it while still having time to go over ALL the course information. Because as of now, there is a trade off.

Quarters make Cal Poly unique!!!

Why would we try to fix something with a semester system when the quarter system works so well. The students are seen as an elite by companies and makes for better hiring as we as the skills and work habits developed on the fast paced quarter system.

One of the main reasons I chose Cal Poly as my college was because it is on the quarter system. The fast pace helps students stay on top of new material from classes. It also lets us experience more classes in one year than a semester system would. We don't have to spend half a year on a GE that isn't applicable to what we actually want to do and we have more freedom with our schedules. I like the fact that I am able to explore a broader range of subjects. I have friends who tell me about their semester systems and it sounds monotonous and restricting. If Cal Poly switched to semester, I would probably transfer schools.

Cal Poly has established a system, a prestigious, sophisticated system with quarters. We are used to quarters. We like quarters. We take pride in quarters. To a certain extent, this system defines us. If you implement semesters we will start from square one. I don't want to do that. Please do not implement semesters. Thank you.

Changing to a semester system would negatively effect students overall because you are reducing the number of classes offered throughout the year, and still having the same requirements. less time, more expectation. Ultimately impossible to graduate in 4 years.

The quarter system is one of the main reason I chose Cal Poly & love Cal Poly.

Please keep the quarter system in place. Graduation time will be stretched out too far on the semester system, decreasing graduate turnover rates.

I really think the only reason we're switching to semester is so our football team can get a better name, which should not be the focus of our school. If the football team wants better athletics they should go to a different school. This university is known for engineering and agriculture, which are majors that
I prefer quarter system. I have experienced both and have witnessed laziness in the semester system. I feel like quarter better prepare students for their futures and lastly, I do not believe that quarters hinder study abroad, internships or co-ops (which are extremely important).
Having been to a college on the semester system my only concern would be access to classes that are prereq for other classes. If you can't get in when you expected it could set your graduation schedule back.

The diversity of the industrial engineering curriculum is one of the most advantageous aspects of it, and the 'learn by doing' pedagogy gives us more depth of understanding than students at semester schools. Converting to the semester system will, by necessity, reduce either curriculum diversity or the deep understanding that comes from learning by doing. I believe the conversion will be detrimental to our esteemed IME program and I do not support the conversion to the semester system.

I would not be opposed to switching to quarters if I didn't have to worry about how my current units would transfer.

I chose Cal Poly on part because of it was on the quarter system. It's fast, fun and lets you take more classes, which lets you get a better feel for what you might like to do, and you can take more classes on that subject later. Last year I had my first child and was not able to go Spring Quarter, but I did very well all of Winter and made it onto the Dean's list in fact. If we were on the semester system, I would have had to wait an entire SEMESTER before coming back, but instead I was able to attend school while I was in my second trimester; being on the quarter system was very convenient for us as a family, as my husband is in the XXXX program here.

We can take more classes we like for classes for out major with quarter system so we can prepare more for different jobs

Although switching to semesters could be beneficial I am already in my third year at Cal Poly and I feel like the change would mess up my course to graduation.

The listed reasons under benefits for semester system are well thought, but may not happen. The extra time on student's hands will not be put toward studying and improvement unless the professors add more to their curriculum to make it just as fast, yet steady, pace of course work.

being able to go in depth into the material is sooooo much nicer. I miss the University of Arizona for that reason. Less stress = more time to look at big-picture concepts in class rather than sticky so tight to a regimental syllabus

I think that it would take students longer to graduate if we implement the semester system. The reason for this is because students will only have two opportunities to take classes per year instead of three or four. Remember, summers don't really count. Some years we don't even have a summer quarter and when we do we don't have very many classes at all. A semester system would make the summer problem even worse. Since the semester system is longer, there would be no breaks between spring, summer and fall. Or what is more probable, Cal Poly would never have summer classes at all, leaving students just two times a year to take classes. In either case, it would be much harder for students to graduate on time. As we all know, it is hard enough for students to graduate in a timely manner already.

Personally, I think this is Cal Poly's biggest problem-- let's not add to the problem. Instead, let's solve the
problem by staying on the quarter system and making more classes available to students. Let's put the students first.

I feel like switching to semester system is easier in the long run for the school, however it will cause more students to be on this campus for longer because there will be less opportunities to take all the classes that they need during the academic year. When I switched to the quarter system, I felt it was a better fit for school and that more schools should follow it.

I am aware of the benefits a semester system can bring, but personally I chose to attend Cal Poly BECAUSE of its quarter system. The quarter system at Cal Poly makes the school stand out from the rest by providing its students a fast pace and rigorous learning environment which in turn prepares us for the outside world. Me alongside many other students think this way and strongly oppose switching to a semester system because there are many more benefits in sticking with our current quarter system.

Have experienced both semester and quarter system and feel the quarters provide better learning and make more successful students for the real world.

The only reason I would be glad to graduate this year is if Cal Poly does switch to semesters so that I don't have to deal with the MESS that it will create for students and all of the benefits of the quarter system that will lost. DO NOT DO THIS TO CAL POLY! It is truly a TERRIBLE IDEA!

My Community College was on the quarter system as well. I feel like, although it was fast paced and slightly stressful, there was a greater variety of classes which I was able to take. Also, granted at Cal Poly my experience with professors has been better, I feel that if a student's learning style doesn't mesh well with the professor's teaching style, then the student only has to endure the professor for 10 weeks rather than 16 weeks, or however many the semester system has.

As an electrical engineering student, I feel that our curriculum is rushed and the retention of the material could be improved by adopting a semester system. However, I see many challenges of transitioning from to a semester system because of the amount of classes required in our curriculum.

Although this switch would not affect me since I will be graduating, I am extremely happy that the university is looking at this because I feel that the semester system is more effective. One thing that the university could look at is other schools who have switched either to a quarter or semester system and compare the GPAs from before and after the switch.

Switching to the semester system would mean less exposure to such a wide variety of classes. I love Cal Poly because of the quarter system and the classes i've been able to take because of it. The length of the quarter system also forces Cal Poly students to be fast learners and to try new things. Both of these qualities are searched for in the work force and it would be a shame to lose these because of the semester system.

I can't find any good reasons for switching to semester system. After going to a semester based college for 3 years, I now realize how amazing and beneficial the quarter system is. I am challenged with staying
on top of things, get to take more variety of classes and it's easier to pay that way, which also plays a big role.

NO SEMESTER SYSTEM

The quarter system already makes Cal Poly distinct when compared to most of the Cal States, with the exception of Cal State LA that is also on the quarter system. People recognize the intensity and pace of the classes and respect Cal Poly for the diligence and motivation required to work at such a high level. Switching us to the semester system could have the adverse affect of people seeing us as just another Cal State and not as a reputable high caliber university.

A listed reason in 'Reasons to Convert to Semesters' is that there is increased depth of classes and greater time for retention of material. This seems illogical; in a quarter system, to have greater depth of classes you take the series, then if you don't want or need to go in depth for a certain class, you end with the first, ex- PHYS 121. Also, a longer period to 'retain' means there are longer periods between tests, which is not beneficial, that just means more for each test, so much so that the information you learned earlier becomes stale.

I feel that I don't have enough information about how the semester system would be implemented if the school chose to go that way. However, I would be very concerned about the effectiveness of learning on a semester system as opposed to a quarter system as one of Cal Poly's major selling points is diversity and depth of classes in a compacted time.

Even for a student who've recently transferred to different School (i.e. changed major) I believe that CP should remain quarter system to avoid the possible loss over gain resulting from the conversion.

I think the biggest harm in switching to semesters would be the Learn by Doing philosophy. In a semester system, you would not be able to take the same number of different labs and technical elective labs as you do in the quarter system. So, who are you hurting most? The College of Engineering, Agriculture, and Architecture. Those colleges make up the majority of the school! I can only speak for engineering, but we have a number of #1 ranked programs such as Mechanical, Electrical, and Computer engineering. 2nd ranked programs are Civil and Aerospace. With the change to semester, I predict that all these programs will fall in the rankings from their current spot. We are the best, and are recruited by industry as the best, because of the hands on labs which will be reduced when changing to semesters. I really hope that the leadership at Cal Poly will step up for what is right for the students - and not be forced into something we don't want to do. We are the BEST state school in the system and anyone would be foolish to try to fix a problem that is not there. Please, stand up for the students (and faculty for that matter) will in this very, very important decision!

I really like the way the quarter system works. It just seems like a much smarter system for schools. The speed and class options is perfect

If it ain't broke don't fix it Sure it costs more money to be on the quarter system, but I feel it's worth it.
Switching to semesters to reassess the curriculum is too drastic. It may be beneficial to first ask students about how to improve the system in which they are immersed.

The quarter system is a huge plus side to Cal Poly and sets us apart from all other CSUs in a way that strengthens our image.

Quarter system is the best way to go because not only does it make Cal Poly unique, but it also provides the students with the ability to take more units and become more prepared when they graduate when they enter the job market with the diverse amount of classes they have taken. In addition, it teaches the students to adjust to a faster pace, such as the job market outside of college.

Semesters would mess up the track currents students are on for graduation. It would further lengthen classes that students may not be fond of and overlap classes already taken. Teachers would have to rewrite all of their curriculum to cover the extra weeks. This would limit students’ opportunities to try a variety of different classes.

I’ve experienced both semesters, as well as quarters at different colleges and I have found quarters to be more educational, beneficial, and efficient. Cal Poly will never be as great a school as it is now on a semester system.

The quarter system is extremely stressful for students who, I’m some classes could have a midterm every other week. Classes are much less in depth and as a student, this is a good thing for undesirable classes but a bad thing when the class relates to your future career as you learn much less in 10 weeks than you would in a full semester.

I think the switch to semester system would benefit the school and funding for the school rather than the education quality and student satisfaction. It is true that quarter system is very fast paced, however the benefit of having a fast paced quarter system is that it helps individual prepare for working in the real world. One does not necessarily use the information used in college; college is a way of teaching the student the quickest and most efficient ways to learn so that they can adapt to their environments in the workforce. When individuals have to learn new information on the job, I believe the students who were schooled using a quarter system have an advantage over other individuals who were schooled using a semester system.

Given the work and cost involved, there doesn’t seem to be any compelling reason to switch. The quarter system is very valuable to the hands-on environment. I also think that quarters accelerates the learning curve (as has been true for myself and others I know).

One of the main reasons I chose Cal Poly was because it is on the quarter system. I wanted a faster paced curriculum and I think this sets us apart from the rest of the state schools and puts us in a higher caliber, between the UC’s and the State schools. I strongly believe that switching to the semester system will diminish this quality and lower our status.

Please listen to the student voice.
I will be graduating so the switch would not effect me, but I loved the quarter system and know many others that have as well. It would be a mistake to switch to the semester system. We are trying to compete with the UC schools not the lower cal states.

The quarter system is perfect for a large-breadth curriculum like Mechanical Engineering. One reason for this is that shorter classes allow the topics to be isolated better. Learning one topic at a time allows for undivided attention and mastery - this may be lost when combining or splitting courses on the way to a semester system. A quarter system also increases the number of 1-credit intro classes a person can take during their school career. These classes provide vital opportunities for a window into more specialized fields without hogging a lot of time and inspire young students to pursue that which truly interests them. Most intro labs work well packed into a quarter, and I worry stretching them out to a semester would be a waste of time. Finally, none of the possible methods of changing a curriculum's structure are beneficial. Combine two classes that are already fast-paced would make it impossible for teachers to fit all the necessary material into 2 quarters. Eliminating parts of or entire courses reduces the breadth and value of a diverse education. Expanding a course to a semester would increase the graduation time for majors like Mechanical Engineering. Splitting 3 quarter classes into 2 semesters would lose the cohesive nature that I value in so many distinct engineering courses. In conclusion, I feel a quarter system provides engineering students with an amazing number of specific learning opportunities to inspire fruitful and rewarding careers and to encourage lifetime learning. This same argument can be made for any major that attempts to encompass many areas for a well-rounded education - the exact purpose of our wonderful POLYTECHNIC university.

how would all of the extra classes we need to graduate be taken care of? I dont see how it would work without cutting out a bunch of GE requirements.

The quarter system is part of the overall appeal to this institution in its entirety. However, it is especially appealing for the college of engineering, and as mechanical engineers. Mechanical engineering is built around the fact that we are able to take an abundant amount of labs. It is a great opportunity to be able to take all of them, as it stands, on a quarter system you can take ~20 more classes per 4 year period vs. a semester system, assuming you take 5 classes per term. That's 20 more labs, or 20 more opportunities to learn something relevant to your future occupation and career.

Just don't do it.

As someone who transferred from the semester system when coming to Poly I highly recommend quarters. Semesters have a 'lull' in them that cause students to become unmotivated and/or bored. Quarters keep you on your toes, ensure that you enroll in more classes per academic year, and guarantee flexibility with class schedules by having three chances for classes per year versus only two.

could there be a compromise such as a trimester system? short semesters (14-16 weeks)? although the 18-week semester would sync-up nicely with the rest of the CSU schools, any option that lengthens the existing quarter system would be beneficial.
The quarter system is one of the reasons I picked Cal Poly. I'm in CLA, but I appreciate the well-rounded educational experience I get from being at a Polytechnic school on the quarter system. I feel more prepared for the real world and feel that I did better on the GWR because of my attendance at a Polytechnic school that emphasizes math and science even to liberal arts students.

I chose Cal Poly because they offered the quarter system. It stood out to me when deciding to go off to school. Let's stick to something that we are doing very well in.

Before making a decision as a freshmen, I would want more information about the Pros and Cons.

I was on the semester system for two years and hated it. The courses were too long, and I was not able to receive a great diversity of courses and variation of faculty members. The system is fine now, there is no need to change it. The school is only going to cause grief and disruption, which at this time with increasing tuition, lack of classes and budget cuts is the wrong and immature thing to do. Think before you act, it's not your education, but ours.

The two main reasons I chose to attend Cal Poly were: the learn by doing philosophy and the quarter system. I liked the ability to take that many more classes per year, obtaining a greater variation of classes and skills than semesters, as well as the faster pace. If these can be retained with a transition to semesters, then I can get on-board.

Quarters keep things interesting! Theres no time to get bored in class. The only good thing about semesters is your teachers might get to knpw you better...bit your teachers get to know you on quarters if you want anyway.

I came to Cal Poly as a transfer student. The length of time I had to absorb the material in my community college was essential to my success here at Poly. There is such a rush, every week, every quarter, just to finish. If you are a top student, you don’t have much of a life. And worse, you don’t retain much of the information. I do have to say, however, that in community college, there would be severe lulls in activity. I implore to the faculty, please, address this issue when you change to a semester system.

I think switching to semester system would be cheaper and allow for deeper learning but i think the quarter system is better because it does a good job of forcing students to never procrastinate. with a semester system, students will have more time to kill and more classes, which will be harder. quarters never give students a chance to slack off because there are midterms every week. semesters will call for better time management but i think quarters allow for more efficient learning. my high school was a semester system. i’m only speaking from a students standpoint though. i haven’t looked into the consequences on the school in general.

There seem to be two main sides to the semester / quarter debate. 1) Semesters allow for more coverage of material in a certain class, but the number of different classes are limited. 2) Quarters allow for a greater sampling of classes, but are less in-depth. At Cal Poly, quarters are more beneficial because it gives students the opportunity to learn many more factes of a specific major or topic.
One reason many people come to Cal Poly is for the quarter system. To experience more classes and professors. Had Cal Poly been a semester system school before this, myself and many others would not have attended this university.

I don’t understand why we are trying to switch to semester system after Cal Poly has operated fine for over one hundred years. I’ve heard that it is to make it the same as other universities, but it makes us unique. Why would we want to be like everyone else? And, at a time where we are struggling with education funds, it seems that this shouldn't be a priority right now. Sure, it may give the student less stress because there is more time to absorb the material, but this is only if the professor decides to keep course content and extend it throughout the added weeks (which I doubt is what will happen). Professors may just use the added weeks to add more topics and test material, and this would defeat the reduction of stress. Also, the time it would take to transform curriculums and graduation requirements would be a lot. What would happen to the students that are already completing degree requirements in the quarter system if the shift takes place? It's an idea, but not good nor necessary.

Thanks for addressing this. I think it will make the lives of students and faculty more enjoyable.

Would the semester system really have less homework and class time? I feel that our total days of school is comparable to universities with semester systems so I also feel that we would just be taking more classes at a time with less hours of each to have time in class to be the same either way.

The quarter system is a significant contributor to the astounding quality of students that graduate from Cal Poly.

I believe in the long run it would take a student longer to get out of Calpoly on the semester system and one of the main reasons I choose to come to cal poly was because they were on the quarter system and it allowed me to always be actively engaged in my school work and learning

If we do switch to the semester system, please help us (the students) caught in the transition graduate in time.

As an architecture major, switching to the semester system would greatly impact my success and ability to learn to my fullest potential. By limiting my number of professors, the change would limit the variance of the knowledge I accrue throughout the quarter. And though some might say that you spend more time with each professor on the semester plan and therefore learn more from them, we already spend almost all of our waking hours in the studio so it is nice to switch it up three times a year. With the shift to semesters I also am concerned that would have an even worse chance of graduating on time, with 17 or 18 units a quarter now it is hard enough to find a balance of workload and required courses. With the semester setup I worry that I would be wasting time and money on a redundant education due to overlapping of classes. Even though the quarter system leads to more final projects and over all more work I find the times that I am rushing to get all my work done to the highest quality to be the times that I learn to most about architecture and myself.
I personally love the variety of classes we get to take each year thanks to the quarter system. I believe the quarter system allows me to get exposed to more subjects and helps me become a more well-rounded engineer and person. I do agree that there are some benefits to the semester system, but the variety of classes provided by the quarter system greatly outweighs them. My main goal at this college is to learn as much as i possibly can and I believe the quarter system enables me to better fulfill that goal.

I think most students take pride in our quarter system, and enjoy the wide variety of classes we get to take. After students just voted to raise our tuition a very substantial amount, I would be very upset to see so much money spent on changing to a system that is not necessary and which I believe would decrease student happiness at Cal Poly.

The quarter system was one of the main reasons I chose Cal Poly. Switching to the semester system would severely disappoint me.

I would agree with a conversion if the curriculum overall was the same- just modified to fit within a semester system. Also, more classes would need to be made available because getting units(relevant to my degree) is difficult as it is.

One of the reasons cal poly is successful is due to the quarter system. Changing to a semester system would ruin Cal Poly. It would be no different than any other lesser school and contribute to fewer and fewer benefits for students.

When choosing where I would go to school, I was torn between Cal Poly and UC Berkeley. I ultimately choose Cal Poly because having taken a few community college course while in high school, I felt the semester system dragged on forever and liked the idea of a quick paced quarter. Please don't remove the decided factor that ultimately lead to me enrolling at Cal Poly.

The quarter system is fast paced and teaches students to manage their time and prepare for the real world. Also, the quarter system is something that makes cal poly unique and allows for students to experience more classes and professors than the semester system. It’s great!

The quarter system makes Cal Poly unique! Our class sizes are small, and the quarter system allows for more focuses class topics. Students are exposed to more different types of classes and disciplines on the quarter system. Students meet more students and faculty members in the quarter system - these connections help students in the long run! The quarter system is at the core of the learn by doing philosophy because there is no time to spare and students must get right down to the nitty gritty. I feel very well prepared for life after college from Cal Poly's Quarter System. It is unfair that the semester system is being pressured upon our great university just because every other CSU is doing it, and because it cuts administrative costs. How about you fire some of the many unnecessary administrators in order to cut administrative costs. Please, think about the students!

Please do not do this, I love the 10 week system and so does the rest of this school.

The only part of this conversion I dislike is that I will be graduating and will not be able to benefit from the change.
'Less stressful pace for students, faculty and staff.' implies a watering down of one's education. The time in the classroom is supposed to be the same for either quarter or semester system. I came to cal poly to work hard, and wouldn't want to work any less.

One of my concerns in transitioning to semesters would be switching a series of courses from a 3 class structure to a 2 class structure. A student in the middle of a series might miss curriculum if there are only two classes offered for the series instead of three. This could be especially problematic in science and lab based classes.

Keep the quarter system here!

The quarter system truly sets Cal Poly apart from the other state universities. If we switch to a semester system, Cal Poly will lose its appeal to incoming and already enrolled students.

As a student in the college of architecture, our curriculum follows a very strict outline of which classes we must take each quarter. A semester system would force the entire curriculum to be restructured. Being half-way through the program, this could set my graduation date back depending on how classes are restructured.

We will never graduate if we switch to semester and the cost would be extremely high. We already have financial problems at Cal Poly.

There's not enough transparency on this issue. Why was this ever imposed in the first place? What's wrong with Cal Poly now? I've heard rumors a large reason for wanting to change is to save administration costs. The truth cannot be hidden.

I have heard rumors about the switch happening as soon as spring. If this is true, one would have to accomplish a semester's worth of schooling during a quarter. If a switch is to occur, it must happen at the beginning of a new school year.

Both students and staff are against the semester system. Class turnover is what makes cal poly great. I understand that money is tight, but this is not the way to do it. Cut reckless spending. And cal poly's leaders need to take pay cuts and put their students first, not their wallets.

The quarter system is more beneficial and Cal Poly should not change the system.

If Cal Poly converted to the semester system it would be detrimental to the value of the Cal Poly education. The students could not partake in many student events and enterprises in a semester system, compared to the quarter system. Students would also be less likely to attempt any course(s) that did not pertain to their major and graduation schedule: the duration of courses would deter students from exploring possible areas of interest, causing students to miss out on great learning opportunities and the broadening of their knowledge. A semester long class, that is boring to one student and difficult for another, would cause the teachers to “loose” students through: withdraw, failure and lack of attendance. The students involved in these courses could not benefit from the interaction with each other and would miss learning opportunities. The prestige of Cal Poly would be
mired by converting to a semester system. Many of the current senior staff members would opt to retire rather than convert their entire curriculum from a quarter to a semester system, based on their value of the quarter system education. Professors that have PhD's could be lost, shaking the college’s accreditation security. The prestige of Cal Poly is directly linked to the learning opportunities that are provided by these professors and the quarter system. More opportunities to meet with teachers and explore different learning areas are available to students that are involved in the quarter system: there are four opportunities throughout the year to meet and interact with teachers that have completely different skills and perspectives, creating the best education for students. Having one-on-one interaction with a college professor is important and is a major benefit of Cal Poly being on the quarter system. Having this type of interaction allows students to grow their knowledge and interests, providing a solid future in a career they will enjoy. Students can afford to attend Cal Poly and still benefit from the very best style of teaching and learning. Changing to a semester system would be a poor decision by the new Cal Poly President, causing disdain among the student community, faculty and alumni.

IF IT AIN'T BROKE, DON'T FIX IT.

I very strongly oppose a change to the quarter system; the quarter system was one of the main reasons for my coming to Cal Poly. If it were changed, not only would my academic career be difficult because in all likelihood it would be changed while I was still a student, it would also be very difficult for me to adjust.

I feel that switching to a semester system will be better for everyone because there are a lot of students who do struggle with the quarter system.

As part of marching band, a switch to semesters would greatly affect my schedule. Marching band is a big commitment and if I was required to go 18 weeks of this big commitment rather than the 10 that is associated with quarters, I would seriously reconsider joining marching band (we had someone come talk to the band, and this was a point that I thought would greatly influence the majority of the band).

I had an internship in my field of study this summer and felt that the fast pace and difficulty of my busy schedule prepared me for knowing how to be successful at my job.

I think if Cal Poly were to switch to the semester system students won't graduate when they would like to and the students as a whole wouldn't capture the entirety of 'learn by doing' because of the inability to take more classes during the year.

Who does Armstrong think he is? Doesn't he want a happy campus? This will not result in a happy campus.

I believe the semester system would benefit the college and I actually wish the school had been converted over before I’d enrolled because then I would get the semester system benifits while still a student here.

My experience at Cal Poly has been almost purely positive. And I am convinced that the quarter system played an important role. Change can be good or it can be bad, but why change when we are the best?
I feel like the quarter system works just fine the way it is, and I don’t really see any great advantages of going through all the trouble to switch to a semester system. Also, students currently attending Cal Poly have plans made based off what classes they are taking each quarter and switching will complicate that.

As a student who previously attended a CSU on the semester system- I have really enjoyed the switch to quarter system. Classes move at a quicker pace and keep me involved, I feel like less time is wasted.

The only reason I think switching to semesters would be a good idea is because it would provide opportunities to change and reassess areas on campus

The quarter system would hurt the reputation that we all work so hard to maintain

Quarter system allows for additional courses but CalPoly restricts overall courses by requiring a declared major. Im barely passing my first quarter both due to interest and medical reasons. If possible, I would change major for next quarter/semester

I consider the quarter system part of the Cal Poly experience. I feel that the fast pace keeps me focused and keeps my professors from wasting time. I think it is strange that the university is considering such expensive and drastic changes at a time when funding is already limited.

I do not think it is right to switch, Cal Poly is most known for it's quarter system and it builds strong character for students having to meet more people due to the more often switches. I think that the quarters allows us to meet more people, professors and take more classes than semesters.

I am an out-of-state student from XXXXXXXXXX. The SOLE reason I chose to leave my home state and come to Cal Poly is because Cal Poly offered a quarter system. Real life is stressful, and school should prepare students for this reality. From past experience, I know that switching to semesters will take away this stress and time management aspect. Also, I feel making such a drastic change will offend Cal Poly Alumni. Given alumni find out about such a switch, they may be much less inclined to recruit and donate to Cal Poly as it is not the same Cal Poly they came to know and love. I strongly oppose this decision and I am open for much more talking if you need further opinion. XXXXXXXXXX

If it aint broke dont fix it.

I dont understand the desire to change something that is already good. Cal Poly’s success is largely attributed the system that already is in place. If the level of achievement was falttering I would understand the reevaluation, but it is not.

pointless, transition will cost more money when we are already being hit with higher tuition every year, more time per class (more weeks) does not equate to less stressful workload, 5 classes at 3 units each is not necessarily easier than 4 classes at 4 units each even though the former has less overall units, I didn’t come to this university to have my degree fundamentally altered to be 'easier' or 'less stressful' (a degree isn’t special if anyone can get one without really trying)
I feel like if we switched to a semester system I would not be able to take the amount of classes that I want to in four years and I would not be exposed to as many different aspects of the engineering curriculum.

The quarter system is part of the reason that I, as well as many others, chose to attend Cal Poly; and I believe that more thought should go into processing this change, as I feel that it is being rushed.

The Cal Poly experience is number 1 in the CSU system. We should not have to look at what the other CSU’s are doing to gain the competitive edge we already have.

Do not see a point to convert to semester system when academic success seems to be working perfectly fine.

I don’t necessarily think the semester system is a bad idea, but I think it would hinder me now that I am a third year if it were to switch while I am here. As far as general education classes, etc. I think it would be a great idea and much less stressful. Also, it would be very nice to reduce the number of G.E. classes required. However, regarding major courses I can’t imagine how all of the necessary classes, that are very beneficial, would be broken down.

Until there is a plan already laid out for conversion of units and classes, I hope we choose not to adopt the semester system. I wish this change would have already occurred before I started enrollment here or not occur at all. In my opinion, it is only going to make me more stressed out.

Tuition is already expensive, and with the addition of the Student Success Fee they are even higher. Also, Cal Poly is a distinguished school known for its rigorous and successful academic program.

Changing to a semester system will be a costly and non-beneficial process. As the rigorous quarter system has a respected reputation, changing to a semester system will no longer set Cal Poly apart from other CSU’s. Finally, as a student who has experienced both semester and quarter systems, I prefer the quarter system as well as many fellow students because if I am required to take a class in which I dislike the instructor or the subject matter, I am not bound to take it for 18 weeks (which feels like forever). The quarter system allows for variation in student’s schedules to keep them focused on academic success rather than feeling as though they are drudging through another long course for 18 weeks and feeling burnt out. If university students are accounted for, this may be a reason that SLO is the happiest city in North America. Please keep us on the quarter system.

