RISE COMMITTEE FAQ ON THE 4-1-4 CALENDAR

**The change in calendars decision should be about improving student learning. But it is hard to ignore the economics of this change. It has been stated that the 4-1-4 system would save the college money. What would create that savings? Here are some conservative projections.**

1. A modest savings in LSFY and other sections taught by adjuncts. $60,000 - $70,000. ( M. Farrar and P. Lawrence)
2. Workload reduction—shifting from 3 processes per year to 2 processes. Hard to quantify, but “priceless” to those who workload is eased—business office, advisors, bookstore, etc. There may be some savings in Good and Services which is difficult to quantify (P. Pearson).
3. Athletics projects savings. $15,000. (E Campbell)
4. International Programs project savings of between $600,000 and $1,300,000 depending on the distribution of J-Term and Semester programs and the tuition policies of the college for study abroad semester programs. A study of these savings can be found in the Moodle site for Curricular Realignment(A. Bertsche)
5. Admissions projects increased tuition from the ability to transfer into the college. (K Barnds)
   1. Mid-year transfer students --15-20 new transfer @ approximately $13,874 in revenue per student = $203,610 to $271,480
   2. New first-year students entering at mid-year 5 - 7 new first-year students @ approximately $11,829 in revenue per student = $59,145 to $82,803
   3. International and exchange students 2 - 4 new international students @ approximately $9,082 in revenue per student = $18,164 to $36,328
   4. "Former students" (those returning to the college after an absence) 5 - 10 former students returning @ approximately $12,915 in revenue per

student =$64,575 to $129,150

In summary, the current system could be costing us between $276,396 to $415,839 in additional tuition revenues (when the above numbers are discounted by 20% for conservatism).

**How would recruiting be affected? (Dane Rowley)**

One of the most important indicators of whether a student will choose Augustana are the campus visits. Students who visit campus during an admissions event or as part of a personalized campus visit are much more likely to enroll. We strive to provide students with the opportunity to sit in on a class, meet with a professor or a coach and generally give them an idea of what student life would be like at Augustana. When the campus is closed or when students are on break or taking finals we are not able to provide them with a full visit experience. Our current calendar creates unique gaps when we are not able to provide a robust visit experience. These include the weeks between fall and winter term, in the middle of winter term, and the weeks between winter and spring term. These gaps coincide with peak times when students and families are touring other college campuses to help them decide where to apply (late fall) and once accepted, where to enroll (early spring). If this could lead to 3 additional students that would bring in additional revenue of $36,000 at $12,000 per student.

**Would there be any change in retention? (Kent Barnds and Evelyn Campbell)**

We believe a semester calendar will enable us to improve retention, particular among students who find it difficult to cope with stress, have unexpected illnesses and those for whom the pace is too fast. If we could retain 5 additional students a year with this change that would bring in additional revenue of $60,000 at $12,000 per student (We currently lose over 100 students a year).

**The J-term is new to Augustana. Are there arrangements that can be made with other schools to effectively utilize the J-tern? (Pareena Lawrence)**

After discussing this with the Deans at both Luther and Gustavus, they are excited about the possibility of academic collaboration between our colleges, especially in January and summer academic sessions. Each of them was enthusiastic for the discussion of those possibilities. We are schools with many similarities and collaboration seems likely to have the potential for multiple benefits.

Another resource that may help faculty in thinking through J-term structures could be found in the latest edition of the alumni magazine from Cornell College. It featured articles from professors in different fields highlighting how they teach on the Once-Course-At-A-Time (OCAAT) calendar. <http://www.cornellcollege.edu/cornell-report/issues/2012-spring/article1/index.shtml>

**Will it be more difficult for our faculty to do research under the 4-1-4 model? (D. Snowball)**

The college regularly compares the background, perception and experiences of its faculty with those at broadly comparable institutions. The patterns of faculty productivity and time allocation at those institutions might give some insight into the effects of a three course per term load (HERI Report).

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|  | Augustana | Other church-affiliated four year private colleges |
| Average teaching load/term | 2.39 | 3.24 |
| Mean number of articles published in an academic journal | 2.60 | 2.58 |
| Mean number of book chapters | 1.54 | 1.56 |
| Mean number of books, manuals, etc. | 1.32 | 1.41 |
| Articles accepted or published in the past two years | 1.80 | 1.85 |
| Means hour per week spent on various activities | | |
| Teaching | 3.83 | 3.97 |
| Preparing for class | 4.70 | 4.59 |
| Research and scholarly writing | 2.15 | 2.38 |
| Other creative activities | 1.70 | 1.71 |
| Community / public service | 1.70 | 1.82 |
| Household/child care | 4.33 | 3.85 |
| If you were to begin your career again, would you | | |
| Still want to work here | 4.01 | 4.05 |
| Be a professor | 4.52 | 4.52 |
|  |  |  |
| Which of the following have been a source of stress to you in the past two years | | |
| Research demands | 1.76 | 1.68 |
| Teaching load | 2.06 | 1.89 |
| Lack of personal time | 2.19 | 2.15 |

The list of comparative schools and the HERI study are both posted on the RISE Moodle site.

**In certain majors it is very likely that class sizes will increase. How will the administration assist departments that face increased class sizes? (P. Lawrence)**

To stay true to our mission it is important to keep class sizes manageable. In specific cases where there is increased pressure on class size due to a change in calendar, the administration will redirect some of the savings and invest resources in specific program to keep class sizes at the same level as under trimesters if not smaller.