

EO 1110 Subcommittee Updates

Actions Underway

1. EO 1110 Subcommittee on Curriculum and Faculty Development

Actions Underway: Summer 2019

A1. CSUCI's Summer 2019 Early Start Program should offer 30 hours content with clear curricular connections that build on strengths in FYM courses.

	Provide a Brief summary of your observations of this year's Early Start Program					
Respondents Ivona Grzegorzcyk & Obselia Duenas	Students in math and/or writing placement category IV are required to participate in Early Start and students in category III are recommended to participate in Early Start. To meet the demand as estimated by the Admissions last spring we scheduled 12 sections of MATH 90 (Algebra skills) in the mornings followed by Math 190 (hands-on activities using algebra in cultural and historical contexts) - total 24 section in 12 2 units sequences. See below for the original schedule.					
	MATH 90	JULY 8 -12	MATH 90	JULY 15 -19	MATH 90	JULY 22- 29
	ACTUAL	OSBELIA*		OSBELIA		ROBIN
	Sec. 1	ROBIN	Sec. 1	OSBELIA*	Sec. 1	OSBELIA
	Sec. 2	OSBELIA*	Sec. 2	THOMAS	Sec. 2	THOMAS
	Sec. 3	THOMAS*	Sec. 3	ROBIN	Sec. 3	ANNA
	Sec. 4	ANNA	Sec. 4	ANNA	Sec. 4	ROBN
	MATH 190	JULY 8 -12	MATH 190	JULY 15 -19	MATH 190	JULY 22- 29
	ACTUAL	OSBELIA*		OSBELIA		ROBIN
	Sec. 1		Sec. 1	OSBELIA	Sec. 1	OSBELIA
	Sec. 2	OSBLELIA*	Sec. 2	THOMAS	Sec. 2	THOMAS
	Sec. 3	THOMAS	Sec. 3	ROBIN	Sec. 3	ANNA
	Sec. 4	ANNA	Sec. 4	ANNA	Sec. 4	ROBIN
	<i>*Note that cancelling sections effect the instructors, who had to prepare the curriculum and go through the training. Many of them did not. Get to teach any sections during last Early Start.</i>					
	However, the students either ignored the information about the Early Start requirement or were advised (?) that the requirement is not going to be enforced by CI, hence majority of them did not enroll. Due to the low enrollment (53 students out of estimated 250-300), in consultation with Dean Ozturgut, we recommend offering one sequence 90/190 per week and consolidating the enrollments into those six sections.					
	We used 5 in-class tutors in MATH 90 and/or 190 to help students with the hands-on projects and activities (recommended by the Tutoring Center and paid by EO 1110 funds). That worked very well (Ivona Grzegorzcyk).					

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	What did you observe as some of the positive impacts related to changes to the curriculum content and hours of instruction?
	<p>Majority of students came with very low math skills, which included problems with addition, subtraction, division and multiplication of integers. We had to spend more time on number operations, basic geometry, formula manipulations, etc. than planned. Hence, we did scale down some of the planned activities. Since the activities were interesting, students were engaged and participated. They liked applications in cultural contexts (like Egyptian fractions, algorithms, etc.). The morning session in algebra was a good background for the afternoon hands-on activities. Overall students enjoyed the experience (even though some thought they do not need the Early Start, all benefited from it). Students enjoyed teamwork and meeting other freshmen (Ivona Grzegorzcyk).</p> <p>Because Early Start was extended to 5 days this summer, the students were able to connect and establish some relationships among themselves, and with myself as their instructor (Obselia Duenas).</p>
	Did you observe any negative impacts?
	<p>Low enrollment had a negative impact, as we could not for example do common activities (like project sharing or presentations) with other sections (Ivona Grzegorzcyk).</p> <p>I was told by the students that MATHES 90 and MATHES 190 were two separate courses they had to register for. Since the courses were not linked to each other, some students registered for MATHES 90 during the first week, and for MATHES 190 during the second week. This created some confusion as to how they were going to receive credit (Obselia Duenas).</p>
	Were there any unintended consequences that we should know about?
	<p>Low enrollment is a big problem and has consequences for STEM sections in the fall, as many underprepared students are placed into courses (Ivona Grzegorzcyk).</p> <p>The classroom chosen this year for Early Start was located in the Martin V. Smith Building (Room 1908). This classroom is set up in an amphitheater fashion, and thus group activities are difficult to carry out. The classrooms in Bell Tower that have the swivel chairs would have been ideal for these activities (Obselia Duenas).</p>
	What improvements would you recommend for next year
	<p>The message to freshmen in math and/or writing placement category IV who are required to participate in Early Start and students in category III who are recommended to participate in Early Start should be communicated early and clearly from all units of the university to avoid the confusion. Students with very low math skills, which include problems with operations on integers end up placed in college level courses and are underperforming (Ivona Grzegorzcyk).</p> <p>Some of the curriculum content was not challenging enough for the students. Although the curriculum should provide basic math review, it should also help the students become college ready (Obselia Duenas).</p>

