

March 27, 2018

Dr. Hans-Joerg Tiede
Associate Secretary
American Association of University Professors
1133 19th Street NW, Suite 200
Washington, DC 20036

Dear Associate Secretary Tiede:

Your letter to Chancellor White regarding Executive Orders (EO) 1100 (revised) and 1110 has been provided to me for response. Thank you for bringing to our attention your interest in the process by which these documents were conceived and adopted. We appreciate the opportunity to provide additional information as well as some important historical context.

Our goals are as ambitious as they are time sensitive. The Graduation Initiative 2025 (GI 2025) and the frequent questions and inquiries from community groups, public officials and our Board of Trustees evidence the sense of urgency shared by our extended community. In recognition of the essential interdependence between board, administration, faculty and students, we have worked hard to reach our shared goals through joint effort. In fact, our ambitious goals were developed through an advisory workgroup consisting of faculty, trustees, students and academic and student affairs leaders. I am satisfied that we have engaged in meaningful shared governance in good faith with our faculty colleagues.

As our work in the initiative began, we reviewed our policies with a view toward removing obstacles to student progress. General Education (GE) policy emerged as an area warranting further examination. In August, 2016 a memorandum (attached) was sent to all campuses to help us better understand how GE was being implemented on each campus. This process would lead to the revision of EO 1100. The policy changes in EO 1110 emerged as the result of an urgent need to better serve our students as they enter the university. The CSU has a longstanding commitment to reduce the rate of remediation and to provide our students with meaningful access to a quality education and timely graduation from the university.

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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

Executive Order 1100 (Revised)

The CSU GE policy is Board policy that has been in place since 1980. It has always included the same five GE categories set forth in revised EO 1100. EO 1100 (revised) was released in August 2017 to clarify existing policy, promote equity and encourage student success. The revised executive order does not alter the basic structure of the GE framework, nor does it change the Trustees' existing Policy. In a separate effort, a GE Task Force was formed by the Academic Senate CSU (ASCSU) and continues to meet under the leadership of the Chair of the ASCSU and the Chair of the Academic Affairs Committee of ASCSU, and includes the current Chair of the Board of Trustees, faculty, students, representatives from other higher education segments, and administrators. This Senate task force is taking a broader approach and examining the overall purpose, structure, and content of GE.

A history and summary of the consultation that culminated in EO 1100 (revised) can be found [here](#). The following items are of particular note:

- Changes to GE were discussed at the November, 2016 meeting of the Chancellor's General Education Advisory Committee (GEAC). The [GEAC minutes](#) state that "We were provided by [Assistant Vice Chancellor] AVC Mallon with the results of the General Education Survey that was sent to all campuses this fall, and are now ready for analysis by faculty and administrators. She asked the committee for any suggestions or help in clarifying requirements as published by each campus, and in explaining the purpose of general education to external sources."
- The GEAC minutes also note that the matter would be referred to the ASCSU, Academic Affairs Committee where the issue was discussed at its [January 2017](#) meeting. The minutes of the latter committee meeting state that "EO 1100 General Education Breadth Requirements may have changes. Seeking input on what to change."
- A draft of the EO 1100 (revised) was shared with the ASCSU on March 7, 2017. After discussions between AVC Van Cleve and the ASCSU Executive Committee, an agreement was reached on the consultation process for EO 1100. That agreement was thereafter memorialized in a letter from me on March 15 (attached); was shared with the ASCSU Plenary on March 16; and was distributed electronically to the ASCSU on March 17, 2017.
- Consistent with the agreement on a consultation process, we continued to communicate with Chair Miller and the Executive Committee (acting on behalf of the ASCSU body during the summer as agreed in March 2017) about the anticipated changes to EO 1100. Dr. Miller's [Chair's Report](#) covering the period from the Senate's May Plenary to July references our conversations. Moreover, the [Chair's Report for September](#) states that:

EO 1100 Revision Feedback: As I [Chair Miller] reported to you before, in July the Executive Committee met with AVC Mallon to discuss revisions to Executive Order (EO) 1100 before it was published on August 23, 2017. In addition, we shared our feedback with what was called the EO 1100 Summer Work Group, composed of 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, the Work Group met virtually with AVC Mallon in late July.

