Rebecca Berner: So good morning and welcome to Talking the Academic Talk. This is where we give you a shortened Reader's Digest condensed version of the information we're going to give your son or daughter or whoever you're here supporting throughout the day today. So let me just assure you that we are telling, everything that we are telling you, we're telling them as well. So they'll get this information but we know from experience that a lot of times they won't remember. And there's a reason for that. There's actually, because a lot of students are anxious. Coming to orientation they're a little excited, they might be a little nervous and that is not necessarily the best state in which to take in new information and we give them a lot of information. So we give you the same information so that you can help us through this process of orienting them so you can touch bases with him, and so that you're knowledgeable about what is going on with them as well. So my name is Rebecca Berner, I coordinate new student programs here on campus. I've been on campus for about 15 years.

Shannon Hall: Good morning, my name is Shannon Hall and I'm an Academic Advisor in Academic Advising Programs. I am an alumni of Chico, both my undergraduate and graduate career here. And about 12 years ago I started my Student Services Career as a Peer Advisor at Chico State. So to be doing it as a professional now, very excited to help and answer any questions everyone has today. Thanks.

Rebecca Berner: She was one of those people in the red shirts on stage. So we will put our contact information up there for you. So you can take a look.
Rebecca Berner: So if you do have questions after the program you can give us a call, right. We'll try to get most of your questions answered. Shannon and myself will probably be, I know I will, different folks will be at a table at lunch today if you have additional questions. All right.
Rebecca Berner: So we're ready to get rolling. Right? Did you have your coffee this morning? I'm just checking. So we like to, we're in a college classroom so we like to start with a quiz, we're up for that, right. Sounds good? Okay. So my question for all of you is how many different courses, different course offerings
Rebecca Burner: do you think are taught here at Chico State? A lot. That's a very safe answer. I'm looking for numbers here folks. C'mon just shout out some numbers, work with me here.

Audience Member: 850.

Audience Member: 200.

Rebecca Burner: Usually the bidding goes up but that's okay.

Audience Member: 70.

Rebecca Burner: 850 or 70.

Audience Member: Individual course?

Rebecca Burner: Individual courses, like English versus English Literature versus different types of courses.

Audience Member: 2,000.

Audience Member: 1,500.

Audience Member: 100.
Rebecca Burner: You know I don't really know. But it's just so much fun, no our catalog editor estimates that there's about 4,000 different course offerings. So we don't just say, "Hey, take some courses", we want students to exit with a well-rounded education and so we provide structure in the form of the nine graduation requirements.
Rebecca Berner: And that's the structure for our talk today. Okay so these are the nine things you have to do to graduate. Okay, yeah great. Shannon just reminded me, so we have also put this planning sheet that's in your folder so that you can take a look at it. Your student will have this. And actually this whole thing is electronical as well. Students complete these but for the purposes of today we print out a piece of paper. And they’re all listed, if you hold it up like this it's on the left top upper side. Graduation requirements. So you can follow along, take notes etc. All right.
**Rebecca Berner:** You can remember there are nine because there are nine bridges on campus. Did you know that? There are nine floors to Whitney Hall. This is for your next cocktail party, you can throw these facts out. And wildcat has...

**Audience Member:** Nine lives.

**Rebecca Burner:** Thank you. Yesterday somebody said whiskers, and I didn't appreciate that. I was looking for nine. Thank you. Okay so requirement number one is total number of units. Students have to complete a minimum of 120 units for a Bachelor of Arts degree, and that's for most major on campus. Although I know that we have some special majors here today, we have a lot of Engineering Technical majors. Anybody have a Technical major? Raise your hands. Yes. So lucky you congratulations you get to complete some more units, your students get to complete a few more units and that's due to accreditation purposes. So generally about 120, now a student can complete all the requirements for their major and if they have 119 units they still can't graduate, you have to have 120. They have to go back and take one more class in order to graduate. So there's the idea of a minimum number and there is also an idea of maximum number. So while we're certain that we're going to grow to love your son or daughter we don't want them to stay here forever right. And I'm sure you don't either. So we are going to introduce to them very early that there's sort of a maximum number, we don't want them to really stay here beyond about 20% of that. Because we have other people that want to get in and get an education. So if they start approaching that and haven't declared a major we'll call them in and have a discussion in academic advising and talk with them about their plan. And usually they do have a plan, they're doing something like a double major. But just
want to introduce early in the students career the idea of planning to graduate. Keeping that in goal in sight. Okay great.
Rebecca Berner: So let’s look at the degree, and this is the whole degree. Yeah represented as a pie. And the three parts of the degree are General Education or GE which is 48 units. Major which varies depending on the major and electives. Okay we are free choice classes. So point being here is that how many units are in the major varies. So this can really deal with a student’s planning. So Psychology is one of the least, we have a little, she's chatting, she's chatting and just talking about majors apparently. Okay so 48 units plus 41 Psychology. Last time I checked that added up to be how much? 48 plus 41, you really didn't have your coffee. Pretty simple math. But it’s not quite 120 is it? No. So that would mean those extra units students could take elective or free choice classes’ right. So in the case of Psychology they would have a lot of free choice and we might suggest that they pick up a minor or do something productive with that time. If they wanted they could just take P.E classes but we're going to probably suggest that they do a minor, something else to make them more marketable when they graduate. All right.

Let's compare that and contrast that with the Business degree, okay. Business has, depending on the option has 72 units in it. Last time I checked when I added 72, this is another chance for math heads up, 72+48 it equaled. Yeah we got front row CA students, front row right there. Okay thank you sir. 120 units. So that student doesn't have very many elective courses to take, they need to kind of stay on track and be aware of that. Well we're going point out ways to double count, and ways to, a GE that counts for both GE and both major throughout the day today. But just heads up. One of the things that your student should be aware of is how many units are in the major that I am pursuing. Now we know some of your students are undeclared and that’s okay too. We will talk a little bit more about that later.
Rebecca Berner: All right. So let's make sure we're all on the same page with our common language here about what is a unit. A unit is a measure of time and generally for most academic courses and for activity courses or for labs it's a little bit different. So but for most academic courses, one unit is equivalent of one hour of class time, okay. So what we like to introduce to students early on is that for every hour they're spending inside the classroom our expectation is, we want to make our expectations clear and up front, that they're spending two hours outside the classroom getting ready for that one hour. So they're studying, reading, doing assignments, maybe working on a speech, whatever they're doing to prepare. So with that said so one hour class is really a three hour per week time commitment. We got that? Okay now most classes on our campus are three units, they have three credits. So they meet for three hours per week maybe a Monday, Wednesday, Friday configuration for an hour. Or a Tuesday, Thursday for an hour and a half. That's how most of our classes are organized. There's a couple of night classes that would be in three hour blocks but there are fairly a small number of those.