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A2. CSUCI's Summer 2019 Early Start Program should integrate tutoring support and academic advising on FYM courses, so students are equipped with the information needed to enroll properly in FYM course by placement level and major.

	What did you observe as some of the positive impacts of students having access to Early Start Tutors?
Respondents Ivona Grzegorzczuk, Obselia Duenas, & Monica Rivas	Students in Early Start enjoyed young tutors working with them on projects and providing individual instructions. This really worked well. They collaborated on historical research, understanding of underlying math concepts and presentations (Ivona Grzegorzczuk) . The tutors were an excellent addition to the program. They were very helpful to those students who were shy to ask me questions in class. Moreover, it was helpful to have two people circulating the classroom while the students worked on their assignments or group activities (Obseila Duenas) .
	Were there any unintended consequences that we should know about?
	None observed (Ivona Grzegorzczuk) . The tutors were hired to help during the MATHES 190 course, but there help was needed more during the MATHES 90 course. Because the tutors also noticed this problem, some of them volunteered to help during the MATHES 90 class (Obseila Duenas) .
	Are there any improvements you would recommend?
	We had 1-2 tutors per session in Math 90 and 190. This worked well, students enjoyed the extra help. 2 tutors per session would be great. Maybe some tutoring should be scheduled during the lunch hour or in the afternoons (Ivona Grzegorzczuk) . There should be more funds allocated to making sure that the tutors help in the classroom the whole time both students are in session (Obseila Duenas) .
	What did you observe as some of the positive impacts of students having access to Academic Advisers through Early Start?
	Academic Advisers came for 15 minutes on Tuesdays at 9-9:15 and they talked about the CI services, advisors and canceling. That was ok to give students info where to go for further help (Ivona Grzegorzczuk) . Some of the students really benefitted from having the counselors visit the classroom and discuss with them where they could go for Academic Advising and their services. It was also helpful that the students were given a printout of their academic track for their specific majors (Obseila Duenas) . Advisors reviewed the schedule of all the enrolled students in Early Start Classes. They printed and gave transcripts to students with notes of courses not needed (e.g. GE class covered in declared major), and the appropriate support course needed for FYM course and major. Conducted quick consultations with student resulted in recommendations for schedule changes. Students were shown how to use the "Appropriate Math Course

