

October 12, 2017

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

RE: September 14-15, 2017, Senate Resolutions

Dear Dr. Miller:

Thank you for forwarding the packet of resolutions adopted by the Academic Senate of the California State University at its September 14-15, 2017 meeting. We are pleased to provide the responses below.

1) AS-3303-17/FGA: In Support of the Preservation and Extension of the Deferred Action for Childhood Arrivals (DACA) Program

Chancellor White continues to express his support of this group of students and we are pleased to see continuing support from ASCSU. His most recent statement is included on our website.

<https://www2.calstate.edu/csu-system/news/pages/chancellor-white's-message-to-csu-community-on-daca.aspx>.

It is critical that while we acknowledge, address and comfort the concerns of those most impacted by these federal steps, that we also re-enforce what has not changed – AB540 nonresident tuition waivers, access to Cal Grants, State University Grants, and Dream loans, and the support our campuses provide through Dream Centers and similar support networks.

2) **AS-3304-17/FGA/AA/APEP: On the Development and Implementation of Executive Orders 1100 (revised) and 1110**

Developmental Education

From our own CSU institutional research, we have observed that 31 percent of students taking developmental math courses at the CSU did not pass. We also know that developmental mathematics requirements disproportionately (65%) affect students from historically underserved communities. While that failure rate represents a systemwide average, there are campuses where a much higher percentage of students do not pass. We know that this affects their opportunities for academic progress and degree completion.

When we look at the experience of other institutions and systems, we see that several states have transitioned to alternative instructional approaches in mathematics. Fairmont State University in West Virginia, a public comprehensive university of 4,000 students of which half receive Pell grants, the number of students completing entry-level math courses increased from 28 percent to 82 percent after the university moved to providing co-requisite based courses. Similarly, pass rates in English courses at West Liberty University, also in West Virginia, moved from 46 percent to 91 percent. The City University of New York (CUNY) also adopted co-requisite approaches to developmental mathematics. 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” in the September 2016 issue of the journal *Educational Evaluation and Policy Analysis* (<http://journals.sagepub.com/doi/pdf/10.3102/0162373716649056>). Additional information publications are available at the Graduation Initiative 2025 website (<https://www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/academic-preparation/Pages/resources.aspx>).

The Chancellor’s Office recognizes that this commitment to supporting student academic achievement has costs. To help with this, each campus was given a funding allocation, described in [Coded Memo B 2017-04](#) to assist with the expenses related to the transition. In addition, we will be providing support and ongoing professional development opportunities related to these efforts.

Quantitative Reasoning

As indicated in the Executive Vice Chancellor’s letter of October 6, 2017 to Chair Miller, the *Quantitative Reasoning Task Force Report* “recommended ‘foundational’ and ‘baccalaureate’ quantitative reasoning definitions were not adopted because they are not appropriate for GE policy.” He 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.”

Ethnic Studies

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 but one of our campuses have cultural diversity course requirements and EO 1100-Revised does not prohibit those requirements.

This revision of EO 1100 was intended to provide clarity, increase equity, and facilitate academic progress and did not consider expanding GE distribution areas. The revision does not prohibit or limit cultural diversity course requirements. Regarding cultural diversity courses, campuses may employ curricular design strategies such as double counting cultural diversity courses with other requirements, designation as a campus graduation requirement, or requiring cultural diversity courses as an Area A – E requirement.

In his July 13, 2016 letter to the CSU community regarding the recommendations of the Ethnic Studies Task Force Report, Chancellor White asked “that campuses implement, as appropriate, specific recommendations to strengthen the institution in the context of the mission, priorities and campus culture.” Further, he counseled, “the ethnic studies report should not constrain the regular academic planning process of each campus, rather it should be one factor that informs the planning.” There is no aspect of EO 1100 that prohibits a campus from requiring ethnic studies or cultural diversity courses within the policy parameters for GE programs or as a campus requirement.

Meeting Students’ Needs

In his meeting with the Executive Committee of the ASCSU, Chancellor White acknowledged that as some campuses engaged in these discussions, particular elements have emerged as challenging. At the same time, we do not want to undercut the work that has already been done or interrupt the progress that has already been made by imposing a delay. A delay also assumes that there is no cost to the status quo and as indicated above, we believe there is a very real cost to students if we delay.

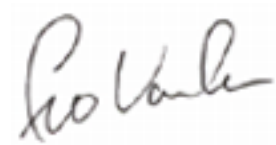
Following on these discussions, in his message to Presidents on October 12, 2017, Executive Vice Chancellor Loren Blanchard recognizes “the distinctive academic environments of each CSU campus. As such, there may be situations that warrant consideration of a narrowly defined request for extension of 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.”

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3) **AS-3306-17/APEP/FGA: Support for AB-19 (2017) Community Colleges: California College Promise**

The CSU is committed to encouraging student success in their pursuit of higher education. This support for success at community colleges is welcome.

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, Academic and Student Affairs
Mr. Steve Relyea, Executive Vice Chancellor & Chief Financial Officer
Mr. Garrett P. Ashley, Vice Chancellor, University Relations and Advancement
Ms. Melissa Bard, Vice Chancellor, Human Resources