This is just a stupid idea. The quarter system is superior in every way. It maintains cal poly’s status as a hard and rigorous university.

I think that the quarter system distinguishes Cal Poly as a more rigorous and challenging college than those that are on semester systems. I have talked to students at semester colleges that are intimidated of our fast paced quarter system and esteem Cal Poly and its students for enduring the challenge. I feel that the quarter system does not allow for any gaps in students studying and life skills that will be applied for the student's future. It is necessary for fast paced and close deadlines that are given by the quarter system to benefit the student for the future.
I am fine with switching to the semester system, however, I am concerned with graduating on time. If there are already many people who are unable to graduate on time with the quarter system, how will switching to the semester system aid that? Also, if cutting down the curriculum is what will allow the switch, does that mean the variety of classes I am taking will be taken away?

I think Cal Poly should switch to the semester system because it would be an overall better college experience due to less stress which the quarter system inflicts and the material being covered could be investigate more in depthly than the quarter system. As an architecture student, I feel the semester system could allow for more time devoted to developing ideas and concepts instead of focusing on the time issues of getting a project done.

Personally the quarter system keeps me at a fast pace which keeps me focused and learning a lot in a short time. Semester system would slow everything down and causes students to slack off. Quarters keep people focused, efficient, and harder working. It is what makes Cal Poly unique and a great school. Aerospace Engineering is one of the most prominent majors at this school and it would be crushed by a change to semesters and a reduction in units. It would destroy everything good about Cal Poly. I would not have come to this school at all if it was a semester system!

With the amount of units required by students within the college of engineering, it would be extremely overwhelming having to take so many courses in a semester in order to stay somewhat on a 4-year plan. Also, being able to strongly focus on a smaller amount of courses, such as 3-4, within a shorter time frame would be easier to balance than say 5-6 courses a semester. I believe I can speak on behalf of many students that the stress factor would actually increase for those who have over 175 units to complete for graduation.

The reputation of Cal Poly is at stake here. Cal Poly is currently one of the top CSUs for engineering in California. Quarters are hard, but they are good. There’s little or no time to be lazy or get bored during the quarters system. If you have a teacher you don’t like, you only have him/her for a quarter instead of a semester.

As long as you keep the students and staff updated and on the same page with current and correct information, I don’t think there will be any reason for uproar or angry people.

Please do not switch. The quarter system is much more beneficial to learning than a semester system.

I can see all of the benefits of the semester system even if I don’t like to admit it. I enjoy going off to college later than my friends from home do, though I’m sure that it wouldn’t be too hard to get used to semesters and that there would be certain benefits. One of my final concerns is that our curricula tend to cover very broad and expansive topics and give many students options for concentration paths to take, would we lose that when we effectively cut our a third of our registration opportunities?

I believe that being in the quarter system, it sets us apart from all the other state universities. We work at a fast and challenging pace and are able to take more classes.

I think the quarter system makes us prestigious
The quarter system upholds the very essence that drew me to the University when I first applied. Quarters are fast-paced and give students a great exposure to many topics and professors with ample depth and learning. Cal Poly thrives with the quarter system, and switching to semesters would devastate the enthusiasm and excitement of the students, waste time, waste money, and take away from the learn by doing environment.

The quarter system is one of the main reasons I chose Cal Poly as my school of choice, and I'd be disappointed to have that changed.

I've never even thought about switching to the semester system in my five years at Cal Poly. I enjoy the fast-paced quarters that have required me to jump in head first to the material and the class. Though there is never any 'down time,' it has kept me on my toes everyday, every week. Missing class is not an option; slacking off is not an option, as is the case in the real world. I was in a four year relationship with a USC student, so I got to directly see his attitude of the semester system. Though he did not mind it, I think I would get bored with the same class for 15 weeks. I also like ending the year in June and being at home through September.

Switching to the quarter system would mess up every single current students' graduation and course plans here at Cal Poly. Why try to fix something that is not broken?

I feel there are many attributes that Cal Poly possesses that make it distinctive from other CSU's, and even UC's. The quarter system is one of these attributes. Perhaps Cal Poly's most distinguishing feature, an important influence in my decision to attend this university, is embodied by its mantra, 'Learn by doing.' As an ME major, I have enjoyed and appreciated the labs I have been in, as they give me an opportunity to apply the concepts taught in the classroom to actual, applicable situations. It's a great feeling when the theory syncs with the experiment and you realize, 'Wow, this stuff actually describes how the world works.' I feel Cal Poly's labs and other hands-on activities may suffer in the semester system. Intro courses and labs, like ME 134, IME 142, and PHYS 131 work great in the quarter system. However, after a semester conversion, would students really need an entire semester's worth of welding lab, for example? It costs a fair amount of money to provide these labs, so with this line of logic, it wouldn't surprise me if some of them were simply removed from the curriculum. Abandoning the quarter system results in not just a loss of a unique feature; it chips away at the Cal Poly 'Learn by doing' method, the very principle this university is based upon.

I have no stake in the matter. I graduate in June.

The transition would be very hard, no matter what anyone says. I at least do not want to be here when that transition takes place. I do not want to be held back from graduating.

Quarter Schedule allows students to focus on specific concentrations of their major compared to a semester systems that combines several courses into one course.

This hurts students, costs money, damages Cal Poly's competitiveness.

Please don't switch
This is a subject which I have not thought too much about. Maybe if some trial classes were offered as a semester I (as well as the rest of the student body) could make a better informed decision about whether or not switching would be beneficial.

The quarter system prevents student burn-out and boredom. If you have an unfavorable teacher or project group - or if the subject matter is not particularly interesting - you are stuck for an entire semester. Also, the semester system would result in fewer opportunities for exploration beyond the required curriculum. If you really want students to graduate on time and receive a more wholesome education, you may consider removing some General Education courses from the required curriculum (Cal Poly has the highest number of required GE courses amongst colleges nationwide). In place of these GE courses, students could be required to take on a minor or explore more of their interests through classes that are relevant to their lives or future careers (or just make them happy).

I have been to three different universities with the semester system including one being CSU Northridge. I found it was more cost effective with saving on parking, time used to register, and chances of getting classes were better with a bigger pool of classes.

I personally feel that being on the quarter system is a great aspect of Cal Poly. Being a first year student, it was one of the many reasons why I chose Cal Poly because I enjoy the fast pace learning it offers and it allows the students to experience more opportunities that they would not be able to experience on the semester system. I strongly suggest that we stay on the quarter system.

The quarter system was one of the reasons I CHOOSE Cal Poly. I wanted the fast paced, focused learning environment because its better for my learning style.

I know that one of the major factors in my decision to come to Cal Poly was the fact that it followed a quarter system and is still a system I enjoy wholeheartedly. The pace is perfect, the classes switch every 10 weeks (something that I love), the vacations are actual vacations, and I can still remember what I was taught when the finals come around. I would HATE to be apart of a semester system.

I am currently on an exchange at Oklahoma State University for just one semester (Fall Quarter.) I am a senior and have been at Cal Poly all 4 years prior. At first, I didn't like the semester system and felt like it moved through material too slowly. Although once we got into midterms, I feel that I enjoy it much more than quarters. I don't feel rushed to complete my work and feel that the material is actually 'sinking in,' I'm able to more thoroughly comprehend and understand the material because I'm not rushing from midterm to midterm in just 10 weeks. I am strongly in favor of changing to semesters.

Cal Poly is a top notch university, we are up there with the UC's therefore why should we alter our system when are system mirrors all the perceived best schools in California such as Stanford or all the UC's( except for two)? It isn't reasonable, our university is respected and accredited with the quarter system, why take a step back? Lets not become a second tier university please.

I have extensive familiarity with the semester system. I completed no less than 11 semesters of study between my B.A. and my M.A. before coming to Cal Poly as an M.S. graduate student. The pace of the
quarter system is far too fast. Learning happens slowly, and this is particularly true with difficult, complex, or entirely new areas of study. In a quarter, the student superficially skims the surface of a topic, whereas in a semester the student can dive deeply into a given subject. If Cal Poly switches to the semester system, the true winner would be Learning itself because both students and faculty would have more time to examine the depth and breadth of a subject.

What makes Cal Poly so different and great is that it is different than the other CSUs. It is different because it is on the quarter system. This is what makes Cal Poly so great.

If big reasons for switching to semesters is that it would save money and Cal Poly would be like the other CSUs timewise, those would not be good enough. Cal Poly is prized for its uniqueness and we would lose our standing as a top public campus.

Cal Poly is the model CSU. Why don't we have all the other CSU's switch to a quarter system?

Based off of how things are set up in my major, I feel like the quarter system is a better fit.

Please don't switch it. Cal Poly's quarter system is awesome as it is.

It seems like the semester switch is for no good reason, there is no money promised for us from above, and ultimately it seems the administration wants to change for the sake of change, to make it look like they're solving problems, and they will end up creating more. The actual problems we do have are wasteful majors that we have added to try to achieve some 'plurality' (like LAES), and the fact that our core, known-for studies are suffering for these other majors.

DONT SWITCH

If President Armstrong changes to the semester system he will have disrupted the foundation the Cal Poly was built around. I work for the Cal Poly Fund and people have told me over the phone that they are no longer supporting Cal Poly with donations due to the fact that President Armstrong is trying to implement this change, and I have to say I agree.

I just hope that the views of Cal Poly students are most important in determining whether to switch to semesters or not. If students didn't exist, then there wouldn't be much of a reason for Cal Poly to exist, would there?

I've truly never thought this through, might be a nice change but feelings of nostalgia could set in, who knows. Guess we should learn by doing.

While it is possible that a properly implemented switch to semester could be successful and not hamper the education of the students. I feel that it would create a lot of headache for both students and faculty that would make at least the first semester vary hard and not as productive. Some of the programs at Cal Poly have such a high rating in part because of the quarter system so students are able to gain a lot more knowledge in their field than their peers that are at semester universities that have high ranked programs. The quarter system may be fast and at times incredibly stressful but I wouldn't change it in a
million years because I feel that it better prepares me for the real world. The only personal benefit that I can see to the semester system is that I could potentially have more time to work on some side projects that I have been playing around with.

Having taken a majority of my classes in a semester based university, I feel that I have better understanding of those subjects I took during semesters than those that I have taken during quarters. Professors at Cal Poly tend to try to fit a semester worth of material into 10 weeks, creating an impossible pace and volume of material. The quarter system has played a significant role in my declining health since I transferred to Cal Poly. I rarely have time to exercise, cook healthy food, or even sleep a full night.

I do not think Cal Poly should switch

Switching classes/professors from quarter to quarter=Change. Change=Stress. Less change (switching classes/professors less frequently)=Less Stress. Less stress=Happier students.

If switching to semesters is being discussed for the benefit of all students, than I am not opposed to it. However, if it is just another way to somehow benefit tenured professors who should have retired 10 years ago and don't care about their students' education or the quality of their teaching, than I am highly opposed to switching to semesters.

Very few students or staff that I have talked to about this issue think it's a good idea to switch to semesters. A lot of students come to Cal Poly because it has quarters and prefer that (I know that was one of the reasons I came here). Also, quarters help students from getting burnt out in a class because a quarter is a shorter time period.

I am a student who cannot afford to attend a UC; however, I LOVE being on the quarter system. I feel much more accomplished after 3 quarters and I can definitely maintain a pace to succeed in quarters. If Cal Poly implements a semester system before I graduate, I will have no choice but to transfer.

The quarter system allows students to learn more about specialized topics. For examples, as a chemistry major, I enjoy being able to take a different advanced elective course every quarter. I also prefer the quarter system because it allows me to get to know more professors in the department. I would also like to say that one reason I wanted to come to Cal Poly was that we have a quarter system. I took two years of semesters at a community college and I much prefer quarters.

In my opinion. I see no benefit to the semester system.

I would be very concerned about how the switch would affect myself and all the effort I've put into fulfilling Cal Poly's rigorous curriculum.

We would not experience the fast paced lifestyle that could be in our professions and would have less of an opportunity to meet more professors for possible projects
I strongly disagree with the conversion to the semester system -- the quarter system is one that does not need to be fixed.

I strongly support the quarter system because I am able to take diverse classes to learn my passion, embodies the learn by doing motto more, cheaper, all UC's have quarter systems so makes transferring to grad school easier and the fast pace keeps me on top of me work

I understand Cal Poly is a stressful, fast paced work environment, but that's what I love about school. It keeps me on my toes (figuratively speaking). The more classes I take, the more I feel like I've learned. I've been able to expand my level of thinking throughout the classes I've taken, without feeling like slacking off. With a semester system papers will be given a long time to accomplish. The few extra weeks we might add with a semester system, can be easily abused. Cal Poly students tend to work well under pressure. Taking that pressure away might turn a great piece of work into a something thrown together last minute. If students tend to believe they have time, they procrastinate until there really is no time left to get an assignment done.

Being on the quarter system is one of the main reasons why Cal Poly was so appealing to me. It makes Cal Poly stand out at a state university and allows for a greater variation of classes and networking with students and professors.

I like the fast pace of the quarter system, I work well under pressure!

Why? Why are you doing this. You have not publicized why. What are the benefits?

I would prefer taking less classes in a shorter amount of time because it reduces the multitasking required. I am also afraid I would graduate later if Cal Poly switched to semesters because I wouldn't be able to take an equal coursesload.

Please don't switch to semester system! Reporting the results of this survey to students and staff would be greatly appreciated.

As a transfer student I know the average student on the semester system slowly stops caring in about their classes after week 12. Asking about 90 students who've transferred in through any major to Cal Poly from Jr Colleges have said the same exact thing and only 4 said they liked the semester system.

quarter system is one of the main reasons I chose Cal Poly!!

Other schools who have switched recently have seen a decrease in competitiveness. Cal Poly is known as a great school that is super competitive and turns out students who are ready for the workplace. If we switch to semester it will decrease our value. CSU Fullerton switched and they're reputation is worse for it now.

I really, really hope we don't change, because the quarter system is one of the reasons I love Cal Poly so much. My overall experience here would be definitely diminished if we changed to semesters.
One of the reasons I chose to come to Cal Poly was the fact that it is on the quarter system. The fast pace and number of classes I have taken on the quarter system are what allowed me to compete with Juniors and Seniors from other universities for internships the summer after my freshman year. Students overwhelmingly like the quarter system, and I think that by switching to quarters, quality students that would normally come to Cal Poly might choose to go to another school with a more rigorous and challenging schedule. I have loved so many of the classes I have taken at Cal Poly, but I have never wished at the end of the quarter that the class was 4-5 weeks longer. Cal Poly classes still go into as much depth as classes do on the semester system, but we get to take more classes so it is the best of both worlds. Part of Cal Poly's identity is being on quarters, and in my own experience employers have had more trust in my abilities coming from the quarter system. As a member of Ag Council, I have seen Rachel Fernflores give a presentation of the pros and cons of the semester system, and frankly the pros seemed either weak or unapplicable to Cal Poly. The switch might have made sense for other universities, but Cal Poly is not like other universities, it is a hidden gem. Since President Armstrong has taken over the helm at Cal Poly, I have gotten the feeling that he does not understand what Cal Poly is all about. Whether it be trying to double enrollment in the future, make sports a bigger deal here, or converting to semesters, it seems that he doesn't understand what Cal Poly is truly about, and that we don't want to be one of those huge schools like Michigan State. I have talked to so many Cal Poly students about this in great length, and not one of them sees a switch to semesters as a good thing. It is so disheartening that the President has seemed to already have made up his mind, and that even if there is huge, overwhelming opposition to it by students, staff, and faculty, the President can still approve the change. Students have felt so helpless during this entire whirlwind process that now we just seem to be marching to our own inevitable deaths.

I believe I am in favor of switching, but I don't really know match as to how this could actually affect my education. Any additional information on the subject would be appreciated before I can make a strong opinion on the subject.

Semester would be hard to coordinate internships for WVIT. The quarter system allows for less wasted time.

I will continue to oppose the switch as long as I am at Cal Poly. The cons to switching greatly outweigh the pros.

I experienced both a quarter and semester school before transferring to Cal Poly. I chose to come to Cal Poly partly because of the fast passed quarter system. The quarter system forces me to stay organized because it is easy to fall behind and I enjoy taking a new set of classes every ten weeks.

The quarter system allows students to take more classes. It is fast but that helps certain subjects from becoming tedious or dull. The quarter system helps us learn by doing by giving us more opportunities for different activities.

I honestly don't know how I'd feel. I see the benefits of the semester system--all of my friends who are on it definitely have an easier time at school balancing everything, and do not work anywhere near as
much as people on the quarter system do. That being said, quarter system's fast pace is really unique and appreciated. To put it in layman's terms, I have no f***ing clue what to say.

Switching to a semester system would be devastating. It would be even harder for students to get the classes they need, you put students who pay quarter by quarter in a tough situation, and in the real world you don't get 20 weeks to complete a task.

This is quite possibly the worst idea Cal Poly has ever come up with.

When accepting my offer to attend Cal Poly, one of the aspects that factored into my decision the most was a quarter system over a semester system. Cal Poly’s quarter system provides a unique educational opportunity that offers students to take a greater variety of courses, resulting in a more comprehensive and well-rounded college education.

The current system and class design for CAED is the best way for it to be. I believe it would take more than 5 years for CAED students to finish the program if Cal Poly switches to semesters.

Cal Poly is a university that prides itself on being different. Our motto is ‘learn by doing’ not learn by learning. We have been on the quarter system since my father, a proud alumnus, can remember and it has worked for us. Cal Poly students are some of the most sought after students upon graduation and this is because they are ready to lead and handle themselves in a work environment largely due to the quarter system. Switching to semesters would be an injustice to Cal Poly students and its reputation. Cal Poly would ultimately turn into just another school with semesters. A school with less opportunities to learn by doing, less opportunities to take classes that students want and need, less opportunities for students to prepare for the world ahead of them. Switching to semesters will not just hurt Cal Poly, it will destroy its academic morals.

This is my first quarter here, thus I am not sure which system I prefer yet. However, I can say that the quarter system provides the student with a more immediate objective / focus, than the semester system used at my community college.

i think they are trying to fix something that isn't broken

I am extremely proud of my education especially now as seek full-time employment. Switching to the semester system would tarnish my educational reputation indefinitely.

I would not be able to take nearly as many classes at Cal Poly on the quarter system. I have a lot of electives that i want to take before I graduate that i feel would benefit my education and direct me towards the proper career path. I like the opportunity that the quarter system gives me to take these classes.

I am sure that the SRTF has done its due diligence and research as to the pros and cons of switching to semesters. In my eyes, the quarter system is a system that is fast paced, allowing students to see more of what their majors have to offer. However, I trust the SRTF as well as President Armstrong and believe that if they see it fit to switch to semesters, then it will be the right choice. I will not be at CP long
enough to experience the system, but as long as the university keeps up its fantastic reputation and the value of a Cal Poly degree remains highly valuable, then I have no argument.

Cal Poly has always regarded itself as the CSU that stands out from others, and often considers itself more akin to other top-tier California universities (most of which are on quarters) than to the other CSU's (which are mainly on semesters). A transition to semesters is an unwelcome transition away from the teaching philosophies of California's top-tier universities and more an attempt to standardize the CSU system than to improve Cal Poly education. Please do not make this transition for the wrong reasons.

Since I have taken classes at a semester school, I would like to point out that by the middle/end of the semester, I felt like my classes were dragging on. I felt that the same amount of material, with the same level of understanding, could have been accomplished over a smaller time frame. If Cal Poly switches to a semester schedule, I would be worried that, since we have such successful/smart students, we would lose focus in our classes by the end of the semester which would negatively affect our grades.

Even though I will be graduated by the time the school could switch to semesters, I will feel cheated out of the hard work and dedication that I had to put in to learn to be the fast paced efficient person that I am. Cal Poly will no longer be known as this type of school degrading my degree.

I like the faster pace and more frequent changes in professors and courses with quarters.

doesnt matter to me, I graduate very soon haha

I do not want to be stuck with a bad teacher or hard class for a whole semester. Quarter system works great. Please DO NOT switch to semester system.

The ability of CalPoly professors to deliver curriculum to students does not necessarily depend on a quarter or semester system. It depends on how the professor makes use of the time, as well as what the department states should be taught in a certain class. In the current situation, the EE (Electrical Engineering) department requires an overhaul of their curriculum for example. This can be attained with or without the semester system with more careful planning, and fresh ideas, because in its current state, 'learn by doing' experiences are next to none. If Cal Poly were to switch to a semester system, I would want there to be enough planning involved to properly make use fo the new structure. Having more hands-on projects that coincide with the material would be a must. I still believe that many changes can be implemented without needed to switch to a semester system, and hopefully that SemesterTaskForce effort can be put to use elsewhere.

While we would have more length of time for our classes, because we would only have two semesters, our unit load would increase from the low end of 12 to a low end of 16 and a high end of 18 to a high end up 22+. Having come from a semester system, quarters are great for quick paced learning and efficient class sessions. Semester systems seemed spread too far out.
The quarter system sets us apart from other schools. The quality of our education, incentive for hard work and retention of material would all be significantly hurt if we switched to semesters. Every student and faculty member I've talked to agrees that switching would only hurt our education.

If we switched to semesters, it would be much easier for students to study abroad since most universities are on a semester system. This would allow students to not only study abroad in summer and fall but also in the spring.

Semester system will also favor student, faculty and staff financially. This system will allow better timing and concentration for intellectual activities and other materials. More objective and less stressful...for all.

The quarter system allows me and my peers to become educated on a larger array of topics. I would feel as if my university is taking away a unique and incredibly valuable aspect of my education of the semester system is put in place. I am here to learn as much as possible. If the semester system would in fact expose me to more information than the current system, then I am missing that logic, and I would give my support. However, lastly - I urge you to consider the impact that this will have on the quality of our education. A longer time period in a class does not necessarily correlate to an improved level of education.

I really like the quarter system. I feel like I am able to take more classes in a period of 4 years. I also like the fast paced aspect. I feel like I would graduate with more accomplishments, than if we were to switch to semester system.

Having been on the semester system I feel that the 16 week semester system was too long. I would rather finish sooner in a quarter system, even if it means having to spend more time to retain the same amount of material.

I don't see how switching helps. I think we are successful as a quarter system, we would be successful in a semester. The conversion seems like a waste of time, energy and money.

I absolutely love Cal Poly and it's quarter system and would be devastated if that was changed to semesters.

I have transferred from a university that uses the semester system and I have noticed that the cal poly system is more of an exercise in quick retention and regurgitation of information rather than meaningful learning. I have personally been angered by this. Yes it prepares some for a fast paced work environment, but this is not the work environment that I intend for myself. I love Cal Poly's learn-by-doing attitude, but there is no time to DO anything except memorize and regurgitate. Also, Cal Poly teacher's are rated far below average on ratemyprofessor.com. I do not think this is because they are bad teachers, it is just impossible to teach a quality class when everyone is experiencing such high stress levels. Thank you for hearing my opinion.

What would be better is to implement a quarter and semester system as some of the majors on campus benefit from the scheduling of a quarter system, but other majors would highly benefit using a semester.
system so that students can better retain the information they've learned (for example, Computer Science, a major that moves too quickly on a quarter system, but might actually work on a semester system). However, implementing a half quarter, half semester system on campus would probably confuse too many people. It is a suggestion though.

I would really prefer staying on the quarter system. Changing to semesters just to increase graduation rates defeats the purpose of those trying to get ahead, as well as disregards those who would rather take lots of time on a wide variety of classes to increase their college experience.

Switching to the semester system would affect a lot off students who have become accustomed to the quarter system. However I believe it would greatly decrease the amount of stress and depression students experience with the quarter system.

After attending a college that was on the semester system, I have come to realize that I like Cal Poly's quarter system better.

For my major (CRP), a quarter system provides more and more variable studio classes. I.e. more practice doing different types of projects.

I haven’t been here too long, but I like the quickness of the quarter system. It allows me to stay on top of my work, not waiting till everything piles up as I may be tempted to do in a semester system. I like the changes in classes and the switching from teachers. It allows for a good amount of change and diversity in classes.

The quarter system helps keep things fresh in my mind.

One of the things I like about quarters is that if you have a professor that is not very good, you only have to have them for 11 weeks, versus 20. Though quarters seem to go by fast, I think it gives a better college learning experience in the terms that students are forced to work and study hard. On the other hand, I think that semesters may be an easier adjustment for incoming freshman in addition to an easier pace overall (tests and quizzes may be more spread out in addition with learning). It is hard to say that I would look at the semester system as an opportunity to do more 'learn by doing' assignments, because I already feel that they are fast-paced as it is. I see it being difficult for many professors to scale back their teaching habits to a semester pace and the student in the end would suffer. I therefore believe that should the semester system be put in place that a maximum pace be set for classes by the deans of each college to make sure that the students are not getting the same amount of work from each class that they would have before, except with more classes (it is my understanding that you take along the lines of 5-6 classes per semester rather than 3-4 per quarter).

I’ve attended both a college with semesters and a college with quarters (Cal Poly) and I like the quarter system a lot better. The quarters are fast-paced, but I value the experience of many different classes and professors. Also there are more opportunities to get into classes, and tuition payments are spread out.

In regards to Architectural students I believe that a semester system would be beneficial, giving the students more time for their projects and focusing on the design and implementation of new research
opportunities. As for General Education courses I believe the quarter system is much more advantageous, allowing the progression of classes to be much quicker and gives the student the ability to take more classes per year that he/she needs to get done to meet their requirements. With Cal Poly's mediocre registration rotation process also semester system would make it even more difficult to get the courses one needs within the year to be kept on track. If there was a switch to semester system then the registration rotations would need to be adjusted accordingly so that students would be able to still complete their courses on track and not be here longer than they already are on the quarter system.

I don't know how the switch would affect other majors, but the ARCE curriculum would not be as efficient as it is now. Our structural material design lab and lecture classes (Steel, Timber & Masonry, and Concrete) would mostly likely have to be combined into one 15 week course instead of two 10 week courses. This would actually leave us with not enough time with the material and being less learned/retained. Switching to semesters, I believe, would actually result in a less intense ARCE curriculum and ultimately, a less valuable degree.

It seems like of all the CSUs, we are the campus that is most like a UC. Since the general public seems to think UCs are the 'better' system, I think this is a good thing. We tend to associate with UCs more as well (in sports and other activities). I think that it would be detrimental to our reputation to disassociate ourselves with UCs even more. Most of them are on the quarter system, and it works well with us joining them. I also just really like being able to take a greater variety of classes each year. If we were on the semester, I might not have taken a fun class, like karate, which would have been a shame.

Cal Poly is the most successful/profitable CSU. Why would we change when we have the best system going? All of the less successful CSUs are on semesters and it's my belief that the term system is a variable in a university's success.

Cal Poly is held in high regard for being the ONLY CSU on the quarter system. I can't believe we are even thinking about switching!

It was the wide variety of classes I was able to take that reassured my decision of my concentration. It's scary.

The quarter system is an appealing system to many incoming students and distinguishes Cal Poly from the other colleges similar to it.

I'm an extreme procrastinator & the quarter system forces me to stay on top of my school work. The semester system is so easy to get lazy & not care about classes because they drag out for so much longer.

One of the main reasons I came to Cal Poly was I knew it was on the quarter system and I don't want to see that changed.

If Cal Poly switches to a semester system, let it happen at the beginning of the school year not in middle of the school year. Please! Otherwise it will be very stressful as a student. Thank you.
I have been on semesters before coming to Cal Poly and I much prefer quarters now. They are much faster paced and I am able to take more classes in a year and feel that it is an effective directed method to classes. I would be disappointed to come to cal poly and not have the benefit of the quarter system.

If Cal Poly goes to Semester System I'm leaving and taking my $100,000 of out-of-state tuition elsewhere.

From my experience being in the semester system at community college, semesters are less stressful (which both faculty and students could enjoy), but I've been learning more at Cal Poly because quarters force me to stay on top of my work.