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	by Major” Advising website as a reference. Lastly, provided reassurance to students on their first semester schedule (Monica Rivas) .
	Were there any unintended consequences that we should know about?
	Being only allotted 5-10 minutes at the beginning of class when only half the students were present and not very alert, which did not allow for much advising. Instructors wanted advisors to rush to get started with lecture.
	Positive consequence: Observing that several students were in the wrong FYM course based on placement level and/or major, we followed up by working with the Registrar’s Office to query course schedules of all First Time Freshmen, separated by placement level.
	<ul style="list-style-type: none"> ▪ We created an email communication plan to send to students, who were identified as being in the wrong support course based on level and/or declared major, with a website link to Academic Advising’s “Appropriate Math Course by Major.” ▪ A few students with unique schedules were called by phone. (e.g. enrolled in Stretch course with 1-unit support and Math 399) ▪ Our communication created confusion for some students, who had received communication from Math instructors, informing them that they must or should enroll in Math 399 (Monica Rivas).
	Are there any improvements you would recommend?
	We would like math classrooms that are suitable for projects and team work. The rooms we had were not really suitable (not enough white boards, not movable chairs) (Ivona Grzegorzcyk) .
	I think it would be beneficial for the students to have a one-on-one session scheduled with Academic Advising during the Early Start Program. Perhaps scheduling the appointments after the course curriculum has been given to the students (i.e. in the afternoon after class is over). This would give students a chance to become more familiar with the campus, and ask the counselors any questions they may have about their majors (Obseila Duenas) .
	Being provided a longer time frame to meet and advise students during class, perhaps towards the end of class when all students are present. Additional time would allow for sharing of campus resources/tutoring available. Communication Plan for FYM advisement to avoid conflicting messages and phone calls to students as some do not check emails (Monica Rivas) .

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Actions Underway: AY 2019-20

A3. Increase the number of Math 108 sections offered in Fall 2019 and decrease Math 101 offerings. Consider appropriate class sizes for critical FYM courses.

	Provide a brief summary of your observations related to this action															
Respondents Cindy Wyels	<p>The action was implemented. Chairs of majors that do not have a specific FYM course required were engaged in conversation regarding good choices for their majors; incoming first-year students indicating those majors were then placed correspondingly. There were some mild challenges encountered in working with the chair of Mathematics to “right-size” the number of offerings and to counter a philosophy of “algebra for all.” No effort was made to consider appropriate class sizes. The numbers of sections offered and ran in each of F’18 and F’19 are in the table below.</p> <table><tr><th></th><th>F’18, offered</th><th>F’18, ran</th><th>F’19, offered</th><th>F’19, ran</th></tr><tr><td>MATH 101</td><td>8</td><td>7</td><td>9</td><td>2</td></tr><tr><td>MATH 108</td><td>1</td><td>1</td><td>1</td><td>4</td></tr></table> <p>For Spring ’20, Mathematics is currently planning for 3 sections of 101 and 1 section of 108. One immediate improvement may be to confer with Enrollment Management personnel as to estimated numbers of first-year students who have as yet to take FYM who may be expected to enroll in each course. Longer-term improvements include monitoring the success rates of students enrolled in these courses in these as well as continuing to work to estimate student demand as accurately as possible.</p>		F’18, offered	F’18, ran	F’19, offered	F’19, ran	MATH 101	8	7	9	2	MATH 108	1	1	1	4
	F’18, offered	F’18, ran	F’19, offered	F’19, ran												
MATH 101	8	7	9	2												
MATH 108	1	1	1	4												

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2. EO 1110 Subcommittee on Student Communication and Messaging

Actions Underway: AY 2019-20

B2. The Registrar's Office and Advising send out communication to continuing students, who are missing or failing FYM or FY English courses to provide assistance in enrolling or re-enrolling in appropriate FY courses.

Respondents

Ernesto
Guerrero &
Colleen
Forest

Was this action implemented?

Yes, this was first implemented in Fall 18 and has continued until now.

Is there a formal process in place for this action? If, yes please describe the timeframe, who initiates the process, and who is involved or consulted?

This is a joint project between Academic Advising and the Registrar's Office. Multiple communications were sent to students in August. See attached document which is a detailed communications calendar for FYM and FYE students. This calendar includes communication to continuing students who have not yet satisfied either A2 or B4. Additional separate communications will be sent in the first week of November to students who have not completed B4 by placement category, and those who have not completed A2 (**Ernesto Guerrero**).

The process requires queries to be run by the Registrar's Office to identify the various populations of students that have not completed FYM or FYE. The Academic Advising office will draft communications that include tailored course recommendations and resources. The timeframe to send the communication is typically just before continuing students register (early-November for spring; early-April for fall enrollment). The Registrar's Office has placed this action on our processing calendar to ensure it is regularly completed (**Colleen Forest**).