So for those three hours in the class how many hours are they spending outside of the class? Six, right. So it's really a nine hour per week time commitment. Okay and we want to introduce that to students early on so they plan their study time. And don't say okay I've gone to class I'm done. Right, okay.
Rebecca Berner: Okay so let’s talk about how many units a student needs to take each semester for financial aid purposes students need to be considered a full-time student. Students need to complete 12 units, or be enrolled in 12 units. However if they plan it's important to them, important to you perhaps for that they graduate in four years they need to be mindful that they need to take 15 units. And if they are one of those higher majors they're probably going to have to take 16 or 17, or they might have to take a summer school. Or later on when they are a sophomore or junior they can take additional units. So we recommend that students average about 15 units a semester. Now that said we would rather see them be successful in 12 Units than unsuccessful in 15. So we're going to suggest today that students sign up for 15, 16 units.
Rebecca Berner: And then for the first couple weeks of classes, two weeks of classes to be specific they can drop. So they can kind of see how classes are feeling and if it feels like it's too much they can drop a class and still have the 12 units they need to be considered a full-time student. Does that make sense? Great. Okay so we like to have conversations with students from the get-go about what is a realistic load. Okay and so students go on confused "Do I take 12? Do I take 15?" Okay so let's just do this little formula. So 15 units, that's the average students take right times three, remember that one hour in class, two hours outside of class. This is more math, this is really math heavy folks I'm sorry. 3\times15 equals, I think it was my front row over here again, no back there somewhere okay, 45. Now when I do this with a student I usually say "Wow that's more than a full-time job isn't it?" right. So we want to present this as their job so preparing them for the real work world, of their job is to be a student while they're here. And they need to plan that study time into their schedule. Additionally we know that students will have a job, I know I worked my way all the way through college, several jobs. So with that said they may have a 15 or 20 hour per week job and they might have other obligations. Some of them are on athletic teams and have practice schedules or some may have, need to care for a younger sibling. Other family responsibilities we found generally Academic Advising Office, that students who have no more than 60 units of committed time per week tend to do best. And I use the word tend because there is always those super student right. You met 30 of them this morning. They have double majors and double minors and all that good stuff, and do everything. It's funny because at the end of the orientation day I'm like I can hardly walk, I am exhausted and they're like "Hey let's go to the gym". And I think, okay. So I think this is a discussion that you can have with your student about you know some people like to be really busy, some students can't
juggle that much and want to focus. So a good talking point for you to have. What questions are there?
Rebecca Berner: Great, speechless. Speechless or asleep, I'm not sure. Okay requirement number two is upper division units and this helps us explain one of the differences between a four-year institution and a two-year institution. And our course numbering system. So its 40 units have to be upper division. So 100 level courses are freshman, 200 sophomore, 300 junior, 400 senior. Okay 100 and 200 are considered lower division, and 300 and 400 upper division. Lower division classes tend to be broad overview courses that look very broadly at a topic. So it could be something like in Area E of General Education is Psychology 101 General Psychology, it's a broad overview look at the field of psychology. But if a student was a Psychology major, later on in their upper division course work as a junior and senior they would be taking very specific narrow focus classes like Abnormal Psychology or Child Psychology. So the idea is that as the number goes up the difficulty and the expectation level goes up. So we want to explain this to freshmen students so they don't come in and sign up for 4, 5, 400 level courses. So you can help us with that. Sometimes they don't listen. Have you ever? Yeah I know. You know. Okay so we want freshmen for the most part to focus on freshman level classes. And there may be a case where students exceptionally well prepared in the area and they can go ahead and take a 200 level or 300 level course but we want them to do so advisedly and not accidentally. Great.
Rebecca Berner: So requirement number three is residence units and this is kind of a done deal for your students because they are starting here at Chico State and applies mostly to our transfer students. But I like to explain it because if I skip over it people say happened to requirement number three. And also because some students think that this means they have to live in the Residence Halls and that's not the case. This just means that you have to complete 30 units or about a year right because if we take 15 units in the fall and 15 in the spring about a years’ worth of your work here. So you can't take all of your classes at Sac State and take one class here and have a Chico State degree. Make sense? Awesome. So that's requirement number three. Pretty simple.
**Rebecca Berner:** So I am now going to hand it over to Shannon and she's going to talk a little bit about General Education.

**Shannon Hall:** Okay now we get into the nitty-gritty, fine print on that white piece of paper that we've been reviewing this morning. So General Education is a large bulk of the student’s degree. As Rebecca mentioned earlier it's a third of the student’s degree. So we like to have students focus on General Education. For those that are undeclared and those that are exploring different majors it's a great opportunity to kind of get that well-rounded individual and learn about all different disciplines. And this helps the student become more marketable as well when it comes to them finding their career and their job after graduation. So before we get into General Education we like to administer the eye test.
Shannon Hall: So go ahead and tell me what that says. Yeah it's really small but purposely because there are a ton of options that your students can take to fulfill General Education requirements. So we are going to go into this a little bit more detail. And if you have questions please stop and go ahead and ask them.
Shannon Hall: So on the first slide here it's broken down into three components, the Foundation, American Institution, and the Breadth Pathways. So we will go step-by-step.
Shannon Hall: So the first is the Foundation which is 18 units or 6 classes. And the first area you see is Area A. Area A1 Oral Communication, A2 Written Communication, A3 Critical Thinking, and A4 Mathematics. Now Area A is really the foundation and provides your students the skills and the strategies necessary to be successful in the rest of their classes. So we advise students to take 1-2 in their very first semester. Please do not take all four. We advise them to really have this done within their first 3-4 semesters. And these four classes are important, they have minimum grade requirement C- or better.

A lot, some of them you have options, some of them you only have two choices. For example the Oral Communication they can either take Public Speaking or Small Group. English they can take English 130 or Journalism 130. Area A3 they have a little bit more options. And then Area A4 is their Mathematics. Now really where we become a little bit prescriptive in our advice in this area, Area A4 their Mathematics. We want them to take a math class that is specific for their major. So for example if we have some Engineering student’s in here, Engineering majors in here. Students may have to take Calculus, Math 120. To take Math 120 to fulfill this area, not necessarily Math 101 which is Mathematical Reasoning, General Mathematical Reasoning. So we want the students to what Rebecca called double count. A major class required Calculus and also fulfilling that area of General Education. But if you’re a Communications major then you could just take basic Math 101. So your students are being advised this by their [Inaudible] today on areas where they can double count a major requirement while fulfilling the General Education requirement. Does that make sense? Any questions with Area A? Yes.
Audience Member: So our kids are deciding today what they should take or how are they going to be able to decide when they don't get there AP results back until the middle of July?

