



President Marshall Mitzman and Student Council met for the first time Monday to fill several vacancies left on the council. Student government will eventually be housed in the bottom floor of the Campus Center. (La Voz photo by Dennis Bellman)

Student Council meets; exec positions filled

Marshall Mitzman, newly elected student body president, presided over the first student council meeting Tuesday morning at 9. The meeting was held in Room L61. Mitzman delayed his formal address until yesterday's student council meeting.

The meeting was opened with the flag salute. No roll call was taken. The agenda included appointment of officers, the Sinawik petition, Area 6 Conference, the constitution and Open House.

FIRST ON THE agenda was the Sinawik petition. It passed unanimously. It was followed by the announcement of the Area 6 conference. All members of council are to attend the conference. Mitzman emphasized that all applications are to be returned today.

The constitution was next on the program. Mitzman explained, "I have set up a steering committee to draw up the constitution. This will be handed out to the students and then voted upon."

OPEN HOUSE was brought up by Joaquin Herrero, adviser. He announced that about 50 students will be needed to be tour guides.

Last on the agenda was the appointment of officers. Joan Nelson, who ran unopposed, was elected corresponding secretary. Jim Williams was selected as director of communications.

AT THIS POINT, the meeting was adjourned until later the same afternoon. Some members of the council had to go to class.

After the meeting convened, remaining offices were filled. Teresa Carrier was voted Parliamentarian. Stacy Rule was appointed Rally Chairman. Roberta Goulding was elected Activities director. The office of Publicity Chairman went to Jan Shanahan. Bob Hilton was named president of AMS. Coordinator of Public Events is George Andrews.

After much deliberation, Larry Evans, unsuccessful candidate for president, was named treasurer.

District plans new campus

Extraordinary as it may seem, plans are already under way for another campus in the Foothill Junior College District.

The new sister campus will be located in the Mountain View area and will be opened in 1973 or 1974. The exact location has not yet been named, but according to Dr. A. R. DeHart, president of De Anza College, it will be built somewhere near the Bayshore Freeway between Palo Alto and Sunnyvale.

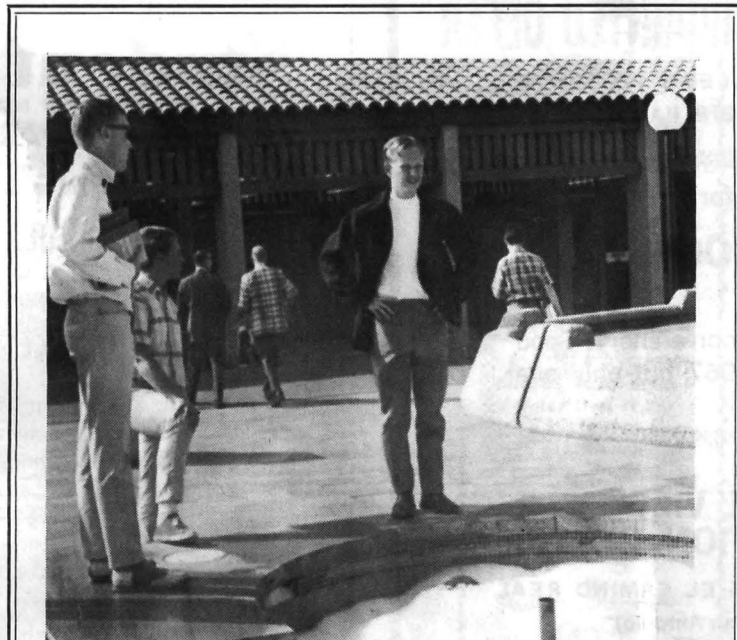
AS TO THE NEED of another campus, DeHart explains, "Personally, I feel the student enrollment should not exceed 5,000 at either De Anza or Foothill." In 1958 an engineering survey was conducted and it concluded that by the year 1973 there would be enough college-bound students in the Foothill Junior College District to warrant another campus.

The tentative plans as they stand now indicate that the land for the new campus will be bought in 1969. Unlike De Anza and Foothill, the new campus will not be built all at one time. Rather, it will be built in clusters similar to the campus of the University of California at Santa Cruz.

The new college will be completed over a certain number of years. During this time there will be several clusters built, each equipped to accommodate 500 to 1,000 students. These clusters will be built one at a time so some can be in operation while the others are being built.

THE ARCHITECTURE of the Mountain View campus has not yet been decided, but DeHart says it will be completely different from De Anza and Foothill.

The budget set for the new college will be in the general area of that of De Anza, 20 million dollars. Unlike De Anza and Foothill, there probably won't be a bond election to subsidize these funds.



It had to happen. No semester would be complete without the clever soap-suds-in-the-fountain joke. (La Voz photo by Dennis Bellman)

Mitzman defeats Evans in run-off

Marshall Mitzman became De Anza College's first student body president Monday, beating Larry Evans in a special run-off election, 381-273.

Mitzman attributed his win to the issue he brought up during the campaign, and most recently at last Friday's debate with Evans, that of his opponent's lack of college student government experience.

"IT'S QUITE AN honor," Mitzman smiled late Monday afternoon when the final votes were tabulated by De Anza computers. The president noted the relatively large turnout for the election, about 22 per cent of the student body.

Mitzman stressed that his main job this coming semester

will be the "unity of students." He hopes to bring about this unity through implementation of his campaign platform, which called for free student welcome dances, a Hyde Park stand, barbecue pit, pass-fail courses, De Anza signs on expressways, and faculty-student coffee hours.

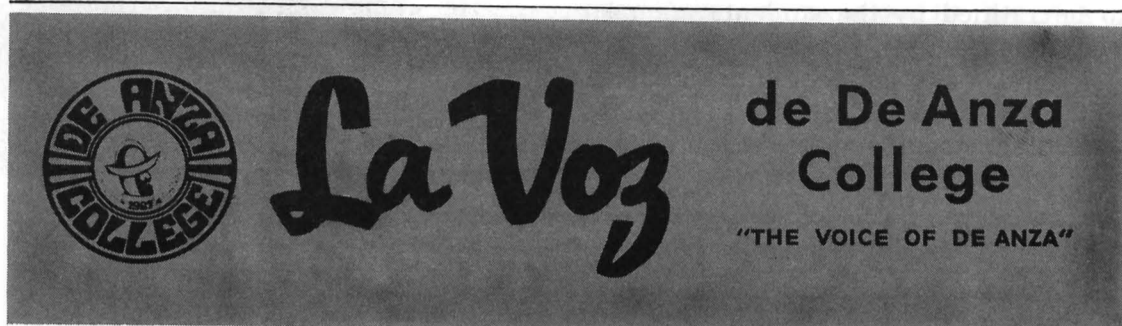
The president foresaw his and Student Council's biggest problem in the next two months as the writing of the ASDAC constitution and the numerous rally, social, financial and club codes with which all colleges need to operate.

MITZMAN SAID HE will be watching with keen interest Wednesday night's Foothill Junior College Board of Trustees meeting, when the dress code

issue will be formally taken up.

If the Board of Trustees decides to return the dress code to student government, Mitzman will press for mandatory voting in classrooms to find out what the students want. "It's the only way we'll get everyone's view," he explained. He stressed that his job as president was "not to dictate" his views to the students. Rather, he interpreted his position as a "tool" of the students.

Mitzman remarked on the difference in atmosphere between De Anza and last semester's presidential race at Foothill College, where he lost to write-in candidate Jon Buckley. At Foothill, it was "dog eat dog," he commented. "Here, people are so friendly."



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DE ANZA COLLEGE, CUPERTINO, CALIF.

FRIDAY, OCTOBER 13, 1967

DA to see quarter system?

De Anza and Foothill Colleges have been given tentative approval by the Foothill College District Board of Trustees to convert to the quarter system next fall, a year ahead of the planned conversion date of September, 1969.

"This change has been discussed for the past few years," commented Dr. George Willey, dean of instruction at De Anza. However, the primary motivating force is the State Legislature. A few years ago, it passed a law requiring all public schools of higher education to convert to the quarter system.

AT THAT TIME, each college district was asked to submit a plan as to how it would go about adopting the system. "The Foothill District elected to convert in 1969," explained Dr. Willey, "when San Jose State College was scheduled to change, since the majority of our students transfer there. Now we are hoping to move this up one year."

"As a result of the tax election defeat, we've been obliged to take a closer look at ways to supplement our income. There are less dropouts under the quarter system. A direct consequence of the lower dropout rate is that we receive more money from the state," continued Willey.

The amount of money the District receives from the state un-

der the semester system depends on the average daily attendance taken during two attendance periods. Under the quarter system only one attendance period is held during the fourth week of school. By this time not as many students have dropped classes and there is a closer relationship between the number of students who have attended classes and the number for whom the District is reimbursed. This would mean an additional \$300,000 to \$400,000 in state funds for the District.

"BUT THIS ISN'T why you go on the quarter system. We are converting because it has been in the plans. However, it is a compelling reason to move it up one year," stated Willey. "We had considered opening De Anza on the quarter system, but with all there was to do, it wasn't possible."

There are several advantages to the student under the quarter system, according to Willey. Among them, the fact that the student takes fewer subjects at one time. However, at the end of the school year the student ends up by taking just as many courses as he would have under the semester system. By dividing the year into three parts, students spend more time on one subject. There is also a

calendar motivation in that the first quarter ends the Friday before Christmas vacation.

A full semester load is usually 15 units, or five three-unit classes. Under the quarter system a full load is still 15 units, but many consist of three five-unit classes.

"WE'LL FOLLOW whatever pattern the faculty recommends for the modification of the courses from the results of their study of the courses at the University of California, Hayward State College, and other schools presently using the quarter system. We want to be sure our courses transfer to other colleges with equal unit value," said Willey.

"However, if we find that it will be too difficult to make the change a year ahead of time, we just won't do it. We'll be able to tell within the next few months whether it will be possible."

The general pattern in converting to the quarter system is to cover a semester class in one quarter and a two-semester class in three quarters.

"THIS WILL BE a traumatic experience for the instructors who will have to go through every course and revise it," said Willey.

(Continued on page 2)

Election for editor of literary magazine Monday

The editor of De Anza's free thought literary magazine will be elected next Monday afternoon at 1 p.m. in room L-21.

All persons interested in becoming editor should submit a summary of their qualifications, ideas and goals for the magazine to Mrs. Connie Mundrick's office, F-41 C, by 10 a.m. Monday. Qualifications should not be over one page long and should be typed on a ditto master.

Mrs. Mundrick, English instructor at De Anza and possible adviser to the magazine, said the qualifications of each person will be dittoed off so each person attending the meeting Monday will have a copy. She added that ideas of each person interested in editorship of the magazine will be discussed by the students at the meeting to help determine who is qualified,

before the election takes place.

Mrs. Mundrick explained her ideas and hopes for the publication by saying, "Ideally, the magazine should be the underground type in that it is not run by The Establishment. School is supposed to encourage thinking, and people in school need an outlet for these thoughts, particularly for thoughts that may be different than the authorities."

Mrs. Mundrick emphasized, "It is essential that these ideas be expressed responsibly. This requires that we select material strictly on a basis of quality."

"I would like the magazine to be financed by the student body," she added. "Ideas created out of the intellectual curiosity of students is what college is all about. I think the college should sponsor an organ that will publish these ideas."

The class of '67

Barely a month old, De Anza is growing up. Slowly, and not without some difficulty, but growing up just the same.

Some of that difficulty, and indeed some of the pleasure in attending De Anza, can be attributed to the College's newness. There won't be a Homecoming this year because there aren't any alumni to come home. People can't compare this semester to past semesters because there aren't any. And we can't say what we often long to say, "Well, let's do it the same way we did it last semester."

The student body doesn't have a constitution yet but one is in the making, to be ratified by the students upon its completion.

Twenty-two per cent of the students voted in Monday's run-off election, a percentage topping most junior college elections, in which the average turnout

is about 13 per cent. Newly elected president Marshall Mitzman hopes to see through a Hyde Park stand, barbecue pits, and faculty-student coffee hours. So do we.

De Anza's first student council met for the first time Tuesday and again Thursday to get things going.

"De Anza" has taken on a familiar ring.

Landscaping is coming in as soon as possible. Traffic signals and another parking lot will soon become a reality.

A new literary magazine is in the works, promising a platform for the creative and the concerned.

The Campus Center and The Bookstore-Coffee Shop are scheduled for completion in February.

Instructor, administrator, student, we're all in one sense the class of 1967, the very first.

To the editor:

It is always interesting to observe the pros and cons of various political aspirants but most of all their conduct, and the reality of their projected ideas.

In this past election the pros and cons were in essence censored by a timetable conducive to no one but those running the show. To state that basic partiality didn't exist on the part of certain members of the faculty would be somewhat of a paradox to those who spent any time around the student activities offices.

To inject the farce of certain people—I speak specifically of the Vets Club, who hold meet-

ings after football games to suit their sudden whim of approval without all members or adviser on hand can only be classified as the very example of club cliques techniques, which I spoke of in my electoral platform.

Now that the proclaimed procrastinators have formulated their solid cliques, we can look forward to a year of exasperation on the part of those who had produced results rather than cheap talk on campus.

The only significant fact we can expect is that the yes people from Foothill will have lots of room for agreement.

Bill de la Barriere

Let It All Hang Out

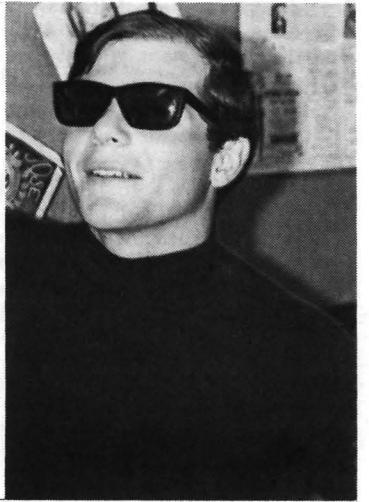
By BRUCE VAN PRAAG

Why the big stink over apathy? Every school year around election time or when the football team is failing in its efforts to attain recognition, student apathy becomes the favorite topic of editorialists and cheerleaders. Some people will never learn that it just doesn't matter.

Las Saturday night at the De Anza - Gavilan game, I sat in the stands along with the 42 others who managed to make the 28-mile drive down to Gilroy. Despite this outstanding display of student apathy, the Dons romped to a 21-6 upset victory which just goes to show you—our football team doesn't need student support to win a football game. If the student aren't interested in their team, so what? The football players don't care.

IN THE STUDENT BODY runoff held Monday, 22 per cent of the student body voted, which is an above average figure for junior college. This means that one of every five students showed interest and that four out of five were apathetically smart enough to realize that it is The Establishment, and not the students, who control student affairs. This will become more evident this coming Wednesday when the Board of Trustees votes down the proposal to return regulation of the Dress Code to the students. De Anzans already have several things to be proud of.

So why the big stink over ap-

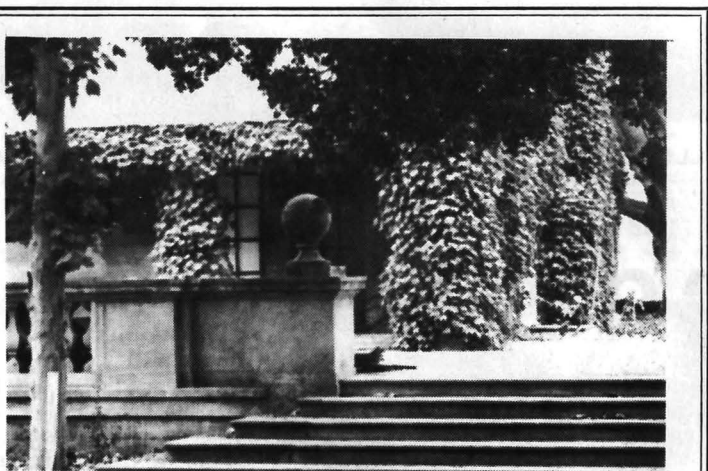


La Voz columnist Bruce Van Praag.

athy? If the team and The Establishment don't care, then why should the students? After all, in this day and age, where it is an accepted fact that people are merely social security numbers, it just doesn't matter.

The Association to play at Foothill

The Association will be presented by the scholarship committee of Foothill's Alumni Association Thursday, Nov. 2, at 8:15 p.m. in the Foothill gym. Student tickets will be \$2.50. Other prices are to be announced at a later date. Proceeds will go for De Anza and Foothill scholarships.



The guest cottages from the old Euphrat estate are now being used as guest faculty offices. The future fate of the structures is still undetermined. (La Voz photo by John Jean)

Quarter system a possibility

(Continued from page 1)

Units will be granted in the same way under the quarter system as they are under the present system. Right now one unit normally equals three hours of student time. This often means one hour of lecture and two hours of study or a three-hour lab. This will hold true for the quarter system. If a class meets more often in one week, the unit value of its class will go up.

