1. Title of proposal: ELM Preparation ONLINE at CSUEB

2. Initiator of proposal and reporting unit: Julie Glass, Mathematics & Computer Science, COS

3. Total funds requested: $35,000

   Project manager and lead developer (12 WTUs): $15,000
   Course development support team (8 WTUs): $10,000
   Assessment (data collection and analysis): $5,000

   There are unknown costs for course delivery, which include: Course oversight and instructor compensation. Percentage of course fees/proceeds to go to College of Science and Math/CS Department. Cost of organizational support for instructors and students.

4. Brief description of project (1-2 paragraphs)

   The project proposed here is to design and develop a completely online ELM (Entry Level Mathematics) Exam preparation course that will be ready for pilot implementation by summer, 2011. The course will utilize ALEKS (Assessment and Learning in Knowledge Spaces). ALEKS is an innovative online mathematics program currently used for CSUEB’s only online developmental mathematics course. ALEKS creates individual learning pathways allowing each student to focus on the areas where they are the weakest, while also strengthening their abilities in prerequisite areas and more advanced topics. “Early Start” programs utilizing ALEKS currently exist on several CSU campuses, so this project will include research into, and collaborative efforts with, other CSU Campuses. Ideally, CSUEB would offer some open computer lab times to students enrolled in the course as well as access to tutors as necessary. Specially administered ELM exams immediately upon completion of course material would likely lead to higher passing rates on the ELM.

   Another component of this project will be to work PEMSA and other units on campus as well as, potentially, other campuses and the Chancellor’s Office to inform students about the course and the benefits of completing their developmental mathematics work before the start of the academic year. This might also include the development and implementation of a process of informing and encouraging students to take the ELM test and/or EAP (Early Assessment Program) test during the winter/spring prior to their enrollment at a CSU campus. This project is strongly in line with the Board of Trustees Early Start Task Force regarding the implementation of pre-matriculation (early start) programs throughout the CSU. According to minutes of the March 16 – 17 meeting of the Committee on Educational Policy it was recommended that the Board of Trustees adopt a resolution based upon the recommendations of the Early Start Task Force. This project will include working within the guidelines of those recommendations and collaborating in any appropriate way with broader CSU efforts on Early Start programs in mathematics.

5. Expected outcomes and target audience of the project (1-2 paragraphs)

   Expected outcomes/deliverables include:
   a. The creation and development of a completely online ELM preparation course
   b. The creation and development of both text and online materials
c. The creation and development of instructor support modules

d. The creation and development of tutor training materials if relevant

e. The creation and development of criteria for computer lab support if relevant

f. The creation and development of a publicity/information campaign to CSUEB students

g. The development of a procedure for offering the ELM to participating students

The target audience for this program will be any student admitted to CSUEB whose ELM test score indicates that they require developmental work. It is hoped that this audience will be expanded to such students admitted to any CSU. Note that one of the recommendations of the Early Start Task Force is to require reciprocity among all CSU campuses, “such that certification at one campus is accepted at any sister CSU institution without question.” This allows the “marketing” of Early Start programs across the CSU.

6. Strategic impact/benefits (in 1-2 paragraphs, explain how this project will potentially improve the graduation rate of students at CSUEB and have a lasting impact)

Students who require developmental work upon entering the university essentially “waste” their first few quarters taking courses that do not count towards graduation. It is expected that eliminating the need for such courses for individual students will reduce their time to graduation and reducing the need to offer such classes will save money for the university. Students will also more rapidly integrate into the university and take classes that move them towards declaring a major, making it more likely that they will graduate within 6 years. This project is strongly in line with the California State University Graduation Initiative as well as the Early Start Task Force’s recommendations.

7. Timeline (remember that this is one-time funding for 2010-11 only)

**Fall, 2010:** The Project Manager will investigate: current practices for Early Start Programs at other CSUs, current policies in place and “in the works” regarding Early Start programs, and mechanisms to inform eligible students of Early Start options in Mathematics. The Project Manager will identify and “hire” course development team members.

**Winter, 2011:** The Course Development Support Team (CDST) will create custom content and other required materials for the course. The Project Manager will work with CSUEB and/or CSU administration with input from the CDST to create and implement a marketing plan.

**Spring, 2011:** The CDST will develop instructor support materials.

8. Potential barriers to success (1 paragraph)

Potential barriers to success include: difficulty coordinating and/or complying with systemwide efforts and policies on Early Start Programs; effective outreach to students; implementation of additional ELM offerings; and instructional support for ongoing course offerings.