Shannon Hall: Okay so the question was are our students deciding today what classes to take and how do they know what to take if some of them have completed advanced placement exams [Inaudible] have the score then we advise them to avoid that area right now. Because the last thing we would want would be a student who took AP Calculus and scored a four on it and then enroll in Calculus here. So we just advise the student that they might not be taking math their first semester. That could be a case. But we our, the peer advisors assigned to your students are helping them choose those classes today and choosing them strategically so they count for General Education and also for their major. But we may advise that particular student to not enroll in math. Or there are multiple times where a student can register throughout the summer, that once they do get the scores that they then register in late July or beginning of August once the scores are received. And we'll talk about the different deadlines and dates regarding registration, a little bit later. Did that answer your question? Okay kind of.
Shannon Hall: Then the other component of the foundation are the sciences so the Physical Science and the Life Science. Your students probably thought they were done with science and done with labs but no. They will actually have to take a Physical Science and a Life Science and every Chico State science class has a lab. And for our techy majors in here they are going to begin a long and beautiful relationship as Rebecca says with science and with math. So this is just the beginning. But for those that don't require specific sciences the students can take just a General Physical Science and a Life Science. So this completes the foundation, six more units, three units for Physical Science and three units for the Life Science.
Shannon Hall: Okay moving on to the American Institutions. Okay so the students have to take a U.S. History and a Political Science 155. Those are their only options. Some students may have taken advanced placement credit may or may not fulfill these requirements. But a lot of students say "Ugh I have to take history again", yes you do. And that's just part of the Title V, that's how we are able to graduate the students also graduation requirement. These are great options for your students to take within their first semester or two because they just took them in high school.
Shannon Hall: Hopefully they've remembered something. The biggest piece of advice is that don't take them together because they can be a little bit labor-intensive when it comes to reading or memorizing or some of the topics overlap and then they get confused "Did I learn that in Political Science or did I learn that in History?". These are great freshman level classes that we advise, some of your students may be advised to take this semester. Alright.
Shannon Hall: Moving on to the back page. Get ready, hold on to your seats. Okay so the back page is broken down into what we call Pathways. There are lower division classes that your student needs to take and upper division. So we're going to follow all along with a laser pointer.
Shannon Hall: And look at the different classes that your students can take to fulfill different areas. So each student needs to take an Area C1 which is the Arts they can take one class from that entire row. So for example this student took Humanities 281, check, Area C1 is done. This student only needs to take one class to fulfill that requirement. Area C2 for their Humanities, they took something under the Global Development Studies Pathway. There’s the red pointer okay. So that area is done. Area D1, D2 and Area E. So the students have hundreds of classes that they can choose from to fulfill these areas. But they only have to complete one course in each discipline. Area C1, C2, D1, D2 and Area E.

They’re all lower division numbered 100 and 200 level classes and they’re great options for your students to take. We like to have these classes as kind of a balance so if a student is taking an English or a Math we would love to see them take an Art and a Social Science to kind of balance that out. And this is an opportunity for your students to explore. How many of your students change their major on the car ride here? I’m stealing all your jokes Rebecca, I’m sorry. Some of your students are undeclared. This is an opportunity for them to explore different majors or different classes that they really didn't ever have the opportunity to take in high school.

So this is a lower division and they’re broken up into Pathways as you can see. There’s 10 different pathways. And these are just really kind of themes in General Education. They can take classes that are revolving around that particular theme.

And then we have upper division where the student has to complete a minimum of nine units of upper division in one pathway. But this where I like to give my little plug on academic advising. It’s okay don’t worry about upper division stuff, don’t worry about choosing a specific pathway right now. Just know how the General Education
Program works and then advise your student to come ask questions. Come to Academic Advising in the fall because we want to help your student understand this a little bit more. And we will continue to help them choose their classes as they progress through their degree. Okay so don't fright in the upper division just yet. Yes.

**Audience Member:** Just a quick question. Are we able to come with our student to an Academic Advising appointment in the fall?

**Shannon Hall:** Sure. Great question. So the individual had asked can parents, guest be a part of an Academic Advising session in the fall, absolutely. We, if that's something that you would like to do we encourage that. There's room for you absolutely. But most of the time we will probably be talking to your student not to you but we will definitely answer any questions that you have. But that's really at the discretion of your student, if they'd like for you to attend. Okay. Any questions about, yes?

**Audience Member:** [Inaudible]

**Shannon Hall:** Like a medal. Okay so what's your name sir?

**Audience Member:** Don.

**Shannon Hall:** Hi, thanks that's a great question and a great segway into our next component of the presentation. So Don had asked if they follow all these classes
Shannon Hall: in the same Pathway do they get something special, and the answer is yes. They can potentially get an optional Pathway minor. And the Pathway minor can be in 1 of the 10 pathways that we have listed here. The student just needs to complete nine units of lower division in the same pathway and then nine units of upper division in that same pathway. But they don't have to choose their Pathway right now, they don't have to do a Pathway minor if they don't want to. It's kind of a gift that we give the students for having to navigate this very kind of small print piece of paper. So it is a good option for students [Inaudible] you know maybe beef up their knowledge in a particular topic area.
Shannon Hall: And this is a reason why a lot of students do it. It could complement their major or it could be something totally different. It creates a thematic experience and it's not any extra classes because the students need to fulfill that, those areas of General Education anyways. Rebecca do you want to share your example?

Rebecca Berner: And I think also to, a student, a question that often occurs is do students, should students pick a Pathway minor that goes with their major or something different? Either way. So they can do either thing. And it also allows those high unit majors, I know we have a lot of them here today in the technical fields to pick up a minor. And a lot of times they don't have time because they have a lot of classes to take. So it allows them to get a minor in GE. So something else.