"For example, Chemistry 1A now has six hours of lab and three hours of lecture per week. The individual division will have to puzzle over this change, but it is likely that the class would become Chemistry 1A, 1B, and 1C, remaining as it is now but worth five units of credit per quarter," explained Willey.

"THE SCHOOL EACH student transfers to will determine unit credit and convert the student's credit to its system. Usually the ratio is four quarter units to three semester units," Willey continued.

"When the legislature passed the law requiring the adoption of the quarter system, it had year-round school operation in mind. We probably won't have a full summer quarter but an eight-week summer session instead," said Willey.

Contest for seal open to students

Foothill College will retain the college seal which it refused to give up to the Foothill Junior College District and so the district is now in search of a seal.

The district felt that the seal best typified the entire district and would like to have seen a seal designed for Foothill.

The students on the other hand refused to give up the seal since it is impregnated on books and binders.

As a result, the joint student bodies of both colleges are sponsoring a contest open to students of De Anza and Foothill for the selection of a seal for the district. One \$30 and three \$10 prizes will be awarded to the 1st, 2nd, and 3rd place winners. The contest deadline is Nov. 13. Ideas should be submitted to the Student Activities office.

Coming Events Calendar

- COLLEGE HOURS each Monday & Wednesday, 1-2 p.m.
- FACULTY HOURS each Friday 1-2 p.m.
- CO-REC PROGRAM every Tuesday 7-10 p.m.
- FACULTY-STAFF NIGHT every Thursday, 7-10 p.m.
- ***
- OCT. 13
 - Water Polo—Monterey Peninsula College, 3:30 p.m.
 - Film Series—Children's Program: The Golden Fish, Treasure Island, Saludos Amigos, 7 and 9:30 p.m. at Foothill
- OCT. 14
 - Football at Solano College, 8 p.m.
- OCT. 18
 - Water Polo—Menlo Jr. College, 3:30 p.m.
- OCT. 20
 - Water Polo at Cabrillo, 3:30
 - Film Series—Tokyo Olympiad, TWF, Dream of Wild Horses, 8 p.m., De Anza Choral & Forum Bldg.
- OCT. 21
 - Water Polo—Cabrillo College, 8 p.m. at Cupertino High
 - De Anza Sportday at Cabrillo
 - All College Dance
- OCT. 22
 - Stan Kenton Orchestra 8:15 p.m., Foothill Gym
- OCT. 23
 - VISTA comes to campus
- OCT. 24
 - VISTA comes to campus
- OCT. 27
 - Lecture Series—Pearl Buck, Foothill Auditorium, 8:15 p.m.
 - Film Series—Third Man and Fragment of Seeking, 7 and 9:30 p.m., Foothill
- OCT. 28
 - CJCSGA Area 6 student government conference at CCSF
 - Concert—Schola Cantorum with Peninsula Symphony, 8:15 p.m. at Foothill Gym
 - Football—bye, no game.

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Seventh St. and State

By DAN SCHOW

Editor's note: Dan Schow is a sophomore at San Jose State College. We asked Mr. Schow for his impressions of State since a good many De Anza students are planning to transfer there. The reader should keep in mind that this is in no way intended as a complete or impartial picture, but simply as one student's thoughts on Spartan life.

"COMMUNIST PARTY REGISTRATION." These letters, bold and alone, stood in front of a stern, low table and an equally stern young man. He was wearing khakis and a tight smile for me as I walked along Seventh St. in San Jose. I wondered, for a moment, where I was.

There were other tables on Seventh. All had smiling proprietors. All had their own brand of doom spelled out for those who passed by without signing, giving, pledging, rushing, or agreeing. This was the famous and infamous Seventh St., and in a way, this was San Jose State.

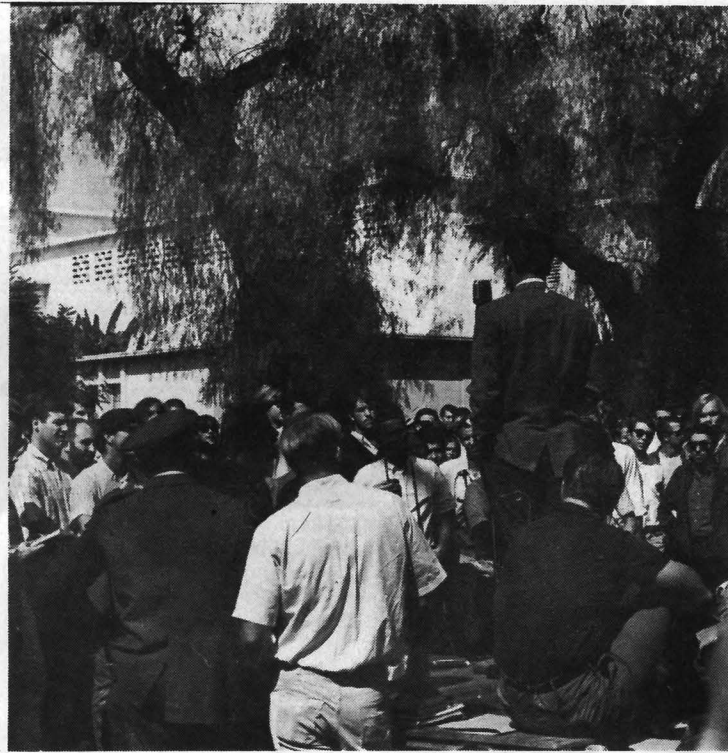
AT NOON, every day, speakers come from the hallowed halls and the woodwork of State to say what is on their minds. Some talk to get problems off their minds, others to change the minds of free speech addicts like myself. They all talk.

Once in a while, one speaker, or one demonstration dominates Seventh. I watched history made by a group of angry young Negroes and a lone, determined Negro professor. This was three weeks ago. In 1964 Hubert Humphrey stood on Seventh St., spreading strange and exotic philosophies from the East. He won, if you recall. The dark-skinned gentlemen are still struggling.

Speaking of strange, exotic philosophies, Ronald ("Boraxo") Reagan still has a table on the street, throbbing the hearts of his followers. I spoke with both of them. Nice guys. Very nice teeth.

"**YEAH,**" YOU SAY, "demonstrations and all that is cool, but, well, State isn't very HIP, you know?"

True, all you hear about is the Greeks and their plastic parties, but there are all kinds of people here that you don't



Donald Duncan, former Green Beret, in a typical Seventh St. event, urged students to fight the draft by refusing to serve or accept deferment. Said Duncan: "Deferments perpetuate the System." (La Voz photo by Charlene Netherton)

hear about. All kinds. Are you hip to that?

To the De Anza future Frat Boys: don't worry. Getting drunk is all right by me. I'm the last one to put that down.

FOR ALL YOU innocents, there's always those hot spots of San Jose: The Cafeteria and the Fourth St. Parking Lots. And for all: **NO DRESS CODE!** Wear your African Tuxedo and don't be shy. . . .

Some people even go to classes. I do, sometimes. As anywhere, State pros are good and lousy. (Maybe that was the wrong way to say it . . .) Both good and lousy. Schools really don't change teachers. Anyone called Doctor should be good. Some of the others are just high school teachers without principals. Or principles. The San Jose State "Tower List," a student magazine, rates them and is published just before registration. Pretty handy, huh?

If this is beginning to sound like a commercial, well, I'm sorry. It really isn't. State has a large seamy side.

IF YOU LIKE quick, painless registration, don't come here, even for a visit. Here, in a nutshell, is the registration procedure: You put down your classes with a piece of coal on a two-by-four. Then a chimpanzee draws the classes you will finally get out of a hat. This takes four days. You must wait

in line or start over again and pay twelve grand in late registration fees. Sometimes there are incidents in line. Sometimes there are police.

There is another problem with State called The Cafeteria. The Cafeteria is the newest college craze since telephone booth stuffing. Bring a gas mask to The Cafeteria.

San Jose State is what Seventh St. embodies. A mass of the good with the bad; a box with many corners and sides.

Seventh St. is the place for all those who enjoy sampling or fighting all kinds of philosophies. In the American melting pot tradition, the finished brew could taste a little like truth.

Tri I sponsors car wash, dance

A car wash at the Mobil station, corner of Stelling and Stevens Creek Blvd., will be the first in a series of fund-raising projects sponsored by Tri I club.

The second project will be a "barefoot dance" held in the gym after the DAC-Cabrillo game Oct. 21. Rock bands "Tingle Guild" and "The Ride" will provide the beat. All ASDAC card holders are invited. Donations will be \$1 per person.

Small staff plagues library

"The major problem with the library at this time is that there is not an adequate staff," said Miss Elizabeth Martin, assistant dean of instruction, library services.

Evening students have been wondering why the library is not open after 10:00 p.m. When they get out of classes the library is closed. Contrarily, Miss Martin said, "The library closes at 10:00 p.m. because no one does come in, and again, because there isn't enough staff."

The new system introduced to the De Anza library is the "Library of Congress." This is common in most academic libraries today. Miss Martin added, "This is a new system and quite different, but I think the students will adjust quickly. I don't think it has presented any major problems."

The Library of Congress collection was started in 1964. This has been continued through 1967. The system now is very complete in itself.

Another problem of concern is the chairs. "All the chairs in the library were late in arriving as they had to be shipped from the East Coast," says Miss Martin. As a result, the Mezzanine is not open.

Upon asking the dean the capacity of the library, "It will hold 100,000 volumes, but as of now we have only 20,000. By the end of the semester we hope to have a lot more," concludes Miss Martin.

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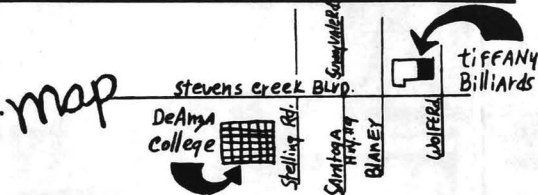
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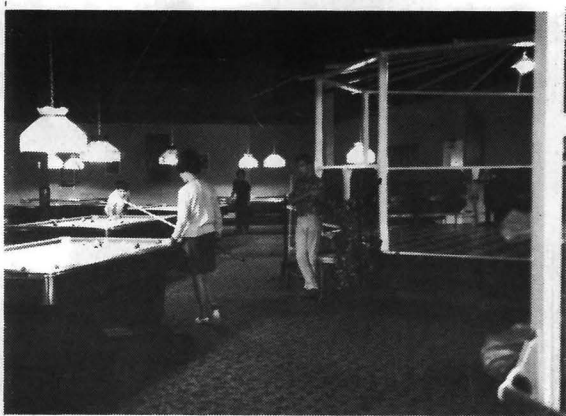
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The motor car

Auto technology classes, supervised by instructor Leslie Schwoob, below left, provide over 100 students the chance to explore, assemble, disassemble, and repair that grand old invention of man — the motor car.

Photos by Dennis Bellman



Shop invests in auto facilities

"We have the finest program on campus," stated Leslie Schwob, head of the automotive technology classes. This is attributed partly to the use of the latest equipment. There is an estimated \$110,000 invested in electronic and machine equipment. Because of this, the classes have been able to operate quite smoothly. As Schwob pointed out, "We have some hurdles to overcome, but no real problems."

The goal of the class is to train students (including women) who plan to enter the automotive industry. After completing their study, students can be directly placed in the industry as automotive diagnosis technicians. Also classes are being taught to prepare those who are interested in becoming managers in the industry.

SCHWOB NOTED that the automotive classes are being run much like a business. In order to do this, he has organized the classes in a struc-

ture form. Classes are carried on with a formal atmosphere.

Ron Lung and Al Megginty are the shop managers whose duty is to oversee smooth function "of their" business, while shop foremen Steve Nicolson and Mike Mivztig act as go-betweens for the management and employees.

Each class also has shop stewards who are advisors between the management and the union. The union is comprised of the students who are enrolled as members of an apprenticeship. And advance students, called leadmen, serve as teaching assistants who are guided by the foremen.

SCHWOB BELIEVES, "The reason for shop structure is that this becomes an opportunity to give valuable experience to the student in shop management. He added that 100 students were predicted to participate and there are now 160 students enrolled, some of them girls.

(See photo page, left.)

'Le Petit Trianon' remodeled into future DA art gallery



Le Petit Trianon, now boarded up, will eventually become an art museum. (La Voz photo by Jayne Paramore)

The "Le Petit Trianon" sits on beams at the De Anza campus. It will continue to sit there until 1970, when it will be moved to the right of the library and transformed into an art gallery.

"The 'Le Petit Trianon' has a very interesting history," said Emile Portale of Community Services. It is a replica of Marie Antoinette's 'Le Petit Trianon' and during its 70 years of occupancy, hosted many elegant parties and dances. Mrs. Francis Carolan built the first swimming pool in Santa Clara Valley next to it and scandalized the community with midnight swimming parties," Portale related.

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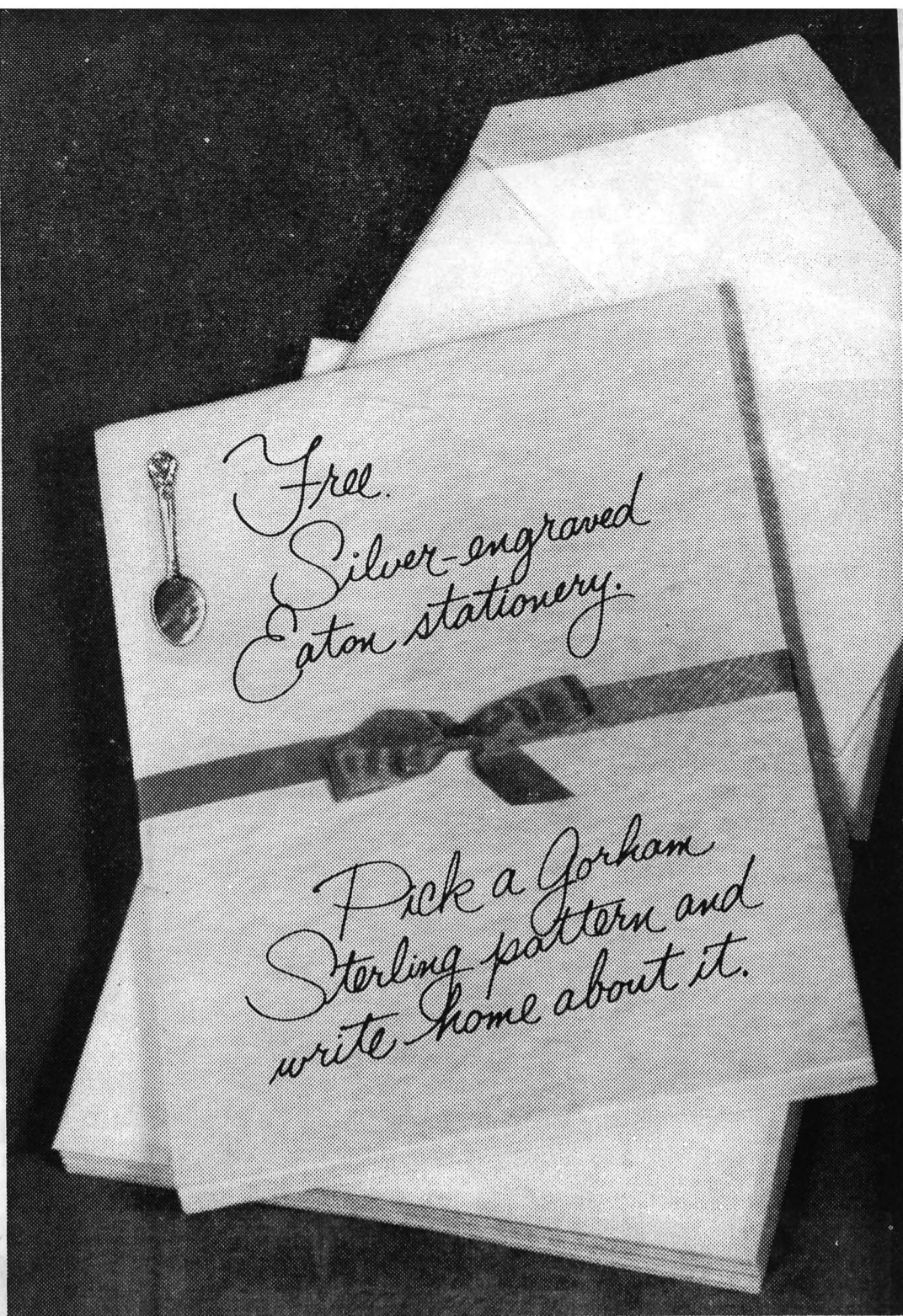
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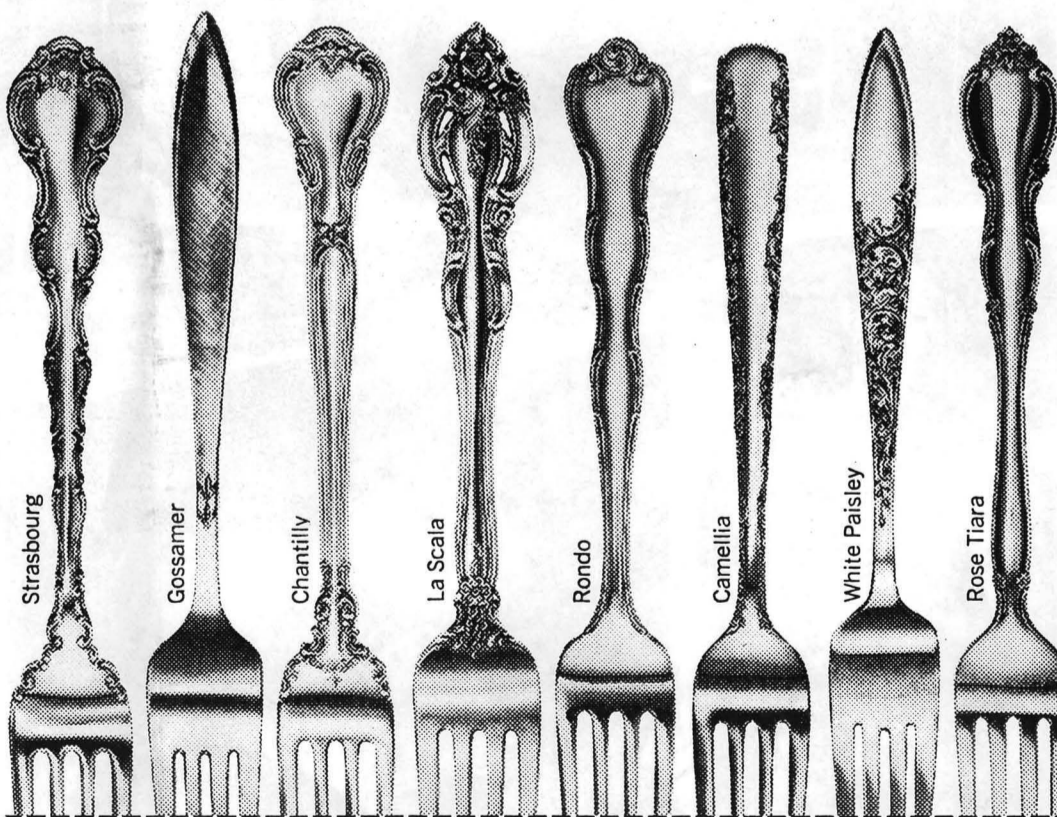
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MEMORANDUM