These formal discussions with the Executive Committee and with the Work Group were consonant with shared governance. The Executive Committee acts on behalf of the Senate when it needs to (e.g., during the summer), and the Summer Work Group was constituted in March 2017 based on a formal commitment between ASCSU and me to consult with senators over the summer. Those senators were compensated for their work. Of course, such circumstances most certainly are not ideal. But there was shared governance. I am dismayed that this formal consultation could not take place during the time when the 2016-17 Senate was in session so that more ASCSU input could be offered, and I sincerely hope these circumstances are never repeated. However, these two formally constituted entities representing ASCSU provided recommendations to the Chancellor's Office about a proposed policy, and their recommendations had an impact on that policy.

- In response to the September resolution from the ASCSU (as well as from campus senates), we offered campuses the option of requesting an extension of time in which to implement EO 1100. We received ten requests, and granted extensions in eight instances. We provided clarification and assistance to the other two campuses, thereby obviating their need for an extension of time.

Executive Order 1110

Issues relating to the assessment of academic preparation for first year General Education courses have been a topic of discussion and debate among faculty, administrators and CSU Trustees for many years. In 1996, the CSU Board of Trustees established a series of goals to nearly eliminate the need for remedial education. Despite continuous progress, in fall 2016 nearly forty percent of incoming first year students were placed into pre-baccalaureate courses mathematics and/or English composition courses.

Our examination focused on the preparation of students as they complete high school and their experience as they arrive at the CSU. Under existing approaches, we found that one in four students placed in developmental/remedial education classes did not return for their second year. The graduation rate for these students at the four-year and six-year level was lower. The system

average D/F/W rate in traditional pre-baccalaureate developmental courses was over thirty percent. We believed that this was a matter that required initiative and innovation, particularly as we strive to eliminate equity gaps in completion rates. Further, California's state budget for 2017-2018, as codified in the enacted [Assembly Bill 97](#), required the CSU to *change policies and practices related to placement of students in remedial or developmental programs and activities* no later than May 1, 2018.

A history and summary of the consultation that culminated in EO 1110 can be found [here](#). The following items are of particular note:

- In March 16, 2017, we made a presentation to the ASCSU on this subject. The following week, we made a similar presentation to the Board of Trustees as required by the 1996 board resolution. On March 27, 2017, I communicated with CSU Presidents (attached) about our concerns and the potential for policy changes. Beginning in April, we asked various stakeholders to provide us with principles and ideas about how we might improve the success of students who arrive with gaps in their preparation in either mathematics/quantitative reasoning or English.
- On April 21, 2017, my staff met with the Academic Affairs Committee of the ASCSU as reflected in their [minutes](#) for that meeting. This discussion included such topics as the measures used to place students; alternative approaches to remediation; and potential changes to the CSU "Early Start" program.
- Similar conversations also took place with the ASCSU Executive Committee and the ASCSU Academic Preparation and Educational Programs Committee. Around the same time, these issues were raised with the CSU English Council and the CSU Math Council.
- On May 16, 2017 we released a draft of the executive order (what would become EO 1110) which would supersede two existing policies. My staff met with the Chancellor's General Education Advisory Committee. Staff also met with the Academic Affairs Committee and the Academic Preparation and Education Programs (APEP) committee. The Academic Affairs Committee [minutes](#) state, "we are hoping to have feedback ASAP but are going to allow 30 days for faculty feedback (June 16)."
- After the May Plenary session of the ASCSU, we continued discussions with the Admissions Advisory Council (which include faculty Senate representation). We also met with the English Placement Test (EPT) committee and the Entry-Level Mathematics (ELM) test committee. ASCSU comment was due June 16, 2017 but additional comments continued to be received and were taken into consideration for several more weeks. Executive Order 1110 was issued August 2, 2017.

Next Steps

My staff and I engage on a regular and frequent basis with the Senate. Chancellor White and I also meet regularly with the Senate at its plenary sessions, and separately with Senate leadership. To further strengthen our working alliance at the system level, we are now engaged in a series of discussions with ASCSU regarding shared governance with a view toward developing a clearer understanding, improved communication and most importantly, mutual trust and a better consultation process. Chancellor White participated in the first of those conversations and will join other upcoming sessions, and I have participated in each of the succeeding meetings along with my colleagues, Assistant Vice Chancellors Mallon, Minor, and Van Cleve. It is our hope that these important discussions will result in a reaffirmation of long held principles combined with agreed upon processes for carrying out our work.

The CSU administration honors, believes in and greatly values its shared governance with CSU faculty. I look forward to continuing our work with the ASCSU in that regard for the betterment and benefit of our students and our institution as a whole.

Sincerely,

A handwritten signature in black ink, appearing to read "Loren J. Blanchard". The signature is fluid and cursive, with the first name "Loren" being more prominent and stylized.

