

November 15, 2017

Dr. Christine Miller, Chair
Academic Senate, CSU
The California State University
401 Golden Shore
Long Beach, California 90802-4210

RE: Campus Senate Resolutions Regarding EO 1100 (Revised) and EO 1110

Dear Dr. Miller:

This letter is to respond to resolutions passed by a number of the California State University (CSU) campuses as well as the letter from campus senate chairs to Chancellor Timothy White requesting that the implementation of Executive Order 1100 (Revised) and Executive Order 1110 be either delayed or rescinded. Given the similarities in the requests and rationale offered in each, this letter serves as a response to address them collectively under seven common themes: shared governance, higher education employer-employee relations act, general education, commitment to ethnic studies and cultural diversity, quantitative reasoning task force recommendations, the need to change CSU's approach to developmental education and urgency to meet students' needs.

Shared Governance

Shared governance is a hallmark of higher education and a CSU value to be upheld. At the most recent Board of Trustees meeting, there was discussion about clarifying the practice of shared governance, needing to work collaboratively rather than at odds and maintaining a commitment to serving students more effectively. The Office of the Chancellor will remain committed to seeking ways to engage faculty in productive discussion and consultation on a range of issues that face our university.

The Office of the Chancellor also recognizes that every instance of systemwide policy change is unique. The pace of consultation during the development of the recent policy changes has also been responsive to organizational needs at various points along the way. The GE discussions, for

CSU Campuses

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

example, began at the ASCSU retreat in August 2016. Conversations about redesigning developmental education date back to May 2016 during meetings with the U.S. Department of Education regarding math disparities. Over the last two years, the Office of the Chancellor has also received several campus proposals to reform developmental education programs for which these policy changes are responsive. Although there was no specific plan to change policy at every point of contact, there was interest from inside and outside the CSU to assure that our policies did not impede academic progress or facilitate inequities across student populations. Formal and informal consultation continued with various committees and CSU constituents within the respective development timeframes for each Executive Order (EO).

Higher Education Employer-Employee Relations Act (HEERA)

The Office of the Chancellor acknowledges HEERA's reference to "joint decision-making and consultation" and our mutual obligation to work within "shared governance mechanisms and practices." After careful review, the Office of the Chancellor affirms its previous compliance and continued operation in the spirit of HEERA, to advance the mission of the CSU. With this understanding, the Office of the Chancellor remains focused on working together with faculty in the pursuit of academic excellence and student success.

General Education

In March 2017, the ASCSU agreed to a compromise to the Chancellor's Office original timeline for consultation regarding revision of EO 1100. The agreement was memorialized in a March 15, 2017 letter from Executive Vice Chancellor Loren Blanchard to you. The mutually accepted compromise was explained at the March 2017 ASCSU Plenary, and the letter was shared via e-mail with the ASCSU on March 17, 2017. The ASCSU July 2017 Chair's Report included an update on summer reviews of EO 1100 drafts that were carried out by the Chancellor's Office in consultation with two faculty groups. In that update [you wrote](#):

The Executive Committee met with AVCs Mallon and Van Cleve to share feedback on the most current version of the EO. In addition, we shared our feedback with the current and former Chairs and Vice Chairs of the Academic Affairs Committee and the General Education Advisory Committee, Senators Ullman, Schleivert, Creadon, Van Selst, and Baaske. Along with me, they are slated to meet (virtually) with AVCs Mallon and Van Cleve next week. Following on discussions with ASCSU committees and GEAC last year, these meetings are consistent with the memo in March from EVC Blanchard which stipulates that senators will be involved this summer in providing feedback on revisions to EO 1100 prior to its release, scheduled before campuses return for fall semester/quarter operation. This timing gives campuses the maximum amount of time to make any changes necessary to their GE programs prior to Fall 2018.

Commitment to Ethnic Studies and Cultural Diversity

The CSU is the most diverse four-year university in the nation. Diversity is a part of our academic mission, which includes preparing students to live in a multicultural, global society. All CSU campuses have cultural diversity requirements, and EO 1100 (Revised) permits those requirements.

This revision of EO 1100 was intended to provide clarity, increase equity and facilitate academic progress. The effort did not consider expanding GE distribution areas, and the revised EO does not prohibit or limit cultural diversity courses from satisfying GE requirements. There is no aspect of EO 1100 that disallows a campus to require ethnic studies or cultural diversity courses within the policy parameters for GE programs or as a campus graduation requirement.

Quantitative Reasoning Task Force Recommendations

In the Executive Vice Chancellor's October 6, 2017 letter, he wrote, the *Quantitative Reasoning Task Force Report's* "recommended 'foundational' and 'baccalaureate' quantitative reasoning definitions were not adopted because they are not appropriate for GE policy." The letter further clarified that "Student proficiencies upon high school graduation are addressed in CSU admission policy, not in GE policy. Similarly, GE policy does not address college graduation-level proficiencies." No other area of systemwide GE establishes foundational or baccalaureate level definitions.