So the example that we like to use, it seems to resonate with people. We have a little local company, you've might've heard of it Sierra Nevada, brewery here in town. And they are really into sustainability right, that's a core value of what they do. So let's say I'm an Accounting major and I managed to squeeze in a Pathway, Interdisciplinary Pathway minor in GE in Sustainability. And there's four other people going for that accounting job but yet I have this minor in Sustainability. Perhaps I might be more attractive to that company that has that as a core value. So just an example that kind of makes sense to students. But some of the students like to use this just because you know hey they love food so they're going to do Food Studies. You know it just sounds interesting to them. It's interesting because students tend to pick things, a lot of times students aren't even aware that they've done, they had a Pathway minor, they come and visit an advisor and they leave and go "Oh wow I took all the classes in that Pathway because those are the ones that sounded the most interesting", to them.
And so again I just like to emphasize what Shannon said and it's so true. They're stressed about their major sometimes. And you know when you say not only do you have to decide about your major but you have to decide about a minor that really stresses them out. So you can see that it's really easy to obtain so we suggest they just get in classes and then if they think they want to do minor go and visit Shannon and the crew in Academic Advising.

**Shannon Hall:** Yes.

**Audience Member:** Can a student graduate with a double major and a minor?

**Shannon Hall:** Mhm. So the question was could a student graduate with a double major and a minor, and the answer is yes. But there is some strategic planning that needs to be involved and they need to meet with an advisor almost immediately to start planning that out. Because as Rebecca mentioned we don't want them to go over that maximum number of allowable units. So yes. But those students sometimes are then encouraged if they can't do the double major to potentially consider graduate school. Yes?

**Audience Member:** [Inaudible] a quick screenshot of the pathways but is there a specific website that you look for detailed
**Audience Member:** description of each one of how we find more information out?

**Shannon Hall:** Mhm. So I think that it was the one back.
Shannon Hall: So this Pathway minor, this is an actual screenshot. So her question was can we learn a little bit more about what the student will learn in a Pathway minor or within that Pathway. And so this is a screenshot of the General Education website. So if you were to go to that off of our home page, the Chico State homepage. If you just do \GE it will actually take you to this. And you can click, those are hyperlinks and you can click on what the student might be learning in those particular pathways. Yes.

Audience Member: So at the same time we are doing this our student, our children are doing this [inaudible] as part of their agenda they're going to register today, right. So we aren't really going to have a chance to talk to them about all this.

Shannon Hall: When will you see your student again? You plan to leave sometime in the fall though right?

[Audience laughter]

Shannon Hall: Drop them off, move them in. Okay, yes, you will see them again, we like to give you a hard time. You will see them at lunchtime and so they are going to get a large component of what you're learning today they're getting it right now with their peer advisor. And you will meet with them again at lunch and that is the opportunity to really ask questions, visit the information table, ask your peer advisor questions and share with them some of the tricks that you learned during this session and the session after our talk today. But no your students will be alone in the registration room, all alone. But they will have the help of professional advisors and
peer advisors to help them. And we do that intentionally to have them really learn how to do it by themselves because they're going to need to know how to do that for their next four or five years here. But they will have, we'll go through the registration dates and how long a student has to register. So they actually have until midnight tomorrow. So on the car ride home when they have an epiphany and they want to switch their Badminton class for Scuba Diving then they could do that until midnight tomorrow. So you will have some time at lunch, during the car drive home, and then all day tomorrow until midnight. Did that help? Okay. We love you, we truly love you. We cannot be here without your support and so we appreciate you giving us your children and your students. We value the insight that you've done so far to grow and to teach them how to be young adults.

**Audience Member:** When they sign up [Inaudible].

**Shannon Hall:** Yes. So the question is will we know, will the student know if the class is available and the answer is yes. Today is the only third day of orientation, there are a lot of open classes. Okay I'm going to move on, but you have great questions.
Shannon Hall: So just want to quickly show what a Pathway minor
Shannon Hall: would look like. A student doesn't have to take all the classes in the same Pathway, just a minimum of nine units in lower division and then the nine units in the upper division. But again if they have more questions please have them come meet with their peer advisor, come talk to academic advising table at lunch, or just have them come meet with us in the Fall semester.
Shannon Hall: Okay our last component of General Education is the diversity requirement. Now a lot of the graduation requirements you'll see double count or kind of overlap with General Education requirements and this is one of them. So we have the diversity requirement, we have U.S. diversity annotated on the sheet as USD and that looks at cultures within the United States. So let's see Asian,

Rebecca Berner: Underrepresented.

Shannon Hall: Traditionally underrepresented groups so let's say Asian-American literature or cultures that are within the United States but that are underrepresented. Then we have the global cultures which looks at cultures outside of the Western heritage so maybe women internationally. So these classes can be double counted in General Education. And are annotated by those little acronyms.
Shannon Hall: on the General Education planning sheet. So here's an example History 230 would fulfill areas C2 and also a USD. For their Area D1 Geography 102 if they were to take that it would fulfill their global cultures. So we do our best when we're advising them to teach them how to double or triple count these requirements so they're not extra classes, they're components of classes. Okay, thanks. Oh question?

Audience Member: I was just wondering is there a limit on how many double counts, is there a limit?

Shannon Hall: Great question. So she asked is there a limit on how many double counts you could use, no. Maybe if we're getting into a student maybe double majoring and they're trying to use multiple classes for two different majors that might get a little sticky. But in regards to the requirements for graduation, overlapping the diversity requirement or the American Institutions requirements that's allowed.

Rebecca Berner: Yeah you know it's double counting in a lot of places is cheating right, but we encourage it.
Rebecca Berner: Yeah no, we encourage that, we call it growing two flowers with one seed. Yeah, not killing two birds with one stone, that's too violent. We're a kinder, gentler Chico State than we used to be. Awesome okay this is the American Institutions, Shannon covered this before in GE. So two courses US History and Political Science. Students may have AP credit for this and that's great. We encourage students to take these courses early on in their college career because they just took it and they're also good freshmen level classes. This is a quiz because do you notice anything about these numbers?

Rebecca Berner: 100, yeah. Okay so I want to take one this fall and one in the spring, awesome.
Rebecca Berner: So let's talk about requirement number seven which is math and writing. Students have to have a certain degree of proficiency in math and writing in order to graduate. I know back in the day, back in the day of the covered wagon when I went to college we had to take an exit exam. But now when students pass these three courses with a C- or better they're deemed sufficiently proficient in math and writing. So when they take their A4 math course in the Foundation that Shannon talked about that's appropriate for their major they get one check mark, get a C- or better they're sufficiently proficient. And again you know if they're an Engineering major they're going to take a lot more math than just one math class. Yeah.

Audience Member: [Inaudible] and she said that you have to have [Inaudible].

