The College of Extended Studies (CES) is proposing an expanded Winter Session 2020 program, offered completely online and with enhanced assessment of learning, beginning on December 19, 2019, and running through January 15, 2020.

This new schedule:
- Offers 15 instructional days, compared with 11 days during the 2019 pilot
- Provides students with nine additional weekend and holiday days to access course materials
- Focuses on fully online courses that have previously been offered by the instructor, thus requiring fewer on-campus resources and allowing students the ability to complete their coursework from any location
- Includes time for Enrollment Services to complete end-of-term functions prior to the start of the Spring 2020 semester
- Facilitates achieving SDSU’s campus goals for the CSU Graduation Initiative 2025, while continuing to work with the University Senate and campus partners to develop a permanent Winter Session in the academic calendar

Summary of Initial Winter 2019 Pilot:

A total of 334 students enrolled during the 2019 Winter Session pilot, representing 30 different majors. Of those, 63% were Juniors and Seniors. Our surveys following the end of term show 88% of students would take another Winter Session course (n = 59 of 67 respondents; 20% response rate), and 100% of faculty would teach in the program again (n = 11; 84% response rate).

These results, combined with the fact that all but four CSU campuses offer on-going Winter or Intersession programs, including Northridge, Sonoma State, and our nearest neighbor, San Marcos, demonstrate a clear potential for this program to strongly impact student success.

By collaborating with Colleges and Departments to target specific courses (e.g., high demand General Education Foundation and Exploration courses and courses critical to achieve upper-division standing, this impact will be even more significant as we expand to meet the needs of our students.

This initial pilot and associated marketing has, in part, already let to over 1,000 calls and emails of interest in the Winter 2020 session from potential students to CES Student Services team.

CES recognizes the need to evaluate evidence of student learning to improve student learning, and is committed to collaborating with the Office for Educational Effectiveness to develop a robust assessment component for subsequent Winter Sessions.
Proposed Winter Session 2020 Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 30, 2019</td>
<td>Proposals due to CES</td>
</tr>
<tr>
<td>October 7, 2019</td>
<td>Registration begins</td>
</tr>
<tr>
<td>December 17, 2019</td>
<td>Last day for student registration</td>
</tr>
<tr>
<td>December 19, 2019</td>
<td>Courses begin</td>
</tr>
<tr>
<td>December 20, 2019</td>
<td>Last day to drop</td>
</tr>
<tr>
<td>January 15, 2020</td>
<td>Last day of courses</td>
</tr>
<tr>
<td>January 16, 2020</td>
<td>Grades due</td>
</tr>
<tr>
<td>January 17, 2020</td>
<td>End of Term</td>
</tr>
</tbody>
</table>

Proposed Winter Session 2020 Implementation plan

**Phase 1 – Solicit course proposals (August – September)**
- Consult with colleges and departments to identify appropriate potential courses, specifically:
  - General Education Lower-Division Foundation courses
  - General Education Upper-Division Explorations courses
  - Courses critical for the major and/or to achieve upper-division standing
- Faculty complete and submit the Winter Session Course Approval Form to XXXXX, appending the syllabus for the faculty member’s most recent offering of the course in an fully-online mode.
- Note that, as part of the application process, faculty will identify up to three keystone artifacts of student course work (e.g., itemized exams, writing pieces, capstone project, etc.) aligned to the established Course Learning Outcomes, and agree to complete a comparative analysis of student learning between the Winter 2020 Session and the aforementioned most recent offering.
- Proposals due to CES by September 20

**Phase 2 – Validation (September)**
- Ensure that all courses proposed have been approved by both the Department Chair and Dean
- Courses have already been converted to online delivery and taught by the instructor in the fully-online mode
- Course prerequisites are minimal, and if required, can be verified by the department or instructor
- Approved instructors are not in danger of overload
- All courses meeting the above requirement shall be submitted to the Provost for approval prior to offering

**Phase 3 – Instructional Design (September – December)**
- In collaboration with the CES Instructional Design Team, instructors will be provided with resources to aid in adjusting their course load to a three-week session format, to ensure workload, course learning outcomes, and academic rigor are comparable with 6-, 12-, and 16-week offerings (including a syllabus that reflects the three-week format)
- Note that, as part of the instructional design process, faculty will identify up to three keystone artifacts of student course work (e.g., itemized exams, writing pieces, capstone project, etc.) aligned to the established Course Learning Outcomes, and agree to complete a comparative analysis of student learning between the Winter 2020 Session and the aforementioned most recent offering.
Phase 4 – Registration (October – December)
- Approved courses open for student registration October 1 – December 17

Phase 5 – Winter Session term
- Thursday, December 19, 2019 – Wednesday, January 15, 2020

Phase 6 – Assessment
- Course evaluations sent to students and instructors
- Instructors conduct their approved comparative analysis of student learning and provide a report with self-reflections and self-recommendations for potential future offerings of course
- Final comprehensive report, including summary of enrollment, grades, and student learning evidence and recommendations for subsequent Winter Sessions is submitted to campus partners, with appendices to include all Winter Session syllabi, their respective comparative syllabi, and each instructors’ comparative analysis of student learning