Were there any challenges with implementing this action?

Yes, particularly with math. Students were very confused regarding the support course they were required to take. This was caused primarily because the instructors in their math courses gave them information that conflicted with what we provided them. I'll use MATH 105 as an example though it occurred across all FTM classes. Students were told that in addition to the one-unit support course (math 98) they were also required to take the math 399 lab. They were told that attendance in the 399 comprised part of their grade in MATH 105. They were told this by the instructors in 105, were emailed by Chair of the program, and the 399 was listed in the syllabus as a requirement. The result was Advising/Registrar was telling students one thing and the program was telling them another which resulted in a great deal of confusion and anxiety for students. It also resulted in them enrolling in additional, unnecessary units for even those students who needed no support course at all (**Ernesto Guerrero**).

None that come to mind – just working with Student Systems to fine tune our queries so we can quickly obtain the information (**Colleen Forest**).

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	<p>Were there any unintended consequences that we should know about?</p> <p>These could be considered both challenges and unintended consequences. Students ended up needing to change math (and subsequently support) courses late in the summer after all students had registered. The first reason for this was because their initial placement was based on self-reported high school grades and courses. Once the Registrar's office receives their final transcripts, any discrepancies between what was self-reported and what they actually completed may result in changes in placement. Advising and the Registrar's office alerted these students of any placement changes and worked to get them into the appropriate courses but as I mentioned, the availability of courses was limited at this time. Students also had to change courses because of a change of major. Because math placement is based on major, a change in major could result in a change of required course. The same issue with availability of courses came into play here (Ernesto Guerrero).</p>
	<p>What improvements would you recommend for next year?</p> <p>I strongly suggest that messaging regarding placement, whether it's for the math course itself or the support course, be centralized so that students are receiving one, consistent message from the same source throughout their first year. This will result in less confusion among students and fewer instances of them enrolling in the wrong course(s).</p> <p>I also recommend that if a student plans to change majors before they have completed the B4 requirement, that they be required to meet with an academic advisor so we can go over the consequences of that change (possibly needing to take a different or additional math courses) and to guide them in making sure they still can complete the requirement in the first year (Ernesto Guerrero).</p> <p>Currently collaborating with the Student Systems office to have queries that are more tailored and less manual (Colleen Forest).</p>
	<p>Actions Underway: AY 2019-20</p> <p>B2. Advising has an "Appropriate Math Course by Major" table/chart on their website of required FYM courses and recommendations provided by programs. It is being updated to reflect appropriate courses by Category. <u>Share link with Chairs/Faculty Advisors on a regular basis to ensure that they are aware of this resource (for themselves and to share with students).</u></p>
	<p>Was this action Implemented?</p> <p>Yes, the "Appropriate Math Course by Major" was updated to reflect program recommendations, and a new webpage was created to reflect FYM courses with support courses. Math/Quantitative Reasoning Status Requiring Support.</p> <ul style="list-style-type: none"> ○ The websites were shared with freshmen students during Orientation. <p>On October 17, 2019, all program chairs and faculty advisors were provided the online resource.</p>
<p>Respondents Monica Rivas</p>	<p>Were there any challenges with implementing this action?</p> <ul style="list-style-type: none"> ▪ Placement levels changed: students were originally pre-registered or enrolled in courses based on placement level at Orientation, but then, their placement changed (e.g. Category II to III or Category III to IV)

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- The website for support courses is linked at the top of the “Appropriate Math Course by Major” website - “*Math/Quantitative Reasoning Status Requiring Support*,” which is the language students receive through Enrollment Management. Some students failed to select the link to view the course options.
- The original chart provided different recommendations for students needing support courses and Early start, (e.g. stretch courses). **Attachment enclosed**
 - Some Category IV students elected to do the 1-unit support option with their FYM course instead of Stretch courses.
- Some students were unclear about their math placement.
- Stretch Statistics courses were not listed as options in major requirements, which made students hesitant to enroll in them or to stay enrolled in them.