Rebecca Berner: Yeah. We're going to talk about academic probation, it's actually a 2.0 and we'll talk about that in a later screen. Its graduation requirement number nine down the bottom and I'll try to get to it as fast as I can but its number nine. So we're only on seven, I got two more to wait on the edge of your seats. Okay so English is a little bit more complicated but not much. If they take their A2 English or journalism class in the Foundation that Shannon talked about, that's one piece. And the second piece is what's called the WP, we like these little letters can you tell? A writing proficiency course that's in their major. So every major has one and the idea behind it is that we want students to be able to write for the profession that they're going into. So as a Chemistry major they might rate differently than a Business major or an Engineer etc. So there's a class in each major that prepares students to write for their future career, their discipline. Great so now.
Rebecca Berner: Now math and English is a little complicated. How many of you heard about the ELM, EPT, SAT, EAP alphabet soup that is math and English. So let me just kind of clarify what that's all about. Throughout the CSU system the CSU system knows that students are coming into the system with varying levels of proficiency and these very core foundational subjects. And so they want to make sure students are ready for these courses and some aren't and some are. About 40% of students within the system need some sort of preparatory work. So to,

Audience Member: [Inaudible]

Rebecca Berner: Approximately 40%, right, wow. So the numbers are a little bit different for our campus but [Inaudible]. Okay so students are entering various levels of proficiencies, they give them a test they say you have to take the ELM, the Elementary Level Math or the EPT, the English Placement Test to see, to make sure you're ready. It's for their own good, we don't want to stick them in a class they can't be successful in, a foundational course. So they have to take this test to see if they're. And based on those test scores we can determine what they're going to go into. Now everybody in the entire system has to take these tests unless they somehow otherwise proved that they're ready. Let's say busted out some really high scores on the SAT's and they say "Oh man that's a high score, you're ready". Okay let's say they earned advanced placement credit, they took the test and got a three or higher and they earned college credit in English math they don't need to take it. So we don't need to place, they already proved that they're proficient right. Or let's say they have a community college class or they took something called the Early Assessment Program a test in their junior year and then did a senior year math or English
experience. And they had to bring us proof of the grade this morning, we did a lot of work with that collecting those scores this morning.

So through the miracle of technology-based we knew you were coming to orientation which is why we have you register in advance. We print out a sheet that shows what we have for your student right now and it has their ELM and EPT scores. So if they score below 50 they're going to need some preparatory math. And there's the placeholder for college math is Intermediate Algebra. So in some cases they're going to take Beginning Algebra and Intermediate algebra before they begin their GE math course.

And then in English if they score below 147 they need some supplemental prep English. And they'll take, in addition they won't take a class before English, they'll take a class alongside English to provide them some extra support so they can be successful. Bless you. In that English class, okay. Do you know what seems funny about these numbers here the 11, 12, 31, 51, 30.

**Audience Member:** They are less than 100.

**Rebecca Berner:** They are less than 100. Astute observation there. And that means that while they certainly count towards the 12 units that your student needs to be considered a full-time student they do not count towards making your student a sophomore nor towards the 120 units to graduate. Because they are not college level, they're considered preparatory work, right. So we have devised a scheme, so the CSU says "Okay this is going to hold students up from graduating so we're going to have
them get an early start on this stuff over the summer and register". So who fell into this preparatory area they needed to do early start. Many of your students are in early start classes this summer either another campus or here or online or doing something. So let's take a quick look at these scores.
Rebecca Berner: Again if they scored 147 or higher they're ready for GE English or Journalism. If they're lower they take English 130 plus that additional help workshop. Or they can also take something called a U-Course which you, is a combination course that has the extra help in it. Okay.
Rebecca Berner: Math is a little bit more complicated, it's another one of those eye tests, little chart. Let me see if I can simplify, break it down a little bit for you. So 50 or above is GE math that's appropriate for their major. A score of 42-48, let me just explain that this test is scored in two point increments so if a student says they scored a 43 we know they don't really know their score. So 42 to 48 means, “Wow they were so close, they almost got it they're going to need some Intermediate Algebra.” They can take Intermediate Algebra their first semester and then the next semester in the spring be ready for their GE math that is appropriate for their major. Okay now because we have a fantastic Math Department, Math Department says, "You know what students who just missed it by a couple of points let's give them another chance". So we, students who score in this range the Math Department sent out an invitation, thank you I was looking for the word, she can read my mind. Invitation to attend a three-day workshop, it's the Wednesday, Thursday, Saturday before school starts. They intensively review algebra, doesn't that sound fantastic, three days of it, no it's only a couple hours each day. And then they take the test again and perhaps they could test out of it. So that works out a really good deal. And some students say, "Oh I don't want to do it because I want to, I'm just on campus I want to go out with my roommate and pick matching bedspreads", and do all that stuff that they want to do. But you know when I frame it, how I frame it to students is I say, “3 days, 16 weeks, 3 days,” and they tend to see the light. Okay so score 34-40 they scored into Beginning Algebra, spring they will take Intermediate Algebra and then when they're a sophomore they'll take GE math. Okay, again the math department tries to move people through this scenario. If they scored into Math 31 they will intensively review Beginning Algebra, give them a test about four weeks in and if they pass it, about half the class passes it traditionally and a class that meets at
the same time and they can finish it all up in one semester and be ready for GE math in the spring. So my advice to students who fall in this category is study hard those first four weeks. Yes mam.

Audience Member: [Inaudible] where they might need to pick their math.

Rebecca Berner: Okay so I'm going to address the Calculus Readiness Test in just a minute so hang on, hang tight. I'm almost through this chart. So a score of 32 or lower means probably that students don't love math. Perhaps? Or they just you know had a bad day on the test. So they're taught the same two classes. So Math 31 and Math 11 are the similar or Beginning Algebra, they're just taught differently with different methods for people who might have some math anxiety etc. So they take Math 11 their first semester, Math 12 their second semester Intermediate Algebra and then the following math's. Okay so let's just go over the next slide first
Rebecca Berner: and then I'll talk about Calculus Readiness Test. So we know that students are doing lots of things to try to move forward in math and English, right. They're taking early start, they might be taking a class at a community college, they might be retaking the ELM, whatever that is but the fact is we today want them to sign up for their current reality because CSU system policy says that students have to complete their remediation or their preparatory work within the first year. So we want them to sign up for it today because sometimes students can be very optimistic and I love that, that's what I like about working with a college population "Oh I'm going to do that", and then sometimes they don't. So we know they get sick or stuff happens and they can't do it. So we're going to have them sign up for today and we have a great math department as I said and we have one whole person who does nothing but help place people in their math. Her name is Pam, do you want me to give you her number, no I'm just kidding. But she is fantastic and really, really helpful and student centered. So if your student does something bring us proof of it in the fall, we'll swap up the math.