The fast pace of Cal Poly, while stressful on occasion, better prepares us for the real world. It is much easier to slide by in a semester system. Cal Poly is consistently ranked among the best schools in America in several fields and is generally considered the best CSU. Fixes could be made elsewhere.

Dont do it

I am so strongly opposed to switching to semesters that if Cal Poly plans to do so, I will do everything I can to graduate before then.

Switching to the semester system will not work for any engineering major. Every class is designed to fit a 10 week schedule in a fast manageable pace. Most classes are set in series of 2 classes, and a semester would be too short to cover all that material, and two semesters is just too much time.

There's a reason companies and professionals across the globe come to cal poly for our students, year after year. The Quarter system is a major cause of producing students of the caliber we do to produce the results these companies desire.

Switching to semesters would be much tougher on students and would reduce the quality of the education which we receive.

Since I need to work part time i would be in favor of switching to the semester system.

Switching to a semester system is a terrible idea. Cal Poly is a quarter system school and it should stay that way.

Long semesters would encourage procrastination, and people will get bored and loose intrest in classes that last that long.

My biggest concern is switching to a semester system in the middle of pursuing a degree planned in the quarter system. All Cal Poly students will have taken units on the quarter system, and I think it would be very confusing to graduate programs and other institutions to see a degree completed partially in quarter units and partially in semester.

We don't need to conform to the other CSU's, Cal Poly is different, and is better because of it
Every student I know on the semester system sits around a acts like an idiot for the first month and a half of the academic term because the semester system does nothing to challenge the individual intellectually for at least that amount of time. Also, do not belittle us as students by pretending we would 'learn more' or 'get a more in-depth understanding of material' in the semester system. We know that we would simply learn the same amount of stuff but drag it out for almost an entire extra month. Myself and many of my friends already get bored and feel unchallenged in the quarter system. The semester system would only increase that sentiment.

I am happy with quarters as they are and I do not see a need to change nor the presentation of an idea that would make me change my mind.

I'm convinced there is no simple way to switch to semester without giving some generation of students the shaft. Whether its my own generation or students after me, some people are going to get a worse education during (at least) the transition period which would most likely be chaotic and absurd. Do the right thing.

I like knowing if I'm an awful class, I only will have it for 10 weeks.

Semesters seem to drag on and students tend to burn out in a semester while.

It is very difficult for students in many Engineering majors to graduate in 4 years. By switching to the semester we are asking the engineering students to take on more classes at once to keep pace. This will lead to lower grades and a poor reflection of Cal Poly as a whole. Without the quarter system I would not have been able to graduate in four years like I am currently on track to do so. If anything needs fixing it is the registration system.

I do not like the idea of switching to a semester system. The quarter system is a feature of Cal Poly that makes it unique and amazing. I have heard that semesters are extremely slow and that people back off because they can. This isn't something that will help students to learn about the fast-paced the work world after school. I also dislike that students have to study over Christmas break and spring break. I think that is silly - it defeats the purpose of a BREAK. I also like how the quarter system allows for a greater number of subjects and teachers that students get to know. PLEASE KEEP QUARTERS!! It is what makes Poly great!

This is my first year here. I transferred from a Community College on the semester system. One of the things that made me choose Cal Poly and makes me excited to be here is the variety of courses I can take. Switching to a semester system would force me to take less of the non-series courses in my major (Biology), making my education here less well rounded and making me less prepared. I don't want to have fewer options here. Thanks.

The quarter system is a defining aspect of Cal Poly. I think that switching to the semester system would be an unproductive way to use our time and energy. Lets use this money to hire more professors and offer more classes.

I don't know enough to have an educated opinion.
You would be sacrificing what makes Cal Poly unique. Engineers would lose the breadth of our education that makes us unique. I would not be able to take as many labs or tech electives. The quarter system prepares us for the rapid pace of our jobs. Semesters greatly reduce the value of our BS degree. Semester just set people up to get masters, which are not needed and cost a lot. Semesters would not be an efficient use of our time or money.

I think it will be a lot of work for the faculty to change their curriculum from quarter to semester timelines. It may take a few semesters for the faculty to settle into such a different amount of weeks in a term. This will have an effect on the students who are enrolled during this change over period.

When I came from a school that was on the semester system, I was immediately relieved when being exposed to quarters. It is more difficult because it starts right away, yes, but after 4 1/2 months of the same class, come finals - you have completely forgotten what was taught in the beginning. NOT good for science majors.

I feel as though Cal Poly is taken more seriously as a State University because it is on the quarter system which is well recognized as being fast paced and preparing students better for the transition from academics to business. Also, with fewer class options students would have fewer opportunities to 'learn by doing.'

I DO NOT WANT TO CHANGE TO SEMESTER SYSTEM. Quarter systems keep myself as a student more aware and on top of my classes. On a semester system I would get too lazy and bored of the same class for such a long time.

Even Tokyo University is switching to the western style semester system, there needs to be international standards for education and the semester system seems like a very logical choice.

This is my fourth year at Cal Poly and I have been earning my degree very well using the quarter system. I see no huge benefits to spending all the time and money to change to semesters. We already have enough difficulty registering with 3 chances a year, why would we ever want to reduce that to 2?

I believe the many of the reasons for switching to semesters do not make a strong case. For example, hands-on field work during class can be accomplished through Cal Poly's many clubs. Also, students will always be stressed with school work. Semesters may even heighten this when a student tries to recall information from the first week of class. Students transferring is also a weak reason as Cal Poly is struggling to provide classes for the current students enrolled at the university. I personally love the quarter system because I feel like the necessary material taught to understand a course is successfully covered in 10 weeks. And students will go on to take many classes within their major which will build on one another, so even though classes go by quickly each quarter they are built upon.

Part of the reason I wanted to come to Cal Poly was because of the quarter system. I wanted the fast pace.

Quarter system is something which distinguishes Cal Poly from most other CSU's and which I value in the school. I also think having a quarter system allows students to have more chances to learn about topics.
they wouldn't necessarily be allowed to learn about if they were on semester systems. I think semesters would be great for those who need to have a deep understanding of some topic, but there is so much we are required to learn in college through GE's that a semester system could only hold students back by either putting stress on them during the academic term, or by making them prefer to take fewer classes each term, thus slowing their graduation.

I am concerned about the possibility of me, personally, seeing the benefits in the conversion. I am graduating in June 2014. If the conversion begins as soon as possible, I am concerned that I will be part of the 'guinea pig' group where there will be a lot of room for error because it is a transitioning period. I am also concerned that the students would not be able to take as many classes during the regular school year and rely on summer sessions (which can be expensive if coming from out-of-pocket). If I do not enjoy a class, I will basically have to suffer 6-8 more weeks than I am used to to get the class over with.

Don't do it!

It would be appreciated if the report of the Semester Review Task Force were released to the public for evaluation and comment.

The quarter system set Cal Poly apart...switching would be screwing everyone who is already a current student to a system that can reschedule their graduation date and classes needed to take for applying to graduate programs. It would also put more professors out of a job.

I believe that internships, research fellowships and collaborations are not at all a problem timing wise for the quarter system. Every UC campus except for UC Berkeley is on quarter system. That means that a significant part of highly capable researchers and research programs are compatible with the quarter system. Additionally, there are many institutions that are accustomed to accommodating quarter system students exactly because a lot of students are at quarter system institutions. I have not heard any largely compelling reasons to switch to semester system. Considering all of the students who are successful after graduation from quarter system institutions -- our alumni, CSU east bay, many UC's -- in addition to the cost of switching all of Cal Poly's curriculum, administrative systems, and many other things, it seems that the need to switch to a semester schedule does not exceed the cost of doing so. Cal Poly has been on a quarter schedule for at least 6 years -- the time I have spent here -- and likely much longer. The fact that Cal Poly is such a successful school right now seems to tell me that the quarter system is not a problem.

Don't do it, please!

Having taken classes at a college with semesters previously, I feel that the quarter system gives less time to really explore topics and results in a shallower educational experience.

One of the reasons why I chose Cal Poly was because of the quarter system. Although I believe this will always be a great school, I believe it will be far worse off if changed to semester. I like being able to take lots of different classes throughout the year and the fast pace keeps me accountable for my work.
The quarter system provides many benefits in the form of schedule and class selection that isn't possible when your selection of classes is only given twice rather than three times a year. Many of my friends went to universities on the semester system and they have told me that when they reach week 8, they have already mentally checked out and that the rest of the semester is usually a waste. With the fast-paced, challenging, and mentally stimulating quarter system, Cal Poly is far better preparing its students for their professions.

A 'polytechnic' University should provide the most class diversity as possible. While the semester system is more relaxed/in-depth, the quarter system allows for broader topics.

Switching to semester system in the middle of someones college career would greatly hurt their ability to finish their program in the timely manner they had planned and would completely change the path of classes they are on

Cal Poly has held to the quarter system while other schools have fallen to the demands of the CSU. Perhaps the universities found the semester system beneficial for their school, but that is not the case for Cal Poly. Our University thrives on the quarter system and its fast-paced, yet in-depth, curriculum. It is one of the core strengths for Cal Poly, as many programs in the different colleges depend on a consecutive class enrollment for a course series. It also allows more classes to be taken which gives more to the student. The Cal Poly student is perhaps more rounded and developed with the extra general ed. classes and additional major classes. The quarter system is ideal for Cal Poly.

I received my bachelors degree from a university that is on a semester system and I must say that I liked the semester system a lot better. My GPA at that university was a lot higher than it is now and I want to attribute part of that reason to Cal Poly being in the quarter system. It is EXTREMELY stressful being in a very short frame of time to get various time consuming class projects done. I also feel that I do not retain a lot of the information I learn as I am constantly studying simply to pass the midterms and the final. I believe our 'learn by doing' motto can be best imposed if there were more time to do hands-on projects and less time being stressed about test after test after test.

The quarter system is something Cal Poly and its students identify strongly with. Switching to a semester system would take away from the overall quality of education here, and flush the reputation of the school down the toilet. All of this just to save some money in the long run, while the administrators of the CSU are still enjoying various benefits? Prop 30 was just recently passed last night, don't waste the money it provides on a semester system.

I am not completely convinced that switching to a semester system is better or worse than sticking with quarters. I do feel there are advantages either way. I am not convinced that 'fast paced like real life' is truly advantageous if it comes at a cost of depth of learning. I also find it interesting that the (arguably) flagship of the California public university systems (UC Berkeley) is a semester system yet has successfully maintained its competitive advantage over other institutions. The fast paced environment of the quarter system seems very unnecessary to me.
Despite the strong opposition from the teaching staff and students, the focus of the school, and the semester system continues to be implemented. I do wish that there is some accommodation for current students to remain on the quarter system to at least finish classes that are only required for a quarter, if not, several may be forced to take additional schooling that overlaps with previous taken classes are further slows those students to graduate.

Please do not even consider switching to the semester system! It wouyld be awful for Cal Poly.

I believe that Cal Poly's quarter system is one of the main reasons it is viewed as the top CSU... Switching to semesters would not allow us to be compared to the UC schools as readily. At Cal Poly we have the best of both worlds... The 'Learn By Doing' philosophy and the ability to get to know our professors and programs, but also the competitiveness of the quarter system that is found at UC schools.

As a student, I really appreciate the quarter system because I feel it keeps me on my toes. I learn the material better and feel that my studying skills have improved because I have had to keep up with the fast pace quarter system. I do not want the university to switch to semester, but am glad more research and student feedback is being put into the evaluation process.

I like the quarter system because of the fast pace and the fact that it changes up my schedule so often. I don't like it because we start so much later in September and get out so much later in June than other schools that it makes finding a summer job or internship hard. I'd rather just start sooner in August than switch to a semester system.

Being a freshman, I'm not all too familiar with how the semester system works at the university level, but having been in semesters in high school, I felt that the courses dragged on far too long, almost to the point of lethargy. Compared to the frenetic pace of the quarter system, I feel that I can get more done in a semester, but I'm not sure if I'd do any better, or stay on track any more. The other potential advantage of semesters would be more chances to improve class grades, but also a greater chance to fail as well. I'm more towards a quarter system.

The quarter system is why Cal Poly is the great university that it is as compared with the other California state schools, changing will diminish the academic experience granted by Cal Poly on the quarter system.

Please do not switch to semester system, Cal Poly's quarter system may need review or changes but I believe it is still better than any semester system.

The quarter system is one of the many things that sets Cal Poly above other colleges. It allows us to experience far more every year than students who are stuck in the semester system. Yes quarters are fast paced and go by quickly, but it allows us to immerse ourselves in it completely, get tested on the material, and then move on to study whatever comes next in our education. We don't have to spend half of a year in the same class when all we need is 10 weeks to learn the material. If you can't keep up with the fast pace here at Cal Poly then you shouldn't be attending school here. Cal Poly is the best of the best and only the most qualified should be here.
I like the quarter system because of the fast pace. I feel like I can get more subjects done and if I wanted to learn more, I could do it on my own time.

I chose Cal Poly because it was on quarter system and had smaller class sizes than many other universities on quarter system. If it switched to semester I would feel as though I made the wrong decision. The quarter system is faster paced, and I like that it challenges me to learn the material for a class in the time allotted; I am improving my time management skills every day because of the quarter system.

This should not even be a debate, Cal Poly has worked with the quarter system for a very long time and I see no flaws within it. In my opinion if Cal Poly were to switch to semester system, I would switch to a new university.

Cal Poly is a top rate university and switching to semesters would lead to a lacking curriculum and a drop in the rankings making it harder to get a job after graduation. The reason I chose Cal Poly was for their distinguished engineering program and I have never regretted that choice, however if Cal Poly were to switch to semesters I will most likely be questioning my reasons for coming here.

The quarter system is ideal for a competitive technical school such as Cal Poly. Students here cover more material faster than their contemporaries at other institutions and it shows in the jobs they get (and for which they are sought out) at the time of their graduation.

The fact that Cal Poly operates on a quarter system was one of the main draws that I considered when deciding if I should attend Cal Poly or not, and I feel much more on-track for graduating in four years with quarters than I would with semesters.

I am divided on this issue. For the business college I feel that we would lose a great deal of what makes us unique by switching to semesters. For other harder engineering majors I could see it being an advantage.

As an electrical engineer, I believe that I would be less polished in my area of interest. In the quarter system, I can use more technical electives in areas of my interest. I feel as though in a semester school, I may get stuck into a class for 18 weeks and it doesn't apply to me as much.

The career path I'm now on came from classes that fulfilled neither GE nor Major requirements. Going from quarters to semesters would leave far less room to experiment in ways that could be valuable to students.

I personally prefer the atmosphere of a quarter system for its fast paced learning. Cal Poly is known for its academia, the students here will become bored from the slower paced learning style of a semester system.

I believe in the very long run, it will be good for Cal Poly's academic performance and keeping up with other schools. However, my main concern is the transition period between quarters and semesters. If not done properly, it can potentially be alienating and disastrous. Additionally, I know that if I would still
be around for the transition (I'm graduating soon), I would be against the transition due to a month missing from my summer break, which is the result of most schools' transitions to the semester system.

Although the quarter system is more stressful to all involved parties than the semester system, it helps students learn time management skills that will carry into their careers. The quarter system does not provide time for students to fall behind and then catch up towards the end. The quarter system encourages students to learn the material as it is taught, which will in turn help them better understand material presented later in the class. On the semester system, if students fall behind, they have time to briefly learn the material at the end of the semester. However, if the majority of the material is learned at one time at the end of the semester, less of the material will stay with the student after the completion of the class. If the material is learned gradually over the course of the quarter or semester, the student is more likely to remember it at a later time. The quarter system encourages students to learn material as it is presented, which will help students retain more of the information learned.

We would have gone elsewhere if we wanted to go to a university with a semester system.

The quarter system is one of the primary reasons I am looking to continue at Cal Poly for a master's degree. It will allow me the schedule flexibility to pursue internships and co-ops while still getting a master's degree in a short amount of time. Quarters are, effectively, denser and more convenient.

Cal Poly's quarter system is part of what makes us different from the other CSU schools, and makes us similar to the UC schools. This is what draws students to Cal Poly and makes us the top CSU school and comparable to any of the UC's.

I love the fast paced quarters we have and it helps me remember what I learned in the class before so I don't have to go back and relearn everything.

Cal Poly's quarter system was a selling point for me when choosing which University to attend after high school.

I think at this point I'd prefer the quarter system, though I'm open to persuasion. Personally I've always thought starting early enough to finish the first term before thanksgiving break (like semesters do) while still maintaining the quarter system would be optimal. I wouldn't mind cutting a couple weeks into summer to get a longer winter break. Otherwise, I'm pretty satisfied with the quarter system.

Just make sure it is done right. I have done semesters at another university and it can sometimes feel like the class is dragging on forever and the teacher is having difficulty keeping the class on track. Make sure Cal Poly professors don't get lost in all the spare time they have, fill it with more material to get more out of the class.

The biggest reason I don't want to switch semesters is that I'm afraid that credit for some of my classes my be lost. If my graduation was slowed down by even ONE credit, then I would be opposed to a switch.

The structure of EVERY one of the classes taken at Cal Poly will need to be changed. This could be both positive and negative depending on the class, some would not have material to fill the extra time (EE
have been challenged by my education, and not just in terms of academic difficulty; for the first time in my life, I came to Cal Poly because I wanted to be challenged and engaged. The quarter system also allows for very successful enterprise programs throughout the College of Agriculture. These enterprises give students the unique opportunity to get hands on experience of 'real world' applications in the agriculture industry. A semester system would inhibit students from participating in multiple enterprises as there are 4 opportunities each year due to the quarter system versus only 2 or 3 opportunities.

I pay a lot of money to attend this school and I would be thoroughly disappointed if I was not able receive the diversity of classes that exists within the quarter system. I also enjoy the change up very much so. After a quarter, I am ready for new classes, and I enter into those classes with a freshened energy to learn.

I prefer the quarter system here at Cal Poly mainly because I can get more classes done in a year, than on symestry. For instance, I can take 12 classes a year instead of only 8. The quarter system just seems more efficient to me, and coming from a symester system community college, I can honestly say that I have not experienced any lack of education or felt like I wasn't getting enough information, over 10 weeks versus 18. In fact, 18 weeks, in my opinion, is too long to be in one class.

I came to Cal Poly because I wanted to be challenged and engaged. This is the first time in my life that I have been challenged by my education, and not just in terms of academic difficulty; for the first time in my life, I have had to account for challenges in time management, stress and organization that have caused me to grow and evolve in ways that I would not have had to if I had a 'less stressful pace' to my education. The semester system is an unrealistic model of the real world. Frankly, it is boring, slow, and the focus it requires is exhausting. It allows time for slacking and gives students the chance to develop poor study habits. The quarter system requires that we hit the ground running: sink or swim, make or break. The fact that we survive this, no, excel at this, is what shows the caliber of students at Cal Poly and what makes us more successful as we seek careers and direction post-graduation.

I believe the quarter system is more fast-paced and effective than the semester system.

I would love to see my university staff less stressed and able to spend more specialized time when advising, assisting, and teaching me.

As a Freshman, one of the reasons I decided to come to Cal Poly was because of the quarter system. If it was changed to a semester system, I would feel like I wasn't getting the college experience that I signed up for, and paid for. Also, I love how there are finals the week before every major break.
The quarter system makes Cal Poly unique from other universities. As a student athlete, I am very against making this change.

To put it bluntly, conformity with other schools, across the state or nation, is a horrible rational to be leading the charge in converting to a semester system. Cal Poly is currently a nationally recognized school of excellence that is on a quarter system. Why should we try to fix a program that is already proficient? The students I talk to, supported by the surveys I have read, all illustrate that students would support a change to the semester system because it will be 'easier' and 'more slowly paced.' Frankly, a university does not excel by being easy. Quarter systems begin by hitting the ground running and continuing at full speed until week 10. It is education of this nature that sieves out the top-notch students from the complacent. By converting Cal Poly to a semester system, we will effectively be catering to the complacent. Cal Poly is a successful university. Cal Poly is on quarter system.

Don't switch to semesters.

In switching to semesters, the curriculum would have to change to reflect less classes, and it is likely that some ge's would be consolidated. If that does happen, students that have taken one of the ge's but not the other in the new pairs will be forced to take the entire new ge class, in effect retaking the part of it that was already taken. That will make it harder for many students on tight schedules to graduate on time. As an architecture major, I have worked hard to stay on top of my ge's in order to be able to add minors and still graduate in 5 years, and it would be very disappointing to not be able to graduate in that time due to changing to semesters, especially when I had no idea that this could happen when I applied to CalPoly. In fact, CalPoly being a quarter-system school was one of the top factors in making me want to attend this school. Unless it can be proven that this possible delay in graduation timelines will not happen, I cannot and will not support the change to the semester system.

I feel it would be more difficult to graduate on time with a semester system. Classes are already scarce as it is and being able to only register twice a year instead of three times seems like a bad idea.

I enjoy the fast past of the quarter system and think Cal Poly students can handle it, especially if they are trying to get out in four years. I find it pointless to switch to the semester system.

Thank you for asking my opinion.

Although I think switching to semesters might be a good idea and that there are a lot of benefits, I don't think it is worth the financial cost.

As a fourth year student, I would be concerned about the switch and its effect on my graduation. I also really think the quarter system has kept my college career interesting.

With the pace of the quarter system, students often feel overwhelmed and it can often be discouraging for students because they feel like they are so behind. By changing to the semester system, Cal Poly will not lose its credibility as a top university. Rather, students will be more dedicated in their studies and not feel as pressured to perform as such high and often unrealistic levels.
The quarter system enriches the whole college experience by allowing students to take more classes and allowing classes to be more focused. Students can tailor their degrees, taking classes that are of specific interest or more applicable to their own life.

I feel that Cal Poly’s Quarter system is one of the ways in which Cal Poly students gain a competitive edge for the professional world. Students learn to deal with stress, complete assignments in an organized and timely manner, and are able to network with a large number of professors within their college, all because of the short quarter system. The quarter system helps to shape students into the intelligent and well-rounded citizens that the country needs.

Truthfully I don’t think it would make things any less stressful. Teachers would just expect students to know more information. They wouldn’t slow things down because we have more time... The teachers I have had that say they want the semester system say they want it because they could cover more material (meaning more work and not less stress). Except for two classes, I am a straight A student. I know I would work just as hard and it wouldn’t change my stress level. Also, I have heard from other students that if we were on a semester system they would just 'party' more. The stress of the quarter system is what keeps them on track and focused more. I think it could possibly affect the San Luis Obispo community negatively if we switched to the quarter system. I am very accustomed to the quarter system; the San Luis Obispo school system (which I attended) uses trimesters which are the equivalent to quarters. I did attend Cuesta for three summers. My friends who are on the semester system at Cuesta wish they were on the quarter system because they don’t like being stuck in classes for so long (especially if they hate the class) and they want a faster pace.

I appreciate all the work the task force is doing to reach out to students. I just want to let you all know that I and many other students came to Cal Poly knowing and really liking that it was on the quarter system. If it changed to a semester system while I was enrolled, I would feel cheated out of the experience that I enjoy. I think revamping the advising department can better streamline curriculum and improve graduation rates. If Cal Poly decided to switch to the semester system because it is 'less stress', what would that say about our student body? Cal Poly is supposed to be different than the other CSU’s, that is what makes it special and that is what gives our alumni and students the strong reputation we have. If we switch to be like ever other CSU, Cal Poly does not stand out in the public university system. As a student, that is not acceptable to me.

Cal Poly's quarter system was a deciding factor for many students on which college to accept.

The quarter system works well. There is no need to change a system that works well.

Any switch will clearly have to be carefully planned. Under a semester system, I would favor offering certain courses (such as technical electives) on a half-semester schedule where appropriate, preserving some of the fast-paced quality of the quarter system.

I strongly feel that being on the quarter system is part of what gives Cal Poly its unique reputation and learning experience. The quarter system better prepares you for industry, which is a huge reason why many students choose to attend Cal Poly. The quarter system prevents students from getting bored or
slacking off too much as opposed to semester systems. By switching to semesters Cal Poly would lose a big part of that appeal, and the Cal Poly family wouldn't feel as special. We have some of the best staff in the nation teaching at Cal Poly. Curriculum can be streamlined without the switch. I feel that a big part of the switch is coming from the CSU Chancellor putting pressure on quarter system schools to switch in order to universify the CSU system. I think that's a horrible idea. Every student and staff member is different, and everybody operates in different ways. Cal Poly offers opportunities through the quarter system that you can't find anywhere else, and switching to semesters would take that away from us.

You get much more variety on the quarter system in terms of classes!

I was a transfer from a California Community College, which operated on the semester system. I cannot express how much I would dislike a switch to a semester system. I was on a semester system for three years, and each semester was long, drawn out, and was not an effective use of time. Part of Cal Poly's appeal is the fact that it is Quarter based - many students, including myself, would be turned off by the idea of semesters at Cal Poly. I cannot see any positive benefit to switching from quarters to semesters.

I believe the quarter system at Cal Poly is beneficial for some majors but not all majors.

This prestigious university will be downgraded if we switch to semesters.

Semesters are much longer than quarters I think it is un-necessary to spend so much time on one class unless you are in graduate school

I'm afraid that if we switch to the semester system, I might have to retake a class with the same material that I've taken before. If we switch to a longer semester system, it means more material per class. However, if two classes are combined (one that I've taken and one that I've not taken), then I would be paying to learn the same thing. As an out of state student, I don't want to have to pay for a class that has little new material in comparison to if we stayed on the quarter system.

For specialized degrees like Wine and Viticulture, we have a variety of classes

DON'T DO IT!

In my school lifetime, I would consider this a cumbersome process because half of my curriculum would end up on a semester system, and the other on quarter... I do not see any benefit to me as a student.

I hate the idea of a semester system.

Semester system potentially allows for a better education but quarter system allows for a quicker completion of requirements

I like the quarter system hard to get bored of the classes 18 weeks becomes a burden and some teachers have to drag out subjects
Don't go messing with a good thing. I know this is a time of change, but a successful system doesn't need any change.

Many classes that are already specialized would be dropped, because with fewer classes that can be taken in one year there is less of a chance to have variation in your coursework.

I feel that the quarter system keeps us on a level above other semester schools, and I happen to appreciate being on the same schedule as my sisters and friends who are at UCs. I feel that the fast pace of the quarter system really does prove Cal Poly student's abilities to work quickly and efficiently. Quarters also allows students to quickly move on from classes with teachers whom we don't get along with. Getting prerequisites to transfer onto a 2nd bachelor's degree program that are counted in semester units have been the only obstacles I have encountered in the quarter system. Most importantly, I think it is important to have staff support in this issue, because they will be affected most by the change.

Semester system would disrupt current students' 4 year plans and may cause some students to graduate later than expected.

I recently transferred from a university that was on the semester system and while our material was more detailed, I feel the faster pace of the quarter system allows students to explore their interests further more easily.

Cal Poly is recognized for its unique style of teaching and the pace at which classes are taught. I would not support the decision to convert to the semester system.

Quarter system is a unique aspect of Cal Poly. Though it moves fast, it is doable to learn/retain material presented if adequate study time/effort are applied as well as having quality instructors. For some series classes (gen chem., o. chem, etc.) I could see the semester system working well; however, I am thoroughly pleased that we are not required to undergo a semester's length of non-major classes such as GE's.

Please don't switch. It's simply not worth it.

Although the quarter system provides an opportunity to take many different classes I feel Cal Poly is not provide enough depth in the material because the quarters are so fast paced. I feel less prepared than semester system counterparts, and even professors acknowledge more material would be more thoroughly covered if he had a semester system.

With the curriculum demand for engineering students especially, I feel it would be detrimental to graduating on time and receiving classes. Classes are already hard enough to get!!!!