Were there any unintended consequences that we should know about?

- The Business and Economics programs provided the course recommendation of MATH 140, Business Calculus; the prerequisite gives students the option to take either MATH 101, College Algebra or MATH 105, Pre-Calculus. This resulted in some students enrolling in MATH 101, which is a course we were trying to steer students away from.
 - Is College Algebra an appropriate prerequisite for Business Calculus?
- Due to changes in placement levels, which were not confirmed until early August, numerous students, who were changed to Category IV, were enrolled in FYM and 1-unit support courses, when they were designated into stretch courses. Given that there were not enough stretch sections and/or that it would require students to change their schedule in several classes, Advising and the Registrar’s Office reached out to EO 1110 Leadership for consultation, which resulted in allowing students to stay in the 1-unit support course, giving them the option to do either the stretch or 1-unit option.
- The “*Math/Quantitative Reasoning Status Requiring Support*” website was updated to reflect the change on August 14, 2019.

What improvements would you recommend for next year

- Program modifications for majors with Statistics (except for Biology) to include Stretch Statistics courses, or for faculty of said majors to advise students during Orientation that they will allow Stretch Statistics courses for their major.
- Review curriculum with Pre-Calculus as a prerequisite or option to ensure that Stretch Pre-Calculus courses are accepted.
- Add a direct link of the [Math/Quantitative Reasoning Status Requiring Support](#) Advising website to the [First Year Math](#) Registrar’s website.
- Academic Advisors could spend more time during Orientation reviewing the Math Pathways Charts.
- Work with Enrollment Management to ensure that math placement is easy to find for students and that changes in placement are captured earlier in the summer.
- Redesign the Advising website to make it easier for students to find the Math Pathways Chart.

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Actions Underway: Spring 2019

B3. Building on the Directed Self Placement for composition student survey, a new question was added for undeclared students to survey them on which major they are likely to choose, in effect the start of a meta-major. Responses will be used to improve block registration, so undeclared students are enrolled in the appropriate mathematics/quantitative reasoning course.

Was this action Implemented?

Respondents

Cindy Wyels

This action was implemented. As we begin planning for students who will enroll as first-time first-year students in F'20, we'll pick up from where our now-departed Interim Associate Dean left off. (That portfolio item has been reassigned to the remaining Interim AD of A&S; no records from last year's process are extant in the Dean of A&S' office.)

Actions Underway: Spring 2019

B3. Presentation to Program Chairs on QR/FYM pathways to inform their understanding of how their students would be pre-registered, so they can better advise them at orientation.

Was this action Implemented?

Respondents

Cindy Wyels

I believe this action was implemented. While this item was in Simone's portfolio, I went with him to meetings with about 5 chairs to ensure that he and they understood the nuances of the different QR/ FYM curricular possibilities for their students. Simone took it from there. One possible action prior to next year that might ensure consistency and/or improvement would be to query chairs regarding their understanding of how their students will be pre-registered, with follow-ups to those who are not confident in their understanding.

- <https://www.csuci.edu/advising/math-grid.htm>
- <https://www.csuci.edu/advising/math-grid-support.htm>

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Actions Underway

4. EO 1110 Subcommittee on FYM Placement & Advising Coordination

Actions Underway: Summer 2019

A6. The Registrar's Office will be pre-registering students into math courses at orientation and in collaboration with Academic Advising will reach out to students over summer, who may be missing FYM courses or are in inappropriate courses for their major.