Okay, now we know that some your students are, this is the Brainiac group and they are busting out Calculus already in high school. So we gave them, they're going to take Calculus so we gave them a test this morning which at the suspicious hour at 7:30 and those test scores will come back at lunch. And based on those test scores we will advise them on whether they're ready for Calculus or not. Usually the chair of the math department comes and I think Pam might even be there too, you get to meet the famous Pam. And we will talk to them about well you could go for it, but particularly in the engineering fields our Math Department Chair recommends, students are not sure that the solid foundation in math is the single most important
thing to help them be successful. So a lot of times even if they took an AP test and earned college credit he will say "You know what if you're not 100% sure about it. You scored kind of on the cusp, I would recommend that you take Math 120 again". So definitely visit that Calculus Readiness or CRT table at lunch. Yes.

**Audience Member:** My daughter took the ELM test like three weeks ago and they said the results won't be back until the first week of July. So she can't register today [Inaudible].

**Rebecca Berner:** Right. So CSU system policy that doesn't allow students to register until they have an ELM, EPT test score. So why don't we talk after this, it sounds like a very specific situation and I might be able help you out a little bit with. Yes.

**Audience Member:** I have laryngitis [Inaudible].

**Rebecca Berner:** Would you like the microphone?

**Audience Member:** No. So my daughter [Inaudible] to enroll in the second semester course before she gets those scores or not until the [Inaudible].

**Rebecca Berner:** Depends on the class whether there's, typically they have to wait until we receive those test scores. Yeah.

**Audience Member:** [Inaudible] skip semester of class.
**Rebecca Berner:** The beauty of this whole system is that this is like, this isn't the be all in all in registration. This is the first experimental stab at registration. We have many registration, this is the first of many opportunities to register and adjust the schedule. So let's just, takes the pressure off, you don't have to get it all right today, you don't. You got tomorrow, you got another, couple other registration periods that I will explain in a minute. So takes some of the pressure. Students get really tense.
Rebecca Berner: Particularly some of these very driven students are in these competitive and technical majors. So requirement number eight is a major, some students aren't sure about a major and that's okay. I'm really happy to work in an institution that allows students the opportunity to experiment a little bit. I graduated from Cal Poly San Luis Obispo and they don't let you change, and I wanted to change and I carried on in a major that wasn't right for me. Which is probably why I got into advising because I thought it was helpful for me. So we allow students to have some time and understand that it's okay. And what we don't want students to do is just say I'll think about it tomorrow, we want them to be intentionally selecting courses in their General Education to help them make that decision. I talked to a couple people this morning who said thinking Biochemistry or they're thinking something else. That's okay, that's fine. We might take one class to kind of get our feet wet and that might be the answer, you take the class and then you hate it it's like "I'm not taking any more of that". You can pick classes in GE like in Area E, I feel like I need to pick that up for you, okay, sorry it's the helpful gene in me I have to be helpful.

Audience Member: [Inaudible]

Rebecca Berner: We was a little slow yeah, absolutely. So we want them to in Area E of General Education there's a class, I talked about it before General Psychology Psych 101. They can take it, they love it, maybe it's their new major. They not so much, fine, you've met a GE requirement. So just so they have the opportunity the first time to take courses like anthropology, they didn't get a chance to take that in high school. So we're intentionally exposing them to that through GE, that requiring them to take arts. You know maybe they're technical and they never thought they liked the arts
and then suddenly they learn that, that might be something they want to minor in or. So we really want to develop the whole person through this process. And we do have
Rebecca Berner: advising. She just skipped right threw it.
Rebecca Berner: We have a dual advising system. And I’m going to let Shannon just chat a little bit about that.

Shannon Hall: So someone had asked over here can we be a part of the advising meetings with our students, and the answer is yes. But there are two different, we have a dual advising system here at Chico State where your student may have two or three advisors. Now with Academic Advising Programs we help with general education, university policies and procedures, graduation requirements and everything else in between. We’re also the home for undeclared so if you have any students that are undeclared or are thinking about changing their major we are the place to be. Additionally students will have a faculty advisor or a major advisor in their department because although we would like to know everything and anything about every major on campus it's not possible. So instead we advise the students to meet with their major advisers who are the guru's in their particular department. They're going to give them specific help with planning, maybe class scheduling, prerequisites for major classes etc. So they will have academic advising as a resource and then also their major advisor as a resource. Now the biggest thing that we can say, it's highlighted and there's six arrows pointing to it is that students must initiate contact. Although we would love to be mind readers, we probably wouldn't be here today if we were. We don't know what's going on with them unless they tell us what's going on, unless they come and ask for help and sometimes they just need someone to listen to. So we would love, this is my little plug for academic advising, we’d love for the first place for your law student to go is to us because we can help them navigate all these tentacles of higher education. We can help them utilize the resources we’re teaching them today. But like Rebecca said they will probably forget.
But we want to help them navigate through this process, and we can’t help them unless they come to us. Although we try and find them in the residence halls and on campus but we really need for them to initiate the contact with us or our major advisor or our club advisor, somebody so someone can help them. So that's the dual advising system, do you have something to add?

Rebecca Berner: Yeah, I think a couple things. You know we are, our orientation today is sort of designed after this system. So in the morning they're getting the nine graduation requirements, information about GE. And so I just want to give you a heads up that at lunch they're still going to be highly confused, okay. And that's natural, we expect it because they haven't gone through the whole orientation yet have they. After lunch they're going to learn how to use our registration system and they're going to meet with a faculty advisor in their department. So it really nears this dual system that we have. So it should come clear to them and it is a process of understanding this whole thing. And the idea about initiating contact, we split you very intentionally today because we want to develop a relationship with your students. We want them to begin learning how to ask questions, to advocate for themselves, to know that they can come up and we're friendly nice people, we're not going to bite, we're friendly, we're here to help students. And so a lot of times you may notice, lunch is a wonderful time in addition to lunch there are a bunch of tables around the room and we have a variety of resources. So we have housing, financial aid, gosh, student life and leadership, the counseling center, all these different resources, our honors program, are all around the room and you can come and ask questions. Either you or your student. But a lot of times if you come with your student up to my table I sometimes and just want to let you know, let you in on a
secret what I'm doing is I'm directing fire to your student and asking them to ask me their question. And I mean no disrespect to you at all, I want to answer your questions as well but I want to have a relationship with that student and know they can talk to me. Okay so we'll be doing that really intentionally throughout the day and getting them used to working with us.
Rebecca Berner: Yes.

