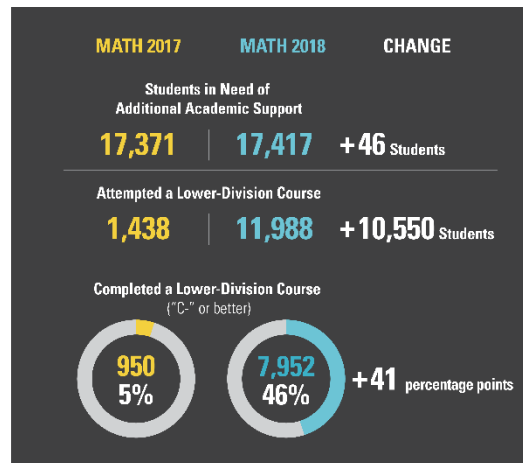


## One-page summary of the CSU developmental education reform effort

- The California State University (CSU) is the largest and most diverse four-year university system in the nation enrolling more than 484,000 students across 23 campuses. Each year the CSU enrolls approximately 65,000 first-time students. A third of them (about 26,000) were deemed underprepared for college-level math and/or written communication. Like many institutions the CSU assigned these students to stand-alone developmental education courses as pre-requisites with dismal results.
- In August 2017, the CSU issued [Executive Order 1110](#), a policy that effectively address three issues:
  - It revised the way the CSU assesses college readiness and places students in first-year courses;
  - It strengthened the CSU Early Start program to offer students college credit in the summer before their first term and;
  - It discontinued stand-alone developmental education courses for no credit effective Fall 2018 initiating a 12-month implementation timeframe.
- The CSU then embarked on a systemwide reform effort that involved intense professional development and technical support for faculty and campus leaders. This included hiring independent consultants, a partnership with the Dana Center at UT Austin and a significant redistribution of institutional resources.

### CSU FALL MATH COURSE OUTCOMES



- This slide shows the math outcomes by comparing the Fall 2017 cohort (in the first column) prior to the policy change and the Fall 2018 cohort (in the second column) that enrolled in newly designed course models. The third column shows the percentage or numerical change from last year. The top row is the number of students in each cohort who arrived in need of additional academic support. The second row is the number of those students who attempted a college-level math course in their first term. At the bottom is the number of students who passed a college-level math course—an **eightfold increase** from the previous year. You will also see that just 5 percent of these students in last year’s cohort passed a college-level math course in their first term compared to 46% a year later. It is also important to note that many of these college-level courses also fulfilled the general education requirement for math and quantitative reasoning.

- Although there is room for much improvement, the outcomes after the first term are very promising. The CSU story is one of remarkable institutional change given the scale and aggressive implementation timeframe. The last two years provided a few key lessons other institutions may benefit from:
  - Use of data and defensible evidence in higher education
  - Achieving and maintaining clarity with effectively different communication
  - Professional development and barrier removal
  - Staying the course
  - Stage rigorous assessment and evaluation
  - Remembering the WHY