Loren J. Blanchard, Ph.D.
Executive Vice Chancellor

Attachments (3)

cc: Timothy P. White, Chancellor
Christine Miller, Chair, Academic Senate, CSU
Rebecca D. Eisen, Chair, California State University Board of Trustees
Jennifer Eagan, President, California Faculty Association
Alexander Zukas, President, California Conference of the AAUP



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 401 Golden Shore, 6th Floor
 Long Beach, CA 90802-4210

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Loren J. Blanchard, Ph.D.
 Executive Vice Chancellor

Tel: 562-951-4710
 Email lblanchard@calstate.edu

March 27, 2017

MEMORANDUM

TO: CSU Presidents

FROM: Loren J. Blanchard, Ph.D. 
 Executive Vice Chancellor

SUBJECT: Improving Systemwide Policies and Procedures Related to Academic Preparation

This communication is written to follow up on the academic preparation report presented to the California State University Board of Trustees last week. The Office of the Chancellor presented a path forward to strengthen academic preparation, helping the CSU achieve our Graduation Initiative 2025 goals and maintain our commitment to quality, equity, access and achievement. The presentation outlined the goal to improve academic preparation among incoming students to increase their chances of academic success. The presentation covered our intention to advance the Quantitative Reasoning Task Force (QRTF) recommendations and improve quantitative reasoning skills among high school students. As part of this effort, we are also examining the way we assess the mathematics and English readiness of our students. Strengthening the CSU's Early Start Program will be important, as will restructuring developmental education to ensure that students have an opportunity to earn college credit on their first day at the CSU. The presentation to the board and subsequent discussion regarding academic preparation can be viewed at <https://youtu.be/UFRSKy-Klgo?t=2h44m>.

Ahead of the board meeting, we shared student success priorities that are the five main areas of our Graduation Initiative 2025 work—*Academic Preparation, Enrollment Management, Financial Aid, Data Infrastructure and Administrative Barriers*—with CSU presidents, the academic senate, provosts, vice presidents for student affairs and California State Student Association leadership. Thus, each of the issues covered during the board presentation reflected varying conversations with CSU faculty, students and campus leaders. We continue to solicit

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feedback and welcome the additional suggestions that might emerge following deeper reflection. Indeed, we plan to develop representative workgroups in the coming weeks for each of the five priorities.

On behalf of students, the CSU must move with a sense of urgency. While the year 2025 may sound distant, the students who will graduate that year following six years on campus will have entered the CSU as freshmen in fall 2019. Our improved academic preparation efforts must be fully in place by this time to have an impact on our Graduation Initiative 2025 goals. To achieve this, we have set an aspirational goal of fall 2018 for our new approach to academic preparation. The aspiration is not a mandate (unlike the implication of some media reports following the recent trustees meeting).

There is widespread agreement about the need to improve college readiness among incoming CSU students and about the equity consequences of relegating students to traditional developmental education courses. As we continue the process of addressing these issues with impending policy changes, I wish to be clear on four key points:

1. We will continue to consult with faculty and other appropriate stakeholders to solicit ideas and feedback. Workgroups comprised of faculty, administrators, students and K-12 and community college constituents will be established to focus on elements of academic preparation. Revised policies on academic preparation, informed through consultation, will emerge in the coming months.
2. Funding provided through course development efforts for faculty and academic department innovation will support, but not be limited to, the use of corequisite, supplemental instruction, stretch and other proven pedagogical approaches in written communication and quantitative reasoning general education courses.
3. Most CSU campuses currently offer corequisite and/or stretch English programs, and some have already launched corequisite and/or stretch mathematics programs. Course development, curricular modifications and innovative instructional approaches will be at the direction of faculty leaders from campus English and mathematics programs in concert with campus academic leadership. The Office of the Chancellor will provide resources and technical assistance, and will not prescribe a specific implementation model.
4. We will not rush the requirement that incoming freshmen must complete a fourth year of high school quantitative reasoning. In response to the QRTF report, we have received important feedback expressing concern that under-resourced school districts may need more time to prepare. As such, we will phase in the four years of quantitative reasoning requirement gradually.

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The Division of Academic and Students Affairs will begin scheduling meetings to discuss, listen and work through the related issues. We will be intentional, but we are committed to going forward together as a community dedicated to improving student success and degree completion, and to fulfilling the CSU promise.