I've been on both semester and quarter systems. I believe it is the quality of the professor not the amount of time in a class that helps with retaining and learning the material. In addition, the student has to be actively engaged in the material and seek out tutors or office hours for clarification of the material.
I went to NC State which was on a Semester based system and I did not enjoy it. I have audited classes at Stanford (quarter system) and my wife has attended UC Davis (quarter system) and I would have to say the quarter system is superior to the old semester based system. Semester system is way too slow and drawn out. I picked Cal Poly over other schools because it is on the Quarter System.

A lot of the appeal of Cal Poly for me was the quarter system. I feel that if we were to switch the quarter system, we are falling into the paradigm of the rest of the Cal State universities--redundant curriculum, slow classes, low-level academics. Cal Poly is unique in many ways, and should strive to keep its uniqueness. Furthermore, under the quarter system I am able to take 25% more courses of the period of 4 years than under the semester system. I STRONGLY oppose Cal Poly switching to semesters: it would discount my educational experience that I gain from my studies at this university.

What I like about the semester system is that you get to take more classes and cover more areas of study. What I dislike is that when you have a class that you really enjoy, it seems to be over really fast.

Please factor in the fact that other universities saw a 10% increase in class size due to the switch. I have not heard of any arguments to protect this from happening. Can we retain the teacher student ratio that is near and dear to the hearts of the Cal Poly family if the switch happens? The fact that we have small class sizes is a major selling point at our university (I'm a Poly Rep, I would know). This is one reason why I am here and I truly believe that my education experience is due to the personal relationships I have been able to build with faculty.

I think it is unnecessary and a hassle

Although I have never been on the semester system, I feel that it would not be beneficial. Since there are more weeks, the pace is slower, which may lead to students skipping more class and getting behind because they think they have more time to learn the material. Students will get bored with only two sets of classes in one year and not have the chance to experience as many different subjects as on the quarter system. So many things will need to be revised for a change to semesters: the way students register, priorities, lab schedules, degree progress for upperclassmen etc.

Switching to the semester system will slow down my graduation. I'm already having a hard time graduating because I couldn't get into some classes. Making the class last longer will cause me to wait longer to register for the class.

I think Cal Poly functions well on a quarter system. I do agree that there should be efforts towards polishing the quarter system but I would rather have our focus and energy directed towards improvements than starting over in a semester system. College of Business' Masters of Tax has it's edge in the fact that they can implement a winter internship into their program. This is a part of their 'learn by doing' approach. The masters program will definitely fit in a year if we were to switch into a semester system. I have a lot more opinions about switching between semester and quarter. I don't have the time to list them out right now but if you need more opinions of why we shouldn't switch, I will be willing to sacrifice some of my time later on. I can be contacted via email at XXXXXXXXXXX@yahoo.com.
I would not like switching...too much hassle and money.

don't ruin the uniqueness of this school! Being in quarters basically makes us like the UC's which is one reason this school stands so far above the other CSUs .

The quarter system is what makes Cal Poly Cal Poly. It grows students who can adapt and succeed in fast pace environments. I dont think the president should feel he can be here for as little time as he has and feel he has the right to completely upheave the entire university because of what he thinks work best or because he can't handle possible pressure from the CSU system

The quarter system creates a more rigorous and diverse course load that is crucial to setting CalPoly graduates above graduates from other universities. Switching to semesters would diminish my experience here at CalPoly and decrease the value of my degree.

I am currently studying abroad for the year at a university on the semester program. I did not realize how appreciative I was of the quarter system until I started participating in another. I feel semester classes are excessively long. The professors begin delving too deep into the information, making the main important points skewed and lost in all the background details. They find more 'busy work'. I sincerely miss quarters as of right now, and all the other students from Cal Poly that are doing the same programs as I am feel the same.

Please stay on the quarter system.

Quarter system involves less stress than a semester system. Think about it people!!! Having 2 or more extra classes at the same time would take a psychological toll on even the most experienced and education savvy individuals. There is a limit to how much information the brain can absorb all at once, and the quarter system is the perfect balance, even though it's fast paced. Maintain the quarter system!

The main reason I would be opposed to switching to the semester system is the possibility that our class would be caught in the transition, which would thoroughly complicate scheduling, curriculum, and meeting graduation requirements.

The quarter system allows students to not have to worry about getting stuck with a s***** professor for two extra months. It provides more flexibility regarding a students ability to choose what professor he/she wants for a specific course. It keeps classes nice and small and helps everything go by faster.

I think that the arguments in favor of the conversion are pretty weak; they lack attractiveness. I don't want Cal Poly to run at a 'less stressful pace', because that would just make it lose prestige. It's not about relieving students from final exams or matching what other schools are doing, but about finding ways to help students do better with what we have. There will be more material covered in a single class, but that is not a substantial reason for such a drastic change. If you, however, seek to completely restructure the curriculum so that it works with the length of the semester (i.e. substantial increases in the levels of collaboration between majors and colleges), then I would be more open to a change.
When I first heard our quarter system was up for review, I was in favor of the switch. However, the more I learn and compare the pros and cons the more I have come to realized how ESSENTIAL the quarter system is to maintaining Cal Poly's current high level of learning and preparation for future jobs. The thing that annoys me the most is that many of the reasons for switching can be summed up by it will make things easier on students. We know Cal Poly is a hard school and are paying a lot of money to come here and get the superior education this difficulty gives us. By switching you would be doing a HUGE disservice to all current and future students.

I just love the variety of courses I get to take with the quarter system. Every three months I am in a new course full of new things to learn. The pace is fast and you always need to keep up with your studies because exams come quickly. Yes, it's hard and stressful but it is so satisfying to learn so much. In my undergrad I took 16 classes a year (every year except freshman year) and graduated in 4 years with a minor. There is no way I cold have done that if I was on semesters. Cal Poly has some of the best programs in the nation, not because it is easy but because it is hard. I think quarter systems have proved here to be excellent, I don't see why we need such a large change when we claim first place in many engineering (and other) disciplines in front of giants such as Cal Tech, MIT and Stanford. With such a good school we do need to make changes to ever improve, but there is no need to such a large restructuring of the university.

If someone prefers to be on semester system, then they can go to any other of the hundreds of universities that are already on the semester system. Our quarter system represents our hardworking yet fun-loving personality. Don't fix what isn't broken.

Switching to the semester system will not solve the fiscal problems facing Cal Poly and should not be viewed as the 'simple solution' to the complex problem that is a university budget. Furthermore, from my educational standpoint, if Cal Poly had been on the semester system since I had been a freshman, I am positive, without a doubt, that my educational experience would have been degraded.

I'm just confused on how they would transfer everyone's units if we switched to the semester system... and how they would change the rotations for registering for classes.

I feel that people may have picked Cal Poly because it follows the UC system and if we are to switch to semesters it will take away for Cal Poly's uniqueness.

I think that a main reason that some people come to Cal Poly is because they want the quarter system. Most high schools are on the semester system so the students know what it was like, and they quite possibly came to Cal Poly to have quarters. There are advantages and disadvantages but i think the cost outweighs the benefit of converting from a quarter system.

I am opposed because I am a senior and am used to quarters as well as not wanting to switch if I stay for graduate school. Other than that, I do not oppose the semester system at all and think that it has its benefits as well as the quarter system does.
I enjoy quarter verses semesters. That is why I came to cal poly. I like being able to take more courses and more thru material more quickly. Yes, it is hard and fast paced but I'd rather work hard and move fast than be bored talkin about one topic for too long. Also, the world is fast paced and where better to learn those skills for a career than in college

I think that the quarter system is part of what makes Cal Poly such a great school, it is one of the main reasons I came here over some UCs. It gives us so much more experience in our fields than we would get on the semester system and it keeps us working all quarter. We don't have time to slack off so we stay dedicated to our work all quarter. I love the fast pace. Its part of why I love Cal Poly and I would hate to see it change.

Need to let students no more pros and cons of both sides of the spectrum

Quarter system is something that makes Poly students more competitive than other students, we are used to very fast paced classes in which you cannot get behind in. The quarter system allows us to take a larger variety of classes and cover more material than the slower paced semester system. The quarter system prepares students for a fast paced professional world after college.

It's a terrible idea. Sorry for being blunt.

This should have been done a long time ago.

Switching to the semester system would make it extremely difficult for current students to transfer their units. We would not have the opportunity to take as many classes. It often takes students longer than 4 years to graduate, and most of the time is is just one more quarter that is needed. Not an entire semester. The course work would not be at a slower pace, there would just be more work for each class total.

Cal Poly graduates are sought out by companies because we are prepared to 'hit the ground running' at our jobs. The Learn by Doing philosophy of Cal Poly is one of the main things that sets Cal Poly students apart. However, no matter how we learn, whether by doing or whatever other method, if we are not pushed to learn more than students at other universities, we cannot be the best, and thus will not be sought out. The fast pace of the quarter system, even if it is a bit stressful, pushes us to learn as much as we can. It's difficult to push hard for 10 weeks. In my experience, it's nearly impossible to push that hard to learn something for 16 weeks. Although we can get more depth with a semester system (which comes with a sacrifice of breadth) if students aren't pushing as hard to learn, then we'd actually be learning less. Right now, we're one of the top schools in the west, there's a reason. I honestly believe that our quarter system is one of the main things that sets us apart, and puts us ahead, of other universities. If I thought that we'd be able to learn more in the semester system than the quarter system, I'd support the incredible financial cost. However, I feel that switching to semesters would not only lessen the quality of the Cal Poly education, but it would also be a waste of the tuition that we all work hard to pay.
I think the switch to the semester system will ultimately fail in streamlining the school and producing faster graduation rates. As an Environmental Engineer we take unique classes that are necessary for our career, but will not be able to hold an entire semester worth of material. Combining the classes would also be difficult due to the subject. That means about half of the upper division courses would now be their own semester and still required to graduate, so getting out in 4 years would become even more difficult. I also am a strong believer that the fast pace of the quarter system mimics the real work environment. Companies hire Cal Poly because of our Learn By Doing motto, and the fact that we are able to adapt to a career right from the start. By switching over to semesters we are hurting the students and the key skills that companies look for. I truly think that half of what we learn in school is the ability to 'Learn By Doing in a Fast Paced Environment'.

I can from a semester system(three years), but I have been far happier with the quarter system here. I also have yet to find one student or professors that has agreed with the change to the semester system. And it has been a regular conversation on campus as of late.

Keep in mind that the Summer before the switch to Semester would be shorter. This would mean that Cal Poly Students could not get internships that Summer. This hurts their job prospects upon graduation. The first few years students and faculty will be confused about how to schedule their classes to graduate. Class quality would diminish. The students at Cal Poly during the transition would be unfairly affected for little benefit.

I spent a few years at community college on the semester system and know the benefits of that model; however, I do am not very aware of the quarter system benefits. With that information, I could make a more informed statement.

I believe the issues that are trying to be resolved can be dealt with in a way that does not necessitate the conversion to the semester system. And while not resistant to change, I feel that this change to semesters is unnecessary and will greatly harm the academic process here at Cal Poly.

Students transfer in and out of Cal Poly just fine with the quarter system.

The semester system drags on. I feel that the quarter system is more realistic to the professional experience.

changing the quarter system would throw my degree progress of track. Can't do it and will not do it. If cal poly changes I will be leaving the school.

Quarters for life!

I like the quarter system.

I also like the start and end time of the quarter system. For the large amount of students that work in the agriculture area over the summer, they all know that the end of August/early September are busy times. I also like that the quarter system allows me to take a greater variety of classes.
Don't do it

The Cal Poly experience has been bolstered by two main 'administrative' conventions: picking your major upon application and the quarter system.

I would like to see some form of plan detailing exactly how the curriculum would be changed.

If CalPoly is going to force the implementation of the semester system, then out of respect for their students the school should wait 5 years. That allows all currently enrolled students (and the future students who just finished applying) to graduate from CalPoly without the unnecessary complication of switching from the quarter system to the semester system. I personally chose CalPoly for its use of the quarter system, because I would be far less motivated to attend the same classes every day for 18 weeks than for the mere 10 weeks currently allotted. I love the number of different classes I'll have been able to attend by the time I graduate. Please don't switch to the semester system.

As a third year student, who will be graduating in the next two years, I am strongly opposed to the change to the semester system. The switch would completely change my college experience, and as with any adoption of a new system, there would be hiccups that would indefinitely delay my graduation.

I think we should switch to a system where you only take 1-2 classes at a time over a time period of approx 3 weeks. The hardest thing is juggling classes, so if you only had one, you could focus on actually learning the material. A model like this is used at Colorado College I believe, and they're students find it very beneficial.

Streamlining Cal Poly will ruin the school, it will no longer be 'The Best in the West' it will be just another CSU, it will be impossible to implement 'learn by doing' and have enough classes available to students. WE WANT THE VARIETY (and by variety, I don't mean combined classes) The reason most students want to be here is the challenge that it offers, we don't want to spend an entire semester in our GEs, and we're going to have the professors for our majors for a lot of different classes, so we do get to know the teachers that matter to us. If the semester system is implemented, you are going to have bored students looking for a more challenging school. Please please PLEASE don't ruin Cal Poly by switching to the semester system.

If we wanted to go to a semester school we would have.

I have attended a university on a semester system and although the extra time allowed for a less stressful semester, I feel as though my education at Cal Poly on a quarter system has finally become a challenge again and I'm proud to be a student on this campus knowing I have what it takes to keep up with the accelerated pace.

I know very little about the difference between quarter and semester systems at the college level. I'd need to learn more before making an informed decision.
I value the variety of classes available to me at Cal Poly. The quarter system allows me to strongly differentiate myself by taking a lot of electives in areas relevant to my interests. Regardless of how the switch would be handled, the variety will decrease.

As stated before, the interference with harvests that the semester has is a huge drawback, especially for a school with such a large agriculture program. Additionally, the ability to take 3 different very specific labs (such as engineering labs) with a term for each as opposed to trying to split the same material over 2 terms is valuable, especially to the 'learn by doing' philosophy of Cal Poly.

Poly means many, quarters provide this aspect to our education. Quarters also provide more challenges to students, something that I believe forces us to become better students and people.

Lets be honest ,this is driven by budget. The quarter system works well for Cal Poly.to recap: 1)Reduce expenses by cutting administration salaries and cutting administrators. Cal Poly is 'over administrated'
2) Cut the number of gun carrying police. They are not necessary and expensive. 3)

Community colleges and CSUs are for the most part on semesters, Cal Poly is considered one of the most prestigious CSUs and is on quarter. Most of the prestigious universities are on quarter systems as well. There seems to be a link with students having to be of a certain caliber to be able to keep up with the quarter system pace. I hope Cal Poly can maintain that reputation if we switch. If Cal Poly has the money to switch to semester systems, are there any areas where that money is needed more before it is all put to change a system that is already working fairly well. One of the things Cal Poly needs to work on is providing its students with access to better professors in the coarsedes that are required. Would putting all this money towards the semester system really help this? If so it is a great change. I believe most of all students are interested in having access to better professors and access to the classes we need to be able to graduate.

If you switch, you guys will be screwing everyone who comes here over.

Part of the reason I thought Cal Poly was such a great school when applying was the quarter system factor.

Having come from a semester system, I know that I fare better with a quarter system, although more fast paced, in which I am able to study and complete work in a timely matter and then move on. I experience more stress in a semester system when time drags on, and find that I do much worse because of it. Also, it is frustrating taking a semester long course and not passing/having to withdraw due to personal reasons late in the semester. The student would have to retake the class, causing that seat to be filled by the same student twice, causing more impaction on classes and therefore causing other students with a late rotation to be unable to obtain the class that they need for an entire semester. This leads to prolonged college years just to be able to obtain the correct and required classes in order to graduate.

Why change something that works well.
We are constantly increasing tuition and fees, classes have been cut, and programs are losing their value all due to lack of funding. More fees have been proposed if some of the propositions don't pass due to lack of funding. Please enlighten me as to where the tens of millions of dollars required to switch to semesters is going to come from. If the plan is to charge us students, you can be sure as f*** we aren't going to be happy with it. Please just leave us on the quarter system and stop wasting time and money by proposing this impractical switch.

Please do not switch to the semester system! Cal Poly is one of the greatest schools in the country, and I believe a big part of that is because of the quarter system! I know a lot of people that came to Cal Poly (myself included) over other more 'prestigious' schools because of the quarter system.

Since I came from a high school that implemented the semester system, I have had experience with both systems. I prefer the pace of the quarter system, for it constantly pushes each student to work as hard as he or she can. Plus, the shorter periods between midterms and finals makes us review the material we have learned more often, thus actually helping with material retention. I do believe that we can restructure our curriculum without converting to semesters, and it is my belief that the quarter system is something that makes Cal Poly distinct.

My concern is that as a transfer student I would not be able to get all the required classes finished in two years. How would switching to a semester system affect students who are already taking classes based on a quarter system catalog?

Cal Poly should take into consideration that the students are not doing poorly in our quarter system. The only reason to condone a complete upheaval of the academic calendar and curriculum would be if there was an extreme problem with the students. Yet there is not, so why put students and faculty through the stress, money, and chaos of a change in curriculum and planning? The answer is that there is no reason, this is unnecessary and harmful.

My opposition is due to a goal I set to graduate within two years of transferring to Cal Poly. If the school converted next quarter, then my graduation will be set back. I admit that the quarter system is set to such a fast and intense pace that I only registered for 3 classes this quarter and will only register for 14 units next quarter because there simply isn't enough time to complete assignments when you have rigorous courses. When I was able to attend the semester system full time I always enrolled in 4 courses or at least intended to. I was never worried about taking 4 classes in the semester system, but in the quarter system I'm afraid that my GPA will drop if I take more than 3 classes. The semester system also seems superior because the student has sufficient time to study in such a way that is conducive to the retention of the material. This is my first quarter at Poly and I've been so taken aback by the amount of work expected in such a short time that all I've done since classes began is study. Before Poly I was very involved in the community, I volunteered with search and rescue, and I had time for loved ones. Now, all of that is gone and my personal relationships are suffering. Yes, my time in a semester system was more enjoyable but I want to graduate fast. Unfortunately, getting through Poly fast may be at the expense of a GPA that I've worked very hard for in the semester system.
When I transferred from a semester system to Cal Poly's quarter system, I was very overwhelmed at the fast pace. I caught up, and now like the quarter system, but I definitely think it's easier to learn and retain the information during the semester's slower pace.

The quarter system is unique to cal poly and is a good way to implement learn by doing philosophy.

The switch to semesters should be for the purpose of improving student education, not to conform to the CSU system.

I would recommend that we stay on the quarter system because it provides students with the opportunity to take three sets of classes per year, is a quick pace, and the current setup of courses is dedicated to the 'learn by doing' methodology.

Cal Poly has faced enough budget cuts and students have struggled with substantial tuition increases already. With the little time and money that the administration and students have, please focus those resources on adding more teachers and classes instead of changing a system that was great to begin with.

I just feel that the quarter system is what sets Cal Poly apart from other State Universities. It forces you to use your time wisely and prepares you for real world conditions. A semester system is not the answer to any problems, in fact I believe more will arise if the change is implemented.

My major issue concerning the change to the semester system is the transition period. For students that are partway through their curriculum the order of classes and sequences of courses will be interrupted and I feel that either students will be repeating material or missing it.

I see why the semester system is being considered, but I think it would take away prestige and reputation that Cal Poly has worked so hard to build.

While semester does have its benefits I believe that since Cal Poly has been on quarter system for a long time and has succeeded with this curriculum it should stay. It is rigorous, but other schools have semester systems if that is what some people prefer.

Consider those upper classmen who are reliant on the current system to graduate at a specified time. Strongly consider the constituents (students) in the implementation (or not) of the semester system; do not let a slight financial advantage hinder the preferred education of young adults.

I like that the quarter system is different and fast-paced and you can get in and out of classes faster. Quarters allow for more experience in a lot of different areas. Semesters would drag on too long.

Some classes would work better on the semester system. Others, such as introduction or survey courses would feel drawn out.

Not a fan, dude. I mean the way I see it, quarters keep things fast paced and interesting. If I had to sit in the same class for 18 weeks, I think I’d jump of the Math and Science Building. 10 weeks is fast paced but ensures that people keep up on their game and never get bored with their classes.
I think the quarter system teaches good time management. Understandably it can be hard for students to handle, and maybe prevent more in depth knowledge, but I like that it keeps our classes focused. We won't waste time or go off on tangents on a quarter system because that's simply not an option.

'Increased depth of classes on a semester system' That won't work, because an extra half class would be awkwardly crammed in as well, unless, of course, it's OK to graduate in 6 years. Take it like 'conservation of mass' the mass is curriculum. We have the same amount to go over in the same time. It's just harder when a larger variety of topics is saved up for a single final. We also lose variety of classes on semesters.

I think Cal Poly gets its reputation through the students being able to keep up with the quarter system. Although semesters would be nice at times, it would elongate the classes and add more material to each, which wouldn't necessarily mean that the semester system will be less 'stressful', I think it would be about the same, except more material to cover in the finals could potentially become more difficult of a course (if eg a year series was divided into 2 semesters, 2 finals with more material instead of 3 separate ones).

It is crucial we stay on the quarter system. That is what sets cal poly apart from the other state universities

Become more efficient, cut wasteful spending by eliminating so much admin. California spends more per student on Ed than other states, but has worse test scores, this points to inefficiency in our system. Stop cutting our programs, start cutting your salaries and bs jobs. Instead, get students involved with 'on campus internships' for free or cheap labor and to allow us to Learn By Doing

I sure hope this doesn't happen as I feel it could change the way Cal Poly is viewed in the future.

The quick pace of the quarters is academically challenging, but refreshing. Semester classes are far too long and dry out by the end. Many programs would not benefit from a semester schedule.

Being on the quarter system is the main way that Cal Poly competes with UC's, which are all on the quarter system.

Semesters cause burnout on both student and teacher. By providing the quarter system, students can accomplish more classes per year while also learning not to procrastinate and keep up with a fast-paced industry. If office hours and study groups are utilized, the quarter system provides plenty of time for a great understanding of the topics. Afterall, we do have one of the highest recruitment rates. That must say something about the knowledge students are retaining, Coming from a community college where semesters are used, I have really enjoyed the quarter system thus far.

I strongly think that semesters are a bad idea. One of the main reasons I accepted here was because of the quarter system. Switching to semesters would be a big pain with a lot of unnecessary confusion with credits transferring. I think it would be a giant waste of time and effort.

I think the semester system will provide much relief to many students and teachers but that's just encouraging laziness. I have so many people talk to me about job opportunities because they know that
Cal Poly is a difficult school and they don't allow for their students to slack off. If we switch to the semester system it will change the reputation Cal Poly has and will put the students on a less sought after level. Students go to Poly knowing that it is on the quarter system, they shouldn't expect it to be easy. If you are too worried about people thinking the quarter system is too difficult then maybe try to provide more 'academic success' seminars and programs. I think all students should be talked to about the pace of the courses upon their entrance into cal poly.

As mentioned before I would not want to switch to quarter system because classes are already combined for all majors and combining even more classes would be too difficult to re balance the curriculum. Semesters tend to DRAG ON!!! and students wont benefit and better if it had to switch to semester systems.

The fast-paced quarter system provides an excellent, challenging environment for quality learning. The quarter system is great when considering a student's education. That being said, I guess it could be cheaper in a few decades if Cal Poly switched to semesters.

keep the quarter system!

I am an advocate of the quarter system because the fast paced class cycles and learning challenges me and allows me to be ready for the real world where the job is fast paced.

Changing to the semester system would negatively affect participation in the marching band.

I love the quarter system, and I am grateful that I graduate this March because I won't have to deal with the impending transition.

If you do it, it better be done right. I won't be here when it happens, but I cannot fathom the issues if the switch is gone about in an underprepared way.

The quarter system is what makes Cal Poly unique and such a great university. The switching to semesters would deter from the richness of the education students receive. Though I am not going to be a student here for much longer, I want the younger students to have the same great collegiate experience that I have had here at Cal Poly on the quarter system.

even though the stress is present with quarters it is more realistic of how pace is in industry and only requires extreme focus for 9 weeks instead of drawing things out to 4/5 months.

When I was using the semester system it just felt like I learnt so much more then now while in the quarter system. The quarter system is great because its faster, but by the time you feel immersed in a quarter it is about to end.

Please leave all the 'Learn by Doing' garbage out of this debate, I've been fed enough of that crap during my time here. 'Doing' costs money (which we're currently strapped for) and I'd rather take some baby steps before I start sprinting, if you know what I mean. Focus on topics currently affecting students in regards to the quarter system (Increased stress, lack of extracurricular/free time due to course load,
difficulty getting classes, etc.). Once those issues get addressed we can than go back to funding the lovely 'learn by doing' marketing gimmick.

I think the quarter system gives Cal Poly students an advantage because we can focus on fewer classes at one time.

I did not apply to Cal Poly for a semester program. I wanted a fast pace environment while being exposed to many different opportunities in my classes.

I am worried about not being able to graduate on time in the event of a switch to semesters. I am on track to graduate in 4 years.

I feel like it would take more time and money than it is worth to go through and transform our curriculum to a semester system

As easy as it is to graduate in 4 years while using the quarter system, it is difficult to retain information learned in one quarter due to the fast pace at which each quarter elapses. Semesters would allow students to achieve a more complete understanding of the subjects that they learn about each semester due to the greater amount of time used learning and studying them, even if it takes a little longer to earn a degree.

I spent a year studying abroad and the school I attended was on the semester system. After experiencing both semester and quarter systems, I am strongly in favor of the quarter system. I believe it encourages students to focus more on school. The semester system is very slow and far less vigorous. I believe the quarter system distinguishes Cal Poly apart from the other CSUs. The quarter system prepares students for the work force environment.

Changing to a semester system seems completely pointless to me. I understand that Mr. Armstrong wants to create a legacy, but there's other BETTER ways to accomplish that. Cal Poly is constantly being ranked as one of the best universities in the West, so why make such a drastic change to a successful program? Shouldn't other schools be trying to conform to our system rather than us conforming to theirs? I just don't get the point. I hope Mr. Armstrong really can set aside his personal biases like he said because if he did I think he would see that the quarter system is one of the things that makes Cal Poly so unique and desirable.

I disagree with changing to the semester system because then several of our breaks would happen in the middle of the semester, therefore it would be harder for students to retain information over long breaks. In addition, the stress of having homework over breaks will make the break less enjoyable.

As an Animal Science, pre-vet major I would have a considerably harder timer covering the material I need to know if classes were extended to a semester. I wouldn't be able to take all the different classes I need since many are unrelated and could not cohesively be combined into one class to fit a semester.
I have only four quarters left at this school. I think switching now would be too stressful for me since I am used to the quarter system. I like the fast pace and enjoy not having to be stuck in a class I dislike, like the GEs, for longer than necessary.

Personally I came from a semester system and I like the quarter system much better for undergraduate study. The depth, length, and pace are great. Semesters may sound like they’d give you more depth but teachers just end up drawing topics out longer than they need to. With quarter systems students get only the relevant information quickly and efficiently.

Yes the quarter system is hard, fast paced, and stressful. But the challenge of the quarter system, the immediate push, and the demand placed on the student, are part of what forces Cal Poly to give more, to push harder. This is part of what gives Cal Poly its edge. As someone who has studied in both the quarter and the semester systems, I can vouch for the fact that I have become a better student, and am learning at a much faster pace, since coming here to Cal Poly’s quarter system.

If Cal Poly Slo switches to a semester system, my degree will not be held to a prestigious level as before.

Yes, switching to semester would really benefit the students because it would give them more time to ‘catch up’ and there might be more open sections for certain classes. However, this would benefit mostly the students entering to the university for the first time or transfers. Students who are already on their way to graduating would be affected because, unless the class units that they have to take is reduced, they would have to take more than 16 units in the semester to completely finish in time. Not all students are able to handle more than 12 or 16 units. Therefore, if the switch to semester is thought of to help the students then to completely help the student class units for fulfilling the major should be reduced as well so that the students already in Cal Poly do not have to stay longer and pay more than they already do.