December 4, 1972

To: Members of Curriculum Committee, Division Council, Faculty Senate,
and Student Government and President's Cabinet.

From: Don Fraser

Re: Recommendation to remain on quarter system 1973-74.

Prior to November 15, the date I had set for some recommendation on academic calendar, members of Student Council through Student Body President Debbie Moody asked me to postpone any recommendation for fifteen days in order to give them an opportunity to get the opinions of additional students.

On November 29 they presented to me an additional poll of some 300 students which in essence substantiated the student opinions I had previously received in favor of the quarter system.

I have received some feedback that my questionnaire was worded to elicit responses favorable to remaining on the quarter system. I have also received comments that I have been working for a change. Neither was my intention.

Certainly the polling we did does not indicate a mandate to change calendars. However, we do have enough faculty concern about the quarter system to continue our efforts.

I am recommending that we establish June 4 as our next target date for any decision on academic calendars and that during the winter and spring quarters a representative group of the Curriculum Committee meet with members of each department to discuss (1) the ideal scheduling they would recommend for their discipline in terms of student learning (2) the ideal calendar within which we should consider offering that schedule. Dick Kent is currently doing some work on some possible variations in traditional scheduling which could be helpful as each department examines its offerings.

Certainly we should aim for whatever desirable variation in scheduling we can feasibly initiate in the 1973-74 academic year, particularly since we are going to make every effort to develop a schedule for the entire year (published in August). We could then begin immediately in the fall quarter planning for the implementation of any recommended and accepted changes in 1974-75.

Many of the faculty, whether for or against the quarter system, also indicated a need for considering much more flexibility. I hope you consider valid this recommendation to begin by examining our offerings individually.

DE ANZA COLLEGE

PROPOSAL TO CONVERT DE ANZA COLLEGE FROM THE QUARTER SYSTEM TO THE EARLY SEMESTER SYSTEM

In 1976 a subcommittee of the De Anza Faculty Senate developed a proposal to convert from the Quarter System to the Semester System. The faculty and staff were surveyed with the outcome favoring the Early Semester System. The students were also surveyed, and while the sample was small and there appeared to be confusion about the Early Semester compared to the traditional semester, the students favored the Quarter System.

The Senate supported the change and forwarded its recommendation to the President's Cabinet and then to the Chancellor's Cabinet. The Chancellor opposed having different calendars for each campus so it was necessary to survey the Foothill College faculty, staff and students. The change was rejected and the Chancellor's decision was obvious.

I propose that we again consider converting to the Early Semester System. My bases for this proposal include the educational advantages that were stated in 1976 as well as the financial and managerial considerations that we have been forced to review.

EDUCATIONAL

The following are some of the educational advantages that were brought forwarded during discussions that took place in 1976:

1. The Semester System builds in more "soak-in" time for subjects based primarily on skills of analysis, synthesis, and sequential thought by increasing the total length of time in the subject and allowing schedules with days between class meetings
2. Reduces the sense of pressure and consequent frustration or discouragement felt by many students in the Quarter System and may permit more time for identifying and dealing with individual student needs
3. Reduces the instructors' time spent in record-keeping necessary at the beginning and end of each quarter
4. Increased coordination with other institutions and systems of higher education
5. Decreases problems of room utilization, campus use, and tight scheduling
6. Gives students and staff a better chance for summer school and employment by being increasingly in phase with other higher-education institutions.

Proposal to convert De Anza College from the Quarter System to the Early Semester System

FINANCIAL

Considering the difficult financial problems we face, we may wish to consider the economic implications of such a conversion. The development of the Schedule of Classes and the registration of students impact a sizeable number of people and dollars. By eliminating one of the three enrollment processes (from communication to completion), we should realize the following approximate savings:

Public Information Office	\$28,400
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Data Processing Services	<u>30,000</u>
	\$102,300

This is by no means a complete list of savings since it will have a far-reaching effect at the District level as well as at both campuses.

MANAGERIAL

There are some significant managerial factors that should be considered:

1. The elimination of one registration process would have a significant effect on reducing the well-documented Data Services log jam.
2. The rapid pace of the Quarter System does not afford sufficient time to collect accurate management data prior to the development of the following quarter schedule.
3. The Semester System would lend to more appealing instructor schedules if it becomes necessary to assign contract instructors to evening classes.

The educational advantages of the Semester System were subject to debate in 1976 and will continue to be debated. However, the economic and managerial advantages must be considered in light of our financial uncertainties.

TO: ALL FACULTY, ADMINISTRATORS AND CLASSIFIED STAFF OF DE ANZA COLLEGE
FROM: The Calendar Committee of the De Anza Faculty Senate
RE: A CHOICE BETWEEN QUARTER AND SEMESTER SYSTEMS

Please READ this. Your opinion is important to the final decision.

ANOTHER survey?

Well.....yes. So many questions continue to be asked that the Faculty Senate created this Calendar Committee to examine again the recurring problem of Quarter vs. Semester Systems, and in cooperation with Foothill, try to find a solution before it is necessary to complete the 1977-78 Academic Calendar, which must be done soon.

We need your help. THIS ISSUE INVOLVES YOUR TIME AND SCHEDULE. Please read this carefully and let us have your response by December 11.

The Committee has already held long discussions about options and problems, and been flooded with suggestions, proposals and advice, often bordering on the vehement. Yet after careful consideration of everything received they have decided to focus the issue for this survey on a blunt, bottom-line choice, uncluttered by partial options or alternatives.

We have dealt with the following at length, and put them aside as not comparable options for the purposes of this survey:

Trimester System: State law mandates that the required 175 days must be completed exclusive of summer sessions, so the format solves few of our problems.

4-1-4 System: So many reports were received of this having been tried by comparable schools, and found wanting, that it was set aside. Cabrillo College found, among other things, that it actually reduced ADA for the year.

"Traditional" Semester Format: (Roughly September 1 through January 31, with long Christmas break before finals; then February through early/mid June). While some apparently still favor this as an option, many wanted to avoid the "lame duck" January; others point out that this was the system De Anza LEFT some years ago; others indicate that the national trend seems to be away from it.

Short Semester Plan: (As at San Jose State). We are still legally bound by the 175-day minimum and are NOT one of the six community colleges involved in the new law modifying that minimum in an experimental way; further, our administration is on record as being unwilling to absorb the revenue-loss involved.

If you feel that this "disposal-at-the-outset" is unjustified, you are welcome to add comments in the space provided at the end.

Out of all the discussions and proposals there emerged the basic question:

DO WE STAY ON THE QUARTER SYSTEM OR CHANGE TO AN "EARLY SEMESTER" PLAN?

On the back page of this Survey projections are given for both systems as they might apply to the 1977-78 year. Before giving a snap reaction, or simply cursing the Committee for B.O. (Bias and Obtuseness), please consider the pros and cons for each system provided here from the Committee's deliberations.

We are NOT asking for a new barrage of arguments. Please marshall your opinions, debate with colleagues, and damn the Committee if you will -- but when the dust settles, let us have your reaction to the purposely-limited choices offered. We have tried to make this specific, and will greatly appreciate specific answers.

THE QUARTER SYSTEM

PRO:

1. This format is best suited to modular courses (such as Nursing, Physical Therapy, Home Economics, and others) and helps efficient scheduling and student job placement.
2. It may be the best format for remedial courses, allowing intense concentration on specific areas in short time units.
3. The system may help some students maintain continuous motivation through a sequence of courses by handling subject matter in shorter units.

CON:

1. The Quarter System is widely regarded by students and faculty as involving too much pressure and too fast a pace, tending to induce intellectual indigestion.
2. Comments were presented that the system forces reconstruction of some courses in ways which abridge, delete, or distort important content.
3. Record-keeping, paper-work and registration procedures have become complicated to the breaking point for instructors, the registrar and the data-processing function. Increased enrollments only exacerbate pressures caused by having to do things three times a year instead of only two.
4. Room-utilization is reported as more difficult in some divisions, in part due to the need to schedule 4- and 5-day classes in a Quarter System.
5. Our schedules and grading (Quarter units) are out of phase with San Jose State, to which so many of our students transfer. In addition, the University of California has announced that their entire system goes on Early Semester as of 1977-78. San Jose City College officially moves to it as of 1976-77.
6. The Quarter System's need to hold classes so late in June puts our students at a disadvantage in the summer job market. It also works actively against those, students and staff alike, wishing to attend Summer Session at other schools, since most of those institutions start Summer School before we finish Spring Quarter.
7. It was urgently stated that subjects based primarily on skills of analysis, synthesis, sequential thought and the development of broad principles are placed at a real disadvantage in having to teach in 12-week spans. "Soak-in" time is limited, and the need to have 4 or 5 class meetings a week builds in a forced pace which is beyond many students' absorptive capacities.
8. Performance groups and some skill-development subjects are handicapped by having to start the building process over three times a year instead of two.

THE SEMESTER SYSTEM

(NOTE: It is clear that "traditional" and "early" semester systems have many pros and cons in common, when compared with the Quarter System. This is understood in the following. Only where differences between the two versions are relevant to the choice you are asked to make are they subjects for comment.)

PRO:

1. Corresponds to public school formats in lower grades (usually a traditional system) and increasingly in higher education (the national trend is toward an early format.)
2. Eliminates conversion between Quarter and Semester units.
3. Builds in more "soak-in" time for academic courses and performance groups, both by increasing total length and allowing schedules with days between class meetings.

4. Reduces record-keeping, paper-work and cost of data processing. U.C. estimates an initial saving of better than \$1 per student from the impending change.
5. The Semester System is regarded by many ^{Paper only} as best suited to courses based on the development of sequential thought, as discussed above.
6. Reduces the sense of pressure and consequent frustration or discouragement for many students. It may also permit more time for the identification and dealing with individual student needs.
7. The Early Semester System, by being more in phase with other schools, gives students and staff a better chance for summer school and employment.
8. May help ease problems of scheduling through reducing pressure on room utilization.

CON:

1. A Semester System works to the initial disadvantage of courses built on modular plans involving shorter-than-semester formats. This may result in putting some students in a disadvantageous position in regard to completion of course sequences, obtaining certificates, and actual job placement.

(It was suggested, however, that a semester system might be adapted to various modular plans for specific courses or curriculums, so that the impact of the problem ameliorated.)

2. Students accustomed to Quarter formats may feel that a Semester plan locks them into commitments to subjects or instructors for longer periods than they wish or are able to sustain.
3. Moving to ANY semester plan involves making hard choices among options no one of which is completely satisfactory:
 - a. Do we start school earlier than I would like? (About August 20. One plan proposed for 1976 at San Jose City starts instruction August 15.)
 - b. Do we re-open the "traditional" semester issue and go back to the long break immediately before first semester finals? Is that break a hindrance (as so many insist), or a help (as some maintain)? This issue, and the fact that the traditional system still runs school well into June, were the most telling points in the Committee's decision to remove it as an option from this Survey.
 - c. Does the advantage of early closing (late May) -- which so many have told us with great insistence that they want -- outweigh the concomitant necessity to start early? Which has greater impact on the summer school/job problem: a Summer from June 21 to September 20, or from May 25 to August 20?

D work involved in *Changeover*
 * * * * *

With respect and sincerity the Committee urges us all, in the midst of vehemencies which may be arouse by all this, to remember that our professional obligations as educators mandate reactions which give first consideration to the welfare of our students.

THE COMMITTEE:

- | | |
|--|---|
| Royal Stanton (Fine Arts) | Olivia Mercado (Ethnic Studies) |
| (Democratically Railroaded "Commissar") | (Willing "Volunteer" Secretary) |
| Murray Alexander (Physical Science & Math) | Carmelita Geraci (Registrar) |
| Don Barnett (Language Arts) | Connie Larkin (Biological & Health Science) |
| Kent Clunie (Social Science) | Don Perata (Administration & Senate) |

QUARTER SYSTEM SCHEDULE ALREADY PROPOSED FOR 1977-78 (District Office)

Fall : Faculty meetings, September 16
 Instruction, Sept 19 through finals ending Dec 16 Total: 62 days
 Holidays, Nov 11, 24-25

Winter : Instruction, Jan 2 through finals ending March 24 Total: 58 days
 Holidays February 13; 20

Spring Recess : March 27-31

Spring : Instruction, April 3 through finals ending June 20 Total: 56 days
 Holidays: May 29 176 days

SCHEDULE FOR A POSSIBLE EARLY-SEMESTER SYSTEM FOR 1977-78 (Committee)

Fall Semester: Faculty meetings : August 19
 Instruction: August 22 through finals ending Dec 23 Total: 85 days
 Holidays: Sep 5 (Labor), 9 (Admission), Nov 11, 24-25

Spring Semester: Instruction: (Thur) Jan 12 through finals
 ending May 26 Total: 90 days
 Spring Recess March 20-24 (after 45 days instruction)
 Holidays: Feb 13; 20

175 days

SURVEY BALLOT

Please mark this, detach it and place in OLIVIA MERCADO'S or ROYAL STANTON'S mailbox no later than Friday, December 11, 1975. Thank you!

We view this as an anonymous ballot, but you may add your name if you wish. We will appreciate, however, your checking any of the following which apply:

Certificated teaching faculty Administration Classified Staff

Full Time Part Time DIVISION _____

IF I AM FORCED TO CHOOSE, PERHAPS "IN EXTREMIS", I WOULD HAVE TO SAY:

_____ Stay on the Quarter System as outlined above.

_____ Change to an Early Semester System like the one above.

_____ I have no recognizable preference in the matter.

COMMENTS: _____

DE ANZA COLLEGE

PROPOSAL TO CONVERT DE ANZA COLLEGE FROM THE QUARTER SYSTEM TO THE EARLY SEMESTER SYSTEM

In 1976 a subcommittee of the De Anza Faculty Senate developed a proposal to convert from the Quarter System to the Semester System. The faculty and staff were surveyed with the outcome favoring the Early Semester System. The students were also surveyed, and while the sample was small and there appeared to be confusion about the Early Semester compared to the traditional semester, the students favored the Quarter System.

