

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-2923-09/APEP (Rev)
November 6, 2009

Assessing the Effectiveness of the Early Assessment Program (EAP) in Increasing the Academic Readiness of Graduating High School Seniors

- RESOLVED: That the Academic Senate of the California State University (ASCSU) recognize and support the analysis of the effectiveness of the EAP that is being conducted by Academic Affairs, Office of the Chancellor and recommend that this analysis include the assessment and the identification of the preconditions necessary to achieve the goal set in the Board of Trustees' 1996 resolution to reduce the percentage of regularly admitted new CSU freshmen needing remediation to 10%; and be it further
- RESOLVED: That the ASCSU request that the Executive Vice Chancellor and Chief Academic Affairs Officer of the CSU provide the Senate with an annual report on the assessment of EAP that includes the data, the analysis, and findings.

RATIONALE: The Early Assessment Program (EAP) provides students with an early indicator of their level of college preparation. However, the percentage of students that utilize this information to make more informed decisions to increase their knowledge and skills while still in high school and thereby avoid the need for remediation in their entry level college experience, is low. Both the importance and the expectations associated with the EAP are significant. Jack O'Connell, the Superintendent of Public Instruction in a presentation to the Board of Trustees on "Closing the Achievement Gap in California" made reference to EAP as an important component in attempts to close this "Gap". In addition, the California American Diploma Project, established by Achieve, the non-partisan, non-profit education reform organization, has identified EAP as an important tool in ensuring that high school graduates are fully prepared to undertake college-level work.

The ASCSU continues to believe that EAP is one of the most important outreach activities that the CSU has undertaken. Its acceptance as an assessment tool by the California Community Colleges now means that the majority of college constituents in California will benefit from utilizing EAP-based feedback during their senior year in high school.

The EAP has received the favorable interest and comment at the national level, as states struggle to align their K-12 and higher education interests. By utilizing a shared assessment instrument, high school learning expectations in English and mathematics can be directly related to the CSU's expectations for incoming freshman. The professional development opportunities in English and mathematics, and curriculum modules in English have addressed a long-standing disjunction between high school and college writing and have allowed the CSU to emphasize the role that critical analysis plays in English and mathematics at the university level.

Furthermore, work to be done to ensure that EAP includes (1) the appropriate incentives to greatly increase student participation and (2) the appropriate counseling that will lead to students taking the courses necessary for them to achieve proficiency prior to

graduation. This resolution recognizes and supports the initiatives being implemented by Executive Vice Chancellor Echeverria.

It is important to note that California public schools do not have the resources necessary to refocus efforts on graduating college ready students. CSU will call upon the California Board of Education, the Superintendent of Public Instruction and the variety of K-12 support organizations to direct their efforts towards graduating students better able to fulfill their higher education goals.

Approved Unanimously – January 21-22, 21010