	Was this action Implemented?
Respondents Ernesto Guerrero & Colleen Forest	Yes. This is primarily implemented by the Registrar's office. They are responsible for actually registering the students into their classes (Ernesto Guerrero).
	Students were pre-registered based on their math category and major (Colleen Forest).
	Is there a process in place for this action?
	<p>For Math, early in the spring semester Academic Advising created a chart of Math/Quantitative Reasoning courses based on declared major. We created this based on whether majors required calculus or statistics. We then consulted with each of the Dean's offices to confirm the accuracy of these recommendations. We then provided this to the Registrar's office so that they could register incoming students into the appropriate math and support courses based on their major and category, respectively. We also posted this chart online on our website (https://www.csuci.edu/advising/math-grid.htm) For English, the English program continued to use their Directed Self Placement questionnaire. This was sent to incoming students as a Qualtrics survey to fill out. Students were placed in either English 102 or 105 based on their responses. This information was provided to the Registrar's office so that they could register incoming students (Ernesto Guerrero).</p> <p>Program chairs/deans were consulted in the spring to determine which math was preferred for their majors to be enrolled into. For programs in which math was embedded in the program (stats, calculus, etc.), it was fairly easy to determine which math track. For the programs in which math was not embedded, chairs gave a preference on which GE math. Additionally, the math chair was consulted on how to place students by category. For example, for category 4 students, it was determined that they should be pre-registered into the stretch courses for stats & pre-calculus; for category 3, it was determined they could be enrolled in a stats or pre-calculus and a support course. The recommended math placements were collected and are also posted on Academic Advising's website (Colleen Forest).</p>
	Were there any challenges with implementing this action?
	<p>The same issue detailed above with Math placement changing over the summer based on either a change in major or a change in category. This resulted in students having to change their math course and the possibility of there no longer being spots available in what they needed. Also, there was generally a lack of MATH 202 and ENG 105 sections. For the math this was problematic because 202 is the course required for nursing and psychology majors. For nursing it is crucial for them to get this course in the first semester if they want to stay on track to graduate in four years. It is an issue with psychology because it is our largest major. This then creates a backlog of students needed MATH 202.</p>

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	<p>For ENG 105 there has always been a chronic shortage of 105 sections. In at least the last three years there have never been enough sections of 105 to meet the demand of both incoming students and continuing students. This results in students having to delay fulfilling this requirement and not having the requisite writing skills for other GEs or more advanced courses (Ernesto Guerrero).</p> <p>Challenges included determining the numbers of seats needed for each math section. The goal was for students to come to orientation already enrolled in math, however, there will naturally be melt. The number of students pre-registered was greater than the number who remained enrolled once the fall began. One control we used was to drop students who did not show up to orientation, and we shifted some enrollment around after orientation to ensure class enrollment was appropriate & not under-enrolled. The latter part was done at the direction of Arts & Sciences. For one course in particular, PSY/MATH 202, we did not have enough seats to fill the demand. The other challenge is Undeclared students and what is the right approach to pre-registering them. This time around, we sent them a survey asking them to select which group of majors they most likely see themselves in. Based on the response, we enrolled them in the appropriate math track (Colleen Forest).</p>
	<p>Were there any unintended consequences that we should know about?</p>
	<p>Particularly with the English courses, there was a great deal of frustration among students at IVO during registration because they would see available sections of ENG 105 but they were not actually available. They were reserved for specific Learning Communities. However on the Schedule of Classes they appear as open sections. This resulted in students being frustrated during their registration period of IVO, which is already a stressful time as they are trying to understand and learn the registration process. This is a time when many students are still deciding whether they want to attend CI. A negative experience here can contribute to their deciding to not attend. For Learning Communities that did not fill up, it also resulted in spots not being used that could have been used for the general population (Ernesto Guerrero).</p> <p>Math category placement is initially determined by self-reported data by the student. We are using preliminary category placements when we are pre-registering. While the vast majority remain the same once final transcripts are received & the data is verified, there are a portion of students who change in category placement. The most concerning changes would be a change from Category 2 to Category 4, resulting in enrollment in the wrong course. Academic Advising & Registrar's Office queried these students and sent tailored communication in August advising them on how to adjust their schedule. For some students, such as those enrolled in calculus but dropped down to Category 4, we gave them a deadline to change their schedule or we'd drop them from calculus. For these communications, the Associate Dean of Arts & Sciences was also consulted (Colleen Forest).</p>
	<p>Are there any improvements that you would recommend for next year?</p>
	<p>We need a better way of anticipating the number of spots needed for both the math and English classes, but particularly with the English classes. If we are going to pre-register students into the math and English, there should be enough sections to meet the demand.</p>