The Senate supported the change and forwarded its recommendation to the President's Cabinet and then to the Chancellor's Cabinet. The Chancellor opposed having different calendars for each campus so it was necessary to survey the Foothill College faculty, staff and students. The change was rejected by the Foothill Staff and the Chancellor's decision is obvious.

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The educational advantages of the Semester System were subject to debate in 1976 and will continue to be debated. However, the economic and managerial advantages must be considered in light of our financial uncertainties.

DE ANZA COLLEGE

Faculty Senate Meeting
Monday, January 8, 1979
1:45 PM, El Clemente Room

PRESENT

H. Bendigkeit
J. Covino
V. Frederick
D. Fung
D. Graham
J. Hanley
D. Hamlin
W. Marek
J. Milton
R. Mostyn
L. Prendergast
O. Ramirez
J. Rowe

ABSENT

M. Cicirone
C. Crampton
J. Lucas
T. Moore
M. Moreno
D. Smith
B. Sturm
Fine Arts

GUEST

D. Perata

Semester
System
Proposal

Don Perata attended the meeting to present a proposal to convert De Anza College from the quarter system to the early semester system. The plan presented the educational, financial and managerial concerns with regard to the proposal.

He reported that a recently received study report indicated that most colleges are moving from the quarter to the semester system. The Senate expressed concerns with regard to student attrition, costs and time involved in converting data services to the semester system, and the effect such a plan would have on the type of students in the community the college is serving.

It was the suggestion of D. Perata that next year be used as the curriculum change-over time and the following year be the conversion to the early semester plan, in the event that such a change met with the approval of the colleges. He indicated a savings of approximately \$102,000 per year to De Anza alone, with a somewhat comparable savings to Foothill.

There are presently six colleges involved in an experimental calendar which involves reducing the total days of instruction per year by 15 (it is now set at 175). These 15 days from instructional and finals days would be used for professional and staff development and growth. The Chancellor's Office is predicting that we will probably be able to go on the experimental calendar within two years.

The IPPC feels a survey needs to be done and since the Senate conducted such a survey in 1976, they have asked if the Senate would like to undertake another such survey now.

J. Covino made a motion that the Senate conduct a survey regarding this proposal and that it include faculty, classified staff and students. The motion was seconded and carried by a vote of 12 yes, none against, 1 abstaining.

It was suggested that Jim Lucas be contacted with regard to setting up the survey and the interview technique on a selected group was suggested as a means of getting a more meaningful response. D. Perata was asked to return to the Senate to discuss the proposal and survey. V. Frederick volunteered to serve on a committee to work on this.

District Council Report

Jim Rowe reported on the December 4 District Council meeting. The meeting concerned finances for next year and indications are that there will be an additional sum of money available to the district next year through increased local property taxes and funds which had been set aside at the state level for special needs. There will be about \$890,000 available to the Foothill/De Anza District of these funds and the district will be in the area of 1.6-2 million dollars wealthier than originally anticipated.

Dr. Fryer indicated that his priorities for the next year are as follows:
1) Allowance for cost of living salary increases for district employees.
2) No program reductions.
3) Maintain an adequate reserve (.5 million dollars, which is a bare minimum).

He has challenged administrators to save 3% from this year's budget to ensure priorities 1 and 2. He also indicated that if cuts are made next year, cuts in administration will be given equal consideration. He suggested that the school go ahead with plans for a summer offering for 1979 based on 50-75% of the pre-Prop. 13 offerings.

A position paper from the CSEA was presented in response to the Senates and FA position with regard to being included in discussions dealing with plans for next year. The paper indicated that the CSEA feels that all segments of the college should share in any cuts that come about and they wish to be included in such planning and feel such plans should be made before March 15.

Mastery Learning Workshop

Dr. Fryer has asked the Senate to respond to proposed participation of two administrators and ten faculty members in a Mastery Learning Workshop by Ben Bluhm in Chicago at an approximate cost of \$20-25,000. The Senate indicated that they were not in favor of this proposal at this time.

ASCCC Conference

There will be an Academic Senate sponsored conference on Basic Skills and Remediation at Laney College on January 19. R. Mostyn and J. Rowe will be attending. Interested persons who may wish to attend the conference are invited to contact Bob or Jim so that reservations can be made.

Senate Elections

Elections will take place the last week in January for the President-pro-tem and for Senators to replace those whose terms are expiring.

Academic Council Senate Rep.

A replacement is needed for Vivian Frederick. Hal Bendigkeit volunteered to serve as the Senate representative for the Winter Quarter.

The next meeting of the Senate will be a joint session with the Foothill Senate and the FA Executive Board and will be held on Monday, January 22 at 2:30 PM in the El Clemente Room, De Anza College.

The meeting was adjourned at 3:00 PM.

mna



ASSOCIATED STUDENTS OF DE ANZA COLLEGE

21250 Stevens Creek Boulevard • Cupertino, California 95014 • Telephone (408) 255-9544 -- Ext. 358

6/11/79

TO: Jim Rowe and Don Perata

FROM: Gwen Davis, ASDAC

RE: Semester/Quarter System Survey Results

The following are the results of the student survey taken during the ASDAC elections on May 23, 24 & 25, 1979.

Quarter system with the 175 day academic calendar.

5: 282, 4: 62, 3: 47, 2: 32, 1: 70

Early Semester system with the 175 day academic calendar.

5: 54, 4: 45, 3: 55, 2: 60, 1: 253

Semester system with the 175 day academic calendar.

5: 37, r: 49, 3: 69, 2: 42, 1: 262

Quarter system with the 160 day academic calendar.

5: 166, 4: 76, 3: 66, 2: 37, 1: 122

Early semester system with the 160 day academic calendar.

5: 76, 4: 37, 3: 61, 2: 52, 1: 135

Semester system with the 160 day academic calendar.

5: 32, 4: 43, 3: 37, 2: 56, 1: 253

Please include these figures in the tally from the other segments and advise us of the results of the total survey. Thanks.

cc: G. Druehl
file

Attachment "E"

DE ANZA COLLEGE

Memorandum

October 18, 1979

TO: District Council

FROM: T. H. Clements/President's Cabinet

RE: Recommendation for Conversion to the Early Semester System

During the Fall of 1978 a proposal was made to the President's Cabinet at De Anza College to convert to the Early Semester System. (See Attachment A.) Following this presentation the Faculty Senates formed a sub-committee that included faculty from both campuses. A questionnaire was developed and a survey was conducted during the Spring of 1979. (See Attachment B.) Three hundred and fifty-four faculty members participated in the survey which amounted to 65%. A student survey was also conducted last year, but as usually is the case, very few students participated. The results favored remaining on the present quarter system with the 175 day calendar (Attachment E).

As you can see on Attachments C and D, the faculty favored the Early Semester System over the Quarter System by a slight margin. I believe Survey Results "C" more clearly points out the difference in the results between the early semester and quarter systems. The survey included an option of the 160 day calendar which is not available to us at the present time. However, according to the Chancellor's Office, this should be decided upon sometime during the month of November.

On October 11, 1979 the survey results were presented to the President's Cabinet at De Anza. The members recommended conversion to the Early Semester System in Fall Quarter 1981.

sh
Attachments

DE ANZA COLLEGE

Memorandum

July 13, 1981

TO: Lew Ham, F. Caldwell, C. Miller, K. Higgins

FROM: Don Perata

RE: Economic Implications of Conversion to Semester System

The attached sheet indicates savings that would occur if we went to the semester system. You provided me with these figures in 1979. If we were to make the conversion next year, what might the savings be at that time?

De Anza College // EXTENDED CAMPUS

Memorandum

To: Don Perata

Date: July 16, 1981

From: F. L. Caldwell

Subject: Economic Implications of Conversion to Semester System

In reviewing the possibilities for savings that would result from a change to the semester system, I have come up with the following:

1 flyer (printing and mailing)	\$5,000
4 weeks less of 4 site coordinators' services.....	1,520
2 weeks of office backup help.....	1,200
160 hours of security personnel	640
	<hr/>
	\$8,360

The above savings would be directly related to the Extended Campus budget, however, there would be additional savings related to other budget areas. The bookstore would save 176 hours of Sunnyvale Campus Bookstore personnel time and the Registrar's Office would save one quarter's worth of printed materials used the first two weeks off campus when students register in class.

FOOTHILL - DE ANZA COMMUNITY COLLEGE DISTRICT

DATA SERVICES

TO: Don Perata
FROM: Ken Higgins
RE: Cost Savings by Conversion to Semester System


We project that Data Services would save approximately \$32,000 each year in supplies, contract services, and hourly salaries by a conversion to the semester system. While this is only a minimal increase over our 1979 estimate of \$30,000, please remember that due to online registration I have already reduced the 81-82 Data Services supplies and contract keypunch budget amounts by \$7,000. Had we not gone online, our annual savings would have been \$39,000. With online registration (and a workload shift to the Registrar's office), I would expect Lew Ham's figure to exceed his 1979 figure of \$20,000 considerably.



KLH
7/24/81

cc: Mal Leal

DE ANZA COLLEGE
ADMISSIONS AND RECORDS OFFICE

DATE: July 16, 1981
SUBJECT: Conversion to Semester System
TO: Don Perata
FROM: Lew Ham 

The Admissions and Records Office would save a minimum of \$25,000
if one registration period were eliminated.

30,000

The above savings would come from part-time hourly wages, mail
charges, printing costs and material costs.

SEMESTER VERSUS QUARTER SYSTEM:

Results of a Student Survey



Prepared by
Dr. James Lucas
Institutional Researcher
De Anza College
November 13, 1981
Research Paper IR81-3

SEMESTER VERSUS QUARTER SURVEY REPORT

PURPOSE

The question of changing the Foothill/De Anza Community College District from a quarterly system to a semesterly system has been a continuing discussion for several years. In the past the staff and faculty and studentbody have been questioned about their choice of semesterly or quarterly system. The current lack of State funding for Community Colleges and the constraints imposed by the Legislature for cutting enrollment have brought the economies of the semester system back into question. The purpose of this survey, developed by the Student Services Offices of both the Foothill and De Anza Colleges, is to determine:

1. If Foothill and De Anza Colleges were to go to a semester system, would it cause many students to go elsewhere?
2. If many of the students have attended a semester college system (previously).
3. If the student had his/her choice, which system - semester or quarter - would he/her prefer?
4. If the student's participation (amount of units carried) affects the student's opinion regarding a choice of semester or quarter systems.
5. If the student's employment affects the choice of semester or quarter system.
6. If there is any common reason(s) for students attending either college.

METHOD

The students in the survey were students, day or evening, who registered before classes started at either Foothill or De Anza campuses. A total of 3,374 students were surveyed - 1,805 at De Anza and 1,569 at Foothill. There was no attempt to select students for the survey. The students were asked to fill out the survey while they stood in line preparing to register. The survey forms were picked up as part of the registration process. Every effort was made to insure that the student filled out the survey form, rather than allowing the student a choice.

The survey was developed by the Dean of Student Services and members of his staff. The College's Institutional Researcher assisted in the development of the instrument. A copy of the survey form is included in the index.

The survey forms were data processed by the Office of Institutional Research, using a Hewlett-Packard 2000 ACCESS computer system, and a tabulation program written by De Anza's Institutional Researcher was used to analyze the data.

RESULTS

The first question posed to the student was "If this college were a semester college, would you attend?" The responses for De Anza, Foothill and the total (District) are shown in Table A below.

TABLE A
IF THIS COLLEGE WERE A SEMESTER COLLEGE, WOULD YOU ATTEND?

COLLEGE		RESPONSES		
		"YES"	"NO"	OMITS
De Anza	Count	1,362	397	46
	Percent	77	23	3
Foothill	Count	1,282	262	25
	Percent	83	17	2
District	Count	2,644	659	71
	Percent	80	20	2

Foothill's students responding to the survey tended to be more positive about attending their college if it went to a semester system than De Anza's students. The District total shows that 80% of the students in the survey would favor remaining at their respective colleges were it to change to a semester system.

The second question on the survey is directed towards the student's experience with the semester system at another college. The question posed was "Have you ever attended a": (1) "semester system college"; (2) "other quarter system college"; (3) "never attended a college". The results are shown in Table B below.

TABLE B
HAVE YOU EVER ATTENDED A:

COLLEGE		SEMESTER	OTHER	NEVER	OMITS
		SYSTEM	QUARTER	ATTENDED	
De Anza	Count	589	612	417	187
	Percent	36	38	26	10
Foothill	Count	451	497	395	225
	Percent	34	37	29	14
District	Count	1,040	1,109	813	412
	Percent	35	37	28	12

Slightly over a third of the students surveyed had attended a semester system, another rough third attended other quarter systems, while the remaining third never attended any other college system. Sixty-five percent of the students surveyed had no college experience with a semester system.

The third item on the survey dealt with the student's preference for one system or another. The statement posed was "My preference would be": (1) "semester system"; (2) "quarter system"; (3) "no preference". The results are shown in Table C.

TABLE C
MY PREFERENCE WOULD BE:

COLLEGE		SEMESTER	QUARTER	NO PREFERENCE	OMITS
De Anza	Count	428	974	372	31
	Percent	24	55	21	2
Foothill	Count	322	928	293	26
	Percent	21	60	19	2
District	Count	750	1,902	665	57
	Percent	23	57	20	2

The student preference overall was for the quarter system. A fifth of the students surveyed had no preference, and the remaining 23% preferred the semester system.

The fourth question on the survey asked "Which best describes your participation at this college?" The responses were: (1) full-time (12+ units) day student; (2) full-time (12+ units) evening student; (3) part-time day student; (4) part-time evening student. The results of this survey question are presented in Table D.

TABLE D
WHICH BEST DESCRIBED YOUR PARTICIPATION AT THIS COLLEGE?

COLLEGE		RESPONSES				OMITS
		FULL-TIME DAY	FULL-TIME EVEN.	PART-TIME DAY	PART-TIME EVEN.	
De Anza	Count	628	104	254	786	33
	Percent	35	6	14	44	2
Foothill	Count	951	50	419	129	20
	Percent	61	3	27	8	1
District	Count	1,579	154	673	915	53
	Percent	47	5	20	28	2

The students registering on campus, in general, were full-time day students. De Anza showed a 35% full-time day student enrollment, while Foothill showed 61% of the students enrolled were full-time day students. The part-time evening students made up 44% of De Anza's student enrollment, while only 8% of Foothill's student enrollment were evening students. The distribution at De Anza for the total studentbody suggests that more than half of the students attending De Anza are part-time evening students. The students' survey probably represents more full-time day students than actually exist in the total population of both colleges.

The fifth question on the survey dealt with employment. The question posed to the students was "Are you employed": (1) "part-time?"; (2) "full-time?"; (3) "not working." The student responses to this question are shown in Table E.

TABLE E
ARE YOU EMPLOYED?

COLLEGE		PART-TIME	FULL-TIME	NOT WORKING	OMITS
De Anza	Count	525	932	317	29
	Percent	30	52	18	2
Foothill	Count	766	381	404	18
	Percent	49	25	26	1
District	Count	1,291	1,313	723	47
	Percent	39	39	22	1

In an overall sense (the District), the split between students working part-time and full-time is even, but the breakdown by college shows that De Anza's students have a higher rate of full-time employment than the students at Foothill. Conversely, the number of Foothill's students who work part-time is greater than De Anza's. To determine if the distribution between De Anza's student responses and Foothill's student responses were significantly different, a chi-square test statistic was employed. The results of the test are shown in Table F.

TABLE F

COLLEGE	PART-TIME	FULL-TIME	NOT WORKING
De Anza	525	932	317
Foothill	766	381	404

CHI-SQUARE VALUE = 272.986, with 2 degrees of freedom

The test statistic indicates that such a distribution would not occur by chance alone more than once in a thousand times, as the chi-square value for a probability of 0.001 to occur is 13.816 on two degrees of freedom. In short, the distribution in Table F is highly significant. Therefore, De Anza's student work pattern is significantly different from Foothill's student work pattern.

The sixth and last statement posed on the survey asked for three reasons why they, the students, attend their respective colleges. The statement was posed as: "I choose to attend this college because". The results are shown on Table G. Table G reports the results in rank order of preference by the students at their respective colleges, but the order of the questions is ordered by the District results.

