Advisors’ Institute
Spring 2016
June 3, 2016
9:00am – 12:00pm
Golden Eagle Ballroom #1
Agenda

Summer Orientation Overview

Timely Completion of Developmental Courses

Early Start, Testing & Math/English Placement

Freshmen Math & English Sequences

Schedule Planner

Student Case Studies

Future of Advising
Thank you

Professional Advisors & Directors Planning Group

Maria Anzaldo
JennyErika Barco
Marcedes Butler
Evelyn Crosby
Belem Enciso
Evelyn Espinoza
Andrew Long
Marcia Murota
Ricardo Ramos
Jennifer Revilla
Brenda Solorio
Indira Velasquez
Janet Vera
Golden Eagle Orientation Overview

Christopher Johnson
Freshman Orientation

- Mondays, Wednesdays, and Fridays
- 8 am – 5 pm
  - English/Math Advisement at 12:50 pm
  - GE/Major Advisement and Course Registration at 1:30 pm

Transfer Advisement

- Broken down by college; for AL, HSS, and NSS broken down by major
- Golden Eagle Orientation Online available beginning June 13th
- Campus Tours will be available for transfers during summer advisement (7/16-8/12) on Tues and Thurs.
  - Schedule with Campus Tours at 3-3175 or tours@calstatela.edu
Contact Us

New Student and Parent Programs
CALIFORNIA STATE UNIVERSITY, LOS ANGELES
5151 State University Drive, Los Angeles, CA 90032

Phone
323.343.3195

Email
orientation@calstatela.edu

Web
calstatela.edu/orientation
First Year Experience

Jennifer Hicks
FYE: Helping Students with Developmental Coursework:

- We ensure that students successfully transition to college, from the time they begin Early Start until the time they successfully complete GE Math and English.
- We promote growth-mindset and offer targeted interventions, including supplemental instruction.
- We work with students who do not pass English 96/Math 91 by the end of their first year. We place registration/advisement holds and advise them of next steps.
- We are developing a new program with Rio Hondo Community College to facilitate a seamless return to Cal State LA.
- We are committed to helping our First Year Freshmen graduate from Cal State L.A. in a timely manner!
Contact Us

First Year Experience
CALIFORNIA STATE UNIVERSITY, LOS ANGELES
5151 State University Drive, Los Angeles, CA 90032
Jenny Hicks, Faculty Director
Hilda Basulto-Morales, Office Manager
Phone
323.343.3184

Email
fye@calstatela.edu

Web
www.calstatela.edu/firstyearexperience
Freshmen Registration
English and Math Placement

Suzanne McEvoy
1. Students will be returning to the ballroom from an activity on the terrace.

2. Students will be directed to the designated areas by my Testing/Early Start Team.

3. The English/Math advisement process will take approximately 30 minutes.
<table>
<thead>
<tr>
<th>Math Department</th>
<th>English Department</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Testing Center</strong></td>
<td><strong>First Year Experience (665 contracts?)</strong></td>
</tr>
<tr>
<td>ESC21</td>
<td>ESC31</td>
</tr>
<tr>
<td>Register for: English 1005A</td>
<td>Register for: 1005A or 1005B, depending on EPT</td>
</tr>
<tr>
<td><strong>Early Start Program</strong></td>
<td></td>
</tr>
<tr>
<td>ESM42</td>
<td>ESM42</td>
</tr>
<tr>
<td>Register for</td>
<td>Register for</td>
</tr>
<tr>
<td>If pass exit exam</td>
<td>If pass exit exam</td>
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<tr>
<td>Math 930</td>
<td>Math</td>
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<tr>
<td>1000</td>
<td>1040</td>
</tr>
<tr>
<td>1020</td>
<td>1090</td>
</tr>
<tr>
<td><strong>EAP Coordinator</strong></td>
<td><strong>Academic Advisement</strong></td>
</tr>
<tr>
<td><strong>EAP CONDITIONAL IN MATH</strong></td>
<td><strong>EXEMPT IN MATH AND ENGLISH</strong></td>
</tr>
<tr>
<td>ESM42</td>
<td>ESM52</td>
</tr>
<tr>
<td>Register for</td>
<td>Register for</td>
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<tr>
<td>Math 0930</td>
<td>Math</td>
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<tr>
<td>If pass exit exam</td>
<td>1000</td>
</tr>
<tr>
<td>Math 930</td>
<td>Math</td>
</tr>
<tr>
<td>1-NQRem1</td>
<td>1 level of developmental coursework</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>2-NQ Rem2</td>
<td>2 levels of developmental coursework</td>
</tr>
<tr>
<td>C-Xmpt ACT</td>
<td>Exempt</td>
</tr>
<tr>
<td>M-XmptSub</td>
<td></td>
</tr>
<tr>
<td>P-Passed</td>
<td></td>
</tr>
<tr>
<td>S-XmptSATI</td>
<td></td>
</tr>
<tr>
<td>T-Xmpt GE</td>
<td></td>
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<tr>
<td>Z-Xmpt EAP</td>
<td></td>
</tr>
<tr>
<td>H-Cond ACT</td>
<td>Conditional</td>
</tr>
<tr>
<td>V-Cond SAT</td>
<td></td>
</tr>
<tr>
<td>X-Cond EAP</td>
<td></td>
</tr>
<tr>
<td>U-Not Xmpt</td>
<td>Needs to take EPT/ELM</td>
</tr>
</tbody>
</table>
Student is **completely exempt** from taking placement exams and the Early Start Program, both **college level ready**.