In the coming days, we will also post a frequently asked questions (FAQ) document on the Graduation Initiative 2025 website (www2.calstate.edu/graduation-initiative-2025), which will serve as a communal reference. If you have questions or items that need further discussion before or after the FAQ is posted, we stand willing to listen and ready to respond.

LJB/jtm

c: Dr. Christine Miller, Chair, Academic Senate CSU
CSU Provosts and Vice Presidents for Academic Affairs
CSU Vice Presidents for Student Affairs



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 401 Golden Shore, 6th Floor
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 Executive Vice Chancellor

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March 15, 2017

Dr. Christine Miller
 Chair, Academic Senate, California State University
 California State University, Office of the Chancellor
 401 Golden Shore
 Long Beach, California 90802

Dear Chair Miller:

This letter is to respond to concerns raised regarding the March 10, 2017 memorandum requesting campus feedback on Executive Order 1100.

We recognize there is a perception that the collection of this information might interfere with or limit the scope of work of the ASCSU's General Education Task Force. I would like to clarify that we see these as two separate but complementary efforts. Our intent was, and is, to gather information about campus level implications of existing policies in order to assure equitable access and opportunity for students in the CSU. This work will not include evaluations of increases, or reductions in CSU GE requirements. The General Education Task Force has the opportunity to take a much broader approach on the subject and include those larger questions regarding the intent, size, composition and scope of general education in the CSU.

The Quantitative Reasoning Task Force (QRTF) report is an important impetus for my memo. As conveyed in my letter to you regarding updates on actions related to the QRTF report recommendations and understanding that some of these areas require immediate attention, we want to move forward expeditiously with some recommendations, so that students can immediately benefit. For example, GEAC is working on an updated definition of quantitative reasoning and that will be considered for the contemplated revision.

Another important consideration in sending this memo is the cascading impact and timeline of consultation. We want to provide time for campus senates to act on any potential related changes during the fall 2017 term so that updates may be reflected in 2018-19 college catalogs. In addition, we have faced continued inquiries from state officials and work such as this demonstrates a good faith effort has begun to address some of their concerns.

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Dr. Christine Miller
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Although not indicated in the memo, I want to assure you that we will share the information gathered through this process with the ASCSU and the GE Task Force, to inform their work. We will also allocate funding for stipends to allow faculty to work with us during summer 2017.

Finally, we appreciate that the original timeline to achieve the review of EO 1100 may pose challenges and will extend the deadline to June 16, 2017, the end of the spring quarter. This extension will allow additional time for campus consultation while also ensuring that we can make progress in resolving policy-related impediments to student access, equity, progress and graduation.

If you have any questions regarding this communication, please contact me. I look forward to our continued work together on behalf of CSU students.

Sincerely,

A handwritten signature in black ink, appearing to read "Loren J. Blanchard". The signature is fluid and cursive, with the first name "Loren" being the most prominent.

Loren J. Blanchard, Ph.D.
Executive Vice Chancellor



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Executive Vice Chancellor

Tel: 562-951-4710
Email lblanchard@calstate.edu

August 16, 2016

MEMORANDUM

Coded Memo ASA-2016-19

TO: CSU Presidents

FROM: Loren J. Blanchard, Ph.D.
Executive Vice Chancellor

<p>Responses Due: Wednesday, September 14, 2016</p>

SUBJECT: General Education Requirements Survey

In response to recent external inquiries about campus general education (GE) requirements, Chancellor White has requested current information on campus GE requirements and other non-major courses required for bachelor's degree completion. The attached chart allows each campus to report courses and units required, and to indicate where double counting is allowed. Please attach a rationale for instances in which campus GE requirements vary from systemwide minimum requirements.

We request that you send your campus' completed chart by Wednesday, September 14, 2016 to GE@calstate.edu.

At the same time, we request that each campus review the general education requirements listed in catalogs and posted online and to revise as necessary to ensure clarity, completeness, and accuracy of information. Please direct any questions to Dr. Christine Mallon, Assistant Vice Chancellor for Academic Programs and Faculty Development and State University Dean of Academic Programs, who may be reached at cmallon@calstate.edu or (562)951-4722.

Thank you, in advance, for your cooperation in fulfilling this request.

LJB/clm

Enclosures

c: Dr. Christine Miller, Chair, Academic Senate, CSU
Provosts and Vice Presidents, Academic Affairs
Associate Vice Presidents, Academic Affairs
Deans of Undergraduate Study
Dr. Christine Mallon, Assistant Vice Chancellor for Academic Programs and Faculty Development
Mr. Eric Forbes, Assistant Vice Chancellor for Student Academic Support

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