The Need to Change CSU's Approach to Developmental Education

Over the past decade, more than 20,000 first-time freshmen annually have been required to take one or more developmental courses that do not count towards their degree. During that decade, 32,524 students were disenrolled for their second year because they did not complete CSU remediation requirements. More than 65 percent of students assigned to developmental education courses are from historically-underserved communities. CSU institutional research indicates that 31 percent of fall 2016 first-time freshmen developmental math course attempts resulted in a non-passing grade. While that failure rate represents a systemwide average, there are campuses where a much higher percentage of students do not pass. The disproportionate representation of students taking developmental education courses and subsequent failure rates affect equitable opportunities for students' academic progress and degree completion. These outcomes are also observed by external constituents concerned about student success and equity including parents, advocacy groups, and state leadership. The CSU has a responsibility to consider and respond to the concerns of all constituents. Yet, the primary impetus for restructuring developmental education systemwide is the consequence for students assigned to those courses and the promise of alternative models.

When examining outcomes data for other institutions and systems, several states have transitioned to alternative instructional approaches in mathematics while maintaining rigor and improving student learning:

- The City University of New York (CUNY) documented success with co-requisite approaches to baccalaureate mathematics education. The CUNY experience is the basis for the article “Should Students Assessed as Needing Remedial Mathematics Take College-Level Quantitative Courses Instead? A Randomized Controlled Trial,” which appeared in the September 2016 issue of the journal Educational Evaluation and Policy Analysis (<http://journals.sagepub.com/doi/pdf/10.3102/0162373716649056>).
- The University System of Georgia, which enrolls 321,000 students, has demonstrated progress improving [outcomes](#) for students. Students along the preparation continuum, even those least prepared, consistently show that they are twice as likely to pass a college-level co-requisite course compared to a traditional developmental education course.
- Additional resources are available at the Academic Preparation website at www2.calstate.edu/csusystem/why-the-csu-matters/graduation-initiative-2025/academic-preparation/Pages/resources.aspx.

The Office of the Chancellor recognizes that this commitment to support student academic achievement requires resources. To assist in this regard, each campus was given a funding allocation, described in [Coded Memo B 2017-04](#), to assist with the expenses related to this transition. In addition, we are providing ongoing professional development opportunities related to these efforts. In August, the Office of the Chancellor held the first in a series of professional development sessions focused on redesigning math courses. In September, a two-hour webinar for the CSU community was held to answer any outstanding questions about the recent policy changes. And, on November 16 and 17, CSU will hold a second professional development math summit.

Urgency to Meet Students’ Needs

In the October meeting with the ASCSU Executive Committee, Chancellor White acknowledged that in the process of engaging in discussions related to the recent EOs, particular elements have emerged as challenging. However, the decision has been made not to impose a delay, which would undercut work that has already been carried out. The Office of the Chancellor wants to honor the progress already made by faculty developing new curriculum. Further, a decision to delay implementation systemwide would assume that there is no cost for maintaining the status quo. As indicated previously, there is a very real consequence to students in terms of cost of attendance and progress toward degree if there is a delay. Additionally, any negative impacts would be experienced disproportionately by students from historically underserved communities.

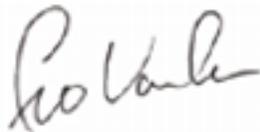
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The Office of the Chancellor cannot support sustaining such institutional inequities or justify the continuance of policies that do not serve students well.

In order to sustain the hard work and progress made by campuses while acknowledging the possibility of extenuating circumstances, Executive Vice Chancellor Loren Blanchard in his message to Presidents on October 12, 2017, recognizes “the distinctive academic environments of each CSU campus. As such, there may be situations that warrant consideration of a narrowly defined request for extension of the implementation date of a specific element of EO 1100.” He continues that, “A request to delay implementation for a particular element of EO 1100-Revised may be submitted by the provost on behalf of the faculty and campus community, with endorsement by the president.” No extensions will be considered regarding Executive Order 1110 or elements of Executive Order 1100-Revised that align with EO 1110, such as updates to GE Subarea B4, Mathematics/Quantitative Reasoning.

Although the timeline stipulations laid out in the October 12 letter remain, the Office of the Chancellor is committed to continuing to provide support as campuses make progress towards our collective goals. With a focus on student success, we must also reaffirm our commitment to collaboration, cooperation and productive shared governance practices. We look forward to our on-going work together.

Sincerely,



Leo Van Cleve
Assistant Vice Chancellor
International, Off-Campus Programs, and Liaison to the ASCSU

c: Dr. Timothy P. White, Chancellor
Dr. Loren J. Blanchard, Executive Vice Chancellor for Academic and Student Affairs
Mr. Steve Relyea, Executive Vice Chancellor and Chief Financial Officer
Mr. Garrett P. Ashley, Vice Chancellor for University Relations and Advancement
Ms. Melissa Bard, Vice Chancellor for Human Resources
CSU Campus Academic Senate Chairs