Early Start Program

March 16-17, 2010
Dr. Jeri Echeverria
Executive Vice Chancellor & Chief Academic Officer
Academic Affairs
RESOLVED … by March 2010, the Board will consider and establish such policies as are required to achieve a full-scale implementation of pre-matriculation programs throughout the CSU, including a timeline for implementation.

May 12-13, 2009
RESOLVED…..by Fall 2007 the number of regularly admitted new CSU freshmen needing remediation will have been reduced to 10 percent of that group.

January 23-24, 1996
Background: Early Assessment Program (EAP)

• In its 5th year, provides an early warning system to high school students regarding their college readiness in English and mathematics

• 466,303 11th graders took CST and 369,441 (79%) also took EAP

• Program is nationally acclaimed
Background: The Dimensions of This Issue

Almost 60% of CSU freshmen have academic deficiencies in English and/or Math, even though they are in the top one-third of high school graduating class.

In fall, about 29,000 of our regularly admitted freshmen are slated to take approximately 43,000 classes in pre-English and/or Math.
Background: Results to Date

- Efforts to Help Individual Students Make Up Deficiencies have been successful, and our faculty have performed admirably, however……

- Efforts to reduce the overall demand for “remedial” coursework has not been successful to date.

- **TIME TO ENHANCE EAP & LAUNCH EARLY START**
“Early Start” Clarified

Early Start is a program designed for all incoming students deficient in English and mathematics, requiring that they BEGIN making up those deficiencies BEFORE matriculation.

It DOES NOT mean they will denied admission if they have not completed resolving the deficiency.
Early Start Task Force

Sue Rosser, Co-Chair  San Francisco State University
Paul Oliaro, Co-Chair  California State University, Fresno
Linda Dalton  California State University, East Bay
Glen McClish  San Diego State University
Eduardo Ochoa  Sonoma State University
John Tarjan  California State University, Bakersfield
Bob Buckley  California State University, Sacramento
Magnhild Lien  California State University, Northridge
Lorie Roth  Chancellor’s Office
Allison Jones  Chancellor’s Office
Recommendations: General Principles

- Establishment of a CSU ESP Implementation Team
- Expand the role of EAP as an early warning mechanism
- Encourage campuses to develop programs appropriate to the requirements of ESP and to their campus needs
- Allow for different approaches in Math & English
- Reciprocity among all CSUs
- Continuous assessment of ESP (involving English & Math Councils) and flexibility needed to make adjustments as appropriate
Early Start Program: Basic Requirements for CSU Campuses

- Campuses to develop plans in partnership with faculty in English and mathematics.

- Campuses to submit plans in October 2010.

- Campuses to begin implementing plans on or before 2012, with full implementation on or before summer 2014.
Early Start Program: Basic Requirements in English

• In keeping with English Council recommendations, re-set the “cut” score on the EPT from 151 to 147 for students entering fall 2011 (analogous to a 500 SAT score). This will move us from 51% to 60% proficient in English among freshmen and eliminate the “pre” requirement for approximately 5000 students.

• Students considered to be most “at risk” for not passing introductory English will begin Early Start on or before Summer 2012.

• Full implementation for all students in English will begin on or before Summer 2014.
Early Start Program: Basic Requirements in Mathematics

- All campuses will begin on or before Summer 2012

- Math Council will review “cut scores” in 2010-11 and consider re-setting them to 47 on the ELM (analogous to 500 on SAT and parallel with the reduction in English). Recommendations will be provided to the EVC and the ESP Implementation Team.
Anticipated results of ESP Program?

- CSU more aligned with national standards on “cut” scores
- Near-proficient students will not take courses that are not required of them
- Faster progress to degree
- Serving more students by increased capacity
- Better information on performance of approaches to “remediate”
- By 2014, the CSU will begin reviewing its progress in a coordinated manner, reporting to the Board on its progress, and reviewing best practices in this field.
Campus ESP Proposals

- Campus leaders will work with Math & English faculty to develop plans and report on how they will reach full implementation in concert with program recommendations.

- Decide on options they will select, such as:
  - CSU, CCC, or Extended Education Summer Courses;
  - Special Programs such as Summer Bridge;
  - Senior Year in high school English with ERWC approved coursework;
  - Online work in Math and re-testing ELM; and
  - Other implementation strategies.
Responsibilities of ESP Implementation Team

- Oversight of Early Start Program
- Coordination with Early Assessment Program
- Accepting, reviewing, and approving campus plans
- Ensuring that campus and CSU timelines are met
- Coordination of assessment activities
- Reporting to EVC for Academic Affairs
Timeline for CSU Implementation of Early Start Program

- **Spring 2010**
  - Board Action
  - ESP Executive Order
  - Appointment of ESP Implementation Team

- **October 15, 2010**
  - ESP Campus Plans to Implementation Team

- **January 5, 2011**
  - Approval of campus ESP Plans
Timeline for CSU Implementation of Early Start Program (overall)

February 2011 To May 2012

- Coordination with EAP program
- Communication to regional high schools, advisers and students
- Development of New Coursework on Campuses
- Inclusion of Courses in Registration Processes
- Preparation for full Program Implementation
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Events</th>
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<tbody>
<tr>
<td>Fall 2011</td>
<td>• New English Cut Scores in place</td>
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<td>• New Math Cut Scores under consideration</td>
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<tr>
<td>Summer 2012</td>
<td>• Full Implementation in Math</td>
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<td>• Implementation for “at risk” English</td>
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<tr>
<td>Summer 2014</td>
<td>• Full Implementation for English</td>
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Why an Early Start Program?

• A natural and logical outcome of deliberation, discussion, and debate that has occurred within the CSU for at least the past 13 years.

• If the CSU reduces the need to offer courses for academic deficiencies, we can expect: more students ready to begin college-level coursework and more students who successfully complete their degrees.

_Students Ready to Begin Are More Likely To Succeed!_