DON’T DO IT

Changing to a semester system would interfere with students on a graduation path based on the quarter system. Students would possible have to retake parts of classes when classes are combined costing them time and money. Also the claim that quarter system is too fast for students is not true. I personally am a mechanical engineer taking a very full schedule of difficult classes and find that I am more than capable of keeping up.

I think the quarter system is ineffective for graduate students and for student affairs professionals, but my main concern about changing to semester is to ensure that the process is well thought out and does not leave some students in a difficult place with classes.

College is about learning material that pertains to your major, but in reality many graduates do not end up working in the field they studied. The greatest benefits I have experienced with the quarter system is time management, the ability to prioritize tasks, and how to find answers to my questions or problems even under time constraints. These things are of great value to me and will serve me well in any occupation I choose.
I think for students that are nearly graduating it would definitely slow them down multiple quarter if we went to a semester system.

I believe that quarters are important to the history and excellence of Cal Poly. Switching to semesters would be extremely disappointing.

After the Student Success Fee there is no way to justify lowering our quality, we now pay more than most CSUs and it is worth it if we stay on quarters. All universities are struggling in CA, going to semesters wont change that.

I have always said that I would like to 'marinade' in the information of my classes longer, and have 'waves' of stressful school time with breaks of relaxed schooling in between. Quarters are so short, it's wave after wave of stressful time periods without much of a relief. Semesters would also allow for more personal time, such as taking trips or investing my time in extra-circulars, something I believe to be an important part of college, that I currently have to make time for where I really don't have the time. But I realize that the quarter system has benefits, and I'm on the fence leaning toward semester rather than completely sold on semester.

I see no benefit in switching to a Semester system. I think the fast past helps me learn and the short 10 week classes lets me switch subjects often and take a wider variety of classes. Switching would be costly and would not benefit Cal Poly.

Thank you for ACTUALLY asking what the student population thinks.

The quarter system is works great! Why spend all the time and effort to change if we have a good thing going?

Quarter system is a great talking point during interviews, because it is seen as the more challenging of the two choices

I think that the idea to switch would lose every competitive edge this University has. The quarter system is a way to differentiate this school from everyone else. This is primarily the one and only reason I came to Poly. Why would I go to a school that offers a Semester system when I can take and compete the classes twice as fast. The Semester system is long and redundant. This is in no way more cost efficient. In my opinion you should cut the budgets on employment for this school. There are tons of useless positions on campus creating substantial overhead. Cut the costs not out right to learn. Last time I checked the President of this school was making way to much money and the basketball and football coaches were making over a 100K. What do the football and basketball coach contribute to learning? Personally the education system is broken. If this is your way of fixing it, you have a bigger problem on your hands. The Semester system is longer and students get careless, they party more, work less. The semester longer making it harder to retain information. The quarter is fast, keeps you on your toes. In my profession there is a steep learning curve, fast paced environment. In no way does the Semester system help. This will also make students stay longer at school. Classes will be harder to get into because there are only so many classes offered. If you allow this to happen a great injustice will have taken place.
That is just my opinion, I was glad to be part of both. I like the fast paced environment. I think a move to Semester systems would be a bad decision. There are areas to cut, you apparently haven't looked that hard. There are also ways to make money on campus and clearly there are untapped resources. Good luck.

You have no idea how much worse the drinking would be at this school if you changed to semesters. Students would be here for a longer amount of time with fewer hours of class. You do the math.

I think that this survey should be sent out to the alumni as well as students, faculty, and staff members.

I came to Cal Poly because it was on the quarter system. I enjoy the fast paced system and will be extremely upset if we switch to semesters. The quarter system allows for our motto 'Learn by Doing' and also allows me to participate in many extra curricular, such as marching and concert band. If we do switch to semesters, I will be forced to quit these actives do to time and class restraints.

It would be incredibly difficult to graduate on time if we were to switch to the semester system.

I am very opposed to conversion.

As an architecture student it is highly beneficial for us to be exposed to many different teachers as all teachers have different approaches to design. We feel that its a great thing to be exposed to these many styles because the more experience we have, the better designer we can be. That being said, a slower paced quarter might be less stressful. It might be beneficial to hear arguments from both sides on why we should switch or why we should not before we really make up our mind.

I hope that if it comes down to choosing whether or not Cal Poly converts to a semester system that the students, faculty, and staff of Cal Poly get to vote on it.

My main concern for switching is the transition period. I worry that the change could delay my graduation, and that professors would be initially unprepared to teach the modified semester courses.

I am very against switching to semesters. For one, I am involved with the Cal Poly Mustang Marching Band. We are all very dedicated to our band-- music is our lives, all of our friends are in band, and we love the spirit and cheering from our audiences at sports games. We are also dedicated students, but we commit a lot of time to Mustang Band. We practice twice a week for 2.5 hours each, and 3 hours on game days, plus performing on game day itself for about 6 hours-- a typical week for us involves about 14 hours of band per week. To help balance our schedules, we usually make our fall quarter our 'easy' quarter; we take usually one less class so we can spend time in Mustang Band. Taking an 'easy' semester, however, would put many of us behind for graduation. My second point for reducing spending is a bit more opinion-based, but I feel that maybe some faculty and staff should be paid based on merit. Last year was my first year as a student at Cal Poly. I am changing majors now to the College of Liberal Arts, but I was enrolled with the Orfalea College of Business (OCOB). I changed majors because I found a major more fitting for me in the College of Liberal Arts, and because I was very disappointed with the OCOB. I had one professor (or 'lecturer,' on the OCOB website) who discouraged office hours because it would give 'an unfair advantage' over classmates. I had another professor for a class that was
supposed to be held twice a week, two hours per class. However, it was usually held once a week for an hour. Luckily, our final was take-home so I was able to pass the class... Thirdly, I feel that if Cal Poly wants to reduce spending, perhaps allocating money appropriately would help. While I am not too knowledgeable of how our budget is spent, I feel like some recent decisions did more harm for our budget than good. For example, although I love our new Rec Center, it cost $72 million. It was approved by our students, but did it really have to cost $72 million? It is nice, yes, but I feel like maybe costs could have been cut a bit, or at least we should have built it when our budget was more stable. Another money-suck, to me, is the OCAB student advising center. While I'm not sure if these students are paid, I feel like it is so much better to have actual professors advise students instead of students. Whenever I made an appointment, I got someone new each time, usually someone who wasn't in my concentration. They also didn't understand my commitment to band and how that affects my schedule, even when I explained it to them--they had a script and stuck to it. Once I came to the College of Liberal Arts, specifically the Graphic Communication department, I fell in love with the idea that the staff are advisers. Isn't it their job to help me with my schedule? I pay them, so they should help me. They know much more about scheduling than students, regardless of the training they do. Thank you for your time.

The quarter system is one of the reasons I chose to come to Cal Poly. The ability to take a large variety of classes in my short four years at Cal Poly was a huge advantage of the university to me. The quarter system has allowed me to take classes that were not directly outlined in my major flowchart but have contributed to my wide range of experiences that have ultimately helped me discover what it is I would like to do after I graduate. I truly believe that with the semester system I would not have the time management and organization that I have learned from being on the quarter system.

It is not in the best interest of this university to switch. In majors that require more units to graduate it would greatly affect the quality of education, and the organization of classes. It would also increase the amount of time it would take to receive undergraduate degrees, notable Civil, Mechanical, Architectural Engineering, and Architecture (which is already a five year program).

I think that the administration wants me to believe that converting to the semester system will 'streamline our curriculum and improve graduation rates,' whereas the hidden agenda is to get me in and out of this university as quickly as possible, without putting my education first. Keep the quarter system.

Although I can see the benefits of switching to the semester system I do enjoy the quarter system so far. It's a bit fast and stressful at times, but it makes me become more responsible for my actions and laziness. I feel like if we switched to the semester system I would become lazier and think oh, I can always do this later, I can put this off, which wouldn't be good for my grades. I have many friends at Berkeley and they don't seem to enjoy their classes as much as I do, even if I dislike the subjects I'm taking, because they have to take them for a longer amount of time. Although we would get out earlier for school, I like how we get out around the same time as everybody else. Also, that would mean we start earlier and as most of my other friends from home are attending colleges on the quarter system it would mean less I could spend with them.
Although the quarter system is rigorous and strenuous on both student and faculty, the credentials earned and experience under that stress is so valuable. I am so proud to tell family and friends that I go to Cal Poly. Just by merely passing classes at Cal Poly says a lot about the students because of the fast pace environment, if this is changed then Cal Poly will not have that edge that is so attractive to potential students and potential employers.

It is too much effort to switch. Why is the quarter system not working? I have seen no evidence to why this is.

One of the main reasons I came to Cal Poly was the fast-paced quarter system. I want to be able to meet as many people as possible, learn to manage my time effectively, and I also want my experience at Cal Poly to mimic what I will see in the workplace when I graduate. Fiscal quarters are the norm, not semesters.

I personally believe that the fast pace of the quarter system is beneficial for students trying to finish their degrees on time. Though I have never transitioned from a university on the semester system to the quarter system, the shift from semesters in high school to Cal Poly’s quarters was definitely intimidating at first, but then I really started to like and appreciate getting to take so many different courses and not having to take summer classes in order to stay on track like I know friends on the semester system have had to do.

There are many benefits to both systems. While I don't buy into the idea that Cal Poly is defined by its quarter system, I do think that it hugely affects the education one receives here. My largest reason for supporting the quarter system is the ability to take more classes/subjects in a given year than I would otherwise be able to on a semester system. My department head (ARCE) typically gives the example of being able to take ME 302, ME 341, and EE 201 in a given year while at a semester school taking those three courses would take a year and a half. I do not doubt that a thorough review of Poly’s course offerings and curricula would safeguard against the quality of a CP Degree decreasing. However I am skeptical as to how effective it would be if the necessary review were to take place.

As a student, the quarter system is challenging, but in a way that prepares us for real life. We learn quickly that we must study and do our best with the shorter periods of time, and it makes us that much more adaptable. I feel like i learn 100 times more than i would on semester system, especially compared to fellow students at other universities. I think quarter system allows us to take many more classes which broadens our knowledge. If i was at a semester school, i would only be on my 5th semester rather than my 7th quarter, and be taking less classes. We came to cal poly for everything it had, including the quarter system. If you take that away from us, we'll probably end up just like every other ordinary csu, rather than the extra ordinary csu we are.

Many students choose to come to Cal Poly because they realize the benefits of the quarter system and prefer it over semesters. Quarters allow students to take and experience many more classes than they would be able to with semesters. Also, the switch to semesters would be incredibly difficult for students who take 'series' ex) CHEM 127,128 and 129. Many students only take two of three classes and are
worried that this will not transfer over to semesters without resulting in extra work and time in school (well over 4 years).

This whole process of review has been badly mismanaged for a number of reasons, all of which should be apparent to Cal Poly administration, but in the likelihood they are not, I will list them below. I hope administrators will review these survey objectively and fairly, but I such strong doubts that they will be that it almost seems pointless to give the following reasons. However, Professor Fernflores seems to be actively trying to understand the students and their perspective, so my faith lies with her and NOT President, who has made it clear what he wants to do. 1. Not enough notice given between when information sessions will be held and when they are actually held. 2. Too few information sessions held, so that students are able to attend one due to conflicts in their schedule of classes and study. 3. Badly scheduled workshops and information sessions, such as scheduling them at the same time as other events, LIKE the career fair. 4. Nonobjective information presented in the information sessions, clearly showing favor to switching the semester system. 5. Nonobjective questions asked in the semester workshops. 6. Lack of information given regarding why to STAY on quarter system. 7. Lack of notification to students as to how a possible change could and would affect them. I could go on and gladly will if you continue to send out these surveys, which once again, likely have no impact.

I do not want a semester system. With the quarter system we get to take a multitude of classes and we get to do a lot more with our education and learn more.

I suggest that the student's and faculty's opinions MUST be taken into consideration when making the final decision. If the majority aren't in favor, then the school shouldn't convert. Although I do fear that Cal Poly would lose its edge as the top engineering schools with this conversion.

Some of the students will lose lot of things if our system changes from quarters to semesters. For example, mechanical engineering students have one of the most amount of classes to complete in order to earn a degree, however, switching into semester will make even harder for them to graduate on time. Also, Cal Poly will try to reduce amount of classes to complete, which lowers the quality of the education. I strongly opposed to switching to the semester system.

I truly believe that a quarter system pace is perfect for students. While it might be economically better to change to a semester system, in the end, the point of college is to further a student's education and if we are changing our system solely for financial reasons, there is something incredibly wrong with that.

Suggestion: spend time reflecting about what it MEANS to earn an education but more so how to implement one's learning within the lives of others.

I don't believe we should convert. the extra time and effort and money it would cost could be used somewhere else

Converting to the semester system will decrease the variety of classes Cal Poly students will take. In turn, students will not have the diverse practicum experience that they get from the quarter system.
This ultimately takes away from Cal Poly's main pedagogy of 'learn by doing' and will hinder the reputation and education of Cal Poly students.

I believe students here at Cal Poly are used to the quarter system. Don't mess with students plan to graduate!

The quarter system, in my opinion, is what makes Cal Poly stand out among other universities. It allows for a fast paced learning experience that prepares us for our respective professions, and allows for the benefit of learning from many different professors throughout our collegiate career. Switching to the semester system will bring on much more adversities to students than advantages. The first of which would be the increased difficulty in enrollment. Limiting the access to hard to get classes only prolong a students' time at university and therefore drive up their cost of education. Second, for students who began their curriculum on the quarter system potentially face the need to redo or make up material that would not have been covered in classes they have already taken, leading to more time at university. Third, the amount of education you receive in class doesn't all come from a textbook or the lecture notes, a majority of it comes from the professor. Remaining on the quarter system allows for students to have the opportunity to learn from more, from different professors, than you could on the semester system. And fourth, and probably most important, is Cal Poly is regarded as one of the best polytechnic schools in the nation, and one of the main reasons behind that is because of the conditions through which we, as students, learn our trade. Architecture and engineering especially would suffer from the switch to the semester system by slowing the pace of our educational environment. By this I mean that because of the fast pace of the curriculum it causes us to band together and work collaboratively to complete our goals, which only better prepares us for real world applications. Allowing more time to complete the goal makes sense at a superficial point of view, but there are many things below the surface that are lost by opening up that time. The quality of our education is what I'm most proud of as a student at Cal Poly, and I genuinely feel that that quality relies on the quarter system as much as it does the curriculum.

Switched to the semester system would greatly hurt my learning experience in the college of business. I have loved have such a large variety of courses and having to eliminate or combine that class would be a huge disappointment.

I strongly feel there are many classes that have too many hours/week (units) particularly general education courses. Many engineering courses I would crave an extra hour/week of class. While others it feels like were trying to fill in the time allotted, and it is wasteful.

I like the idea of being on the semester system. I think it is a better set up. However, I cannot see the transition going smoothly and I feel like I would end up retaking parts of courses if the switch occurred. Being a student during the transition period would be difficult.

From a student's perspective, when I was in the semester system at CCSF, the well understood student opinion about the semester system was about 7 weeks of doing no studying, 1 week of cramming for midterms and another 7 weeks of doing nothing before cramming for finals. The pace of the system provided no incentive for students to keep up with their work. However, I have seen the benefit of the
semester system in classes where teachers have the opportunity to teach the course material in great
detail and really touch on advanced concepts. However, I would argue that this method of teaching in-
depth advanced concepts to undergraduates, especially lower classmen, is an exercise in futility.
Consider studies that show that the amount of material retained beyond the fundamental concepts is
less than 30% of the material taught. Why would the semester system benefit students if this is the
case? I truly believe that implementing the cost cutting measures of a semester system is the main
driving force behind considering the change. If this truly is the reason, the university should not pretend
that the change is made for the benefit of students. It may be that many students cannot see through
this, but the ones in the know will not be fooled.

I have had the experience of being a student on both a quarter system and a semester system. The
semester system is long, slow and boring. Quite frankly, at such a slow pace I find myself LESS motivated
and barely challenged. I love Cal Poly because of the rigorous standard the students are held to. I feel a
transition to the semester system is a step in the wrong direction for Cal Poly.

I am a continuing education student working as an engineering consultant in the nuclear industry. I
completed my BS ME from Cal Poly in 2009. Prior to attending Cal Poly I attended a junior college for
four year under the semester system. Comparing the two, the quarter system is much more efficient
and much more representative of the top jobs in industry. Life after school can be very fast-paced and
far more complex. I'm glad Cal Poly prepared me for this by working under tight schedules that the
quarter system provides. It may be more stress/work, but that's part of why Cal Poly's graduates are
top-notch. The semester system allows for less-disciplined students to make it through courses. More
students may graduate, but this does not represent a success on Cal Poly's part. Cal Poly's graduates
would be of lesser quality if the semester system was introduced.

I know that I and many other students chose Cal Poly because it offers the quarter system, a large
contributing factor to it being such a great university. In my years at Poly, I have come to thoroughly
appreciate the quarter system for the reasons listed above. The quarter system very well suits the high
academic standards at Cal Poly and is a better fit for students whose admittance has show they are up
to this standard. Hopefully, future students will also be able to enjoy the quarter system.

For students in their last year of school, how would this impact their target time of graduation?

I have no real understanding of the benefits or pitfalls of converting from our current quarter system to
a semester system. This is the 1st I've heard of the idea. As a student with learning disabilities, the
semester system would've been of benefit to me early on when I was taking core curriculum courses but
as I approach the end of my time here & ready myself for internships, I do not see a personal benefit at
all. In fact, it may create more of a hardship by prolonging my degree process.

I went to a school that had a block schedule, so I had some classes that were a year long and others that
were only a semester. The year long were shorter and the semester were longer so the time in seat was
the same but you could get into more depth with the year long classes. I think it would work well if the
university could schedule along these lines somehow. Have classes that are a quarter long and others
that are a semester, this way you could get classes finished that you don't enjoy as much and really get into depth on others that require more time. I'm sure its a very expensive option, but its an idea.

It is hard for me to estimate whether the semester system would actually give me more time for school, research, extracurriculars, etc. I imagine that a lot of my peers would be influenced to support a semester switch if it implied this increased time. Quarter systems are incredibly fast-paced and difficult for time management. I would be in favor of switching to a semester school if I thought it would be easier and give me more time to work at my own pace. I wonder though if I should support something because I think it will be easier for me, or continue to work hard in a fast-paced quarter school and ultimately be better for it.

One of the reasons I chose Cal Poly is because it's the only state school on the quarter system. It adds a competitive edge to the university and benefits the students' study habits because there isn't any time to get behind; one must stay on top of their studies,

It has been quite challenging switching to the quarter system for graduate school at Cal Poly after getting my BA from a school that used the semester system. I would prefer a semester system at Cal Poly.

I think many students are currently opposed to this idea because of the unknowns. There should be a pro/con list provided to students so we can see the overview effects of this switch

In addition to this survey, I am a firm believer that the university should have a campus wide vote that determine the outcome. We are the students and it is our future at hands. Let us choose how to get there in the most effective way.

For architecture majors, the quarter system is a perfect length for projects.

Cal Poly programs requires more courses than competing universities, if switched to semesters the curriculum should be minimized and I think students will loose out on on those experiences. I transferred from a school with semesters and the quarter system is challenging and that's why I decided to go to Cal Poly. It's harder, It's faster, it's a practical education, and that's what makes it stand out.

My biggest concern with switching to semesters is credit conversion... Being an out of state student, I cannot afford to graduate late or lose any credits that I have already earned.

Switching from quarters to semesters has its pros and cons. All of my friends seem to be on semesters and our breaks usually don’t line up, so that would be my one reason. I am also worried about how all the classes and units are going to transfer over to a semester system.

STAY ON QUARTERS!!!! pretty please If you're worried about graduation rates, the number of students who struggle with the quarter system will equal the number of students who struggle with the semester system. In fact, such a change in the middle of their schooling would probably be more detrimental to middle/older students and lead to lower graduation rates.
Cal Poly has grown the reputation that it has based off of the education, and experiences that students receive in the current quarter system. We will lose far too much of what it means to be called a Cal Poly graduate if we switch. Every industry professional that I have talked to, and you will get the same from career services, loves Cal Poly students, because we hit the ground running. We graduate from fast passed learning system that puts us a huge step ahead of other graduates. We, the students, will lose this advantage and distinction if we switch to the semester system. Cal Poly is here not as a research based school, but an undergraduate power house geared toward STUDENT success. Let's keep it that way.

As an animal science major I'm concerned about the enterprises. If there is a way to keep the enterprises quarters, but switch classes to semesters then that's great.

I wouldn't personally like to see a switch during my time here because unforeseen adjustments often make the switch turbulent and has more costs to students.

I like the quarter system much more than the semester, I just wish we started/ended school the same as everyone else. Getting out a month later than everyone else is difficult and it makes it harder to focus in the spring knowing all your friends are already on summer break. I wouldn't mind starting earlier if we could get out earlier.

Semesters have the ability to make the university much more efficient due to less administrative, startup BS that takes place at the beginning of each quarter. More time in classes can allow for more focus on real world aspects of topics and how we are actually going to apply what we are learning and less time focusing on the 'test'. Also switching to semesters can allow for more time to build actual relationships with professors instead of just recognizing them in passing. Fewer good relationships are better than many superficial ones.

I believe the current fast-paced quarter system approach forces sloppy teaching. It becomes a race to fling as much material at students as possible, and then test what sticks. This results in poor comprehension and poor grades (and thus low graduation rates), and that is unacceptable in complex and rigorous fields such as engineering.

It seems like change for the sake of change, many of the benefits of the semester system can be brought to the quarter system.

The world is a fast-paced place. Cal Poly's quarter system is challenging and upbeat, and it prepares its students for the real world in this way. Regardless of the reasons Cal Poly's administration has for switching to a semester-based system, the quality and efficacy of education offered at this university will be reduced if a semester system is adopted.

I think it would be a monumental mistake to change to the semester system in order to preserve Cal Poly's top notch reputation. Courses with labs will be negatively impacted in a significant way, but other lecture classes will also be affected. One of the biggest advantages of a quarter system is that students get the opportunity to customize their schedule based on their wants and needs. The quarter system
offers 12 quarters versus 8 semesters in a traditional 4 year graduation path. These extra four terms allow for customization of a schedule. For example, a student studying Mechanical Engineering can take 4 quarters of technical electives to learn about material that he/she wants to learn about, and in the event that we switch to semesters, this would decrease to 2-3 semester terms of technical electives. Even though this may amount to more class time, this will cut down on the versatility of a student's studies. The quarter system also allows for an overall change in objective without being significantly far behind. If an incoming freshman spends the first two quarters taking math classes and decides that being a math major isn't best suited for them, they can work through changing their objective for spring quarter or the fall of their second year. In the quarter system, these two terms would be semesters rather than quarters, which would put this student behind potentially an additional semester, which is a significant amount of time. In addition to the negative outcomes to lecture classes, it will impact lab classes in a much more significant way. Barring the fact that all lab courses would need to be restructured, the quarter system allows for an optimum 'learn by doing' experience through lab classes. The reason quarters are better than semesters in this regard is that students get the opportunity to work on a more diverse set of projects over the course of their 4 years. If for example a student takes one lab class each term with a significant project, this student will get the opportunity to complete 12 projects with 12 different teams rather than 8 projects with 8 teams; this results in graduates that have more experience working on projects in groups as well as graduates that have been a part of teams from more diverse projects. I truly hope you will consider the comments made from my survey and others, because I don't want to see Cal Poly make a decision they will regret later. I know this potential change to semesters won't directly impact me as I will be graduating later this year, but I do want Cal Poly's reputation to remain strong. Thank You.

As a computer science student I oppose the conversion to semester system because the shift in paradigm will make it much more difficult to have access to the broad scope of information necessary to compete in the software work force. In computer science you need to have a very broad knowledge base to begin to know what field you would like to specialize in. This makes the semester system far less than ideal because in four years, with only 2/3 the amount of different courses you could take, there wouldn't be enough time for students to know the type of work they are interested in. One could argue that, because other schools have computer science programs on the semester system, it means that Cal Poly could do the same. However, this is not true because Cal Poly's computer science program is fundamentally different than the vast majority of other universities. Cal Poly focuses on learn by doing, which means that we do a lot more programming than we do theoretical work. This prepares us much better for the work we will be doing directly out of college. The semester system would not allow for such a learn by doing approach, as implemented by Cal Poly, because it would restrict the broad base of information that students are exposed to. Finally, I would like to make a counterpoint to one of the arguments that is commonly heard about the semester system. It is often said that information is more in-depth and has better long term retention in the semester system. I would argue that this is both untrue and unnecessary. Anecdotally I have found it to be untrue because I have talked to many people in computer science courses at other CSUs and have found that we cover in 10-11 weeks what they will cover in 16-18 weeks, often with equal or greater depth. I also believe that it is unnecessary to retain large amounts of minutia regarding a specific subject. School is something to teach you the basics of a
field and to give you approaches to solve complex problems, not to memorize hundreds of formulas and constants on the off chance that you might some day need them. As long as the student is made aware of these minutia and given the resources to find them when they are needed, then schooling has served its purpose. It is for these reasons that I believe Cal Poly should not convert to the semester system and I strongly urge the president to take a look at cutting other discretionary spending before destroying a cornerstone of what makes Cal Poly one of the greatest engineering universities in the world.

I do not understand what benefits we would gain by switching to a semester. If you can show solid monetary reasons about switching I would be a little more okay with the idea but as of now I feel that the quarter system is perfect for CalPoly.

I'm going to have graduated by the time this switch takes place, but I'll weigh in my opinions anyway. I think switching to semesters would give students more time to really delve into the topics covered. This is especially useful for classes relevant to the student's major or interest. Switching to semesters would not be good for all those irrelevant classes that we have to take but aren't ever going to need. Quarters are nice because they are faster, but they cover the same amount of material in less time and are therefore more stressful. In addition, with less time, sometimes some material won't be covered, or not covered as in depth as it could/should be. I don't really care if we switch to semesters, though. It will ultimately be about the same amount of work spread out over about the same time period, so the switch won't be that major. It would be nice, however, if we could start earlier (rather than at the tail end of September) and so we can finish earlier. I don't know, maybe start at middle-end of August and finish up that semester or quarter before Thanksgiving and then combine the Thanksgiving and Winter breaks so we come back after New Years. Just my two cents.

After five years in a junior college and enduring the semester system, I state with confidence that the quarter system is one of the crucial aspects that distinguishes Cal Poly above many other universities. The expedited pace of our coursework keeps us students engaged and locked into a mature work ethic. Though we may loathe the fast pace of our classes in our current quarter system, students in the semester system also disdain the difficulty of their courses. Given that semesters are marginally longer than quarters, students studying the semester systems are prone to see the extended length of their term as 'slack' time, where any student can fall behind in the beginning of their semester term and can catch up later. This is not a work-ethic that will distinguish graduates in the work force and I don't want to see Cal Poly students adopting such a work ethic to get by in school and in their professions. The quarter system is a crucial aspect of our education, on par with our learn by doing philosophy, and to rid of it will bring detrimental effects to our studies and work ethic.

Changing Cal Poly, SLO to a semester system will drastically impair the learning environment of the school, diminish the schools reputation for excellence, and decrease the quality of student who graduates from Cal Poly, SLO. As a student graduating in Spring 2013, I will not be affected by such a change. My opinions are said for the best interest of future students. Please do not change this university to a semester system.
I had to choose only 3, but all of these apply. I don’t think that graduation rates would be improved at all with semesters. There are no good reasons. ‘Greater time for retention of material’ is not helpful. Having to remember minute details from 18 weeks ago is challenging. The lecturers will not be compensated for switching their classes over. This will take a great amount of time and effort by everyone and it is not being accounted for. Switching to semesters will not make anything easier. Getting transfer credit would be just as difficult if we were to switch to semesters. This is just an all-around bad idea and will cut out valuable information and classes.

Please see comments above.