Student was **required to register for Early Start English**. Exempt from Math, meaning **college level ready in Math**.

Sample of the Orientation Score Report for Students

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**English and Math Status**

**English Status:** S-XmpSATI

**Math Status:** M-XmpSub

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**Early Start Program Enrollment**

**School:**
- **English (ESC):** or **Exemption Type:** TEST
- **Math (ESM):** or **Exemption Type:** TEST

**Fall Semester:**

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**English and Math Status**

**English Status:** 1-NQ Rem1

**Math Status:** P-Passed

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**Early Start Program Enrollment**

**School:** Cal State LA

**English (ESC):** ESC 11 or **Exemption Type:**

**Math (ESM):** or **Exemption Type:** TEST

**Fall Semester:**

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**English and Math Status**

**English Status:** V-Cond SAT

**Math Status:** P-Passed

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**Early Start Program Enrollment**

**School:**
- **English (ESC):** or **Exemption Type:** NRES
- **Math (ESM):** or **Exemption Type:** NRES

**Fall Semester:**

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Student is exempt from Early Start due to non-resident status, depending on English **conditional status** and senior year experience. Student may start at **college level English** an/or be **college level ready in Math**.
GOAL: At the end of the 30-minute session, every student in the room will know what English and Math course they need in fall.
Contact Us

Testing/Eary Start
CALIFORNIA STATE UNIVERSITY, LOS ANGELES
5151 State University Drive, Los Angeles, CA 90032
Dr. Suzanne McEvoy

Phone
323.343.3160

Email
SMcEvoy@cslanet@calstatela.edu

Web
www.calstatela.edu/testingcenter/early-start-program
Math Semester Courses

Michael Krebs
Developmental Math

- MATH 920 (4 units)
- MATH 930 (4 units)

Prerequisites:
  - MATH 920
  - ELM (or ESM) score of 37 or higher
  - ESM 310
GE Math (Block B4) for non-STEM majors

Some majors require a specific one of these. If you plan to take Calculus at some point, then you should take Pre-Calculus instead.

- **MATH 1000 (Introduction to College Mathematics)**
  
  Math 1000 is geared toward non-science majors. It includes logic, statistics, and financial math. Math 1000 is the most general of the GE math courses.

- **MATH 1020 (College Algebra)**
  
  Math 1020 is similar to algebra you took in high school but goes into more depth and is more difficult. This is NOT for students who will take Calculus.

- **MATH 1090 (Quantitative Reasoning with Statistics) cross-listed with ECON 1090**
  
  Math 1090 focuses on statistics. It is readily connected to life outside of the math class. The course aims to make students into critical readers of statistics and to question the conclusions drawn. There are equations to be solved, so do you need your algebra skills in Math 1090.
PreCalculus

Life Sciences majors (BIOL, MICR, EXER, KIN)

Need both “MATH 104A” and “MATH 105”? Take MATH 1050 (6 units)

Passed “MATH 104A” but still need “MATH 105”? Take MATH 1085 (3 units)

Everyone else:

Need both “MATH 104A” and “MATH 104B”? Take MATH 1040 (6 units)

Passed “MATH 104A” but still need “MATH 104B”? Take MATH 1083 (3 units)

Passed “MATH 104B” but still need “MATH 104A”? Take MATH 1081 (3 units)

Please *don’t* go just by “equivalencies.”
Calculus

Note: MATH 2110SB ends early; MATH 2120SB starts late.