TABLE G
I CHOOSE TO ATTEND THIS COLLEGE BECAUSE:

RESPONSE	DE ANZA		FOOTHILL		DISTRICT	
	Percent	Rank	Percent	Rank	Percent	Rank
Offer programs I want	69	1	64	1	67	1
Close to home	65	2	63	2	64	2
Inexpensive	48	3	37	3	43	3
Good reputation	26	4	32	4	29	4
A nice place to go to school	12	7	32	4	27	5
Quarter system	25	5	22	6	24	6
Outstanding faculty	14	6	22	6	18	7
Classes begin on dates that suit me	11	8	10	8	11	8
My friends are here	5	9	7	9	6	9
Athletic program/facilities	5	9	7	9	6	10

The results, as indicated on Table G, show that there is total agreement between Foothill and De Anza students on three of the reasons for attending their respective colleges. The three reasons selected most frequently were: (1) The colleges offer programs the students want; (2) The college is located close to the student's home; (3) The college's fees are "inexpensive".

The only large difference between De Anza and Foothill students' reasons for attending the college appeared on two reasons: (1) The college being a "nice place to go to school"; (2) The college having an "outstanding faculty". The selection of the reason of the college being "a nice place to go to school" differed between colleges by 20 percent, with 32 percent of Foothill's students giving this reason for attending their college, while only 12 percent of De Anza's students gave this reason for attending De Anza. The second student reason for attending their respective colleges that differed between colleges was the "outstanding faculty" reason. Twenty-two percent of Foothill's students gave this reason for attending their college, while this reason was given by only 14 percent of the students at De Anza.

CONCLUSIONS

1. Eighty percent of the students attending Foothill/De Anza District would continue to attend the District if it decided to go on the semester system.

Does this mean that the remaining 20 percent of the students would not attend? One of the responses given as a reason for attending the college was the "quarter system". By using a cross-tabulation procedure, it was found that 86 percent of the students responding to the "quarter" reason stated in question one that they would continue to attend their respective college if it converted to the semester system. Another manner of looking at this question is to take all the students with a "no" response to whether they would attend their respective colleges if the college converted to a semester system and determine how many students used the "quarter system" as a reason for attending their college. Sixty-two

percent of the students stating they would not attend their college if it converted to a semester system used the "quarter system" as a reason. It is clear that there is some ambiguity on the part of the students responding to this survey as to their reasons for not continuing to attend the District if it converted to a semester system. It is also clear that the major reason students gave for attending their colleges dealt with course content and proximity to their home, rather than to what sort of a calendar or term system the college used.

2. Students' preference to whether the college uses a quarter or a semester term was a majority for the quarter system -- 57 percent. The survey did not attempt to seek causality in this question.
3. Most of the students surveyed were employed in either part-time or full-time jobs, with 78 percent of the students responding that they worked.

DISCUSSION

Using the data of this survey, it would appear that the risk of losing student enrollment, in any significant amount, by converting to the semester system would be minimal. While 20 percent of the students said they would not attend the District if it were on a semester system, these same students gave as major reasons for attending their respective colleges reasons other than the "term" the college used or the particular calendar the college used. Thus, what seems more important to students in determining their attendance, other than "term" or "calendar", is whether the students can get the courses they desire, whether the college is located near them, and whether the relative cost to attend the college is "inexpensive".

The Foothill/De Anza Community Colleges are considering whether to remain on the quarter system or change to some form of a semester system. We value your opinion and would like you to fill out the following questionnaire. The following is typical of semester system colleges:

- . Eighteen week semesters
- . Classes are scheduled on Monday, Wednesday, and Friday, and on Tuesday and Thursday
- . Evening classes are scheduled two days per week for 1 1/2 hours or one day per week for three hours
- . First semester starts late August and finishes before Christmas
- . After a one month winter break the second semester would start February 1 and would finish the end of May

1. If this college were a semester college would you attend?

_____ yes _____ no

2. Have you ever attended a:

_____ semester system college
_____ other quarter system college
_____ never attended a college

3. My preference would be:

_____ Semester System _____ Quarter System _____ No Preference

4. Which best describes your participation at this college?

_____ full-time (12+ units) day student
_____ full-time (12+ units) evening student
_____ part-time day student
_____ part-time evening student

5. Are you employed:

_____ part-time _____ full-time _____ not working

6. I choose to attend this college because: (Check the 3 most important reasons):

_____ offer programs I want
_____ close to home
_____ quarter system
_____ outstanding faculty
_____ a nice place to go to school
_____ classes begin on dates that suit me
_____ my friends are here
_____ good reputation
_____ inexpensive
_____ athletic program/facilities

DE ANZA COLLEGE

Memorandum

October 11, 1979

TO: President's Cabinet
FROM: Don Perata
RE: Quarter System vs. Semester System Survey Results

The Faculty Senates of De Anza and Foothill colleges conducted a survey on the conversion to the semester system. 354 faculty members participated in the survey which amounted to 62%.

As you can see on the attached sheets, the faculty favored the early semester system over the quarter system by a slight margin. I believe the results shown on Survey Results "A" more clearly points out the difference in the results between the early semester system and the quarter system.

The Faculty Senates have asked that I take the recommendation through the administrative process for implementation in Fall of 1980. The availability of the 160 day calendar to California Community Colleges should be decided upon, according to the Chancellor's Office, sometime during the month of November.

sh

DP

QUARTER/SEMESTER/EARLY SEMESTER SURVEY RESULTS

Ranking	Desirable 4 & 5		Undesirable 1 & 2		Omit		Don't Care 3	
	%	Count	%	Count	%	Count	%	Count
1	48%	162	47%	156	5%	17	6%	19
2	47%	157	44%	148	6%	20	9%	29
3	40%	139	48%	163	5%	16	11%	38
4	36%	118	56%	186	6%	21	9%	29
5	29%	96	62%	211	4%	14	10%	33
6	31%	102	59%	198	5%	18	11%	36

Attachment "C"

DE ANZA COLLEGE
SPECIAL STUDIES AND PHYSICAL EDUCATION

MEMORANDUM

November 22, 1982

To: Segment Deans
From: Dick Charles
Re: Quarter vs. Semester

* * * * *

I have not heard a great deal about where we are as a District regarding a possible change over to the semester system. I have been a major supporter of the quarter system for the last six years for the following three major reasons:

1. I honestly felt that the community wanted it.
2. Flexibility in terms of entrance into the College, brought us many students who would otherwise not attend.
3. Increase in students allowed our growth ADA income with 016 staff to provide developmental dollars for other areas of the College.

It is evident now that we need another system. I am unclear as to whether the community we serve would continue to support the quarter system if they had all the facts. Also, our need for good data in the decision making process would be enhanced by a "longer look." We often are forced, because of a lack of time, to make decisions that have hurt us with our own part-time staff as well as the students we should be serving. Granted, 3 quarters allows us more adjustment time; however, in fact, the quarter system is forcing our hand before we are ready.

Disadvantages of the Quarter System:

1. Expensive in terms of the publicity required to acquaint community with our offerings.
2. Scheduling requires 25% more staff time in Special Studies and Physical Education because of the unique requirements of those programs.
3. PLP and other programs in Special Education are required to have as additional registration period.
4. With a decrease in the number of administrative staff-administrative requirements for evaluation of part-time staff, etc., are much more time consuming and costly.

Quarter vs. Semester System - continued

5. State handicapped and reporting costs are 25% more than under a semester system because ADA of ADA and Headcount reports.
6. Most other post-secondary institutions that we deal with are on the semester system.
7. Decided disadvantage for our Athletic Program in terms of starting times and eligibility.

With the advent of the cap we are turning people away, not trying to recruit more.

mjb

FOOTHILL JUNIOR COLLEGE DISTRICT
Office of Educational Services

October 3, 1967

To: Faculty of the District
From: Don Ewing, Chairman
Re: Steering Committee for Conversion to the Quarter System

A steering committee has been formed to prepare guidelines and coordinate the efforts of all faculty in preparing for our conversion to the quarter system in the Fall of 1968. The bulk of the work in this conversion process will fall upon the Division Chairmen, but all faculty will be called upon for advice and assistance. Of course, any necessary revisions of course outlines will be the task of the teaching faculty.

Please forward your suggestions to any member of the committee now.

Committee Membership:

Appointed by Dr. De Hart: Carl Grame
Bob Mostyn
Ray Strauss
George Willey

Appointed by Dr. Semans: Bart De Palma
Bob Fellman
Ken Griffin
Erle Kirk

Appointed by Dr. Flint: Nate Boortz
Don Ewing
Jim Keene (consultant)

Foothill Junior College District

1967-68

SCHEDULE OF DEADLINES FOR CONVERSION TO THE QUARTER SYSTEM

- October 2 Board of Trustees authorization for conversion in 1968
- October 3 Appointment of Steering Committee
- October 9 Proposed guidelines from Steering Committee
- October 17 Guidelines revised and approved by Curriculum Committees
- November 3 Campus interdivision problems defined
- November 9 Intercampus problems defined for Curriculum Committees
- November 16 Conversion completed of supportive courses common to several career curriculums
- November 18 Joint meeting of Curriculum Committees to receive reports of intercampus agreements on course conversion
- November 30 Progress reports from Curriculum Committees to Steering Committee
- December 5 Progress report from Steering Committee to Superintendent's Cabinet
- December 7 Progress report from Steering Committee to Curriculum Committees
- December 9 Intercampus conferences on conversion of courses
- December 14 Conversion of all courses completed and approved by Curriculum Committees
- December 15 Projected enrollments and estimated sections for 1968-69 to Division Chairmen from Deans of Instruction
- January 4 Reports of faculty needs for 1968-69 from Division Chairmen to Deans of Instruction
- January 11 Revision of curriculums completed and approved by Curriculum Committees
- January 13 Intercampus conferences on revision of curriculums
- January 19 Problems solved and compromises worked out
- February 1 New courses and curriculums approved by Curriculum Committees
- February 2 Final Catalog materials to Deans of Instruction
- February 21 New courses and major changes in the Catalogs to Board of Trustees for approval
- February 23 Catalog copy to printer
- April 22 List of courses to be offered in Fall Quarter and tentative list of courses to be offered in Winter and Spring Quarters to Deans of Instruction for use of counselors
- April 26 Catalogs ready for distribution
- April 28 Division schedules of classes for Fall Quarter to Deans of Instruction
- May 17 Course outlines completed and filed with Deans of Instruction
- May 31 Fall Quarter schedules of classes to printer or Data Services

FOOTHILL JUNIOR COLLEGE DISTRICT

October 9, 1967

To: All Faculty of the District

From: Steering Committee for Conversion to the Quarter System

The District is committed to conversion to the quarter system by the fall of 1969. The recommendation has been made and accepted by the Board that we attempt to make the conversion in the fall of 1968.

Please study the guidelines for conversion included below. If you have any strong objections to making this conversion in the fall of 1968, please list and amplify your specific objections and hand them to a member of your Curriculum Committee before the meeting on October 12. Your Curriculum Committee will also appreciate your suggestions regarding revision of the guidelines.

* * *

To: Curriculum Committees - De Anza and Foothill Colleges

From: Steering Committee for Conversion to the Quarter System

Appointed by Dr. DeHart: Carl Grame, Bob Mostyn, Ray Strauss, George Willey.

Appointed by Dr. Semans: Bart De Palma, Bob Fellman, Ken Griffin, Erle Kirk.

Appointed by Dr. Flint: Nate Boortz, Don Ewing (chairman), Jim Keene (consultant)

Re: Proposed Guidelines for Conversion to the Quarter System

The Steering Committee proposes the following guidelines for conversion to the quarter system. The Curriculum Committees, as the committees responsible for courses and curriculums offered in the District and as the campus committees directly responsible for implementing the conversion, must evaluate, criticize, and modify these guidelines so that they will be both practical and educationally sound.

The Steering Committee has completed this draft in ten days only. The Curriculum Committees will have to work rapidly in order that the Steering Committee may incorporate all recommendations into a final statement of guidelines. If possible, the Curriculum Committees should complete these recommendations at the meetings on October 12.

Divisions must begin work very soon on actual conversion of courses and curriculums so that special problems may be solved by the Curriculum Committees. It is important to remember that revision of the two-year career curriculums and the special courses in those curriculums cannot be completed until the patterns are set for courses taken by students in several curriculums.

PROPOSED GUIDELINES FOR CONVERSION TO THE QUARTER SYSTEM

The major advantage of the quarter system should be that the student is permitted to concentrate upon fewer subjects at one time and, therefore, to pursue them in greater depth and achieve greater understanding. These guidelines are designed to achieve this advantage.

I. In revising courses the principle should remain that, as a rule of thumb, a unit of credit under the quarter system is based upon three hours of student time per week, exactly as it is under the semester system. Traditionally this has been designated as one hour of lecture and two hours of outside study, as three hours of laboratory, or as some reasonable variation of these patterns.

II. The typical student should be able to take three and not more than four courses (not including physical education activity) as a full load for a quarter. He should have approximately the same number of individual classes in three quarters as he would have in two semesters under the existing system. Therefore, the dominant quarter patterns should be in the four and five unit range (with relatively few courses of two or three units) so that the typical full-time student will be enrolled for 14 to 16 units per quarter (as he would be in the semester system) and for 9 to 12 classes per year (as he would be in the semester system).

III. The conversion process should not of itself increase the number of courses offered. For any subject area, the total quarter units for three quarters of courses listed in the catalog should not exceed the present semester units listed in the catalog by more than fifty percent. In many cases consolidations and eliminations should reduce the increase in quarter units so that it will be less than a fifty percent increase over present semester units.

IV. The total of weekly hours of classroom utilization needed by a subject each quarter should be approximately equal to the number of weekly classroom hours required under the semester system so that classes can be accommodated in the same facilities as under the semester system.

V. The conversion to the quarter system should involve no change in the quality of education. Average teaching loads per year (in contact hours, in class sizes, and in total number of students) should be kept equivalent if possible; and division budgets, faculty, and staff should not change. Ordinarily, for any subject, the number of sections offered in three quarters should not exceed the number that would be offered in two semesters.

VI. The change to the quarter system should not of itself provide justification for increases in teaching faculty. However, it may be found to justify increases in counselors and supporting staff.

PROPOSED GUIDELINES FOR CONVERSION TO THE QUARTER SYSTEM

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- II. The typical student should be able to take three and not more than four courses (not including physical education activity) as a full load for a quarter. He should have approximately the same number of individual classes in three quarters as he would have in two semesters under the existing system. Therefore, the dominant quarter patterns should be in the four and five unit range (with relatively few courses of two or three units) so that the typical full-time student will be enrolled for 14 to 16 units per quarter (as he would be in the semester system) and for 9 to 12 classes per year (as he would be in the semester system).
- III. The conversion process should not of itself increase the number of courses offered. For any subject area, the total quarter units for three quarters of courses listed in the catalog should not exceed the present semester units listed in the catalog by more than fifty percent. In many cases consolidations and eliminations should reduce the increase in quarter units so that it will be less than a fifty percent increase over present semester units.
- IV. The total of weekly hours of classroom utilization needed by a subject each quarter should be approximately equal to the number of weekly classroom hours required under the semester system so that classes can be accommodated in the same facilities as under the semester system.
- V. The conversion to the quarter system should involve no change in the quality of education. Average teaching loads per year (in contact hours, in class sizes, and in total number of students) should be kept equivalent if possible; and division budgets, faculty, and staff should not change. Ordinarily, for any subject, the number of sections offered in three quarters should not exceed the number that would be offered in two semesters.
- VI. The change to the quarter system should not of itself provide justification for increases in teaching faculty. However, it may be found to justify increases in counselors and supporting staff.

VII. The following examples indicate recommended patterns for converting typical courses. They offer a guide to the Divisions, but the Curriculum Committee must decide when the patterns should be followed and when they should be varied. Divisions should cooperate in converting courses so that students will not be handicapped by awkward arrangements of units and time blocks. In order that course conversions may be practical, the tentative schedule for an entire academic year must be considered by each Division.

<u>Present Semester Pattern</u>	<u>Proposed Quarter Pattern</u>
2 units, 2 hours lecture	3 units, 3 hours lecture
✓ 3 units, 3 hours lecture	4 units, 4 hours lecture or 5 units, 5 hours lecture
3 units, 4 hours lecture	4 units, 5 hours lecture
4 units, 4 or 5 hours lecture (two-semester sequence)	4 units, 4 or 5 hours lecture (three-quarter sequence)
4 units, 3 hours lecture, 3 hrs lab (two-semester sequence)	4 units, 3 hours lecture, 3 hrs lab (three-quarter sequence)
5 units, 3 hours lecture, 6 hrs lab (two-semester sequence)	5 units, 3 hours lecture, 6 hrs lab (three-quarter sequence)
3 units, 2 hours lecture, 3 hrs lab	4 units, 3 hours lecture, 3 hrs lab or 4 units, 2 hours lecture, 6 hrs lab
4 units, 2 hours lecture, 6 hrs lab	6 units, 2 hours lecture, 9 hrs lab or 3 units, 1 or 2 hrs lecture, 3 or 6 hrs lab (two-quarter sequence)
5 units, 3 hours lecture, 6 hrs lab	3 units, 2 hours lecture, 3 hrs lab (two-quarter sequence)

VII. The following examples indicate recommended patterns for converting typical courses. They offer a guide to the Divisions, but the Curriculum Committee must decide when the patterns should be followed and when they should be varied. Divisions should cooperate in converting courses so that students will not be handicapped by awkward arrangements of units and time blocks. In order that course conversions may be practical, the tentative schedule for an entire academic year must be considered by each Division.