The quarter system is one of the reasons I chose Cal Poly. I like how I can learn such a broad range of subjects, and the fast pace is great. If we switch to semesters, we may learn more in-depth, but we'll have a narrower field of knowledge in our majors.

The quarter system forces students and teachers to focus on what is really important. I feel that I did much more ‘busy work’ under the semester system.

Yes, the quarter system is more stressful, but to cram that much information into semesters would make college attendance take another year or two.

why are we fixing what isn’t broke?? the quarter system has benefited many throughout the history of Cal Poly so why change now? also, all the meetings and workshops i’ve been to, not one of them covers the topic of exactly how long the conversion will have to take in order to make it worth it money wise. in the end, quarters all the way.

If Cal Poly is identified in its quarter system, then that implies there is not much more to CP than its schedule. With the semester system, a more convenient calendar plan will allow for more learn-by-doing, more depth in classes and more time to develop relationships with professors. As for the argument that semesters will lessen opportunities and have multiple professors, this can be simply solved with ideas like switching profs at midterm or having a less stressful semester schedule therefore allowing more opportunity to play intramural sports and participate in clubs.

For me, college is not about depth but about breadth. I’m choosing what field I want to go into, and I need exposure to different subjects. If I want to know more about something, I can research it, find an internship, etc. If I am in a class I don’t like, or, more importantly, with a teacher I don’t mesh with, I only have to deal with it for 11-12 weeks and I’m done. Less animosity builds up that way.

The quarter system is way too fast-paced. I do not want to complain, but it is really difficult to keep up.

Honestly the conversion process is the hardest part for me to conceptualize. How would my degree plan change if we switched to the semester system? Would any current classes become unavailable? Would classes become harder to get into? How many credits would I need to graduate if we switched? Once an actual plan is provided for the switch, I would be better able to decide whether or not I am in favor of the change. As it is, you are asking me if I approve of a change that I do not fully understand, so I cannot provide an informed answer.
I chose Cal Poly because it was a quarter system, it sets us apart and trains our minds to work faster and keeps everyone on their toes. It's always midterm season here, and that creates a strong academic environment.

Among other advantages, I find it convenient to have Spring Break free of school-work.

Moving to semester system is a terrible idea. The quarter system is something that distinguishes us from other CSUs and it really has helped me become a better student. I have learned so much more in the quarter system than semester systems. I also think that semesters are way more stressful because you don't remember anything! In quarters you can retain what you have learned all quarter and by the time finals come around you still know the material. Switching would not be a good step for Cal Poly. Plus who the heck is going to pay for this? We don't have any money!

I am an out of state student, and before coming to Cal Poly, the semester/block schedule was the only method of teaching I had ever encountered. I can honestly say that I truly love the quarter system. I love its pace, its increased opportunities, and the rich spectrum of knowledge I learn in a year. As an architecture student, the more studio professors you study under, the more rounded and balanced your own style becomes. Please, please, please, stay on quarter! It's just another reason why I believe Cal Poly was the best university I could have come to!

I believe the transition period will not be worth the overall benefits of switching to the semester system. I've heard from a department chair that the change would occur over the course of 3 years. If it was a one year transition period, up to 6 years (all of the students attending Cal Poly at the time of the change; 6 years to include the 4+1 students) would be affected by the change. Since it will occur over 3 years, the total would be 8 years of students affected to include the incoming freshmen of the next 2 years. I believe students attending during the transition period would receive a subpar Cal Poly experience and pass this on to potential incoming freshmen, ultimately making Cal Poly a less desirable school to attend.

I think it isn't smart to burden students through the conversion process, for benefits they will not receive. I will pay all the cost and receive none of the benefits. Curriculum should just be updated. Changing to semesters is just a time consuming and wasteful way to update Cal Poly's curriculum.

The quarter system is relentless and cold, bad for health and bad for the education system. There are just things that happen - life happens. The quarter system does not allow for a funeral, a sick family member, a dying pet, a deep depression, test anxiety, not even a cold - set backs happen, and this relentless speed is not a good representation of life. I question the motives behind the quarter system, I really do. It is not like real life. I hope you do take these words seriously, I am very serious about this. Every day I am tormented by these thoughts, and I get to enjoy them with my freshly developed negative attitude, thanks to my experience at Cal Poly.

I know I'd be nearly done with college before this would be implemented, but if I were any younger-- or if I have any issues getting classes in the next two to three years-- this could be disastrous. I'm already an out-of-state student paying extra fees, and I'm sympathetic to efforts to have students graduate on
time. I love SLO, but I don't want to be here any longer than possible, and changing to the semester system would jeopardize that for future students.

As Cal Poly students, we are looked at with higher regard than other California State University students and are emitted into this school because we are on the higher end of the academic spectrum. I would think that most students would want a semester system because it is less stressful and less work, but we want to be educated. As a Cal Poly second year, I am very appreciative that I get to cover more areas of my major because of this extra quarter. If it isn't broken, don't fix it!

The quarter system is beneficial and I'd like to stay on it.

I don't understand why a slower pace is considered a benefit. I chose to apply to Cal Poly because I love the fast pace of learning and changing gears after a few months. Those would not be as defined with a semester system unless you tried and combined several classes into one. We already have a hard time with students, aero in particular, dealing with combined classes, like Aero 300, so why take these manageable chunks of knowledge and try and stuff several down our throats in each combined semester class? And maybe you say you won't combine classes, what then? Will all programs click over to five years? Being less dramatic, there are a fix number of classes each student must take to graduate, if each one takes longer, what will the true benefit be? You cannot cut classes, that would ruin the multifaceted quality of our education here. I see very little reason to change to semesters and quite a few powerful ones for staying with our current choice, the quarter system.

I personally feel that the conversion will happen even with an overwhelming responses of disagreement and opposition to the semester system. Please listen to the voices of Cal Poly student, staff, and faculty and don't convert to the semester system. The quarter system is fast paced and competitive and that's what we like. Many student, staff, and faculty have been at Cal Poly longer than President Armstrong so our opinions should be the most vaunted and respected. Thank you.

The quarter system is an integral part of the success of Cal Poly. It may be harder for students but it is necessary if not vital to the education and future success of our students. To do away with the quarter system is to do away with the reputation, status, and high quality of learning that Cal Poly is associated with. The students at Cal Poly feel strongly that the our success is rooted in the 'Learn by doing' mantra and that mantra is built on the quarter system. A switch from the quarter would be a betrayal to current students and Alumni alike.

Our School is so great because of the quarter system. it allows students to grow so much more by taking more classes and not getting bored half way through the semester like other friends at other schools do. It pushes students to do the best they can especially it they are in a class they don't like because it is only 11 weeks not 18. the semester switch would ultimately lower the caliber of this university and it will completely mess up the students that are stuck in the middle of the transitions. if it is not broken don't fix it. Cal poly is the best state institution for a reason don't screw it up.

In a semester program students 'fool around' or 'chill out' longer before focusing on the end of the quarter push to finish a project. This would be bad for architecture students, after studying abroad in a
semester program, less work gets done on a semester project, it's not like the extra 5 weeks or so makes your project that much better or more encompassing. Besides, if you are stuck in a project or studio you don't like, you still have 2 quarters that could yield good projects for your portfolio.

The quarter system and the pressure it exposes students to are the reason why Cal Poly students are so successful once they enter the professional industry and better prepared for real life scenarios.

The process of how the school intends to switch to semesters is main concern of mine. I feel like there should be information sent out regularly to keep the students up to date and involved in this process so they play a more active role instead of being only bystanders.

Re-writing all curriculum at Cal Poly to fit into semesters will take years and extraordinary resources that will be diverted from current student success. With departments already struggling to make ends meet, this will further sink the quality of the institution. UCLA spend 5 years and millions to begin a conversion which ultimately was scrapped once the money ran dry. I feel repeating UCLA's blunder would be foolhardy and mock Cal Poly's reputation as a leader in Polytechnic education.

I think that the fast-paced environment that the quarter system provides is especially essential in the world of theatre. I am a theatre major and if we were in the semester system, we would not be forced to move things along as quickly as we do. This reflects the real fast-paced environment of the professional theatre world. The way our program works would only deteriorate with the implementation of semesters.

There is nothing wrong with the way that Cal Poly's Quarter system is going so what is the point in trying to change it and causing a lot of issues.

please don't do it! the quarter system and its benefits is what sets Cal Poly apart from many other schools. The quarter system allows us to maintain the impressive graduation rate Cal Poly known for.

The quarter system allows students to experience more classes and helps makes decisions for a career path in the real world. The more classes students take the more prepared they are to make a decision regarding a career.

I think part of what attracts people to Cal Poly is the quarter system. Late starts in the Summer and the ability to customize your schedule more and move towards faster graduation.

The semester system would increase our already growing classroom sizes and availability of classes would be worse. Overall, it would increase the time until graduation for many students because the chances to get into critical courses would be reduced.

I like the quarter system because it exposes me to a variety of upper-division courses in my major and makes it easier for me to participate in band.

As a student with over 190 units required to graduate, the ability to vary my schedule three times a year allows me room to participate in quarterly extracurriculars without fear of over scheduling myself.
can take a light fall quarter to leave room for marching band, a slightly less light second quarter while pep band is going on, and then finally a heavy third quarter when I have no commitment to band. On semesters, I’d be committed to band year-round, which would very likely mean I wouldn’t be able to participate in it in order to stay on track for graduation. That, and the fact that I would be less able to take other classes that don’t directly contribute to my major (I certainly can’t justify taking up a class slot for a full half of my year for something like that) adds up to the fact that semesters would strongly impact the broad experience that was one of the reasons I selected Cal Poly over semester based schools.

Please do not change the way Cal Poly works. It is the only CSU on the quarter system and it is one of (if not the) most well known of the CSUs. The quarter system allows students more flexibility in the classes they take. If a student wants to go into more depth on a subject, they can take the next class in the series. If they find they don’t like a class, they can simply take a different subject class in 11 weeks, instead of wasting 16 weeks (and half of the school year) on a subject they regret taking. The quarter system also allows students a break after 11 weeks. Personally, a Cal Poly education in Engineering (and I assume lots of other majors) is really draining on student’s motivations and energy. The week breaks at the end of quarters fully rejuvenates students and allow them to be just as efficient for the next quarter.

Coming from a semester system, I would be greatly disappointed if Cal Poly were to switch to a semester program. I enjoy the fast paced classes and the increase in the amounts of classes that I can take. I was extremely bored in the semester system. The level of depth that the classes got into were unnecessary and tedious. Companies like the training that Cal Poly students get in the fast paced environment and switching might tarnish that reputation. Please do not switch until I graduate.

Cal Poly is a prestigious university whose students are highly sought after by industry. Our students learn the practice of balancing life, school, work, and other activities and know how to handle the stresses of a fast paced and deadline-oriented environment. These qualities, along with a myriad of others that result from a quarter system, are attractive to employers and allow us to stand out from other universities. Switching from the quarter system to a semester system will jeopardize this valuable and unique quality of Cal Poly and its students.

Our University is undoubtedly the best in the CSU system; In my eyes, this can be partially attributed to our quarter system. A change to semesters would not only be a giant step backward for the University, but it would be a colossal waste of money, and in my eyes, completely idiotic.

It is because of the quarter system that I chose to transfer to Cal Poly.

We are unique in that we have more experience with more classes, more people, more material in the same amount of time that a graduate from any other university has. Please keep it that way, please continue to provide us with that advantage.

I think we are switching to semesters primarily for monetary reasons and it will cause cal poly to lose its learn by doing distinction and advantage of the quarter system. Additionally, the president is just going to choose whatever he wants.
From my experience with semesters in community college, I noticed two things: the courses weren't as fast-paced and were more in depth, and if I didn't particularly like an instructor, I was stuck with him/her for 18 weeks.

After three years of study at Cal Poly, I would not know how to study in a semester system, and the conversion would only be to my detriment. It would take a period of adjustment that my GPA cannot afford to be competitive upon graduation.

The quarter system allows a large degree of variety and flexibility in my degree, which would inherently be lost in the transition to semesters. This flexibility (ie taking a 12 unit quarter followed by two 18 unit quarters) has allowed me the time to participate in technical and time consuming extra-curriculars that directly relate to my major. These extra-curriculars have been responsible for two internships so far, which I would not have gotten without the experience or major talking points they provided. In addition, while I support a comprehensive evaluation of Cal Poly's majors and degree programs, I believe that the transition period while classes and programs are rebuilt and re-tuned for the semester system would undoubtedly produce several years of students who received an inferior education compared to those outside the transition period. This would adversely effect the school's reputation as a whole, which reflects poorly upon its students and alumni even if they were outside the transition period themselves. Finally, although I am opposed to the transition to the semester system, I believe that over the long term it will do less damage than setting unit caps on majors.

Please consider my concern noted in the comments for question #6

Personally, in order to be a successful student athlete, I need the quarter system. Our basketball season impacts both the fall and winter quarters, so I save the most difficult classes for spring. If it changed to a semester schedule, I would have no good opportunity to take the most difficult classes without missing lots of class. In all likelihood, I would have to forgo the amazing opportunity to simultaneously represent Cal Poly on the basketball team and earn an engineering degree. Additionally, in terms of revisiting curriculum, that is something that the mechanical engineering department is constantly doing. If that was a main reason for changing to semesters, then that seems as though it is punishing the majors that work hard to be constantly improving their curriculum. Also, there are many 1 unit engineering labs that provide mandatory additional supplements that fit into a quarter and would not be able to expand into a semester system.

I don't want to be held back on my graduation time because of the switch.

I came here to work, not to play. If I wanted a slow paced party school I would have enrolled at a university where such commodities for partying are readily available and where the work wasn't as nearly as demanding. If I cannot graduate in four years with a degree from this college by switching to the semester system, I will ditch school altogether and apply my time and skills where I will actually succeed and not have up $50,000 or more in student debt be my only reward for going to college.

I hope that for current students (me included), the switch to semester, should it happen, would not conflict with graduation dates.
Although challenging and stressful the quarter system turns its students into hard workers and prepares us for expectations we will face after college. As a student who is on tract to graduate the summer of 2014 a change now would with out a doubt affect this and i would more than likely leave cal poly and continue my education elsewhere. I chose cal poly because of its well know reputation and new coming in the quarter system would b challenging but that was part of the reason i chose cal poly ....don't change something's that isn't broke. Changing to the semester system would lose cal poly the respect of many of its students if we wanted the semester system we would go to a college that was on the semester system in the first place.

Cal Poly has a very high reputation and I truly believe the quarter system is a big part of this. The quarter system demonstrates that students are willing to work hard in a fast pace environment and are able to succeed. By switching to the semester system this reputation will be ruined and it will ultimately take longer for students to graduate.

As a transfer student, I have had the experience of transitioning from 3 years of the semester system to Cal Poly's quarter system. I've had a slightly difficult transition. However, it is manageable and the difficult pace should not be a reason to change. As Cal Poly, we should keep our integrity. If anything, it prepares me for my future. I’d rather face my challenges here, than in the real world.

I appreciate that Cal Poly is asking us our opinion on this matter rather than simply going with it. I would also be very interested on discovering the other side to this story. Why is the university so interested in converting to the semester program?

I strongly believe this will severely decrease Cal Poly’s good reputation and lead to a poor education.

Switching to semester system would in fact be more stressful for me because there would be more material to remember for the final. I traditionally do the worst on my finals because I have to study all of the learned material for the entire class, for each of my classes. On a semester system, not only would the amount of material increase per class, but I would also be taking more classes, which would translate into an enormous amount of material to study during finals week.

I like the fast pace of the quarter system. It lets students experience many different classes and forces students to work at a quicker, harder pace than at other universities. I believe this is what makes Cal Poly students stand out above all other students in the CSU system.

What would happen to our flow charts? How would you convert it into a semester system style flow chart? Until you can describe how the students will be directly affected, i am going to strongly oppose the switch to semesters.

It is concerning that, if we switched to semester systems, we would have to retake certain classes (if we haven't finished parts of the series) and that it would take us longer to graduate. Those are my primary concerns.

I feel that switching to a semester system would greatly diminish the uniqueness of a Cal Poly education.
The quarter system helps to facilitate access to large amount of material in a year. A semester system threatens to reduce that.

UCs>Cal States. Quarter system makes us more like the UCs. We're the only Cal State on quarters. This will diminish our reputation. Our degree is 90% about reputation!

As a transfer student, I want to take as many courses as possible to graduate in a timely manner. If we switched to the semester system, it would take twice as long to take the necessary amount of classes to graduate, ultimately costing more money.

One of the things I really liked about Cal Poly when I applied was the fact that the school ran on the quarter system. I would be very disappointed if they changed to semesters.

18 weeks is too long to study one dimension of a subject

The quarter system is what separates CP from other State Schools and it is why I chose to come to cal poly.

Please do not switch. Quarter systems are part of what makes Cal Poly great. I'm not opposed to redefining/streamlining' certain classes or the flow charts for various majors, but converting to a semester system would be a HORRIBLE mistake. The pace is perfect. With this setup, you have the option to delve deeply into a subject, or just take an intro course- you don't have to commit to a whole 1/2 a year if you just want to try something out. In the college of engineering, you don't loose any information because after taking (for example) thermo 1 you would just move on to thermo 2. Students that need more thermo info for their careers move on to thermo 2. Other students taking the class for fun or because they just need to know the basics can simply stop at 1. In a semester system you would be wasting your time. Quarters allow you to cater to each student. It is ABSOLUTELY what makes Cal Poly the best school to go to for engineering. I would not have been able to take advantage of the classes I NEED for my career (in mechatronics) if it were not for the quarter system and the ability to split classes up and take what you need. PLEASE DO NOT SWITCH TO THE SEMESTER SYSTEM.

Quarter System is what puts Poly above the rest with the fast pace. Fast pace means for easier transition in work environment.

I am all for less stress and more time to really learn and enjoy a class with semesters.

I believe that the quarter system is one of the main reasons that Cal Poly is a highly regarded school. The fast-paced environment looks great when looking for a job and also allows more classes to be taken. I believe that switching to the semester system will diminish the reputation that Cal Poly has gained through out the years. The quarter system makes us stand out over all other California State Schools.

I hope cal poly keeps the quarter system. It is one reasons I chose the school. I like the fast pace.

Cal Poly is a unique school that offers an opportunity that few other colleges do. In this world, the competition for business is about being set apart from the crowd and one thing that sets Cal Poly apart
is the quarter system. This quarter system allows for students to experience a wide array of classes and professors within the year. If a class is hard, it is over quickly. Don’t change the individuality of Cal Poly just because the President doesn’t like quarters. Keep Cal Poly Unique.

I pay for my own schooling. On the quarter system, I have been able to take 60 units per year, allowing me to double major and minor. I have got ‘the most bang for my buck.’ If switched to a semester system, students younger than I will not get this opportunity. Cal Poly will be turned into just another CSU, something I am proud to say it is not now. Cal Poly stands far above the CSU system, acting as a beacon of what could be for public education. President Armstrong wants to change that. We are not a sports school, we are an academic institution, known for its excellent achievements. Cal Poly is so highly regarded for a reason. Don’t steal the student’s experience for personal gain.

quarter system is way too fast paced takes away from my emotional physical well being...i just need more balance in my life. semester system will allow this.

While I understand the further depth that can be acquired through a semester system, I believe that the fast-paced quarter system best prepares students for the real world.

Just don’t do it.

The quarter system is a reason that some students choose to enroll in Cal Poly. I personally enjoy being on a quarter system for several reasons. I get to experience a vast array of courses and professors; my academic holidays are timed in a desirable way; I don’t have time to procrastinate and therefore get better grades. I would be disappointed if Cal Poly switched to a semester system.

A change to the semester system would be the worst thing that has ever happened to Cal Poly.

The only reason I agree to change to the semester system is because I’d be allowed to graduate at the same time as most colleges and universities making me more competitive in the job field.

I am graduating in less than 1 month so I suggest reviewing my answers with a LARGE grain of salt

The change should implemented sometime after the next 3-4 years, not before.

Please don’t do it!!!!

I believe the quarter system sets Cal Poly apart from the other CSU schools. As a graduating senior, I have been looking back on my Cal Poly experience and the amount I have learned as a result of the quarter system. Although it would be less stressful for students and staff, I feel that losing the quarter system would be losing part of what makes Cal Poly unique.

I’ve been on both quarter and semester. I studied abroad on a semester system and while I loved it for visiting another country, I don’t feel like I gained more academically. I definitely learn far more in a quarter system.
Cal Poly has an incredible reputation and is such a well respected school because of the classes we are required to take, the amount of units our curriculums require, and how much we accomplish/learn due to the fast paced quarter system. The quarter system is straight to the point and covers the immediate and important information that a semester system drag out. The quarter system doesn't allow anyone to slack off, and everyone must learn to work hard not just before a test, but every single day. I am a civil engineering student and have had two different internships in my field of studies. I was hired both times because of Cal Poly's wonderful engineering reputation. After both internships, I was admired for how quickly and accurately I was able to accomplish my work. I attribute my efficiency, hard work ethic, and 'get things done' attitude to the quarter system here at Cal Poly. Please feel free to contact me via e-mail at XXXXXXXXXX @calpoly.edu or call me at (999) 999 - 9999. Thank you.

The quarter system was one of the main factors in my choosing to attend Cal Poly, and I believe it prepares us better than the semester system could. Also, because getting classes is so impacted at Cal Poly, switching to the semester system might prolong graduation even more, because we would only get the opportunity to register for classes twice a year. I really hope Cal Poly does not switch to the semester system, because I love everything about the quarter system!

Bar none, the quarter system is far superior to the semester system in a multitude of ways. For our school to switch from a 10 week period to 16 week period for the sake of 'student and faculty stress' is irrelevant. People who attend or work at our school should understand that this is a fast-paced lifestyle that has no room for easy off weeks. With the quarter system, we are able to be put under much more rigor in our work, which easily resembles the workload of the normal career out in the real world, which in turn promotes greater success in our future careers. Another point I would like to make is that the semester system tends to leave students weary of their classes by the time 10th week rolls around, and they begin to dislike certain classes more than others just due to the amount of time they have to spend with a single professor and a single subject. This is completely counterproductive to the idea of higher education, and the quarter system balances this issue by forcing the students to maintain their aptitude for these courses in order to succeed. I implore all of you to understand how detrimental this conversion would be not only to the student body here at Cal Poly, but also for the companies that hire our students because of what we stand for and what we have been doing time and time again: producing the best, well-rounded, intellectual thinkers all through a curriculum based on learning by doing. By making this switch we would be sacrificing the welfare of our students for the sake of less stress and more time to configure our faculty and programs, both of which have been functioning fairly well in the past and surely will continue to do so in the future under the quarter system.

I am mostly opposed to this idea of switching to a semester system because there is another plan in line to increase the amount a student has to pay if they go over 5 years at Cal Poly and/or exceed a certain number of units. Being a double major, I need to get out of Cal Poly before those 5 years are up for me and the quarter system helps me accomplish more units per year than a semester system.

Cal Poly is full of incredible professors and learning opportunities, and I like having 3 chances each year to optimize these opportunities. Semesters are long and tend to drag on, and at a certain point they become less conducive to learning than a 10-week system. I think the biggest problem right now with
the quarter system is the calendar we have in place. A one-week break between Winter and Spring quarters is not enough time to rejuvenate. I think we should reduce winter break by one week and add an extra week to Spring break. Another idea is to start Fall quarter earlier in September and end finals week before Memorial Day in May.

Please don’t switch... pretty please with a cap and gown on top

i would be very dissatisfied if cal poly switched to semesters. I like the fast pace and ability to have many more classes in one year than schools with semesters

I think we’re the only state school not in a semester system.. It’s hard for people to transfer out as well as transfer in

I am a fifth year graduating senior, and have only winter and spring quarters left to go. For argument's sake, if we were to convert to the semester system in the middle of this year, then I would not graduate in the spring but would have to take on a full load for the subsequent summer to complete the same two terms. Not good!

Quarter system allows students to take many different subjects. It is also the perfect length of time for a student to immerse in a class without getting worn out by it. Students are forced to stay on their game with the quarter system because 10 weeks is so short and getting behind makes it harder to catch up. I don't think graduation rates would increase with a switch to semester system because I don't see a relation between those two. Also, switching to semester system will result in a lot of changes made to Cal Poly, which will cost more than its worth. The money could be used to improve other existing programs.

If one of the main benefits of switching to semesters is that the faculty are forced to rework outdated curriculum, putting in place a periodic and mandatory curriculum update would be a more cost effective way to achieve this benefit.

As an architecture major, I get to see 15 professors within 5 years of schooling vs the 10 everyone else gets. That is a MAJOR difference that makes Cal Poly such an effective school in terms of getting to understand the profession/getting hands on experience/ different perspectives.

I have attended Cal Poly as an undergraduate and graduate student. The competitive edge that I gained, in part from the fast-paced quarter system, is what made me a strong candidate for my new job that I will begin in the new year.

Please don't!! The quarter system is the only thing making cal poly awesome.

We are currently the top CSU and the only CSU still on the quarter system. By changing the qualities, such as the quarter system, that make CalPoly unique to the other CSUs, we will lose what makes us different and could even lose what puts us on such a higher level than the other universities. Don't fix what isn't broken. The so-called 'stressful' quarter system is implemented at many other schools with
higher caliber than CalPoly and only helps us students to increase our work ethic and problem solving skills.

The semester system allows students and teachers to be lazy and inhibits students from graduating timely. If you do not get the classes you need for one semester. You will be set back by 4 1/2 months, almost half a year essentially. The quarter system is much more arduous and much more rewarding. If you don't get the classes you need one quarter, you will be set back from graduating only 3 months or perhaps not at all because you still have three or four chances to take the course instead of two. Also, Cal Poly is a technical hands on school, we do projects in 10 weeks. We do not need take only lecture based courses and so we do not need additional time to retain material information. What we do in 10 weeks, others do in 16+ weeks. This gives us more hands on experience than other schools. After one year at Cal Poly, we have three well executed projects on our resumes. This gives us an edge for jobs and professional life.

The main reason I came to Cal Poly was because it followed the quarter system, which makes me focus better in class because I know I can't afford to waste time in or outside of class. Also Cal Poly on quarter system makes it stand out from other universities and the students that attend prove this. Switching to semester system will make us students lazier in class and not want to attend regular classes.

Converting to the semester system would ease the academic pace, allowing classes to take longer to present material and test less frequently (and yes, twice as many quizzes/midterms-finals and projects in a six month period is a LOT more work, especially for the projects), which would reduce the stress on students. On the other hand, the pace is one of the real draws here, I'm learning faster now that I did on the semester system, even if half the classes I take here are probably going to be useless (it was the same in the semester system). Anyhow, why are you even asking students for their opinion? Most of us are idiots. Anyhow, pros- easier student life, credits will transfer to other universities more easily. Cons-slower pace, ~5 years of making the current student body miserable as the new system is implemented. I'd prefer to keep what we have, it's probably even a little better than the semester system.

My major covers lots of different technologies and unrelated subjects. A semester system would be hard pressed to offer me this competitive of an education and job prospects

The transition phase would last five years at least, and those caught in it would lose more than they would gain. There's nothing wrong with the system now, so there's no point fixing it. It might sound like classes will have more time for content, but a lot of semester courses may combine two quarter courses, effectively giving less time for content. Teachers will have to redo their whole teaching plan.

I don't think it should come down to how much it will save going to semesters but ultimately what the students and faculty want since they are the ones paying or having to change the curriculum.

The quarter system is definitely harder because of how fast paced it is but it benefits us. We are forced to learn how to deal with fast paced learning, we get to learn from more professors, and as an engineering student it is more beneficial to be able to take more classes. Cal Poly students do better then most right out of college not only because of the learn by doing philosophy, but because of the
quarter system we receive another kind of education that is useful in the real world. The harder route is normally the most rewarding. I think that the quarter system is the most beneficial path for Cal Poly students.

