

Overview for Educational Policies Committee (11-10-2010): Executive Order 1048: Mandatory Early Start & CSU Northridge

CSUN EO 1048 website with current draft and some useful links:

<http://www.csun.edu/afye/EO-1048-at-CSUN-Resource-Page.html>

Summary of our CSUN plan as of 11-9-2010, with thanks for the expertise of about 30 CSUN colleagues:

1. Logistics: We are providing solutions to some of the formidable challenges EO 1048 presents. We think we have people in the right areas working on each problem (assessment, outreach & communications, financial aid, admissions & records, institutional research, academic technology, etc.). If necessary, students will be able to progress through math and into reading-writing (that is, they can address both areas during summer). However, “address” does not necessarily mean “become GE ready” in this context.

2. Math: We will continue offering EOP Bridge, plus four other pathways students can follow beginning as early as March of their senior year in high school. The pathways allow students to begin working on math skills online; if they wish, they can supplement their online work with online tutors and/or time in an on-campus lab staffed by an instructor and student tutors. If that’s not enough practice, they can register for Developmental Math classes, either as part of CSUN’s own “[Little] Early Start” in summer session 3 or through the Tseng College. Possible outcomes: student passes 0, 1, or 2 Developmental Math classes and is 1048’d or not.

3. Reading-Writing: Multiple pathways presented, including EOP Bridge and a new, late-summer, three-week experience offered online, but with CSUN peer tutors, supplemental instruction tutors, and writing faculty supervision on the other end of the line, and an on-campus “lab” or “emporium” for students wanting in-person help. Some discussion of a “satellite lab” or “satellite emporium” located in an underserved area of LA (possibly near the Maxine Waters Education Center at 106th & Central) and/or at various high schools or CCC. One unit of credit. Plan details:

- Students will be placed in groups of three because learning is social
- Each student will be asked to complete three writing assignments:
 1. Self-introduction and recap of a meaningful literacy experience (learning is personal)
 2. Response to a provocative assigned reading (reading and writing are reciprocal)
 3. Response to peers’ writing (assignment #2) in the groups of 3 (peer feedback)
- Possible outcomes: digital certificate of completion for students who complete all 3 assignments; notice of EO 1048 activity participation for students who attempt all 3 assignments.

4. Next steps:

- Nov. 9 version of the full plan (with errata page) is posted on the CSUN 1048 website with an introduction explaining why we believe our plan is the strongest possible program for our freshmen, although it will not match all EO 1048 mandates. Our plan will contribute directly and indirectly to freshman success. Students may eliminate some developmental course work in math, and will engage in reading and writing exercises that prepare them for success in college writing courses (including Stretch Composition 113A in particular) and for success in college more generally.
- Nov. 12 final fall 2010 meeting of the CSUN 1048 group of 30.
- Additional consultation: Campus Update (Monday, Nov. 15, 9:30-10:30 a.m. in the Whitsett Room; open to all); campus advisors hosted by EOP (11/15); faculty in Asian American Studies (11/16).
- Nov. 19: completed plan due to Chancellor’s Office
- Pending CO approval, there will be further work, including design of the one-unit new course for reading and writing as well as solutions for local logistics problems (appeals process, etc.).