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3 units, 4 hours lecture	4 units, 5 hours lecture
4 units, 4 or 5 hours lecture (two-semester sequence)	4 units, 4 or 5 hours lecture (three-quarter sequence)
4 units, 3 hours lecture, 3 hrs lab (two-semester sequence)	4 units, 3 hours lecture, 3 hrs lab (three-quarter sequence)
5 units, 3 hours lecture, 6 hrs lab (two-semester sequence)	5 units, 3 hours lecture, 6 hrs lab (three-quarter sequence)
3 units, 2 hours lecture, 3 hrs lab	4 units, 3 hours lecture, 3 hrs lab or 4 units, 2 hours lecture, 6 hrs lab
4 units, 2 hours lecture, 6 hrs lab	6 units, 2 hours lecture, 9 hrs lab or 3 units, 1 or 2 hrs lecture, 3 or 6 hrs lab (two-quarter sequence)
5 units, 3 hours lecture, 6 hrs lab	3 units, 2 hours lecture, 3 hrs lab (two-quarter sequence)

VIII. The duties and procedures to be followed in the process of conversion are recommended below.

1. The Steering Committee

Prepare tentative guidelines.
Revise guidelines as directed by Curriculum Committees.
Serve the Curriculum Committees as requested.

2. Curriculum Committees

Revise and approve guidelines.
Set a campus timetable.
Schedule the Divisions for recommendations for conversion of general courses.
Schedule the Division for recommendations for conversion of technical education courses.
Make final decisions on all courses and curriculums.

3. The Divisions

Propose the conversion pattern for each course offered by the Division.
Propose the conversion pattern for each curriculum offered in the Division.
Prepare catalog descriptions for all courses.
Prepare curriculum sheets for all curriculums.

(Divisions are urged to make recommendations only after consideration of tentative class schedules and instructor schedules for an entire academic year in keeping with guidelines IV, V, and VI above).

* * *

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Prepare catalog descriptions for all courses.
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(Divisions are urged to make recommendations only after consideration of tentative class schedules and instructor schedules for an entire academic year in keeping with guidelines IV, V, and VI above).

* * *

FOOTHILL JUNIOR COLLEGE DISTRICT

To: All Faculty of the District
From: Don Ewing, Chairman,
Steering Committee for Conversion to the Quarter System

October 17, 1967

Re: Guidelines for Conversion to the Quarter System

The two Curriculum Committees have acted, and we now really have guidelines within which to operate. Although there were many reservations expressed about the guidelines proposed by the Steering Committee, the general feeling at the meetings of the Curriculum Committees was that we had to start somewhere in order to understand the problems and evaluate the feasibility of making the conversion. So the reservations were put aside tentatively, and the proposed guidelines as amended were adopted subject to later re-evaluation and change.

On your copy of the proposed guidelines, if you will write in the following changes and additions, you will have the guidelines adopted, subject to later revision, by the two Curriculum Committees.

Guideline II - In line 1, cross out "and not more than" and insert "or".

Guideline V - In line 1, insert between "no" and "change" the word "adverse". At the conclusion of the guideline, change the period to a comma and add "although courses already meeting for a considerable number of hours per week may be exceptions."

Guideline VI - In line 3, cross out "and" and insert a comma, change the period to a comma, and add "and instructors in some activity and laboratory courses where there will be an increased number of sections because of the conversion. (Equal load can be defined in the following terms for a subject area: the same number of students handled in the same number of classes by the same number of instructors under the quarter system as under the present semester system for one academic year.)"

Guideline IX - Insert: It is vital to the smooth operation of the Evening Colleges and of the common Summer Session and to easy transfer of students between the two campuses that the unit value of a specific course be identical on both campuses. It is also essential that all Divisions on both campuses cooperate in the formulation of reasonable patterns for every curriculum, even though one Division has primary responsibility for a particular curriculum. If problems arise between Divisions which are not readily solved or if the two Curriculum Committees reach different conclusions about a course or a curriculum, a solution to each such problem will be worked out by an ad hoc committee composed of the Chairmen of the Divisions concerned, an additional representative from each Curriculum Committee, and a member of the Steering Committee as chairman.

* * *

DHE:msb



AFT

FOOTHILL COLLEGE FEDERATION OF TEACHERS
Local 1676 AFL-CIO

WORK LOAD SURVEY

1968

When this newsletter last Fall warned the faculty that the conversion to the quarter system could mean a greater work load for many of us, we were accused by several administrators of crying "Wolf." But the evidence so far indicates most of us believe we will have more work next year than now. We will talk to the appropriate people with regard to our results and report to you later. Once more we say: WOLF!

With a greater work load facing us, we have two alternatives: either increase teaching staff, or allow our teaching standards to deteriorate through dilution. Both courses are expensive: the former will cost somebody money; the latter, our personal integrity and the institutions' reputations. The right choice is obvious.

One way to make teaching loads equitable now becomes a real possibility under the quarter system: Hire extra clerical help over in the Administration buildings and ALLOW EACH ADMINISTRATOR TO TEACH ONE COURSE PER ACADEMIC YEAR. After all, the students have lost some good teachers to the statistics and logistics of administration, and everyone seems concerned about the importance of good communication between the people at the top and the students (as was obvious at this year's Asilomar conference). We think everyone would be winners — students, faculty, administration, and classified staff. For example, Dr. Semans expressed his wish to return to the classroom (FCF Newsletter, 2/6/68), and since he has taught German, we would like to see him help out the overburdened foreign language teachers.

JAN FRANCISCO STRIKE THREAT

In response to a strike threat by the AFT teachers, the SF Board of Education directed the superintendent to negotiate with the AFT, bypassing the Winton Act provisions as if they did not exist.

1-26-68

MEMORANDUM

TO: Student, Faculty, Administrative, and Board Members of Asilomar
Discussion Group IV

RE: Meeting held January 10, 1968, in S.U. private dining room

MEMBERS PRESENT: Bonifas, Broderick, Briff, Burnes, Chapman, Cuhu, Freemuth,
Ganes, Georgas, Giller, Griffin, Greenwood, Kynell, Lawrence,
Matoes, Szabo, Thor, Tuttle, Ward, Waxman, Whipple, Zoglia

Since Chapman chaired Asilomar meeting, Kynell chaired present meeting, idea being to alternate chair among various representations.

Short recap, presented on Asilomar topics of this group: viz., JC's responsibilities in leading community, but with due regard for social and legal mores; nature of social change; and increasing policy role of students. Zoglia reiterated possible need to explore whether pendulum has swung too far in favor of reflection of community tastes.

General discussion ensued among members re. outside classes and concept of faculty dress code. Greenwood felt outside classes occasionally are effective, and should be by option of individual faculty. Griffin pointed out dangers of losing effective learning techniques by taking class on campus lawn. Ward indicated library patio could possibly be used for this purpose.

Nature of assumptions on standardized faculty dress code with respect to beards questioned by Kynell. Is this symptomatic of unrealistic social conformity? Szabo felt such restrictions are symptoms of repressed social attitudes. Tuttle warned group re. effect of total abandonment of code by faculty. General discussion ensued, with agreement that individual faculty members could be relied upon to exercise their own options in this matter within the purview of good taste and decorum.

Chapman and others raised issue of potentially new and different student newspaper at Prothill, to deal with more socially significant and provocative items, quantitatively and qualitatively.

Future topics to include said newspaper, evaluation of classes and instructors by students (questionnaire at end of course?) general area of subject matter in courses, and role of individual responsibility in an era of profound social change. Future meetings of this group may be held in the evenings.

Next meeting scheduled for S.U. private dining room on Wednesday, January 31, 1968 at 12 noon. Adjourned at 1:00 p.m.

Respectfully Submitted,

K.S. Kynell - Ad Hoc Chairman
Rosalee Szabo - Ad Hoc Secretary

Faculty
Council 1974

A PROPOSAL TO PHASE OUT BOTH THE SEMESTER AND THE QUARTER SYSTEM

by James S. Fitzgerald

The merits of the semester system, the quarter system, the 4-1-4 system, and the "early" semester system are debated in professional (and non-professional) publications throughout the land. Surveys occur almost monthly to ascertain what the latest trend is and whose bandwagon we should all jump on.

As we have moved further and further away from an agrarian society, our traditional semester system seems to make less and less sense. In addition as we have moved toward an incredibly more complex curriculum, any one system seems harder and harder to justify for the community college.

With these ideas in mind, I would propose that we work our way toward a totally free learning environment - "multiple" systems going on at the same time. I would contend that most of our courses (with some exceptions, especially in the foreign language and mathematics areas) are unnecessarily packaged in a sequential and extremely long format. Why not take a history course and arrange it in four three-week long "mini-courses" of one unit each; then, the student could take all four (as now) or any other combination depending on his particular individual goals and needs.

Imagine our campus as a year-round learning environment where students could "begin" a new area of learning any Monday morning. Some "courses" might last but a week and others the entire year but having "stopping and starting" places every three or four weeks. This way a student could start college whenever he or she is ready. Conversion to such a "system" is not possible under current law; however, there will probably be legislation passed by next Fall that would allow us (indeed, require us) to count "positive" attendance for all non-quarter or non-semester courses.

Well, so much for long-range proposals. How could we, as a college, move toward such an open system and still operate under the current educational and social climate and legal limitations:

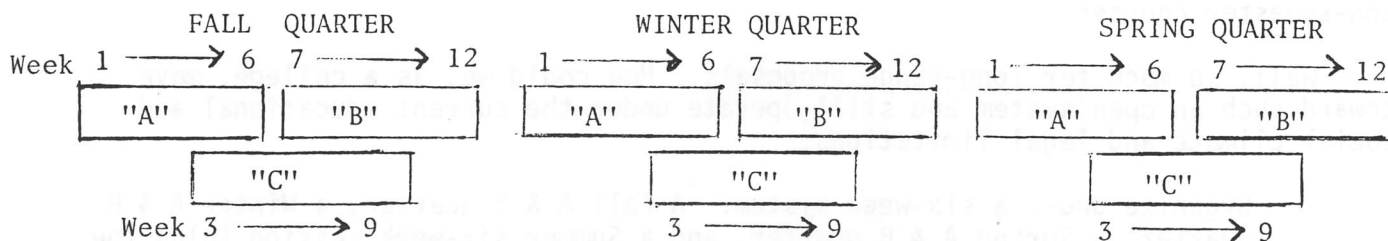
1. Organize under a six-week system. A Fall A & B quarter, a Winter A & B quarter, a Spring A & B quarter, and a Summer six-week session (plus the now traditional "special Summer programs").
2. Register students into the A & B sections of courses but program the computer so that if they left a course between the 7th and 12th week at least they would get half of the unit credit (2 units instead of 4, for example).
3. Conduct a mini-registration about the 5th week of each quarter so that students who made unwise choices or wished to begin Foothill could register in the B part of a course and earn units for the second half.
4. Have all courses so organized so that students could "begin" studying a particular subject six times per year instead of the current three (plus Summer as it is now organized).

(Over)

Some subjects would retain prerequisites (math, foreign language, and some others) so that successful completion of an "A" six-week section would be necessary for enrollment in a "B" segment; however, most of us would try to organize the now "second-half" parts of our courses so that a new student would have as good a chance at being successful as one who would be continuing. After all, we do that now when we move from Fall quarter to Winter quarter. Some students are repeaters in our "next" course (no prerequisites) while others are "new."

To be successful, it seems to me that our total curriculum would have to be reorganized. Ideally, we would "register" a student during his first contact with the College and from that point on, he would only engage in educational "transactions" as far as registration is concerned. It might be somewhat similar to opening an "account" with a credit-card operation. When "enrolling" in a new segment of learning, the student would go to the Registrar's Office, give the clerk his "credit-card" and select one or more course segments, receive a receipt (with a second copy going to the computer to enroll the student in the class), and present his "receipt" to the instructor on the first day of his appearance in class.

This approach would, hopefully, "smooth" out registration so that "peaks" and "valleys" are no longer as apparent. Many students would enroll in A, B, C, D, E, and F in September which would take them all the way to June (the first-year Calculus sequence, for example) so they would not need any additional "registering" for that "course" that year. Or perhaps a system of mini-mid-quarters could be utilized as follows:



Well, it's rough, I admit (with Lois' deadline, I wrote it in a hurry!), but I hope it provides a platform for mutual discussion. I do feel strongly that any organizational system is only as good as the people trying to implement it and, in addition, any organizational system should start with asking the question - "How will this benefit the student and increase his opportunity to learn."

POSITION PAPER

THESIS: Foothill College should return to the semester system as its basic organizational mode.

Written by: Bill Long, Paul Evans, and Marge Schlagel

Foothill College began operation on the semester system in 1958. It worked well and served students well. Then, a few years ago both administration and faculty were persuaded that the quarter system offered certain advantages over the existing smoothly functioning semester system. Advantages and reasons claimed (weighted in order as we recall them) were:

1. More ADA money would accrue to Foothill if it adopted the quarter system.
2. Lower student dropout rates would result if Foothill adopted the quarter system.
3. Foothill would be forced to go on the quarter system (along with other schools) by mandate from above; it was argued to be merely a matter of time before we would be forced to change.
4. Articulation would be easier with everyone on the quarter system.
5. Greater student flexibility in choosing classes would be possible.

It is now possible to assess whether these above-mentioned reasons that motivated our abandonment of the semester system in favor of our present quarter system have proven sound.

We believe that gains envisioned as a result of transferring to the quarter system have proven illusory:

1. We question that any significant money gain has been made.
2. We question that any substantial decrease in student dropout has been achieved.
3. We were sold on the idea that the State Colleges were going to the quarter system. The anticipated mandate to adopt the quarter system did not materialize for the State Colleges.
4. A majority of our students are now being penalized because they are transferring to schools on the semester system.
5. Articulation would be easier for our present students if we were on the semester system.
6. We will still have flexibility if we have open entry/open exit registration. (This in fact is already practiced in several courses, and anticipated in many more in the future, regardless of what basic system we are committed to.)

POSITION PAPER

THESIS: FOOTHILL COLLEGE SHOULD RETURN TO THE SEMESTER SYSTEM AS ITS BASIC ORGANIZATIONAL MODE.

The attached Position Paper is endorsed by the following faculty members:

- | | |
|--|----------------------|
| 1. Wait Wams | 24. Paul L. Evans |
| 2. Carl J. Fisher | 25. Ben B. Barnes |
| 3. John J. Langen (qualified)
handwritten | 26. Nancy Ann Uetel |
| 4. William H. Miller | 27. J. Atchison |
| 5. Frank Cole | 28. Charles Hanson |
| 6. Henry H. Clark | 29. H. J. Kye |
| 7. Bill Fox | 30. D. Beckman |
| 8. Betty Halls | 31. Maurice Dunbar |
| 9. Lois ... | 32. Bill Walker |
| 10. Eugene Satter | 33. Nancy G. Schrier |
| 11. Erik Stretzel | 34. Peter J. Cortez |
| 12. Bill ... | 35. Mel Applebaum |
| 13. Arnie M. Roth | 36. |
| 14. Truman Cross | 37. |
| 15. ... | 38. |
| 16. John ... | 39. |
| 17. Nicholas Kokotiansky | 40. |
| 18. W. R. Kinn | 41. |
| 19. Marge Schlegel | 42. |
| 20. Marquette L. Diez | 43. |
| 21. Dorothy A. Anderson | 44. |
| 22. Henry Rink | 45. |
| 23. | 46. |

QUARTER/SEMESTER/EARLY SEMESTER
Faculty Survey

The academic calendar appears to be a continual debate throughout the country as well as in our own district. The main calendars under consideration seem to be among the semester, early semester, and the quarter system. It is reported that one California Community College is considering both early semester and the quarter system simultaneously.

Presently in our district the debate is among the quarter, early semester, or semester system.