Audience Member: Sure.

Rebecca Berner: The question was about tutoring and we have free tutoring through our Student Learning Center on campus. And for just about every subject and a lot of the more difficult challenging courses like Math 120 and Chem have also extra help one unit classes that you take along for some extra help in those courses. But they do have to sign up for tutoring early and recommend if you think your student is going to need tutoring go into the Student Learning Center early rather than late because you can't really help in the 15th week of school. You know you need to get that help early, like I've been cramming take this whole thing in, in particular some of those hard classes. Yes.

Audience Member: Their advisor is, do they find out who it is today and is it somebody who stays with them the whole time or?

Rebecca Berner: The question was about advising. It works differently just to make it a little bit complicated. It works a little bit differently in every department. So in terms of academic advising they can go in and it's a drop in advising appointment, they see an advisor whoever's available because we found that students sometimes don't keep their appointments. So rather than you know have people waiting, you know if they walk across campus they decide you know what, drop in and ask a question they can just see the next advisor. But let's say they develop a, you know Shannon is one of our top advisers and they develop a relationship with her and she knows all their whole story they can request her. So that's in academic advising.
In the major it works differently for every major. So for instance two of our largest majors liberal studies and business have separate advising office just for their majors because they have so many students. Some majors like art, it's like whose art do you most closely associate with, you know and they pick their advisor. In things like engineering it's very specific, it's like last name and it's orderly. It kind of goes with the discipline, it's pretty interesting. So that would be a great question for your student to say, talk when they talk to their faculty, "How does advising work in this department?", so that they know how it works by the end of the day. And you can always send them to academic advising. I just want, you can't emphasize that enough, I mean they are, I worked in that office for 10 years and a lot of times when you're talking to a student it's kind of, first place that you can kind of send your student to. And you're talking to the student "I'm really, I'm not doing well in my classes", and you start talking to them and you realize oh you're homesick aren't you, or gosh you're sneezing, you're sick, you need to go to the Health Center. So we often act as kind of, or we, advising often acts as a referral system for students. So if they're saying they're having trouble send them to academic advising.

Okay requirement number nine we're here folks, excited. Okay its GPA, I promised I would talk about this. Students have to have a 2.0 or a C average on a 4.0 scale in their Chico State GPA, and they're cumulative that means work they brought from other places, combined with their Chico major, minor if they have one. And I know none of you pay attention to this because you're all looking at this bottom line here, right. Anytime a student's GPA falls below a 2.0, even if it's just all C's and one C- technically they would be below a 2.0, right. It's a .3 so they would have a 2.7 right, if they did that. So anyway they're on academic probation, and so that we put that little warning light that goes on to their portal and says "Hey you know you can't keep on
doing the same thing we want you to, we want to find out what's happening with that", right. And so they'll get that and we'll have, basically ask them to come in and talk with us and we'll ask questions like and the question I always started with was did you go to class, yeah that's a good one. And a lot of times students did go to class, and as much as I ask them do you know what your teacher looked like. If they did go to class and it was a homesickness issue or it was, they're in the wrong major, or they just struggle for whatever reason we can help them strategize about how to get off of academic probation. Okay so let me just say that while we do have a certain percent of students who get on academic probation after their first semester, most go on to leave happy productive lives, okay. It's okay.

So I just want to, I think this number, I did my dissertation research actually on this topic. This number is true for both freshmen and transfer students, isn't that odd. You think that experienced college students that wouldn't happen but I think what this speaks to is the degree of difficulty it is changing to a new environment. So just a quick show of hands, how many of you will this be your students first time living away from home? Right, it's true for transfer students too. That's a huge, huge change for people, their whole environment is changing. And their place, they're taken away from their town they grew up in, perhaps plopped into with a whole bunch of other 18-21-year-old's and placed in this new place in a new learning environment where there's new rules. You know they were the top of the food chain in their high school, right, and now they're freshman, okay. So we understand that, we expect it, we're preparing students for life and life isn't always smooth right, it can be bumpy sometimes. We have lots of resources here to help support them. What we don't want them to do is you know, my husband is a mechanic so academic probation, if it is like the red light on your car don't keep driving, okay. You need to stop, especially
that check engine one, voice of experience you know you're going to run out of gas. So you need to stop, fuel up over with academic advising, get a plan and that's what we're here for you is to help your student be successful, right. Yes.

**Audience Member:** [Inaudible] and you got like a C- [Inaudible].

**Rebecca Berner:** Yeah.

**Shannon Hall:** Okay, so I think what Don was asking is let's say that I was declared a Psychology minor and I took Psychology 101 and I earned a C-, then my, and that was the only class that I have taken in my minor. Then now I am on academic probation because my minor GPA is a 1.7, no. You only go on academic probation if your Chico State or cumulative GPA goes below a 2.0. And it's whichever GPA is worse. So for you, for your students they're all freshmen so their Chico and their cumulative will likely be exactly the same. But they don't go on academic probation if only their major or only their minor GPA is below a 2.0. But what would they be in jeopardy of? Not graduating. We see that. I'm working with a student right now he's at 1.99. Yeah, everything done. So just so you're aware and we have so many like Rebecca said we have so many resources available to those students. And we have right now in the advising office over 20 student interns that do a lot of our advising. Two of our interns were on academic probation their freshman year and they are rock stars. Now so, they can get better and they can get off of academic probation by telling us. Again that mind reader mentality, we don't know until they ask us. Did that answer your question?