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	<p>We should also come up with a way to filter out or hide the sections reserved for Learning Communities so that students don't get false hope of having available sections. Additionally, Learning Community registration should happen much earlier in the Admissions cycle so that their numbers are mostly set by the time the rest of the incoming students register for classes in IVO. That would result in less confusion about which sections are reserved or not reserved (Ernesto Guerrero).</p> <p>Start the planning process earlier, like in the fall (now-ish). Use the data profile of our past first-year student cohorts to help programs determine seat demand for math sections. Explore pre-registration techniques to avoid under-enrolled sections due to melt (currently, all pre-registration is completed before the first orientation). Utilize Degree Planner to both assist students in seeing their recommend math course, and for pre-registration use. Determine if it is worthwhile pre-registering Undeclared students in a math for their first semester (Colleen Forest).</p>	
Actions Underway: Spring 2019		
C1. Survey Program Chairs to identify which QR/FYM pathway is appropriate for their programs/majors and to identify an alternative course to inform how students are pre-registered.		
	Was this action Implemented in the MVS School of Business & Economics?	
Respondents Susan Andrzejewski	From our records, the following were implemented for MVS Programs this year:	
	Business Recommended Math: MATH 140 If Category 3, MATH 105 and MATH 98 If Category 4, MATH 103 (stretch pre-calculus)	Economics Recommended Math: MATH 140 If Category 3, MATH 105 and MATH 98 If Category 4, MATH 103 (stretch pre-calculus)
	Is there a process in place for this action?	
	Last spring, Ivona reached out with recommendations for class placement. These recommendations were discussed with Program Chairs and Advisors, and then communicated to students through the Advising Office and Orientation.	
	Were there any challenges with implementing this action?	
	None that I am aware of.	
	Were there any unintended consequences that we should know about?	
	None that I am aware of.	
	Are there any improvements that you would recommend for next year?	
If programs (Chairs & Advisors) could receive a) a list of business/econ students who were unable to enroll in those classes, and b) a list of business/econ students who failed/withdrew from these classes, then we could work with Advising to do some early outreach/intervention.		

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Attachment A: Communication Plan for August 2019

Four emails total

- 1) Fall 2019 FTF who are not enrolled in math for Fall 2019 and in Category 2 (*Subject Line: Required Math Course for Fall 2019*) **47 STUDENTS**
- 2) Fall 2018 & 2019 FTF who are not enrolled in math for Fall 2019 and in Categories 3 & 4 (*Subject Line: Required Math Course for Fall 2019*) **139 2198 STUDENTS; 12 2188 STUDENTS** (*Students that passed support were excluded and received continuing student email*)
- 3) Fall 2019 FTF who are not enrolled in English (*Subject Line: Required English Course for Fall 2019*) **248 STUDENTS** (*students in ENGL 102 were excluded*)
- 4) Any **continuing** students who are missing an A2 or B4 (*Subject Line: Required General Education Course for Fall 2019*) **95 STUDENTS** (*combined list without duplicates*)

Separate Communications for Fall 2019 Admits

Seven emails total

- 1.) Fa19 FTF who are Category 1&2 but enrolled in math support course – **13 STUDENTS**
- 2.) Fa19 FTF in Categories 3&4 who are enrolled in Calculus for Fall 2019 – **18 STUDENTS**
- 3.) Fa19 FTF in Category 4 who need either in stretch or a support course – **34 STUDENTS**
- 4.) Fa19 FTF who are enrolled in a support course but no math – **6 STUDENTS**
- 5.) Fa19 FTF in Categories 3&4 who are in B4 courses w/ Math 399 plus support or in 399 instead of support course – **9 CAT 4 STUDENTS ; 2 CAT 3 STUDENTS – 11 TOTAL**
- 6.) Fa19 FTF in Categories 3&4 who are missing a support course – **20 CAT 4 STUDENTS; 16 CAT 3 STUDENTS**
- 7.) Fa19 FTF in Category 3 who are in correct B4 & support but also enrolled in Math 399 – **12 STUDENTS**