- MATH 2110sb will be offered in Fall 2016 and Winter Intersession 2017
- MATH 2120sb will be offered in Fall 2016 and Spring 2017
- There are no workshops attached to MATH 2110sb and MATH 2120sb

<table>
<thead>
<tr>
<th>Highest quarter course completed by Summer 2016</th>
<th>Bridge course needed</th>
<th>Semester course to be taken next</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 206</td>
<td>MATH 2110sb</td>
<td>MATH 2120</td>
</tr>
<tr>
<td>MATH 207</td>
<td>MATH 2120sb</td>
<td>MATH 2130</td>
</tr>
<tr>
<td>MATH 208</td>
<td>None</td>
<td>MATH 2130</td>
</tr>
</tbody>
</table>
First-Year Writing

James Garrett
The Old “Developmental” Model

- **Discrete, Independent Courses**
  Each course focuses on developing specific skills, which are seen as building blocks for taking on more “advanced” tasks.

- **Relied on “Effective” Placement**
  Each course serves a specific population of students with clearly defined developmental needs with placement in each course determined by an exam (EPT) that “accurately” identifies each student’s appropriate developmental level.

- **Developmental – Basic – Remedial – Pre-baccalaureate**
  Until a student reaches ENGL 101, the work done is “pre-collegiate” (i.e. remedial, not really college-level work).
The New “Stretch Composition” Model

ENGL 1005A – ENGL 1005B

- **Basic Assumptions of Stretch Programs (i.e. what the research shows)**
  - Writing and language competence develops recursively through iteration and practice, not linearly and incrementally.
  - Writing and language competence is best learned in communities with students engaged in real communicative acts with actual audiences and involving their own authentic purposes.
  - Students taking college writing classes are already doing college-level work.
  - The single most important determinant of the effectiveness of writing instruction is time.

- **What Exactly Is “Stretch Composition”?**
  - Our two-course first-year writing class, ENGL 1005A/1005B, “stretches” the content of ENGL 1010 over two semesters.
  - Students develop writing and language competence through iteration and practice (learn-by-doing).
  - Students are encouraged to stay with their ENGL 1005A class when they transition into ENGL 1005B.
  - Students do college-level work from the start and receive college credit for their work (helping to downplay the stigma of being in “remedial” classes).
New Placement Ranges

Just Remember 147

- **Old “Developmental” Placement Ranges**
  
  Through last year, students not exempt from the English Placement Test (EPT) would be placed into one of four possible courses depending on their EPT score. These placement ranges were local—unique to Cal State LA—and did not align with how other CSU campuses used the EPT.

- **New “Stretch Composition” Placement**
  
  Starting Fall 2016, we will be using a much simplified set of placement ranges, which will also now align with how other CSU campuses use the EPT. Just remember 147.

<table>
<thead>
<tr>
<th>EPT Score</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPT 120-146</td>
<td>ENGL 1005A in the Fall and ENGL 1005B in the Spring (completion of ENGL 1005A/B satisfies GE A2)</td>
</tr>
<tr>
<td>EPT 147 or higher</td>
<td>ENGL 1010 (completion of ENGL 1010 satisfies GE A2)</td>
</tr>
</tbody>
</table>

(Students scoring 147 or higher on the EPT and students exempt from the EPT have the option of enrolling in the two-semester stretch composition course (ENGL 1005A/B). We don’t expect too many students to take that option, but it is available for students who would benefit from an extended first-year writing experience.)
Early Start Composition
Effect of Early Start Composition?

**ESC 21 – ESC 31**

- **What is Early Start Composition?**
  Early Start Composition is a summer program for incoming students that will help prepare them for success in college. Students can choose between ESC 21, a fully online three-week course, or ESC 31, an on-campus face-to-face six-week course. Both courses satisfy the Early Start Composition requirement.

- **What effect does Early Start Composition have on placement?**
  For most students, their participation in Early Start Composition will have no effect on their placement in first-year writing. Regardless of whether students choose the online three-week course or the on-campus six-week course, students who must participate in Early Start Composition will enroll in ENGL 1005A in the Fall.
What about “bumping”? *ESC 21 – ESC 31*

“Bumping” refers to the practice of advancing a student to the next placement level based on performance in ESC 31 or Summer Bridge. In the past, “bumping” was a relatively safe practice because a student was ALWAYS “bumped” from one developmental course to another developmental course. With the new stretch composition model, there are no placement levels, no developmental courses, and, for underprepared student writers, no safety nets.