Attending classes for only ten weeks and then switching keeps the material interesting and keeps me on my toes.

I think that students would perform a lot better with a semester system. The quarter system makes everyone's life extremely stressful and moves at such a fast pace, I feel like I never have time to take a breath. I would absolutely love switching to semesters.

If we were to switch to the semester system, I would like to know how our units would transfer over into semester units, and if that would cause all of us students to fall behind, not get the units credits we deserve, and cause us to not graduate on time or not.

I love the quarter system. I feel like I would be making more progress toward graduation with quarters than with semesters.

if people wanted to be on a semester system, they should not have come to cal poly. on the flip side, i came to cal poly partially because of the quarter system; and so did others.

Quarters are the unique success of Cal Poly don't jepordize this success for future students!

switching to a semester system may cost me money, may postpone my graduation date of 2014, and may make it more difficult to get the classes I need

Please Do NOT change to a Semester system!!!! I have been here for 4 years as a student and really enjoy the quick and easy flow of the quarter system! Cal Poly is distinguished from all of the other Cal State schools for having the quarter system. I think it would be a huge mistake for Cal Poly to change to semester system.

I really do not want the semester system. I would hate it.

Switching professors and classes more frequently keeps my interest and participation at a higher level, and has a greater ability to 'keep me on my toes' so to speak.

To whomever it may concern, Myself, and many others, chose to come to Cal Poly based on this reason alone. To switch to a semester system would mean sacrificing the potential base of applicants to the school (while opening it up for those who want semester, yes I understand). But Cal Poly students come to Cal Poly to push themselves, not to get an 'easy' semester. I'm sure students at Stanford could use the extra weeks, yet they remain on quarter system. Cal Tech is an amazing American asset - quarter system. The 'oh-sought-after' UCs are all on quarter (excluding Berkeley). There are all highly regarded institutions and it would make little sense to change now and risk losing our place among these giants.
On a different point, I'm sure there are monetary gains from switching to the semester system. Resources for labs would be consumed at 66% the current rate, for one. Paper supplies and other office
materials would also surely be reduced. With the recent passing of Prop 30, we will see increased revenue from the state in order to mediate some of these pressures, yet I can imagine that it's not enough. Yes, fiscally, I can imagine that switching to semesters in a no-brainer, but are we all willing to sacrifice more? As an Electrical Engineer, what would I have to sacrifice? Would I have fewer classes, or a heavier load? Does this mean less lab time, less learn by doing, and a reduction in the allure that Cal Poly has to major companies? Or maybe the classes would be the same, but an Electrical Engineering degree will be a required 5, 6, even 7 years of studies. As a student with increasing student loans this frightens me and many others.

As discussed earlier in a bullet (a point I was not aware of) perhaps increasing the weeks to study will improve retention rates. Again, I do not doubt that increasing the duration in a class with increase retention. Stanford, on the other hand, maintains a 95% retention rate (as described by their 2004 cohort @ http://ucomm.stanford.edu/cds/2010.html ). Perhaps then, it is what we are currently doing that need to change. We have high standards for our students, as any institution of our caliber should but I doubt they are higher than Stanford, an internationally-acclaimed University. So perhaps we need to investigate the discrepancies between places like Stanford and Cal Tech and Cal Poly. In the end I understand that a lot of it comes down to money (or lack thereof). A lot of us do. It is difficult to make decisions of this magnitude and to consider what is best for everyone involved. Many will agree with my sentiments, many will not. But I need someone to understand exactly where I, and those who do agree, are coming from. By going to Cal Poly we are setting ourselves apart from the other CSUs. We want to uphold the standards that we entered with, not sacrifice the many virtues of our school to benefit the 15 or so percent that don't graduate. As a future innovator, upward-thinking, forward-moving member of society, don't stifle us here at our beginning. We need this. Thank you. - XXXXXXXXXXXX XXXXXXXXXXXX @cox.net

In my experience within the semester system, instead of allowing for 'increased depth of classes', semesters encouraged lower levels of productivity (covering comparable amounts of material within a longer period of time), focus, and student engagement in the class.

I personally do not agree with the switch to the semester system. I am a freshman at Cal Poly and had I known before making my decision to attend Cal Poly that the entire curriculum would be changed during my time here, I would have thought more intently about choosing to attend a different University.

Converting to the semester system should not alter the amount of information learned and experienced. There should be some sort of equivalence in the conversion of classes.

As one of the top ranked schools in the country, I don't believe change would be necessary or beneficial. I see no strategic reason for switching to semesters.

The quarter system is one of the reasons I chose to come to Cal Poly. It sets us apart from the other state schools and allows students to partake in more classes and meet more people. Yes, the quarter system keeps you on your toes, but that has helped me to stay focussed on my classes instead of getting burnt out on them. I think Cal Poly would be spending money on a pointless conversion that would only hurt the school in the future.
Would it really be cheaper? I'm not a professional administrator, but it seems like a poor response in poor economic times. After all if semesters really were so much cheaper and better than quarters, many more schools in our country would use them. If it ain't broke, don't fix it.

it seems obvious that no one else except administration wants to move to semesters. students hate it because it gets boring and slow. if a teacher sucks then you're f***ed for a whole semester. if i was on semesters i would most defiantly not do as well. for teachers it sucks too, who is going to have to re-write the entire curriculum? teachers do not want to go through a bunch of head ache and hassle to fix what ain't broke. teachers will also not work as hard to get through the material at a timely manner, and will do a much worse job than if they were on quarters. there is no need to change to semesters, and if you feel strongly that there is a need then you are f***ing high on something.

If the semester system was gradually implemented (allowing Seniors to finish with the quarter system), and the administration confirmed/let students know that was the plan - before we took this survey- I think the responses would be different. In other words, If I were applying for admission to Cal Poly, I would have no problem entering into a semester system, but I am almost done, I have 5 classes to go, I really do not want to change the pace I have learned to navigate, this late in the game.

As an architecture student, I have embraced the fast paced quarters and really enjoyed stretching myself to think deeply, thoroughly, and creatively in a short period of time. Sometimes there are studio projects or professors who are truly not ideal or beneficial for you and to have them for half of a school year could seriously affect what is gained in a year of design study. Having the opportunity to have three different professors with three different styles and three different projects does an incredible amount for my growth as a design student as well as allows me to have a wider range of projects to choose from in creating a portfolio for internships and jobs.

None

DO NOT BELIEVE IN SEMESTER SYSTEM AT ALL!

Cal Poly is not just another CSU. When I tell people that's where I go they say things like Harvard of the west, and when you look at all the top schools they are on the quarter system. Switching to the semester system would slow the pace down and make it much easier and more relaxed. Currently it is a intense high paced learning system if we switched to the semester it would dilute the learning to an average college. If the goal of the university is to be on the same level as Fresno State and CSU Chico then a switch to semester would be the correct choice. However, if you wish to continue to be a prestigious university that ranks among the Ivy Leagues than no change is necessary.

The student body seems to be mostly opposed. THis change is supposed to be beneficial to the students and is supposed to be about the students. However, if it angers the students how is it benefiting them?

QUARTER SYSTEM!

It will take students more time to finish their degree. If a student has to stay at Poly for 6
I feel like the transition will be the hardest part of this move (if done), but once in place it probably wouldn't make a major impact once students and staff are acclimated to the change.

One of the main reasons I chose Cal Poly and still choose to return is because of the quarter system, compared to a university on semester schedule. (Semester system is too long)

I think that if Cal Poly, a school that has been in place for over 100, were to change to the semester system I would be strongly disappointed in the administration and their genuine care for the students they oversee. Based on the people that I have talked to I have not once talked to someone who was for this change. The money and time that would be needed to put into this change could be far better spent making changes that the student body actually wants such as adding more classes or betting the quality of classes.

The semester system does not mean a slower pace. Subjects can be studied at greater depths as long as teachers continue with rigorous demands.

cal poly should seriously review their teaching staff because some hiring decisions need to be reevaluated. Forget seniority and keep those who are good at teaching.

Again, the fact that students are able to take so many instructors during their education at Cal Poly is an amazing opportunity for all of us to learn and excel at what we love.

As a third year it would be very bad on my academics to switch to a semester system. I have spent over two years figuring out how to manage my time on the quarter system. If we switched to semesters I'd have to do this all over again. I also feel that having quarters is much better for the learn by doing philosophy. Last, I like only having a class for 10 weeks. It keeps the classes moving at a fast pace which helps to keep me focused.

If switching to the semester system delays my graduation (fall of 2013) I would be very upset.

The quarter system is very efficient, and has been working for so many years, why change it? I'm a 4th year Computer Engineer in the 4+1 Program here, and I believe staying in the quarter system will be to my and everyone's benefit to finishing my experience as a student here.

I was in a semester based high school and enjoyed that. I don't know how college works under semester, but it could be better.

Can we place change, I am a slower learner and would benefit greatly.

Cal Poly is known for its 'learn by doing' approach to education, and we are not looked at as a UC caliber school even though we are a state school. Our quarter system and fast paced learning atmosphere is one of the unique attributes of cal poly and what backs/makes possible our amazing reputation with companies.

I have friends who are on the semester system and I believe that even though they may have more time to learn the material, they end up waiting to the last minute to study for exams anyway. Being on the
quarter system will help you stay on track and we have more opportunities to get the classes we need. Plus, no one likes staying in the same class for more than ten weeks. I strongly oppose the semester system. Why fix what's not broken?

The biggest thing I am worried about is the offering of classes. As of now I have gone through and plan on taking a number of classes at Cal Poly, and that may not be possible to do if the curriculums are changed. There wouldn't be enough time or space in my schedule.

I truly believe that a conversion to a semester system would ruin Cal Poly's reputation. I will transfer schools if we convert because there is no way I am graduating from a semester school. I expect a reputation of excellence with my degree, and I can not get that by attending a semester school.

The quarter system is more than adequate and sufficient for students to learn at the university. There really is no need to change it. Cal Poly is unique in that it is still on the quarter system. It is one of the things that draws students to this campus.

When considering which university to attend this past year, I narrowed my choice down to two. These were Cal Poly and UC Davis. I ended up choosing these two colleges because both were on the quarter system. Had Cal Poly been on semesters, I would have chosen UC Davis without a doubt. The fact that Cal Poly is on the quarter system is extremely important to me and I will be very disappointed if Cal Poly chooses to adopt the semester system.

I would rather have classes go through the material and be done quicker, regardless of if I enjoy the class or not, which is why I support the quarter system.

I think the quarter system allows for students to get an in depth knowledge of various subjects while still being exposed to more classes than they would if we were to switch to semesters. I also think it is a significant factor that sets our graduating students apart from students graduating from schools with semesters when it comes to applying for and getting jobs.

I don't want to have to spend any more time than I need to on General Education required classes.

A good comprehensive survey. Please see my comments in the previous comment boxes.

Please dont change, semester sucks

I understand switching for non lab intensive colleges, but labs are what separate our school from the rest so overall I believe switching is also diminishing our degree value

I am completely happy with the quarter system because it keeps me busy and up to date in all of my classes; switching to semester would create more time to procrastinate or use unwisely.

I honestly believe that switching to a semester system for Cal Poly is a terrible idea.

Please do not switch to the semester system. Students are pushed harder on the quarter system and learn more. Classes can be more difficult under current circumstances (only lose 1/3 a year when failed)
which is important to maintain the level of difficulty needed to produce strong engineers. It is clear that the semester system is being looked at only because it may save money, not because of any presumed benefits for a higher level of education. DON'T TARNISH CAL POLY'S REPUTATION BY DECREASING OUR STANDARDS IN ORDER TO SAVE MONEY.

I would hope that, if we did switch to semesters, students enrolled during the switch years would not experience a delay in their graduation term.

I am confident that Cal Poly's students like myself will voice their consternation about this sudden suggestion of switching to the quarter system.

I love the breadth of coverage available in the quarter system. You restrict the variety possible when using a semester system. If you need more detail for a particular topic, make it a multi-course sequence (eg, circuits or physics).

I enjoy the pace of the quarter system; I also learn more when in a fast-paced environment with only a few topics at once so in this way the quarter system enhances my education. The quarter system is one of the defining features of Cal Poly.

I enjoyed my time in a semester system school, it was much easier and less stressful. The quarter system is very difficult. Others recognize this, and the quarter system is one aspect of Cal Poly that garners respect from those who do not know much else about the school. Please do not cheapen the degrees that we have all struggled for.

There are pros and cons to each type of system. I have no real opinion because I have not yet experienced both types of system.

Administration has not been able to demonstrate a clear and present SAVINGS if we were to switch to semesters. The HOPE of gaining marginal efficiencies here and there would never warrant a private company to dedicate many resources to change their engineering, manufacturing, or management systems. What makes a university administration feel that they should be allowed to spend the taxpayer's money unless it would provide a GUARANTEED payback that is speedy, effective, and seen by all stakeholders that are impacted. I do not know if there is a good reason to switch to semesters, therefore I cannot answer this question. I do know that this is something that the university administration needs to answer. If you are going to pitch your idea, you'd better have solid reasons. The idea of 'mining' for ideas seems to be pretty pathetic. The idea of 'blaming' the change on the 'chancellor's wishes' seems equally pathetic because it begs the question, 'Which Chancellor: the former, or the present?'

The quarter system is unique and highly engaging. If tuition has to be raised because of a semester conversion, my view would become 'strongly opposed.'

Please do not switch to semesters, they drag and the pace of the quarter schedule is one of the aspects of Cal Poly that I really like.
I have been enrolled in Cal Poly and Cuesta College at the same time as a part of my changing major process. What I felt in the two different settings is that even the quarter system is fast pace the breaks allow us to rest after just the right amount of schoolwork we have put our best effort on. As opposed to that, the semester system felt very long and the students at Cuesta were getting exhausted halfway through the semester. My motivation in the semester system was definitely less than in the quarter one, especially in the last half of the semester, regardless of which course I was taking. It is a good feeling for students to push themselves for the last time to get through the tests, projects, and all other schoolwork before an exciting break, and I believe that the 10-week quarter system is perfect for them to keep their motivation high and stay successful.

I strongly believe semesters would hurt students, particularly those studying engineering. Also, the students involved during this transition will suffer educationally since both administration and professors will require time to adjust to a new curriculum.

I want nothing to do with the semester system. The idea of converting to it is the worst thing I could imagine.

Most of the potential benefits listed for the semester schedule on this page are the reasons I oppose the change in the first place.

I think that converting from quarters to semesters will require far too much time and money. Cal Poly already has curriculum that are extremely impacted and schedules that would have to modified drastically. This will reduce the number of classes that students can take (reducing the variety) as well as increasing the class size (less classes will mean larger class sizes, unless you find a way that this won't occur?). I would be extremely disappointed if classes were pushed to larger numbers even further than they already have been. Also, after taking a semester's worth of classes, I would have to disagree with the statement that semesters increase the retention of the material. I've had a much more difficult time retaining what I've learned. Semesters are far too slow paced for the engineering courses that I've taken. Material needs to be reiterated, revisited, and practiced in order for retention to occur. This occurs best when reiterated while the material is fresh. By the time I had to reiterate the material during my semester, I had already forgotten most of the material. Just another quick note, if a student dislikes a class, then on semesters the student will have to endure the class for a much longer period of time. This, in my opinion, will cause the student to lose interest and will likely lead to worse academic results. Thank you for the consideration, but I would much prefer that Cal Poly remain on quarters and I think it would be better for Cal Poly's future as a top polytechnic institution.

The quarter system at Poly has given me the competitive edge in my industry to be a prime candidate for many career positions. Without the quarter system, I would lack the breadth of knowledge and the discipline needed that elevates me as a more desirable employee. Students in similar programs at other universities -- those that use a semester system -- have less familiarity with industry-standard knowledge, have less opportunities to apply that knowledge, and have less opportunities to develop specialized interests within their curriculum. As an undergraduate student, breadth of knowledge within the curriculum is more important to me than depth within less varied areas.
I myself am having trouble with my first quarter. While I don't represent the student body as a whole, I feel that with a semester plan might help me retain the information that is taught. At the same time if I have to redo some classes that I had trouble on this quarter a new quarter would be quick and effective to where I won't have to have a class to worry about redoing later down the line.

If there is a conversion to a semester system, it could really mess up the 4 year plan of currently enrolled students since there will be some overlap in courses that have to be changed from 3 quarters to 2 semesters. Our quarter system is what sets us apart!

I would need to know all possible consequences, good and bad, before giving my full opinion on the matter.

General education classes can operate efficiently in the quarter system, but as a student gets into upper division classes, a semester system allows both instructors and students to go more in depth into the subjects they will most likely use in their future profession.

The cost of switching to a semester system far outweigh any benefits. If you want to streamline curriculum, that's fine, but changing to semesters is not the answer. As a student, the only benefit I see in semesters is that I would be able to procrastinate way more while in a semester system.

Besides of Cal Poly's phenomenal reputation, the quarter system is one of the reasons I picked this school. I wanted the fast paced school curriculum, at first it was very tough and I had second thoughts. When all said and done it has taught me that when I allocate time I need to make the most of it.

The quarter system is an important part of the Cal Poly experience. We should not switch to the semester system just to be like everyone else. We succeed because we don't think like every one else. We should stay on the quarter system. Cal Poly has been producing professionals that excel in and lead their fields. Why fix something that is not broken? We should be focusing our funding and efforts on ensuring that future students will receive the quality education that we receive now. Our goal should be to make sure that our degrees appreciate, not deprecate. Again, Cal Poly should stay on the quarter system.

I would like more information regarding the impact of switching to semesters.

see my 'other' response to question 6

the quarter system makes it easier to retake classes

The quarter system is one of Cal Poly's distinctive academic traits, right alongside 'Learn by Doing'. Not only would switching to a semester system disrupt almost every student here at Cal Poly, it would damage the programs that make Cal Poly such an outstanding school. Going through with this switch would throw both students and faculty into a intermediary stage in which new methods are being tested, and not all these methods would be beneficial. Students are paying for the quality education they know to be available here at Poly; they do not want that education to become the subject of an
experiment. The quarter system is a defining characteristic of the academics at Cal Poly and contributes to the outstanding nature of the school.

I think the quarter systems are a great asset to Cal Poly. Students are able to take more classes and the fast pace allows students to stay engaged in the class.

Many of the potential main reasons for switching to semester system listed in question #7 suggest that students would be instructed a diminished breadth in the semester system. Annual class time would be equivalent, so each class would have to cover 1.5 times a quarter's curriculum. In order to provide 'increased depth of classes,' less overall material should be taught. Additionally, 'less stressful' typically indicates that less work per week would be done, which sounds like a reduction in learned content. The part that mentions 'greater time for retention of material' is a double-edged sword because it also implies greater time spent with insufferable classes/teachers (I think resolving the issue of those insufferable teachers is a much better use of resources than switching to semesters.).

I do not want to be the guinea pigs that have to go through a complicated switch to semesters. I feel that this switch would negatively alter my experience here at Cal Poly and would make my degree less prestigious. We have been a quarter school for a long time and have found success, so why change that? I do not see any plausible reason that would specifically change my opinion on the matter. The quarter system may be difficult but it challenges me to do my best and promotes learning. It would negatively affect my time here because it would bring upon a completely different system that even professors would have to get used to. I do not want to feel like my professors are uneasy with the material at hand as I am trying to learn valuable information that I will be using the rest of my life. Please, do not change to semesters!

The quarter system allows you to take so many more classes, and you learn so much by doing that. You are able to take many different courses because you get a new set of classes every 12 weeks. The semester system is long and at the end students tend to stop paying attention.

The quarter system allows students to take a wider variety of classes. Students have a better chance of taking classes that appeal to them with teachers that they click with. Also, if you have a class or schedule that is not ideal, it does not have to be taken for a long time. Lastly, if you have a class that is difficult to get, you have more chances to get it therefore you can graduate on time.

I dont know enough about it to say yes or no

When I was taking classes at the community college I was on semester and they are dragged out and I didn’t learn any more. In the real world we have to get things done in short time frames just like quarters.

I believe that changing to a semester system would decrease the value of my degree, and I think that is something to be considered. I have spent a significant amount of money for a degree that I worked very hard for. Switching to semester systems would make a degree easier to attain and, therefore, make my degree less valuable. Please consider your alumni and future alumni in this decision.
It is a waste of time and resources to switch to the semester system. All flow charts will need to be re-written and curriculum will also need to be changed in order to adjust to the semester system. Resources should be put towards hiring more professors so that students can enroll in the classes they need to graduate in time. It should not be so difficult to enroll in basic courses such as calculus and physics. It is even difficult to enroll in classes required for your major ie ENVE courses since I am an ENVE student.

do not switch over

The sudden switch to semester will bring more failure than success because students need time to adapt to a new system and may not be able to adapt.

Please take note that many of the professors will favor the semester system based on career bias- they teach a small amount of courses and for them it is beneficial to have more time spent on them in every section they teach. This may allow them to slow the pace or cover slightly more material, but it will cause a negative impact on the students, who will benefit much more from exposure to a greater amount of courses. In the modern workplace, specialization only goes so far, and being schooled in areas outside a very narrow set is almost a necessity. This is especially important to students in the Orfalea College of Business, as its students will have to apply their skills to work environments spanning nearly all areas- the number of types of businesses which exist is enormous, and they all require their own managerial approach, for which background in the field is vital. If Orfalea students are given a chance to become better schooled in multiple areas, this offers a direct benefit to their futures.

If there's one thing that stands out for cal poly, its our quarter system. It allows us to experience much more and get a feel for what the real world is like. The fast paced system has molded me into the efficient and productive student i am today.

The 'benefits' from the semester system (more time, more in depth, time for information retention) are all things that the system MAY provide, but it is not guaranteed. Many classes here can go much more in depth, but instead they choose not to because they don't want students to do poorly. This wouldn't change in a semester system, they would still only go over the bare minimum trying to provide more time to learn, but that doesn't help the situation. Also, why should it be easier for students to transfer in the CSU system? Going to a school is choice that we have to live with, and making it slightly easier for someone to get in and impact our already crowded classes shouldn't make it harder for everyone else to go through the school system and get their degree here. Changing from quarters to semesters is not worth delaying students progress and increasing the time they'd have to stay here (money spent on school), just so a few more students can transfer here.

I believe that the quarter system prepares us Cal Poly students for the fast pace of the real world. I believe that the quarter system sets us apart from other CSU's and jobs look at that and it allows us students with a better opportunity for a job after college.

This is Cal Poly which is a great educational facility already. Recently, we were approved for the maximum accreditation due to our outstanding academics. Changing to semesters could diminish this
and hurt our reputation. I will probably be gone before semesters would be implemented but I feel that it would hurt the value of my degree I just obtained. Please do not do this.

I don't want to switch to semesters. I think the way we have classes set up now is what separates us from other schools. I don't want to be like other California schools. I'd rather be better and as of right now we are. I don't want to lose what we have as a school and I think switching to semesters would seriously diminish our prestige in the academic arena.

You are not taking this conversion seriously. You've already decided on switching and are only trying to find reasons for it regardless of what the students and faculty have to say about it. Question 7 is a wonderful example of this. You made us choose reasons to switch regardless of our opinion on the matter.

Switching to semesters would take much more time, money, and effort than the overall benefits of the completed switch. Cal Poly has a great reputation for employers, so why would we change something that works?

I don't this to be the reason i do not graduate on time. Im already switching my major and i dont want to be even further behind if this conversion happens.

I've been on the semester system as long as I can remember. I feel that semesters are too long for classes and students can easily lose their drive for the courses after 12 weeks only to find they have 6 more weeks to go. Semesters may be beneficial for a select few classes, but overall I see the quarter system is far superior. You get to experience more professors, classes are oriented to a narrower field of topic, and the year feels shorter due to the changing of classes 3 times instead of 2. The advantages to converting to semesters seem minor in comparison to what you already have with quarters. I feel this would be a step backward to what Cal Poly has already achieved with their students.

Both student and faculty need to realize that classrooms should be used from 7 AM to 10 PM. Students need to realize school is preparing them for future employment and school is not a party time. Faculty need to realize that teaching is a job and not a research assignment.

Mr. President, I quite frankly am disappointed that you would consider such a huge decision without giving the student a body any voting rights. A semester review task force is, in my opinion and with no disrespect, an excuse to appease the student body for not including them in the voting process. I know you will more than likely pass the proposition, and defend you're decision on findings that this 'task force' you assembled reported. All I can do as a PAYING student is sit here and think about how much I am going to have to cut from my already diminishing budget in order to meet tuition and other imposing fees. Thank you very much for your efforts.

The UC system is seen as a prestigious university system across the country. Cal Poly SLO is a highly regarded university as well. However, there is a reason the UC schools are on a quarter system. If Cal Poly switched to a semester system, we would be no more reputable than any other state school. Not to
say the state system is not a great system, however they certainly do not have the same level of prestige as UC schools. Please do not diminish the value of our Cal Poly degrees.

Make facts known to the students comparing the fiscal differences of being on a semester system versus a quarter system (facts that show effects before, during, and after the conversion has taken place)

Switching to the semester system will be more stressful in my opinion because students will have to rethink their four year plans and will have less variety in classes they can take. This will not give us a well-rounded education and it may negatively impact our future as we are not exposed to all different topics within our major.

a pro--longer in-depth studying a con--takes longer to get through one's schedule of classes, equal longer time (for some) at the university----> = more tuition.

Why fix it if it isn't broken? We are the leading school in the CSU system, which means that we are doing something right. Why switch to a semester system like the majority of CSU system which don't have as much prestige as Cal Poly. The quarter system at Cal Poly was one of the deciding factors for me, when I was choosing colleges. The fast paced system prepares the students for the fast paced world we will be thrown into after graduating. Many mandatory classes are already very hard to get into and by decreasing the offerings of the class from three times a year to two times a year would make the classes even harder to get into.

The quarter system is one of the first things I mention to friends considering applying to Cal Poly. I am always quick to state that it represents a unique yet gratifying challenge. In addition, each of these prospective students has independently reached the conclusion that with the quarter system they have more opportunities to meet professors and try out different courses, something which I have certainly found to be true. As for myself, I know that if I am given even more time in my classes I start to take it less seriously. I attribute my stronger work ethic in college (as compared with high school) to the quarter system.

Please do not switch to semesters

I do not think it would be beneficial to convert to the semester system, and I believe this survey is filled with bias and poorly worded questions.

I enjoy the fast paced nature of the quarter system. I understand that it might be stressful for some but I would rather stay busy and involved in my school work rather than having it drawn out over a longer period of time.

I'd like to know why remaining as a quarter system is an issue, and the reasons why converting into a semester system is even being considered.

I do not think that Cal Poly should switch to the semester system. The quarter system was one of the reasons that this school was my top pick for college.
I have concerns for the students that will be close to graduation when it switches and how it will affect them with their majors/minors.

If I take more classes in one year because I am in the quarter system instead of the semester system, have I not done more and thus learned more?

The Quarter System was a stressful transition to make coming from San Francisco State University, which is on the Semester System. However, I have learned to appreciate being on the Quarter System because it allows me to take more classes as a graduate student. The fast-paced schedule also prepares one for the tight deadlines of the work world.

I love the quarter system because it forces me to stay on top of my work. In the semester system, students tend to become very lax and have weeks of nothing followed by three or four intense weeks of cramming and tests; however, in the quarter system, students are constantly in a state of working on assignments, studying for exams, or experimenting in labs. There isn't much downtime, but that means students are almost always at the top of their game. Also, if a student really dislikes a class/teacher or is having a tough term, the quarters are an advantage, because they allow students to really see the proverbial 'light at the end of the tunnel.'

The quarter system keeps us, the students, on our toes and it is something that we are okay with. It teaches us to prioritize and reach that proper balance between academics and social life. The quarter system is fast paced, requires continuous effort and because of this it truly does prepare students to be ready for the real world. Students can mange the clock of adulthood once we have gone through the years in a quarter system.

I think I would benefit from a less stressed paced of semester system, but I value being able to take more classes in a year on the quarter system.