To complicate our choices the State Chancellor's Office reports there is about a 75% chance that a 160 day academic calendar may be available for the 1980-81 academic year. All three of the major financial proposals for the California Community Colleges have the 160 day academic calendars as part of them.

With the possibility of reducing the number of instructional days from 175 to 160 does somewhat cloudy our decision making. An additional 15 days of staff in-service is required under the 160 day instructional calendar.

Attached are tentative calendars to illuminate the beginning and ending dates of the various proposals. After studying the pros and cons of the various proposals, please pick up a ballot at your division office and indicate your preferences. Deadline for voting is JUNE.

1978/79

QUARTER/SEMESTER/EARLY SEMESTER
Faculty/Administration
Survey

INSTRUCTIONS: Please vote on all six (6) choices on the card provided.

1. Quarter system with the 175 day academic calendar.

Highly Desirable		Don't Care		Undesirable
5	4	3	2	1

2. Early Semester system with the 175 day academic calendar.

5	4	3	2	1
---	---	---	---	---

3. Semester system with the 175 day academic calendar.

5	4	3	2	1
---	---	---	---	---

4. Quarter system with the 160 day academic calendar and 15 days of staff in-service.

5	4	3	2	1
---	---	---	---	---

5. Early Semester system with 160 day academic calendar and 15 days of staff in-service.

5	4	3	2	1
---	---	---	---	---

6. Semester system with the 160 day academic calendar and 15 days of staff in-service.

5	4	3	2	1
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VOTING DEADLINE JUNE _____

175 Day Academic Calendar
(Dates are Approximate)

<u>Quarter</u>	<u>Early Semester</u>	<u>Semester</u>
Fall	Fall	Fall
Inst. begins Sept. 14	Inst. beg. Aug. 20	Inst. beg. Sept. 10
Holidays (3)	Holidays (4)	Holidays (15)
Veterans Day	Labor Day	Veterans Day
Thanksgiving	Veterans Day	Thanksgiving
	Thanksgiving	Christmas (Dec.14-Jan.1)
<u>Ending</u> Dec. 14	<u>Ending</u> Dec. 21	<u>Ending</u> Jan 25
<u>Total Days</u> 58	<u>Total Days</u> 86	<u>Total Days</u> 86
Winter	Spring	Spring
Inst. beg. Jan. 2	Inst. beg. Jan. 7	Inst. beg. Feb. 4
Holidays (2)	Holidays (7)	Holidays (8)
Lincoln	Lincoln	Lincoln
Washington	Washington	Washington
	Spring brk. (1 wk. flexible)	Spring brk. (1 wk. flexible)
<u>Ending</u> Mar. 25	<u>Ending</u> May 19	<u>Ending</u> June 17
<u>Total Days</u> 58	<u>Total Days</u> 89	<u>Total Days</u> 89
	<u>Total Year</u> 175	<u>Total Year</u> 175
Spring		
Inst. beg. Mar. 31		
Holiday (1)		
Memorial		
<u>Ending</u> June 20		
<u>Total Days</u> 59		
<u>Total Year</u> 175		

160 Day Academic Calendar
(Dates are Approximate)

<u>Quarter</u>	<u>Early Semester</u>	<u>Semester</u>
Fall	Fall	Fall
Faculty In-service Sept. 13-26 (10 days) Inst. beg. Sept. 27 Holidays (3) Veterans Day Thanksgiving	Inst. beg. Aug. 28 Holidays (4) Labor Day Veterans Day Thanksgiving	Faculty In-service Sept. 3-14 (10 days) Inst. beg. Sept. 17 Holidays (13) Veterans Day Thanksgiving Christmas (Dec. 18-Jan. 1)
Ending Dec. 14	Ending Dec. 21	Ending Jan. 23
Total Inst. Days 53	Total Inst. Days 80	Total Inst. Days 80
Winter	Spring	Spring
Staff In-service Jan. 2-8 (5 days) Inst. beg. Jan. 9 Holidays (2) Lincoln Washington	Staff In-service Jan. 2-22 (15 days) Inst. beg. Jan. 23 Holidays (7) Lincoln Washington Spring brk. (1 wk. flexible)	Staff In-service Jan. 30-Feb. 5 (5 days) Inst. beg. Feb. 6 Holidays (7) Lincoln Washington Spring brk. (1 wk. flexible)
Ending Mar. 25	Ending May 22	Ending May 28
Total Inst. Days 53	Total Inst. Days 80	Total Inst. Days 80
	Total Year Inst. Days 160	Total Year Inst. Days 160
Spring		
Inst. beg. April 1 Holidays (1) Memorial		
Ending June 13		
Total Inst. Days 53		
Total Year Inst. Days 160		

Reasons for returning to a semester system:

The factors listed below are related to either the semester or early semester. The advantages and disadvantages between the two semester patterns are listed separately. The estimates of financial savings for a semester system for both campuses is over \$200,000.00.

1. The administrative cost savings of having the semester system are considerable.
 - a. Two grading computer runs instead of three.
 - b. Two mailings instead of three.
 - c. Two schedule printings instead of three.
 - d. Less printing of departmental flyers.
 - e. A reduction on the overlap of work load in the registrars offices and the computer center in doing grades and registration simultaneously. This now requires overtime wages and a larger overall staff.
 - f. Bookstore saving of fewer times to order and the hiring of students during the beginning and ending of each school term. Would allow more time to develop promotional items, hopefully increasing sales.
2. Advantages of a semester system for the physically limited program.
 - a. Elimination of one registration would save on mailing and special registration procedures and orientation.
 - b. Van transportation could be more efficiently arranged. Many students would enroll in classes 3 days a week instead of 4 or 5 as they are now. Perhaps up to 20% reduction in transportation cost.
 - c. The semester system would allow more time for administrative duties such as ordering materials and tapes for visually impaired students; for matching tutors and disabled tutee and for assigning interpreters for the hearing impaired.
 - d. Even more important than the above mentioned benefits, would be the advantage physically-limited students would gain by having a longer period to assimilate and digest the huge amounts of information requited during the course of a term. Many students, due to poor health or general weakness, are unable to attend classes as regularly as able-bodied students and are at a disadvantage in an accelerated quarter system. The longer term would enable these students to more equitably compete and should lead to enhanced learning.
3. Advantages of semester system for the corrective P.E. program.
 - a. Less staff time to be spent in registration and related paper work.
 - b. In corrective P.E., there is one dead week at the beginning and end of each term in which assistants are being scheduled and students programmed. The semester system would give additional actual student contact, increasing instruction time.
 - c. By using the semester system, better coordination with other community colleges and four year institutions is possible. This helps in:
 1. Obtaining releases
 2. Transferring students in and out.
 3. Scheduling assistants who attend other schools.
 4. Interns from San Jose State University can be obtained for the entire year (not available now for Spring because San Jose is out early.)
 5. The development of inter-collegiate sports programs would be enhanced because of compatible academic calendars.
4. The semester system builds in more "soak in" time for subjects based primarily on skills of analysis, synthesis, and sequential thought by increasing the total length of time in the subject and allowing

schedules with days between class meetings.

5. Reduces the sense of pressure and consequent frustration or disarrangement felt by students in the Quarter System and may permit more time for identifying and dealing with individual needs.
6. Reduces the instructors' time spent in record-keeping necessary at the beginning and of each school term.
7. Decreases problems of room utilization, campus use, and tight scheduling.
8. Allows students and staff a better opportunity for summer school and employment by being in phase with other higher education institutions.
9. Will allow for module courses or courses not needing the advantage of more "sork in" time. Less than a semester time block can be scheduled within the semester, to gain or maintain the advantages of short courses as well as not being denied the longer format.
10. More time would be available to arrange for a tutor, sometimes now under the quarter system by the time the student realizes he is in academic difficulty, it is too late to get help.
11. Some special programs listed the following advantages of the semester system.
 - a. Less time spent in:
Orientation of new students, registration, recruitment, follow-up, scheduling of classes, contacting agencies about publicity, working with student recruiters. Cut record keeping time so that staff can work more closely with students who need assistance.
 - b. Specialized programs cater to students who have intensive needs, the semester system offers more time for internalization of learning.
 - c. Students with young families have common vacations.
12. Allows for an increase in instructional time. Time is lost getting classes started and only two weeks would be needed for final examinations instead of three presently required for the quarter system.
13. Divisions would only be required to develop teaching schedules twice instead of three times.

Pro Quarter System:

1. Allows for the possibility of taking a greater variety of courses during an academic year.
2. Students take fewer courses during any one term, allowing less interference between courses.
3. There is not time to become bored, many students can hold out for twelve weeks but probably not for eighteen.
4. No term papers for students or teacher to bother with over the Christmas holidays.
5. Previous district surveys seem to favor the quarter system.

6. New students entering the community don't have to wait as long to start college, if they just happened to miss an enrollment period.
7. Students have the opportunity to enter the job market three times each year rather than two.

Pro Early Semester System:

1. Completing the semester prior to the Christmas holiday break eliminates the coming back and facing finals. Some indicate that the Christmas holiday really doesn't become a break, but a catching up period.
2. Would complete the second semester in May allowing a better opportunity for students to be more competitive for the summer job market.
3. Faculty being able to attend summer graduate schools that start early.

Pro Traditional Semester:

1. The semester starts later in the fall allowing persons with families to start their classes at approximately the same time as their children do.
2. Allows the Christmas holiday as a time to catch up and prepare more extensively for final examinations.

Against Early Semester System

1. An early semester system requires a starting date in August and this creates the following problems:
 - a. cuts into traditional vacation times - the public schools do not start until after Labor Day.
 - b. Many students would be asking to start late because of vacations with families.
 - c. The hot weather in August would make the classrooms at Foothill (where air conditioning does not exist) unbearably hot.
2. The second semester date ending in May also creates problems with family

vacation time because of the public schools finishing until the middle of June. Any calendar that varies greatly with the public schools will create inconveniences for our students, remember the majority of our students are close to 30 years of age and over with families.

3. If a long period of time exists between semesters persons in the corrective P.E. program, physical and emotional regression will be evident.

Against Traditional Semester:

1. Many feel that the three week following the Christmas recess is spent reviewing for finals and catching up due to the regression during the break.
2. The ending date being the same as the quarter becomes a disadvantage for students in obtaining summer jobs and faculty for enrollment in various graduate schools.

Against Quarter System:

1. Sessions are too short and hectic creating great pressures.
2. We always seem to be beginning or ending. All of our time is spent on record keeping.
3. In special programs all of our time is spent in recruiting.
4. In the physically limited program it seems we are always working out van schedules.
5. There is no time for students to study between classes when the classes meet every day.
6. With the gas shortage and cost it is difficult coming to college daily.

Assembly Bill No. 1149

CHAPTER 1000

An act to amend Sections 79028 and 87601 of, and to add Sections 78002 and 79000.5 to, and to repeal Sections 72252, 78008, 84504, and 84895.5 of, and to repeal and add Section 84520 of, and to repeal and add Article 8 (commencing with Section 84890) of, Chapter 5 of Part 50 of, the Education Code, relating to community colleges.

[Approved by Governor September 29, 1981. Filed with Secretary of State September 29, 1981.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1149, Bates. Community colleges: flexible calendar term.

(1) Existing law enables the chancellor to approve the request of a community college district to offer a program of studies on a quarter or a trimester basis. Existing law also provides for a pilot program conducted by the Board of Governors regarding flexible and nontraditional calendar and course scheduling in community colleges.

This bill would repeal the pilot program and, instead, authorize community college districts to seek approval from the chancellor for a flexible calendar, as prescribed.

(2) This bill would also make other related changes.

(3) Article XIII B of the California Constitution and Sections 2231 and 2234 of the Revenue and Taxation Code require the state to reimburse local agencies and school districts for certain costs mandated by the state. Other provisions require the Department of Finance to review statutes disclaiming these costs and provide, in certain cases, for making claims to the State Board of Control for reimbursement.

This bill would provide that no appropriation is made by this act for the purpose of making reimbursement pursuant to the constitutional mandate or Section 2231 or 2234, but would recognize that local agencies and school districts may pursue their other available remedies to seek reimbursement for these costs.

(4) This bill would provide that notwithstanding Section 2231.5 of the Revenue and Taxation Code, this act does not contain a repealer, as required by that section; therefore, the provisions of the act would remain in effect unless and until they are amended or repealed by a later enacted act.

(5) The above provisions of this bill would become operative July 1, 1982.

The people of the State of California do enact as follows:

SECTION 1. Section 72252 of the Education Code is repealed.

AG 67

A-1

APPENDIX A

84892. A flexible calendar is a community college calendar and course scheduling plan pursuant to Section 84890 which may include, but is not limited to, the following scheduling configurations:

(a) 4-1-4 calendar comprised of two 16-week semesters with an intersession.

(b) Traditional semester or quarters with some or all courses scheduled irregularly with respect to the number of times the course meets per week or the number of hours the courses meet during the scheduled days.

(c) Modular scheduling for all or part of the courses within the traditional semester, quarter, or academic year.

(d) Courses scheduled for student enrollment on an open entry-open exit basis.

(e) Courses scheduled independently of any term configuration.

(f) A combination of any one or more of the configurations in subdivisions (a) through (e).

84893. The chancellor's office shall review districts' plans for a flexible calendar schedule submitted pursuant to Section 84890. District plans to conduct staff, student, and instructional improvement activities in lieu of part of regular scheduled instruction during any of the designated flexible days shall be approved pursuant to Section 84894. In the approval process, the chancellor shall give high priority to the availability of intensive courses for students offered during the flexible day. The average daily attendance for districts with plans approved pursuant to this section shall be adjusted by the chancellor pursuant to Section 84895.

84894. Any district requesting approval for a flexible calendar schedule pursuant to Section 84893 shall implement the following activities or procedures to assure the effective use of resources during designated flexible days:

(a) Conduct and update annually a survey of the most critical staff, student, and instructional improvement needs in the district.

(b) Develop a plan of activities to address the critical needs.

(c) Maintain records on the type and number of activities scheduled and the number of district employees and students participating in these activities.

(d) Evaluate annually the effectiveness of conducted activities and update the plan to reflect needed changes.

(e) Appoint an advisory committee to make recommendations on staff, student, and instructional improvement activities.

84895. The chancellor's office shall adjust the actual units of average daily attendance of a district operating under a plan approved in accordance with Sections 84893 and 84894 to reflect the conduct of staff, student, and instructional improvement activities in lieu of scheduled instruction during flexible days. The adjusted units of average daily attendance shall be computed by multiplying the actual units of average daily attendance computed pursuant to Section 84500 by a factor equal to one plus the actual faculty contact

hours of instruction for which approved staff, student, and instructional improvement are substituted, divided by the total of all faculty contact hours of scheduled instruction plus the faculty contact hours of instruction for which approved staff, student, and instructional improvement activities are substituted. Districts shall report information needed to compute the adjustments on forms developed by the chancellor's office.

84895.5. The chancellor's office shall further adjust the actual units of average daily attendance of a district operating under a plan approved in accordance with Sections 84893 and 84894 and which operated under the provisions of Section 84890 as it read prior to January 1, 1982, in order that those districts do not experience an arbitrary gain or loss in average daily attendance as a result of shifting from the pilot program to the provisions of this article. Districts shall report information needed to compute these adjustments on forms developed by the chancellor's office.

This section shall remain in effect only until June 30, 1985, and as of that date is repealed, unless a later enacted statute, which is chaptered before June 30, 1985, deletes or extends that date.

84896. The chancellor shall report annually to the Legislature concerning the effectiveness of the flexible calendar year program. The chancellor shall study and evaluate the results of this article and recommend any needed modifications or policy changes to the Legislature no later than February 1, 1985.

SEC. 10. Section 87601 of the Education Code is amended to read:

87601. For the purposes of this article:

(a) "Contract employee" means an employee of a district who is employed on the basis of a contract in accordance with the provisions of Section 87605 or subdivision (b) of Section 87608.

(b) "District" means a community college district.

(c) "Positions requiring certification qualifications" are those positions which provide the services for which certifications have been established in this code.

(d) "Regular employee" means an employee of a district who is employed in accordance with the provisions of subdivision (c) of Section 87608 or Section 87609.

(e) "Academic year" means that period between the first day of a fall semester or quarter and the last day of the following spring semester or quarter.

SEC. 11. Notwithstanding Section 6 of Article XIII B of the California Constitution and Section 2231 or 2234 of the Revenue and Taxation Code, no appropriation is made by this act for the purpose of making reimbursement pursuant to these sections. It is recognized, however, that a local agency or school district may pursue any remedies to obtain reimbursement available to it under Chapter 3 (commencing with Section 2201) of Part 4 of Division 1 of that code.