In addition, in the old developmental model the weakest students (as determined by EPT score) took three courses (ENGL 95, 96, and 101) to satisfy their first-year writing requirement (GE A2). In the stretch model, these same students will only take two courses (ENGL 1005A and 1005B).

For these reasons, we want to impress on students this primary message about Early Start: It is a summer program for incoming students that will help prepare them for success in college. For most students, their participation in Early Start Composition will have no effect on their placement in first-year writing and so they should enroll in ENGL 1005A for the Fall.
What about “bumping”?

ESC 21 – ESC 31

So, no “bumping” at all?

Well, maybe. In fact, depending on EPT score and performance in ESC 31 some students might be given a choice to move. This determination will be made at the end of the summer term following a holistic assessment of the student’s work in ESC 31. If the work is superior (rated at least in the upper quartile by both faculty readers) and the student’s EPT score suggests that he or she is near college-ready, then that student will be permitted to choose between enrolling in either stretch composition (ENGL 1005A in the Fall and ENGL 1005B in the Spring) or in ENGL 1010. Because only a small number of ESC 31 students will be given this choice, all incoming students, regardless of whether they are enrolled in ESC 21, ESC 31 or exempt from Early Start Composition, should enroll in the first English class into which they have been placed:

- **EPT 120-146**  ENGL 1005A in the Fall and ENGL 1005B in the Spring  (completion of ENGL 1005A/B satisfies GE A2)
- **EPT 147 or higher**  ENGL 1010  (completion of ENGL 1010 satisfies GE A2)
- **Exempt from EPT**  ENGL 1010  (completion of ENGL 1010 satisfies GE A2)
Contact Us

Department of English
CALIFORNIA STATE UNIVERSITY, LOS ANGELES
5151 State University Drive, Los Angeles, CA 90032

Phone
323.343.4140

Email
jgarret@calstatela.edu

Web
calstatela.edu/academic/english
Break
Schedule Planner
Save time and effort with existing technology

Marcedes Butler
Andrew Long
The Needle Finder
“There is nothing to take – I have 3 jobs, 4 kids, and I run marathons on the weekend”

- **Course Finder**
  Identify multiple sections

- **Course Types**
  Use Schedule Planner filters

- **Waitlist identifier**
  Identify waitlisted courses to produce a preferred schedule
Time Management

Student Success Made Easy
Building a Better Schedule

“I don’t know why I struggled last term, I went to all my classes”

- **Add Breaks**
  Build work, lunch, study and social breaks into Schedule Planner

- **Developmental and Intrusive Advising**
  Use Schedule Planner to lead natural and important conversations about successful study habits

- **Teach not show**
  Give students the tools to achieve student success independently
Why Schedule Planner?

Empowering Advisors and Students
Schedule Planner Advantages

“If I knew juggling was this easy I would have joined the circus”

- Find courses easily and quickly
- Filter course modes according to student preference
- Supports developmental advising and student success with time management strategies
Student Case Discussion

Jenny Erika Barco
Brenda Solorio
Student Case Directions:

1. Assign a notetaker and a speaker for the table

2. Read only one case:
   a. Freshmen
   b. Transfer

3. Discuss with your table

4. Table notetaker will note group responses

5. Table speaker will share in large group discussion
Doogie Howser is a pre-nursing student and is attending the HHS Freshman Orientation. When he meets with Ace Advisor, he tells Ace that he really wants to do a pre-med track and switch his major to Biology (NSS). Doogie is anxious about registering for the right courses before the end of the orientation session but is confused on what courses to add.

- How should Ace Advisor respond?
Transfer Case:

Ace Advisor is conducting a Transfer Orientation Advising Session. He is advising 30 students in a computer lab and has discussed the GE pattern, major requirements, as well as how to register using GET. The students are Psychology and Sociology majors, but two have expressed an interest in History, and one said she meant to attend a Public Health session. Ace is attempting to switch gears to help the History and Public Health Students, but unfortunately Stella Student keeps expressing she cannot find any classes to fit with her work schedule. Stella Student is quite demanding and Ace is feeling stressed.

• What could Ace Advisor have done in preparation for this session to avoid the stressful scenario?
Future of Advising

Tom Enders