Semester I feel would give a chance of better understanding the material. The reason I am behind in units is that for 2 quarters in row I had to drop classes just to have time to study for the others because the midterms and finals came so fast. It is nice to be able to have new classes so fast but not enough time for a good submergence in the material. I would like semesters better but would be fine under quarters as well.

In order for me to support the switch, there would need to be a system set up to phase out the quarter classes (rather than a hard set to semester) so that those students who are in the middle of taking a multi-class series would neither have to retake any classes nor miss any material they would have learned if the classes had remained on quarter system.

President Armstrong wants to convert to the semester system to justify paying his high salary. I can understand this. The student population is a large population when compared to the staff/faculty. The students are not the issue. The students will leave in a few years, and the new students will be no wiser. President Armstrong has been at a semester university before this, so he knows the pluses and minuses. I strongly hope (and believe) he is doing this in the best interest of the students. However, he is going to
have the largest issue with professors. Professors will be here for years upon decades to come. It is hard to give professors incentives to change to a know format. President Armstrong is going to receive his largest complaints from the staff and faculty who run this university. I hope he has had a great conversation with all necessary parties about the reality of the situation involving the fine staff and faculty mentors after the university changes to a semester system. Please do research to see the retention on professors at other universities that converted to a semester system from a quarter system.

I don't understand where this idea even came from. As a university we are well known and there is no reason to fix what isn't broken. So there is no reason to change systems.

I have heard this switch, if it were to occur, could happen next Fall. I think that is way too quick and that meeting that deadline would be seen as a higher priority than making sure to address all future problems and issues that would come up for students in many different situations if the switch were to occur. If a switch were to occur, it must be thought out and planned over several years to make sure no issues with the switch are over looked. Nine months is not enough time to make a successful transition.

So far I have heard many more people arguing against the semester change as opposed to supporting it. There just have not been enough reasons to warrant such a large change and the only case of another school trying to do such a thing I have heard about failed mid way due to lack of funding (a problem we are already facing). If more advantages were present to offset the criticisms of the change I would be more receptive but at the current time I oppose such a change due to the amount of trouble it would cause for both current and prospective students.

One of the main reasons why I came to Cal Poly was for the fast-paced quarter system. I would be very unhappy if Cal Poly switched to the semester system.

Healthier, less stress!! Better relationships with other students and the teachers :)  

if a semester conversion does take place it cannot have any negative effects on Cal polys academic rigor

I think looking over all our curriculum is great, but we shouldn't change to semesters to do so

If it isn't broken don't fix it

I think a semester system would be much easier on a student. However, I do not think a semester system will favorably impact how Cal Poly graduates are viewed in the professional and academic community. Frederick Douglas once said 'If there is no struggle, there is no progress.'

The quarter system is part of what makes Cal Poly unique. Students learn to be prepared for a fast paced work environment after college. Having one class for only 10 weeks is good because if a student doesn't like a class or a professor, they only need to be there for 10 weeks, while on a semester system this is much longer.
We don't want to follow in the footsteps of the other CSU's. There's a reason why we are the Best in the West. We stand out above the disgraceful CSU's that follow the semester system because we have made a name for ourselves. If anything, the CSU's should follow our practices and embrace the quarter system.

The fast-paced quarter system helps define Cal Poly because it helps students prepare for the fast-paced world.

don't do this

The quarter system is what sets this school apart from others. I love being able to meet many new people throughout the year with quarters and believe it sets a challenge that builds character here at Cal Poly.

no semesters!

I wouldn't mind as long as my schedule to graduate doesn't get messed up.

THERE SHOULD BE FULL TRANSPARENCY IN THIS PROCESS (IF IN FACT IT DOES TAKE PLACE). THE STUDENTS ARE THE PEOPLE TO DECIDE, NOT THE ADMINISTRATORS OR PROFESSORS. CAL POLY IS HERE FOR THE STUDENTS, NO ONE ELSE.

Even though I think that quarters are very easy when compared to semesters, I liked semesters better. The breaks are better and much more accommodating to finding summer jobs and taking summer school. And it seems like the quarter system is dying. Only my friends who go to UCs are on the quarter system, and so I do not get to see my state school friends. Even though I doubt we will switch in time for it to effect me, I think we should switch. It also makes things harder for exchange students and makes kids not want to stay here. I have a lot of exchange students living with me and a lot of them have decided to not stay the entire year because quarters will not transfer to their schools.

I have confidence that if we switched to a semester system, the university, and the professionals involved in carrying out the conversion, would do everything possible to retain Cal Poly's academic rigour and distinctive character.

I was on a semester system for three years and I found it to be boring. It also postponed my transfer date because when I could not get into the classes I needed and I had to wait another 6 months before I could finally take them. The quarter system is infinitely better. I love the fast pace and the fact that if I'm not totally in love with a class or a professor it will all be over soon. In a semester system I dropped many classes early on because I knew 17 weeks with an awful professor was not going to benefit me. I also found myself going out and partying more on the semester system because of all the free time I had.

The fast pace environment of the quarter system gives Cal Poly students an edge over other universities. Also in higher division classes the quarter system makes it possible to take more 'learn by doing' classes.
The quarter system was a major factor I took into account when choosing Poly. I would be very upset if it was switched, as I was purposely seeking a university on the quarter system. I would possibly consider transferring, which I would hate to do, if this were to occur.

Without semesters I have the opportunity to finish my classes a quarter early and graduate in Winter, implementing semesters would not give students this opportunity, and thus delay graduation times.

I came to Cal Poly primarily because it followed the Quarter system, and I believe that it emulates the learn by doing philosophy. If it were to switch to semester then one of the primary things that Cal Poly is renowned for would be lost.

I chose Cal Poly specifically because of its implementation of the quarter system. I feel that I can both learn more and do more with my college experience by having three classes a year as opposed to two. The fast paced curriculum will prepare me for the future when I join the work force, and the opportunity to enroll in the additional classes a quarter system provides will make me a more well-rounded and experienced individual as well.

Switching to Semester system would cause people who only need one more quarter to graduate to stay an extra amount of time.

While I do see benefits in switching the semester system, Cal Poly's past use of the quarter system has become a part of the culture on campus. I would be interested to hear about who, specifically, is interested in switching (i.e. Teachers and Faculty). Also, I would be interested to know what the direct benefits of the semester system that can't achieved through the status quo.

I believe that Cal Poly is a unique school. Quarters is one of the things that makes it stand out in my mind, is the opportunity to have a turnover of classes that allow those classes to be more specialized. While the curriculum needs to be updated and evaluated, there are certain classes that give much experience and are specialized enough that they would not be able to combine with any other class. In a few majors this depth of specialization allows students to go into the workforce with a more knowledge and experience in their pocket. Personally it was difficult to find internship and work over the summer, but it was not impossible. Companies know that they are getting great employees and interns when they hire from Cal Poly, so they are willing to workout the details.

I like the Quarter System. It allows us to take several more classes a year than the semester system does. Also I am an engineer and am still able to keep above a 3.0. People do not graduate due to lack of effort not because of the system they are on. Quarter system is fast past and more beneficial for my major.

Please do NOT make the change. School is hard enough as it is.

The quarter system is one of the MAIN reasons why I chose to attend Cal Poly, and I love it.
I chose to come to Cal Poly because it is on the quarter system; I came here for the fast-paced environment and opportunity to take more courses. I chose to come here because I wanted a good education and I think that switching to the semester system would take that away from me.

My biggest reservation for switching to the semester system is the time, effort, and money that it will take to to make such a change.

The pace of the quarter system has greatly contributed to my work ethic, my value as an employee and has allowed me to get more professors in a field that requires a diversity of thinking.

Switching to the semester system does not seem beneficial to those who have already started earning credits towards their degrees, as a switch would undoubtedly require a recalculation of how credits work, and those in their senior years would likely need to stay longer to adjust to any changes since there would be fewer opportunities to take 'hard to get' classes. Also, a major concern should be how it would affect the mathematics department, as series such as the Calc I-IV would no longer be capable of accepting AP credits for incoming freshmen since the semester system would break down the course material into segments that said students would be likely be prepared for halfway through (whereas the quarter system closely follows the breakdown between Calc AB and Calc BC AP exams. This would force students to essentially retake classes instead of being able to immediately continue into higher level classes.

A major reason why I feel Cal Poly gives me a greater education than other schools is because of how much I am able to study and learn in such a short amount of time. Changing to Semesters to me is like tapering back my education. In the end it would cost me more time in life and money in tuition. This switch appears to mainly be designed for the benefit of administrators rather than students. Please keep Cal Poly at the academic height it currently is.

The semester system tends to make kids lazy because 15 weeks in one subject can be very difficult, especially if the subject is challenging. On quarters, if you have a rough time in a class, its not going to stretch out for half the school year, instead its over fairly quickly and you can move onto new material. I believe this is an overall aid to keeping stress down for students.

I have experienced both the quarter and semester systems. I prefer the quarter system because it is faster paced. This means that I can take more classes within a school year and move through classes faster.

Switching to semesters would generate a huge cost that would not be recovered for a long time. Many students would have to retake some classes to get the material covered in the last third of a semester. This would happen when classes are combined/eliminated to add more material to a class to make it fill a semester. This would result in students staying longer, paying more and graduation rates dropping in the first few years. Already my schedules are packed with labs, if I had to take fewer classes but the same amount of labs then I would have to take more labs during a semester and have even less time during the week to work to pay for school.
It is so difficult to get the classes that are needed and if you miss one quarter it is very hard to catch up.

I believe that switching to the semester system would water down the competitiveness of my degree that I've worked extremely hard for in the quarter system, this would be retroactive and extend to alumnus already from previous years.

Please don't switch before 2014, at least get the students who are well into their studies at Cal Poly out of the system before you make any more major changes, our lives are hard enough with the current universities policies.

It is unfair for transfer students who chose this school on the basis of it being on the quarterly system. It will through us farther behind, making us compete for classes for a longer period of time.

As a current Cal Poly student, switching from the quarter system to the semester would require that I have to readjust my learning style. This change would require time spent trying to understand how to perform well on the semester system instead of focusing on class work. Another thought on semesters is that though there is more time to learn the new material it is also harder come final times to remember what you learned 13-15 weeks ago and you would be responsible for more material on the final exam. On the quarter system 10 weeks feels like a good amount of time were everything feels fresh even up to the day of the final, thus I believe that information is easier to retain on the quarter system when you are under more pressure for 10 weeks as opposed to less pressured over more time. I personally feel the quarter system's pace and information is a great way of learning in a fast paced nature. If we were to switch to semesters we would lose this speed and have more time to do other things outside of school, which may provide us with more time to do extracurricular activities to enhance our studies or may give us more time to distract us from our studies.

I believe that being a semester system us as students will get more out of our class because we would have more time to focus on the subject instead of just going through it at the fast pace we do now

I think switching to the semester system would confuse the students and possibly make it more difficult for people to graduate on time. It seems it would be hard to convert units.

I personally basically got a job because I would be able to stay and coordinate harvest and be an extra pair of hands. Many professors would still make 'sprint' so we would have a 15 week sprint on semesters instead of a 12 week on quarters. This would lead to much more stress and many students would become worn out.

I need to learn more about the benefits of a semester system to make an educated decision.

My personal opinion is that material is more thoroughly covered under the semester system. Under the quarter system my electrical engineering classes (as well as the others) are rushed and it feels as if the lessons are often crammed into the 50 mins of class time. Please switch over to semesters.

I'm out of here hopefully in Spring, so I don't care too much.
The reason I came to Cal Poly was for the quarter system. The quarter system is ideal for engineers because we can take more classes in the areas of study we are interested in and take less classes in the areas of study we are not interested in. It could be a consideration for engineering students to take less general ed classes while still keeping the rigor of the engineering classes and program still in tact. There is a reason Cal Poly is one of the best engineering schools in the nation. Why would you want to make the program any easier. By switching to a semester school, Cal Poly will lose what makes this school so great, the rigor and opportunities for a top notch education.

This is one of the things that makes Cal Poly unique and a large reason I decided to come here. Please don't change this!

As an animal science student I feel that a conversion to the semester system would greatly diminish the quality of education and the experience ASCI students receive at Cal Poly. The quarter system allows us to participate in many different enterprises throughout the year. It also allows us to take more ASCI electives that provide critical experiences needed to pursue future careers in veterinary medicine or other animal related professions. Semesters may provide more 'depth' but quarters allow us to experiment and find exactly what we truly love doing by being able to try all the different possibilities. I am so thankful for the past few years I've had at Cal Poly on the quarter system and I hope all future students get the same 'learn by doing' opportunity I have had.

I am strongly opposed to the conversion to semester system. I think we are a distinguished college for the opportunities the students have on the quarter system. For my major especially it makes the most sense to stay on quarter. As a wine and viticulture student, it is required that you do a harvest. Harvest goes from July to November (meaning you take off a quarter to complete it but receive units). If we were on semester, this would not work at all.

Hobsen's Choice

As an English major, I find the length of each quarter perfect for various literature classes. For example, I could not imagine taking a full semester's length of a specific 400-level English seminar course such as The Existential Tradition. I also greatly appreciate sharing the quarter system with most of the UC's, as Cal Poly is closer to the academic caliber of these schools rather than the other CSU's.

I think the quarter system is one of the many aspects that makes a Cal Poly education so valuable and unique. It has been obvious for quite some time that forcing Cal Poly to switch to semesters has been a major goal of the chancellor. The CSU has been trying to force Cal Poly to assimilate to the mediocrity of the rest of the universities in it's system. The CSU forced Cal Poly to accept more students and then they decreased funding, causing average class sizes to grow every year I have been here. I think switching to semesters has no real benefits but is being forced upon us by the CSU bureaucracy for the purpose of putting all the member universities on a level playing field. It would be a huge mistake and lead to a decline in Cal Poly's outstanding reputation.

I'd be hating life here if you changed the system! It's fine as is! You make more money on the quarter system, don't you think? Keep it difficult and create more opportunity over the holidays. Our winter
break is very long, that could even be another optional quarter (like summer) or that time could be used for extra-mural activities, internships, student-teacher interactions and learning.

As a student, I transferred from a community college that was on a semester system. I found myself getting bored halfway through the semester. Although we were able to learn at a slower pace, I appreciate Cal Poly for the speed at which we move through classes, which is the reason why I chose this school over others that were on a quarter system.

I am a transfer student and just came from a semester system. In my opinion of experiencing both, the quarter system is by far the best way to learn. It is concentrated and you learn what you need to learn in a perfect amount of time, unlike the semester system that stretches the process out. Nobody needs 16 weeks to teach a course. Having the opportunity to take three sets of classes a year makes for an extremely more productive learning career.

Do not switch to semesters. Many people will not be happy if you do.

I have been told by both faculty and industry leaders that one of Cal Poly's important values is the quarter system, because it produces outstanding students.

Although semesters propose some benefits to the campus, quarters provide a greater benefit to students. I feel that the fast pace not only prepares students students for the real world but it also teaches them life skills under pressure, such as time management, stress management, and efficiency. The quarter system is partially a reason why students flock to Cal Poly. Many people come for the atmosphere of the quarter system. If a switch were to occur, Cal Poly could lose stellar applicants to other schools of similar caliber on the quarter system. I am not so sure that we can keep our unique atmosphere if we conform to what the rest of America has been doing. Cal Poly has always stood out because it has been different, competitive, and home. Replacing the quarter system takes out a vital aspect of why people love Cal Poly.

Switching to semesters would diminish the uniqueness and prestige of Cal Poly as a whole. I did not choose this school to have it be switched to semesters as this switch would make my college experience much more hectic.

The quarter systems does not allow enough time for students to understand and retain concepts. I believe that students develop algorithms to finish Midterms/Exams within the time allowed.

Switching to a semester system would not only financially burden our students, but our institution. I believe that the quarter system is representative of Cal Poly's 'learn by doing' motto, and to change this factor would change the prestige and unique qualities of our school.

I have really enjoyed studying at Cal Poly with the quarter system. I like the opportunity to take many diverse classes and for any classes that bring on a lot of stress or difficulty it is nice to only have that class for ten weeks.
I believe a semester system wouldn't be a good idea because there will be an increase fee for each semester, it will take longer to graduate, and students will become lazy in a semester system. I come from a semester system and I know these objectives are accurate.

I am neutral because I wouldn't feel too strongly about switching but I don't necessarily want it to happen in my time here at Cal Poly. The quarter system is stressful, but the semester system is too long in my opinion. I think my real opinion is that it should happen but not now.

Keep the quarter system

Though I do appreciate the quarter system allowing me to explore various classes in a short time frame, I would prefer to be on a semester system. I believe that a semester system would enhance the retention rate and success rate of CalPoly students. As a student within the quarter system, I often feel like I am rushed to understand concepts by cramming for exams. I don't always understand what I'm learning and often feel as though I don't have enough time to try to learn everything I need to know for successful completion of a class. On the other hand, midterms every other week do help me attempt to stay on top of my course material. Also, the quarter system allows me to complete more courses each school year, thus inching me closer to graduation at a faster rate than a semester system would. I fear that converting to a semester system may prolong graduation. If graduation prerequisites were cut, the conversion to semesters would be an easier transition. If graduation prerequisites aren't cut, then students may find themselves at CalPoly for five or more years, still waiting to graduate. All in all, I am a proponent for the semester conversion because I want to retain more of the information that I am being taught. I am not going into debt just to cram information in my brain that will quickly be forgotten. I want to feel that I am spending my money on an invaluable education and overall learning experience.

I am a student coming from a semester system, and I believe switching to a semester system would not benefit the students or faculty. Now that I experienced the quarter system I would never want to go back to a semester system. A semester system just makes it a lot easier to procrastinate more than anything and you don't really learn any more than you do on a quarter system. At the time that I transferred if Cal Poly would have been a semester system I probably would have went to UC Davis instead.

I have been on the semester system as well as quarters. In the semester system you end up simply spending more time learning the same amount of content as you would in a quarter by taking a more relaxed pace. This is not effective.

I'm just worried about how classes will transfer over, and if that will set me back in my degree progress. It's just one more thing that is against me when I want to graduate in four years.

The quarter system allows very little time to retain and really understand the conceptual idea behind the class. With the quarter system we have to only focus on the top main ideas and move onto the next, when there is so much more to learn from the previous idea.
DON'T DO IT! The quarter system allows more variety and opportunities for learning. Plus, professors would have to change their lesson plans for all of their classes to adapt to the semester system. As an engineer, I fear the labs would be impacted significantly, and lab is what makes Cal Poly's 'Learn By Doing' philosophy great.

Cal Poly produces quick-thinking, hard working people who are ready to dive in to a task at a moments notice. This is valued by employers and is a key reason I have secured a job for post graduation.

I'm a transfer student from a community college, and I remember the pace of the semester system to be incredibly slow and drawn out. I was not challenged for time, even in the harder classes required for transfer (Calculus 1,2,3,4, Differential Equations 1, Physics 141,132,133, etc.). The fast paced environment of the quarter system is the right level of stress so that I feel challenged and engaged in the curriculum at all times. I also chose Cal Poly because of the quarter system, as I feel that is a major component that provides the education and prestige comparable to a UC.

I am particularly worried about how units will transfer and if I complete most of my degree, save one or two classes I will be here for 16-18 week instead of 10

I have a brother and many friends who are in the semester system in other universities that dislike the semester system due to classes not offered every semester and puts them behind in graduating because you have to wait a whole year to try to get add again and the lack of work ethic they experience due to a slower paced system which allows for more procrastination.

Semesters would discourage people from coming to Cal Poly and would increase everyone's costs. It would make it HARDER to graduate on time, switch majors, and figure out what classes are right for them.

I like having more opportunities to take many courses during my time at Cal Poly. I do not want my progress to back track. I would like to graduate on time during the next few years. One of the reasons I chose Cal Poly was because it's on the quarter system.

I have been on the semester system for two years at my junior college, and my sister is on the semester system at UC Berkeley. She says that she really wishes she were on a quarter system, because she does not have the opportunity on the semester system to take a wide variety of classes for her major. I have had the opportunity to experience both systems, and I have realized that it is much harder to stay motivated on the semester system since is takes so much longer. Also, students are exposed to a much larger variety of classes with the quarter system. I am on the pre vet route, and several schools only require two quarters worth of a chemistry or physics class rather than the whole year. With the quarter system, I have the opportunity to only have to take two quarters and move on with other classes I need to take with the extra free quarter.

In my experience, with internships, companies have been impressed by the wide range of experience I had with different areas of my field. The quarter system allows me to explore many different areas because I get more types of electives, and choice on how long I want to spend with each one. If it takes
me ten weeks to become proficient in an area, I don't need a second quarter, but if I still need to learn more to apply what I've learned in industry, I can take the next course the next quarter. The quarter system allows students to choose, it lets students decide the areas they are interested in and the depth at which they want to student each area. A semester system would force all students to learn more in depth but have less choice on what they are learning. Electives are usefully in deciding what we want to do with our future, and semesters would limit the areas that we get to try.

For question 8, I am more in favor of keeping quarters however if we were mandated to switch by the csu system I believe that it could be done in a way that would ultimately not harm students if not benefit them.

It is clear neither to me nor to anyone I've spoken to what motivation the school has to switch to semesters. What is the benefit? And how could the school possibly afford the complete curriculum overhaul that would be necessary?

I would be okay with switching to the semester system if I was provided with concrete evidence that showed that it would be easier to graduate in 4 years, changing majors would not be as difficult, it provided a variety of benefits to students and faculty, and it was better for the University as a whole. Otherwise, I believe why change something if it is already working. I trust President Armstrong and our University leaders to think about the students and to come to a conclusion that is not selfish, and is the better choice for us all.

the quarter system is a key element to cal poly. if i wanted to be on the semester system i would not have come here

If Cal Poly switches to the semester system I will lose all respect for the place that I will have spent 4 years of my life to receive my degree this June 2013. Why? Because Cal Poly on a semester system will not be Cal Poly. My Cal Poly will have disappeared. There will be nothing left to respect. If the decision is made I will become a member of a dying breed of Alumni who attended Cal Poly at its best. Cal Poly is recognized nationally as one of the best public schools to attend for Architecture, Engineering, Agriculture and every other finely tuned program it offers. If semesters are implemented, I strongly believe that Cal Poly will lose this reputation. Without quarters my degree of Landscape Architecture would be the same as any other school in the nation. It's only here at Cal Poly, with a quarter system, that I am able to tailor my years of learning to my interests while still being better prepared than every other school in the country except two. There are no words to describe walking into offices and being told that because I will have a degree with Cal Poly on it that I will be hired over other candidates. I truly believe that will be lost if semesters are implemented. Furthermore, I have attended junior colleges with semester systems and those classes were by far the biggest joke. Is that what you want Cal Poly's classes to be? A joke? When taking those classes there was no reason to show up because even if I didn't show up I didn't miss a single thing. The classes move at a glacial pace. Quarters are motivating because of their fast pace. If I didn't show up for a class here at Cal Poly I would have missed a lot of important information. The same cannot be said for semester classes. I would like to take this opportunity to remind you that there are scores of people you are forgetting to ask opinions of. Your
alumni. They should be included in this process because they have gone through the programs at Cal Poly and are now in the professional world. They can attest to the high standards Cal Poly's quarter system has and how it has better prepared them for the professional world. I mean no offense to Freshmen and even Sophomore's but they are not the people you should be asking opinions of. You should be concentrating on asking the opinions of the seniors and graduates who have gone through and are completing their programs. They are the people, like me, who understand how important the quarter system is to their programs. They are the people who speak for Cal Poly. When I came to Cal Poly 4 years ago I was proud to be a part of it. The longer I've stayed the less proud I am. How is it that a school of Cal Poly's caliber could think of it's students last? Why are we the ones whose voices don't matter? I am so tired of being the one punished for trying to earn an education. I'm not saying it should be easy, and Cal Poly is not easy, but if Cal Poly changes to semesters that is exactly what Cal Poly will be: easy. The quarter system gives Cal Poly its quality education. I wish I could say that I believe that there is still a decision to be made but I am afraid I can not with confidence say that. I believe that the people holding the futures of thousands of students educations in their hands have already decided to change them forever. And not for the better. Why is it that the people just beginning their time at Cal Poly, looking forward to the Cal Poly experience and one of the highest quality educations in the nation, are the ones who are never going to receive it?

Some programs at our university were built with the quarter system, and are somewhat dependent on it. Changing to semesters could devastate individual majors much more than it could help the university as a whole.

This would cost money to switch. I enjoy the change to different classes and want to start at the end of September over middle of August any day of the week

I do not want to convert to semester system at all!

I like the quarter system and think it should be retained at Cal Poly. Furthermore, it would be quite a mess for all of the current students who would have their flowcharts completely messed up by the switch.

This is a bad idea, I have never been so dedicated to my studies as I am since I came here. Yes, the fast pace can be stressful but the light at the end of the tunnel that is the next break is so much closer when in a quarter system. I am a transfer student who has been to two other semester universities and i hope never to go back to the semester system, it makes it easier to procrastinate and makes ditching class easier because you know you will have time to make up for it. At Cal Poly I have been on the deans list three quarters in a row (every quarter since I transfered here) and at both of my semester schools I was a b or b- student. The change to the quarter system has been the best thing for me, every transfer that I have spoken to loves the quarter system and never wants to go back. Please listen to the transfer students, we may not have been part of the cal poly student body for long but we do know what learning is like at semester schools.

Quarter system makes Cal Poly unique, we are able to take more classes, semester system is going to take away from Cal Poly rep.
Why is such a drastic change necessary? Why does it need to be made so quickly? It seems like we should take more time to make such an important decision. Are there other schools that have tried the same change? Did it work? Changing to semesters will not eliminate the fact that there are going to be classes that have lots of demand and will delay the graduation of students. If anything, the quarter system is more flexible than semesters. Why not try to optimize the system we have first before scrapping it and starting over with another system that might not work as well as the one the preceded it.

I believe we should keep the quarters, but a review of the academics is definitely a good idea in either case.

Quarters are hard and fast paced, but they keep the student from getting bored in long periods of time filled with 'busy work.' Also, the pace of the quarter system forces the student to focus on his studies in order to do well.

Although the semester system might be less stressful, the quarter system makes Cal Poly unique. I have never met another fellow student who did not also prefer the quarter system. It allows a greater range of classes to be taken at a pace that keeps the classes from becoming uninteresting.

The semester system obviously has some benefits but we are Cal Poly. Our quarter system makes us stand out compared to all of the other CSU schools and contributes to our reputation of integrity and excellence.

Learn by doing is the hallmark of Cal Poly. A change to semesters would likely ruin this and take away one very unique quality that draws incoming students and makes our graduating students more desired in the job market. For example, what would happen to agriculture classes that are broken up according to the seasons? Curriculum would be combined into semesters, instead of seasonal quarters, taking away some of the applicability of the curriculum. Additionally, it is important to have schools for all types of students. If all the CSUs change to semester, what effect would that have on students who learn best on the quarter system? Not all students learn the same, and failure to provide varied school types for students would be another pitfall in California's public education system.

I was against the switch until I began this survey, now I see the benefits!

I thought this survey was poorly written. It had multiple double barrel questions and was hard to follow and very vague. How will the semester 'benefit students' in question 5? Please define benefiting. The budget or students will benefit?

Semester system would make it much more difficult to graduate on time for those individuals in intensive majors that require heavy class loads.

One can certainly learn more under the semester system!!! Quarters are way to rushed. People learn how to take exams rather than learn the material!!!!
The thing I hear most often about 'how great' the quarter system is this: if you don't like a professor you only have to deal with them for 10 weeks. That isn't a very good validation to stay on the quarter system, in my opinion. The rest of the transitions required to go from quarters to semesters are just a matter of getting used to and make more sense for the university. Also, sorry this is late.

Peers of mine, at other universities, who are on the semester system, do not have access to as many courses as I do on the quarter system. Some classes would be able to cover more depth and amount of material, however I do not believe that reigns true for all courses.