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Attachment B: Communication Plan for August 2019

Appropriate Math Course by Major with Math/Quantitative Reasoning Status requiring support

*Recommended by major

Major	B4 Course with Support	B4 Course With Support & ESP
Anthropology	MATH 201* or MATH/PSY 202* and MATH 97	MATH 199* Stretch College Statistics I
Applied Physics	MATH 105 and MATH 98	MATH 103 Stretch Pre-Calculus I
Art	MATH 108* and MATH 99	MATH 108* and MATH 99
Biology BA	BIOL 203* and MATH 97	BIOL 203* and MATH 97
Biology BS	MATH 105 and MATH 98	MATH 103 Stretch Pre-Calculus I
Business	MATH 105 and MATH 98	MATH 103 Stretch Pre-Calculus I
Chemistry BA	MATH 105 and MATH 98	MATH 103 Stretch Pre-Calculus I
Chemistry BS	MATH 105 and MATH 98	MATH 103 Stretch Pre-Calculus I
Chicana/o Studies	MATH 201* and MATH 97	MATH 199* Stretch College Statistics I
Communication	MATH 108* and MATH 99 or MATH 201* and MATH 97	MATH 108* and MATH 99 MATH 199* Stretch College Statistics I
Computer Science	MATH 105 and MATH 98	MATH 103 Stretch Pre-Calculus I
Early Childhood Science	MATH 207* and MATH 99	MATH 207* and MATH 99
Economics	MATH 105 and MATH 98	MATH 103 Stretch Pre-Calculus I
English	MATH 108* and MATH 99	MATH 108* and MATH 99

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Actions Underway

Major	B4 Course with Support	B4 Course With Support & ESP
Environmental Science	MATH 105 and MATH 98	MATH 103 Stretch Pre-Calculus I
Global Studies	MATH 201* or MATH/PSY 202* and MATH 97	MATH 199* Stretch College Statistics I
Health Science	MATH 201 or MATH/PSY 202 and MATH 97	MATH 199 Stretch College Statistics I
History	MATH 108* and MATH 99 or MATH 201* and MATH 97	MATH 108* and MATH 99 or MATH 199* Stretch College Statistics I
Information Technology	MATH 201 or MATH/PSY 202 and MATH 97	MATH 199 Stretch College Statistics I
Liberal Studies Teaching & Learning	MATH 208 and MATH 99	MATH 208 and MATH 99
Liberal Studies Concentrated	MATH 108* and MATH 99	MATH 108* and MATH 99
Math	MATH 105 and MATH 98	MATH 103 Stretch Pre-Calculus I
Mechatronics Engineering	MATH 105 and MATH 98	MATH 103 Stretch Pre-Calculus I
Nursing	BIOL 203 or MATH/PSY 202 and MATH 97	MATH 199 Stretch College Statistics I
Performing Arts	MATH 108 and MATH 99*	MATH 108* and MATH 99
Political Science	MATH 201 or MATH/PSY 202 and MATH 97	MATH 199 Stretch College Statistics I
Psychology	MATH/PSY 202 and MATH 97	MATH 199 Stretch College Statistics I
Sociology	MATH 201 or MATH/PSY 202 and MATH 97	MATH 199 Stretch College Statistics I
Spanish	MATH 108* and MATH 99	Math 108* and MATH 99

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Actions Underway

Major	B4 Course with Support	B4 Course With Support & ESP
Undeclared (non-STEM)	MATH 108* and MATH 99 or MATH 201* or MATH/Psy 202* and MATH 97	MATH 108* and MATH 99 or MATH 199* Stretch College Statistics I
Undeclared STEM Interest	MATH 105 and MATH 98	MATH 103 Stretch Pre-Calculus I
Undeclared Business/Econ Interest	MATH 105 and MATH 98	MATH 103 Stretch Pre-Calculus I