SEC. 12. Notwithstanding Section 2231.5 of the Revenue and

Appendix B

Ad Hoc Advisory Committee for
Flexible Calendar Regulations

Robert Bosanko
Associate Dean of
Admissions and Records
Saddleback College

Melanie Cox
Admissions and Records
Citrus College

Shirley Hewitt
Instructor
Sacramento City College

David Hopkins
Dean of Instruction
Monterey Peninsula College

Patrick McCallum
Executive Director
Faculty Association of
California Community Colleges

Pete Padilla
President
Cosumnes River College

John C. Peterson
Superintendent
Cabrillo Community
College District

Gus Petropoulos
Dean of Instruction
Skyline College

Rebecca Tillberg
Business Services
Los Angeles Community
College District

Carlo Vecchiarelli
Director, Admissions and Records
Chabot College

The Foothill/De Anza Community Colleges are considering whether to remain on the quarter system or change to some form of a semester system. We value your opinion and would like you to fill out the following questionnaire. The following is typical of semester system colleges:

- . Eighteen week semesters
- . Classes are scheduled on Monday, Wednesday, and Friday, and on Tuesday and Thursday
- . Evening classes are scheduled two days per week for 1 1/2 hours or one day per week for three hours
- . First semester starts late August and finishes before Christmas
- . After a one month winter break the second semester would start February 1 and would finish the end of May

1. If this college were a semester college would you attend?

83 yes 17 no

2. Have you ever attended a:

34 semester system college
37 other quarter system college
29 never attended a college

3. My preference would be:

21 Semester System 60 Quarter System 19 No Preference

4. Which best describes your participation at this college?

61 full-time (12+ units) day student
3 full-time (12+ units) evening student
27 part-time day student
8 part-time evening student

5. Are you employed:

49 part-time 25 full-time 26 not working

6. I choose to attend this college because: (Check the 3 most important reasons):

64 offer programs I want
63 close to home
22 quarter system
22 outstanding faculty
32 a nice place to go to school
10 classes begin on dates that suit me
7 my friends are here
32 good reputation
37 inexpensive
7 athletic program/facilities

New Students and Continuing/Returning

The Foothill/De Anza Community Colleges are considering whether to remain on the quarter system or change to some form of a semester system. We value your opinion and would like you to fill out the following questionnaire. The following is typical of semester system colleges:

- Eighteen week semesters
- Classes are scheduled on Monday, Wednesday, and Friday, and on Tuesday and Thursday
- Evening classes are scheduled two days per week for 1 1/2 hours or one day per week for three hours
- First semester starts late August and finishes before Christmas
- After a one month winter break the second semester would start February 1 and would finish the end of May

1. If this college were a semester college would you attend?

77% yes 22% no Omit 3%

2. Have you ever attended a:

36% semester system college
38% other quarter system college Omit 10%
26% never attended a college

3. My preference would be:

24% Semester System 55% Quarter System 21% No Preference Omit 2%

4. Which best describes your participation at this college?

35% full-time (12+ units) day student
6% full-time (12+ units) evening student
44% part-time day student
14% part-time evening student Omit 2%

5. Are you employed:

30% part-time 52% full-time 18% not working Omit 2%

6. I choose to attend this college because: (Check the 3 most important reasons):

68% offer programs I want
65% close to home
25% quarter system
14% outstanding faculty
22% a nice place to go to school
11% classes begin on dates that suit me
5% my friends are here
36% good reputation
48% inexpensive
5% athletic program/facilities

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RECEIVED

JUN 9 1982

Wright
You may want to show this note with Bereta.
[Signature]

Background

ADMINISTRATIVE SERVICES
Under current law, districts are required to develop an academic calendar that consists of at least 175 days of instruction and evaluation per fiscal year. The 175-day requirement is statutory (Education Code Section 84370), and it has been implemented by rules and regulations of the Board of Governors. Districts are authorized to provide this 175-day minimum through the use of a semester or quarter system (or through other sessions, so long as at least 175 days are provided). The critical factor is that a day cannot be counted unless it meets certain standards established by the Board of Governors. A specified minimum level of activity must occur during each day, and the number of days for final examinations is limited to 14.

Legislation enacted during 1981 (AB 1149, Chapter 1000, See Appendix A) authorizes districts, upon approval of the Chancellor, and in accordance with rules and regulations adopted by the Board of Governors, to change their academic year calendars to a "flexible calendar" operation. Under this new legislation, which takes effect July 1, 1982, a district with an approved plan will no longer be required to schedule at least 175 days of instruction and evaluation which meet the Board's standards for the counting of days. Rather, as few as 160 such days will be required; and a district will be permitted to substitute up to 15 days per academic year for the conduct of certain staff, student, and instructional improvement activities.

Since 1976 (Chapter 1212, Statutes of 1975), the law has authorized a pilot project in which the Board of Governors designated six districts to participate in a flexible calendar experiment. The results of this experiment have been generally positive,¹ and many have argued that it should be extended statewide. With the passage of AB 1149, this flexible calendar option is now available statewide; provided that the district submits a specified plan and receives approval of the Chancellor. AB 1149 is also dependent on implementing rules and regulations to be adopted by the Board of Governors.

Key Aspects of AB 1149

While the concept of a flexible calendar operation has been endorsed by many, including the Board of Governors (which sponsored the pilot project legislation), AB 1149 is a significantly less-than-perfect piece of authorizing legislation. Imprecise drafting has created several ambiguities or conflicts which will need to be confronted in the regulations. These ambiguities and other key aspects of AB 1149 are summarized below:

¹The Chancellor's Office, in September, 1981, published an extensive report entitled, Evaluation of Flexible Calendar Project. This report generally assessed the pilot project as a success.

1. Fifteen Days Per Academic Year

New Education Code Section 84890 contains the basic authorization for a flexible calendar. It provides, in part:

The sum of the days in the academic year of the flexible calendar terms ... shall be 175 days. A district operating under an approved flexible calendar may designate not more than 15 days in the academic year for staff, student, and instructional improvement in lieu of part of the regular classroom instruction during the designated days. (Emphasis added)

The term "academic year" is defined in new Section 79000.5 as that portion of the college year (July 1-June 30) during which the community college is maintained.

The preliminary draft of the regulations interpreted the quoted language to limit districts to 15 days per academic year for conducting staff, student, and instructional improvement activities. This interpretation, which is literally what the statute states, has been criticized by some as obviating an important aspect of the flexible calendar option. These persons have contended that the legislation was intended to provide 15 days per academic year per employee; that is, different employees could have different sets of 15 days, thereby permitting the staff, student, and instructional improvement activities to be spread out over the course of the academic year.

After re-examining the legislation as a whole and considering field comments, staff believes its original interpretation should be refined. It is apparent from the legislation and its history that the Legislature was concerned that a flexible calendar operation would shut down instructional delivery for whatever number of days it authorized to be excepted from the 175-day requirement. The Legislature sought to address this concern by specifying that the in-lieu-of activities were to take the place of part of the instruction that would otherwise have been conducted during those days. There is no evidence in the Legislature or its history to suggest that the Legislature was concerned about limiting the developmental activities of other-than instructional staff. That is, as long as the regular instructional program is being delivered there is no reason to believe that the legislation would want to prohibit noninstructional employees from participating in staff, student, and instructional improvement activities scheduled at any time during the academic year.

Accordingly, staff believes that the regulation regarding the 15 day limitation (Section 55722) should be modified to more precisely delimit what counts as a day. Staff proposes that only those days in which any instructor is participating in staff, student, and instructional improvement activities should be counted. That is, a

some specificity and accountability as to what is going on during the 15 designated days. Accordingly, the regulations require each instructor specified by the district to participate in staff, student, and instructional improvement activities to enter into an agreement with the district specifying the particular activities during the designated days which the instructor will perform (see Section 55726). The agreement must also specify the number of classroom hours which are being substituted with such activities. Finally, the agreement is to require the instructor to perform a specified number of hours doing these activities; and this specified number of hours must be at least the sum of those classroom hours from which the instructor is released, plus those out-of-classroom hours of duties which will no longer need to be performed as the result of being released from classroom instruction (see Section 55726).

If an instructor has been released from teaching certain hours, it must be recognized that he or she will also have been released from certain out-of-class obligations. An instructor who is not conducting classes does not have to prepare for class; nor does he or she need to hold office hours; nor will he or she be grading papers. Staff therefore believes that an instructor's responsibility to perform certain "in lieu of" activities during the period of release is greater than the number of hours of classroom instruction which the instructor is released from. The appropriate commitment, as long as it meets the specified minimum, should be fixed and agreed upon between the district and instructor.

With respect to noninstructional employees who have been specified by the district to participate in in-lieu-of activities, the district should be required to maintain records on the type and number of activities assigned, and the number of such employees participating in these activities.

4. Adjustment in Average Daily Attendance

New Section 84895 requires the Chancellor to adjust the ADA of a district operating under an approved flexible calendar plan. The adjustment is complicated, but it essentially tells districts, "We will increase your ADA by multiplying it by a factor; and this factor will be larger or smaller depending on whether you specify most (factor will be larger) or only a few (factor will be smaller) instructors to participate in your plan." It is absolutely critical to understand that the statute affords no ADA adjustment for an instructor who has not been specified in the district's plan.

The implications of this statutory ADA adjustment are most profound with respect to part-time instructors. If a part-time instructor is paid on an hourly basis, he or she will essentially receive a cut in pay if the district moves from a 17 and one-half week semester to a 16 week semester (because he or she will be in the classroom for fewer

Resolution

Be it resolved by the Board of Governors of the California Community Colleges, acting under the authority of Sections 71020, 78002, 84370 and 84890 of the Education Code, and in order to implement, interpret or make specific Sections 78002, 84370, 84520, and 84890-84896 of the Education Code, and pursuant to the Administrative Procedures Act, that regulations in Title 5 of the California Administrative Code are repealed and added as follows:

- (1) Chapter 6 (commencing with Section 55450) of Division 6 is repealed.

Comment: Chapter 6 contains provisions on approval of summer intersessions. Approval of such sessions is being merged into academic calendar approval (new Chapter 8, commencing with Section 55700).

- (2) Chapter 8 (commencing with Section 55700) of Division 6 is repealed.

Comment: Chapter 8 contains provisions governing the Flexible Calendar Pilot Program. Chapter 8 is being repealed and substituted with a new chapter dealing with district academic calendars. The flexible calendar option made available to all districts in AB 1149 (Chapter 1000, Statutes of 1981) is one aspect of the academic calendar chapter.

- (3) Chapter 8 (commencing with Section 55700) is added to Division 6, to read:

CHAPTER 8. ACADEMIC CALENDAR

Article 1. 175-Day Minimum Academic Calendar

55700. Scope.

The provisions of this article pertain to changes made on or after July 1, 1982, to any traditional academic year calendar consisting of at least 175 days of instruction and evaluation. The conversion to a flexible calendar operation is not addressed by the provisions of this article; rather, the provisions of Article 2 (commencing with Section 55720) govern the flexible calendar option.

NOTE: Authority cited: Sections 71020, 78002, Education Code.
Reference: Section 78002, Education Code.

Comment: Current regulations (Section 54226) require approval of changes in academic terms. An option added by 1981 legislation (AB 1149) is the flexible calendar. Changes in the traditional calendar are more routine, while additional justification will be needed to shift to flexible calendar operation.

55722. New Flexible Calendar Operations.

The governing board of a district may offer, subject to the approval of the Chancellor's Office, courses under a flexible calendar. Authorized flexible calendar configurations include, but are not limited to those listed in Section 84892 of the Education Code. The sum of the days in the academic year of the flexible calendar terms shall be at least 175 days; provided that a district may designate up to 15 days per academic year for staff, student, and instructional improvement activities in lieu of part of the regular classroom instruction during the designated days; and provided further that at least 160 of the days must meet the requirements of Article 2 (commencing with Section 58120 of Chapter 2 of Division 9 of this part). With respect to the 15 designated days, only those days in which any instructor participates in staff, student, and instructional activities shall be counted. Noninstructional employees may have different designated days than those for instructional staff.

For purposes of this section, "academic year" means that portion of the college year (July 1 - June 30) during which the community college is maintained.

NOTE: Authority cited: Sections 71020, 78002, 84890, Education Code. Reference: Sections 78002, 84370, 84890, 84892, Education Code.

Comment: There is one critical difference between a traditional calendar operation and a flexible calendar operation. The traditional calendar operation must provide at least 175 days of instruction and evaluation, while the flexible calendar would allow up to 15 days of specified staff, student, and instructional improvement to substitute for these 175 days. In effect, the flexible calendar authorizes as few as 160 days of instruction and evaluation, when combined with 15 days of specified improvement activities. If a district wishes to conduct an academic calendar which consists of 175 days of instruction and evaluation, which meet the requirements of Section 58120, it should submit such request pursuant to Sections 55700-55702. If a district wishes to substitute 1 to 15 days of staff, student, and instructional improvement for the 175 days of instruction and evaluation, it should submit its application pursuant to this article.

With respect to counting the 15 days, only those days in which instructors are participating in in-lieu-of activities are to be counted. That is, for instance, if counselors or administrators were the only staff involved in activities, those days would not be counted.

55724. Request for Approval.

(a) The governing board of a district wishing to conduct a flexible calendar pursuant to this article shall obtain the advance approval of the Chancellor. The request for approval shall be on a form provided by the Chancellor, and shall address at least the following:

55726. Activities During Designated Days.

(a) For each instructor specified by the district to participate in staff, student, and instructional improvement activities in lieu of classroom instruction the district shall enter into an agreement with such employee specifying the particular activities during the designated days which the instructor will perform in lieu of classroom instruction. The agreement shall also specify the number of classroom hours which are being substituted with such activities, and the number of hours the instructor is required to spend carrying out the in-lieu-of instruction activities. The required hours of in-lieu-of instruction activities must at least be equal to the sum of the classroom hours from which the instructor is released plus those out-of-classroom hours of responsibilities which will no longer need to be performed as the result of being released from classroom instruction.

(b) For each employee specified by the district to participate in staff, student and instructional improvement activities during the designated days the district shall also maintain records on the type and number of activities assigned, and the number of such employees participating in these activities.

NOTE: Authority cited: Sections 71020, 78002, 84890, Education Code. Reference: Sections 84890, 84891, Education Code.

Comment: It is critical to the flexible calendar concept to insure some specificity and accountability as to what will be going on during the 15 designated days. Therefore, with respect to instructors, specific agreements will be required. The instructor's obligation to perform in-lieu-of activities extends beyond the number of classroom hours from which he or she is being released. In addition, the instructor shall also be required to invest the number of out-of-class hours of responsibility (class preparation, office hours, grading papers) which he or she will no longer need to perform as a result of being released from classroom responsibilities. The appropriate number of hours can be fixed between the district and the employee.

55728. Flexible Calendar Attendance Reporting.

(a) On forms provided by the Chancellor, districts with approved flexible calendar operations shall report at least the following:

(1) The total hours of classroom assignments (teaching time) which instructors specified in the district's approved plan were required to teach.

(2) Of the total in (1), the total faculty contact hours of instruction for which staff, student, and instructional improvement activities are being substituted. This total of faculty contact hours shall further be reported in terms of credit and noncredit faculty contact hours of instruction. When faculty contact hours of instruction are substituted with instruction during the 15 designated days, the instruction occurring during the 15 days shall not be reported for purposes of state aid.

(b) Periodically review documentation from selected districts to determine whether they are in compliance with the provisions of Sections 55726, 55728, and 55730, and to determine whether they are conducting their flexible calendar operations in a manner consistent with the approved requests. Districts which are found to be out of compliance shall be notified and be given an opportunity to respond.

(c) Terminate approval of any flexible calendar operation if it is found that the district has, without good cause:

(1) Failed to conduct its flexible calendar operation in a manner consistent with its approved request,

(2) Failed to carry out the responsibilities specified in Section 55726.

(3) Failed to meet its ongoing responsibilities as specified in Section 55730.

(d) Withhold the appropriate amount of state aid whenever there is a final audit finding that an instructor did not spend at least as much time performing staff, student, and instructional improvement activities as the amount of time he or she was released from classroom instruction.

(e) Report to the Legislature as required by Section 84896 of the Education Code.

NOTE: Authority cited: Sections 71020, 84890, Education Code.
Reference: Sections 84890, 84893, 84894, 84895, 84895.5, 84896, Education Code.

Comment: Section 55732 specifies the Chancellor's ongoing responsibilities. A separate ADA adjustment is necessary for fiscal year 1982-83 because the new community college attendance accounting mechanism (Education Code 84520) will not be put into operation until fiscal year 1983-84.

Be it further resolved that these regulations mandate no cost to local agencies or school districts within the meaning of Section 2231 of the Revenue and Taxation Code.