

**Academic Senate
of the
California State University**

**On Estimating the Financial Implications of Adopting Cal-GETC for CSU General
Education Breadth**

1. **RESOLVED:** That the Academic Senate of the California State University (ASCSU) reaffirm the Tenets of Shared Governance and note the CSU Board of Trustees' fiduciary duty to the California State University system¹; and be it
2. **RESOLVED:** That the ASCSU oppose adopting Cal-GETC for CSU GE Breadth until such time as:
 - a. A robust estimate of the cost of implementation (both one-time and ongoing costs) is performed with due diligence given to both completeness and accuracy; and
 - b. A report detailing the full fiscal impacts of such adoption on the finances of the CSU system and campus budgets is shared broadly.
 - i. At a minimum, the Board of Trustees, the Chancellor's Office, the ASCSU, the California State Student Association (CSSA), and other key stakeholders should be on the distribution list.
 - ii. The report should have robust faculty, staff, student, and administrative input.

¹ See [Tenets of Shared Governance](https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2018-2019/3348.pdf), AS-3348-18, Nov. 8-9, 2018, p. 5, available at <https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2018-2019/3348.pdf>.

- iii. Due diligence should be undertaken to ensure both the accuracy and completeness of the report including, but not limited to, the verification by specialized faculty in the areas of concern.

and be it finally

3. RESOLVED: That the ASCSU distribute this resolution to:

CSU Board of Trustees
CSU Chancellor
CSU campus Presidents
CSU campus Senate Chairs
CSU campus Senate Executive Committees
CSU Provosts/Vice Presidents of Academic Affairs
CSU campus articulation officers
California Faculty Association (CFA)
California State Student Association (CSSA)
CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA)
Intersegmental Committee of Academic Senates (ICAS)
Academic Senate for California Community Colleges
Academic Senate of the University of California
Assemblymember Berman
Chair of the Senate Education Committee Josh Newman
Chair of the Assembly Higher Education Committee Mike Fong

Rationale

During the January 2024 Board of Trustees meeting, it was asserted that alignment of CSU General Education Breadth (CSU GE) with Cal-GETC would save money. This may be the case. But there is also reason to believe it may increase costs to the CSU and to students. The reality can only be discovered by a robust study by a qualified team which takes into account the actual effects on curriculum.

Among the myriad potential financial costs of changing general education are the following:

1. The addition of one unit of laboratory science (area B3) grows classes in an area which is particularly expensive: average enrollments are low; specialized facilities, materials, and technical support staff are required; faculty salaries are higher than in the areas which will be reduced.
2. Reduction of required lower division general education units can result in higher numbers of upper division units being taken by, for example
 - a. Some Transfer Model Curricula (TMC; which are completed at the community colleges) will likely be adjusted to include lower division courses previously included in individual campus majors, thus allowing those programs to increase upper division requirements (completed at the CSU); or
 - b. Students still must take 120 units to graduate. If lower division general education requirements are reduced, many will have more free units which allows additional upper division courses to be taken.

In general, upper division courses have smaller student to faculty ratios (SFRs) and are taught by faculty who, on average, have higher salaries. Thus increasing the number of upper division courses will increase costs.

3. One-time costs of altering CSU GE include:
 - a. Curricular update and approval.
 - b. Degree audit programming updates.

- c. Revision of Transfer Model Curriculum and Associate Degrees for Transfer
4. Courses which meet the American Institutions (AI) graduation requirements are commonly double counted with Area C Arts and Humanities courses. The Chancellor's Office proposes to reduce the number of Arts and Humanities courses. The American Institution graduation requirements will not go away. Thus there will be no net reduction to the overall unit load of first-time, first-year, or transfer students who will be still subject to the graduation requirements. Indeed, campuses may choose to use some of the units returned to them to create local graduation requirements to cover the lost education that will not double count with the American Institution requirements, thus increasing the unit load.
5. Certain Area E lifelong learning courses are designed for student success not just for whole-life learning, but explicitly for success in the immediate future: higher education. Should these be eliminated, student performance in future courses may be reduced (more data needed on this point) and thus time to graduation may suffer. Indeed, data from several campuses indicate that such courses are especially beneficial impacts to our students of color and first generation students who will be disproportionately set back by the changes

While the ASCSU has been assured that \$2 million is set aside for faculty during off-contract times to manage updates from this proposed alignment, across 23 campuses, this comes to about \$87,000 per campus. Given the massive volume of work

likely to be involved, it would seem prudent for the Board to ensure that they have an accurate understanding of whether this is likely to be sufficient.