**Audience Member:** Yeah.
Shannon Hall: Okay.

Rebecca Berner: Okay great, so those were the nine graduation requirements, the nine things that students have to do to graduate from Chico State.
Rebecca Berner: So.
Rebecca Berner: Quick review and then, very quick review we'll talk a little bit about registration because we know that people are very focused on this. So let me again just restate this idea that this is the first of many opportunities to register, okay? Because we want your student to come to orientation, meet other students, see all we have to offer, and kind of get prepared mentally in advance. We [Inaudible] to come to orientation we will give you early registration. So your students are going to get to register early than other new students who didn't come to orientation. So they will register today. So again they're talking about GE and nine graduation requirements, it's a lot, they'll be confused at lunch. After lunch they're going to learn how to use the system, they're going to meet with the faculty advisor who is going to kind of sure all this stuff up. And then in the afternoon they're going to go to a bunch of different registration rooms across campus and register for classes with legion of redshirted helpers as well as some folks from our tech shop as well some people from the registrar's office. So our forces will be in mass to help your students. Now at this point sometimes students get a little stressed out and they say "You know what I just can't do this now, I want to go home and have my mom help me". And that's totally understandable, and that's okay but what we like them to do is go ahead and try to do it on their own, right, with us helping because they're going to need to learn how to do this process themselves. And you're not always going to be here, I mean you'll always be there but not necessarily right here, not in the room with them and their dorm room necessarily. So they can, we want to make sure that they don't have any holes, that they know how to use the system, that there's not any problems holding up, they have access etc. And most students leave with full schedules, 15 units, but the point is that they can change it. They didn't get that perfect Tuesday Thursday schedule 10 am to 3 pm that every freshmen seems to want, no class on Friday's
ever, they can try again and they can try all the way until midnight, midnight tomorrow. And so if you have a discussion on the way home and you find they signed up for 300 level course or disagree with something you can swap it tomorrow. Additionally there is another registration appointment your student gets a second registration appointment when all the other new students, sometimes it will be there first, July 25th-27th. Then there's fee payment deadline, after fee payment deadline there's some clean up that goes on and students who don't pay their classes are dropped back into the system. And then the whole system opens up again August 1 and is open through the first two weeks of classes and that's when all our new students, your student as well as our continuing students go back in and can switch their schedule. So let me just say there's a lot of change that goes on. Just because a class isn't there today doesn't mean it's not going to be available tomorrow, one of these other reg periods. Another thing is happening, departments are looking at demands we have something called wait listing, they look at that, they see "Oh we have a lot of demand for a class", they are still staffing sections of classes. So being patient, being flexible can really help.
Rebecca Berner: And students can still add and drop even after school starts for the first two weeks of classes. Okay so being persistent, checking during all those drop periods, not panicking, remaining calm, probably just a good life skill, right, staying calm. And being flexible, that's important, students might have to take a morning class before noon, yes they did so in high school, we know they're capable of it. And you know in truth I make fun of that, some students don't do well and it's good to know yourself and set yourself up for success as well. Yes mam.

Audience Member: With everything said and done after the two weeks do you have a lot of kids that are not able to get into the classes they need to, I've heard that with other schools [Inaudible].

Rebecca Berner: Yeah you know I found, I worked here for 15 years and I have found that you know you saw that list of classes, there's so many different classes. Freshmen have so many classes to take so fine you don't can't get into the history class the time you want, take political science. Okay you can't take this take that. And they have so much, they have everything ahead of them. So my experience is that students can get, they may not get the exact class they want at the exact time but they can get classes that move them towards graduation that are classes that they need. Okay any other questions, concerns? Yes.
Audience Member: [Inaudible] and I hope this is quick. So I know that each major has their major academic plan or map and so what if you don't like my daughter's map is 16 units every single semester, pretty much, do they have to take all of those?

Rebecca Berner: The question was about the major academic plan, for some of you, you maybe be like what. The major academic plan is from the catalog, every single major on campus has a semester by semester four year plan mapped out for your student. It's a guide okay, so just be you know, so you didn't take history here you can take it, you can flop things around in the map. What's intended to do is to factor in prerequisites and to give students who just can't conceptualize the planning process, okay this would be a guide I could take. They can flip it up a little bit. Some of the technical majors you know it's important that they take their math sequence because it's a prerequisite to other courses. So it kind of introduces those concepts to students. So they don't have to follow it absolutely and a lot of students veer from it but it's a good planning tool for students to look at and get in their heads and we'll show that to them today. The faculty advisor will show it to them today and talk about if, other options that they could do etc. Yeah so definitely a good tool to use, we have a lot of planning tools that students can use.

Okay so one of the things when we talk about academic probation a lot of parents say well how are we going to know. And this is different, this is a paradigm shift from high school we don’t necessarily send a letter home, we don't send a letter home. It shows up on your student’s portal. So I just wanted to highlight that this is where you assess the parent portal, there is a place that if your student is 18 and gives you permission, key point.
**Rebecca Berner:** You can view their grades and you can view, make payments and all this stuff on their behalf. Of course they can also give your portal password as well and you can do that. But one of the things I just wanted to give you a highlight of is that students have to give you access to this, okay. So what they can give they can take away. So sometimes I get phone calls from parents and they say you know I think your system is down and it is actually not down. So anyways I just wanted to suggest to you and you know you’re obviously great parents unless your student wouldn’t be here today. But maybe want to have a conversation with your student about sharing grades and what your expectations are about sharing those grades with you. One suggestion from a parent was that before they write the check for the next semester they take a look. So obviously that’s your personal business and you can do as you wish.
Rebecca Berner: But just wanted to highlight we have this resource available for you to use. So we're just about out of time, what other questions are there? Are there additional questions that we didn't address? Yes mam.

Audience Member: A little off the topic but [Inaudible] is there any way [Inaudible].

Rebecca Berner: The question was about residence halls and housing, and I am not going to trip into housings per view about changing residence halls. My understanding is yes, but I would definitely check with them, they're at a table at lunch. What other questions are there?

Audience Member: [Inaudible]

Rebecca Berner: Pardon me.

Audience Member: [Inaudible]

Rebecca Berner: Did you have a question sir? No I'm just kidding, yes.

Audience Member: Yes you made the comment earlier about three hours, two outside of the classroom, one inside the classroom, I know that is probably the expectation do you find that that is generally assumption on part of the students. As someone who teaches at Sac State I find it kind of funny that these numbers are out there and it would be lovely for students to spend two hours for every one that is in class but I don't think that's realistic given their work schedule and so forth.
Rebecca Berner: And your question for me was? I'm sorry.

Audience Member: No it's fine. Do you think that that's a realistic expectation or do you think that people don't?

Rebecca Berner: I think academic rigors absolutely a realistic expectation. I think we need to introduce to the students come and you know they're bright students and they didn't study that much in high school. I know students who study more than two hours,
**Rebecca Berner:** depending on the course a lot more than that. We have, I think the difference between, and you know I actually got, went to Sac State for a while and it's a great school. I think that it just really depends on the student and I think we have a different population here. We have a residential campus, we have fewer students who are working full-time jobs than Sac who has more students who are both balancing a job and we have more traditional age students. Yeah we have 18 to 21 primarily students who are living in the residence halls, or living within 2 miles and their main focus is to go to school. For someone who is working a full-time job no, that's probably not realistic and they should probably take the lighter load. But we really stick to that formula, introduce it to students because we don't want them to think, "Hey, I got this." We'd rather have them over study than under study, right? So that's my two sense for what it's worth. Alright so let's, I think we're just about at our time here to wrap up here shortly.