

May 16, 2017

CODED MEMORANDUM

ASA-2017-14

TO: CSU Presidents

**Comments Requested By
Friday, June 16, 2017**

FROM: Loren J. Blanchard, Ph.D. 
Executive Vice Chancellor, Academic and Student Affairs

SUBJECT: Consultation on Proposed Changes in Academic Preparation Requirements

The Chancellor's Office is seeking your input on the attached draft executive order, which proposes to amend current California State University (CSU) policy regarding competency in English and mathematics, developmental education, assessment and placement and the Early Start Program. In addition, new overall assessment standards and objectives for the CSU regarding academic preparation will be established. Further guidance on a set of practices to be followed by each CSU campus will be provided after the issuance of the final executive order.

Please review the attached draft executive order and send your comments to Mr. Eric Forbes at eforbes@calstate.edu by June 16, 2017 in order to give us sufficient time to consider feedback, modify the text or the approach that will best serve our students, and permit us to prepare for a final release of the executive order.

Attachment

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

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

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4712

Executive Order: XXXXXXXXXXXX

Effective Date: XXXXXXXXXXXX

Supersedes: Executive Order 1048 Effective June 2010
In part Executive Order 665 Effective February 1997 (IA; IB; IIA; IIB)

Title: Competence in English and Mathematics/Quantitative Reasoning

This Executive Order is issued pursuant to Section 40402.1 of Title 5 of the *California Code of Regulations*, and Section II (a) of the Standing Orders of the Board of Trustees of the California State University and Board of Trustees Resolutions regarding academic preparation adopted in January 1996 and January 2008. This Executive Order applies to all undergraduates who enter the California State University (CSU) beginning with summer 2018 and subsequent academic terms.

I. Purpose

This executive order amends current CSU policy regarding competency in English and mathematics, developmental education, college-level skills assessment, student placement in courses appropriate to skill level and the Early Start Program. In addition, new overall CSU assessment standards and objectives regarding academic preparation are established. Further guidance on a set of practices to be followed by each CSU campus shall be provided by the Office of the Chancellor in a subsequent memorandum.

II. Delegation of Authority

In accordance with policy of the California State University, the campus president has responsibility for implementing executive orders where applicable and maintaining the campus repository and index for all executive orders.

III. Guiding Principles

The CSU values every student's right to access, achievement, equity and opportunity. Increasing college readiness for CSU students directly correlates with reducing time to degree. Strengthening academic preparation in both mathematics/quantitative reasoning and English also aligns with the principles of the Graduation Initiative 2025, particularly the goal to eliminate all equity gaps.

Academic quality will be enhanced by requiring that admitted students have rigorous preparatory experiences in English and quantitative reasoning. Underprepared first year students will engage in academically challenging Early Start Program experiences receiving needed additional support while completing credit-bearing baccalaureate mathematics or English courses.

Campus faculty and academic leadership shall collaborate in the development of courses, curricular modifications and innovative instructional approaches, for which the Office of the Chancellor shall provide resources and technical assistance.

IV. Assessment and Determination of College Readiness

The following requirements allow students the opportunity to earn baccalaureate credit in mathematics and English during their first academic term enrolled (summer, fall, winter, or spring) without compromising academic rigor:

- A. To guide course placement, new students shall be assessed using multiple measures, including academic subjects completed in high school, grades in high school courses, high school grade point average, grades in collegiate courses, ACT scores, SAT scores, Smarter Balanced Assessment scores and/or Early Start Program outcomes.
- B. Students whose assessment measures determine proficiency and/or readiness shall be placed in college-level, credit-bearing baccalaureate courses.
- C. Students whose skills assessments reveal that additional academic preparation is needed shall be placed into appropriate college-level, baccalaureate credit-bearing courses that provide skills-development support through pedagogical approaches, curricular modifications and innovative instructional approaches. These may include co-requisite, supplemental instruction or “stretch” courses that fulfill requirements by expanding the number of instructional contact hours across multiple courses or contiguous terms.
- D. Campuses shall establish committees to address student requests related to course placement resulting from extraordinary considerations and identify alternative equivalent experiences to assess readiness.
- E. The Admission Advisory Council (AAC) shall be responsible for the oversight and review of systemwide policies regarding college readiness and assessment, course placement and the Early Start Program.
- F. The English Placement Test (EPT) and the Entry Level Mathematics (ELM) Test are no longer required, and the associated committees shall be disbanded.

V. Early Start Program

- A. The summer Early Start Program shall be offered to entering first-time students in need of additional academic preparation in English or mathematics/quantitative reasoning.
- B. Students whose skills assessments reveal that additional academic preparation is needed shall be placed into appropriate college-level, baccalaureate credit-bearing courses that provide skills-development support through pedagogical approaches,

- curricular modifications and innovative instructional approaches, similar or equivalent to those offered during fall, winter or spring terms. These may include co-requisite, supplemental instruction or “stretch” courses that fulfill requirements by expanding the number of instructional contact hours across multiple courses or contiguous terms.
- C. Online courses shall satisfy Early Start Program requirements in accordance with university policy.
 - D. Any student who has earned baccalaureate academic credit, satisfied a general education requirement and/or demonstrated proficiency through a CSU Early Start Program course shall have that status recognized by all other CSU campuses without further review.
 - E. Summer academic programs, such as “Summer Bridge,” may be completed as an alternative to satisfying the Early Start Program requirement.
 - F. Early Start Program fees will be determined by the Office of the Chancellor. Financial aid shall be available for qualifying students who are required to participate in the Early Start Program.

DRAFT