

CALIFORNIA COMMUNITY COLLEGES

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VIA E-MAIL

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate for California Community Colleges

FROM: Laura L. Hope
Executive Vice Chancellor, Educational Services and Support

SUBJECT: Response to California State University's Executive Order 1100 and 1110

Over the past few weeks, the California State University (CSU) Chancellor, Tim White, has issued two Executive Orders (EOs) regarding changes for entering freshman ([EO 1110](#)) and the general education (GE) curriculum ([EO 1100](#)). To ensure that our system-wide dialog is as accurate as possible, the following summary includes the basic changes that affect community college dual enrollment and/or transfer students:

EO 1110

This EO addresses the preparedness of incoming freshman into the CSU system and references "system-wide placement standards" that eliminate the need for students to take additional placement tests such as the EPT or the ELM, which are discontinued as of fall 2018.

EO 1110 supersedes [EO 1048](#) and [EO 665](#) and for the first time calls on the use of multiple measures as described in Section IV. Skills Assessment and Course Placement Recommendations. Specifically, "placement for general education written communication and mathematics/quantitative reasoning courses shall be based on multiple measures of academic proficiency," including "high school English and mathematics/quantitative reasoning course grades, high school grade point averages, grades in collegiate courses, ACT scores, SAT scores, Advanced Placement scores, International Baccalaureate scores, SAT subject tests or Smarter Balanced Assessment/Early Assessment Program scores."

Also, EO 1110 calls for the establishment of an Early Start program to address any foundational needs of incoming students, which may include a partnership with the local community college. Each CSU will locally determine the curriculum for Early Start. By 2019, however, all CSUs will offer Early Start programs that offer "baccalaureate credit-bearing general education written communication and mathematics/quantitative reasoning courses." "Instructional content considered pre-baccalaureate will carry a maximum of two units and shall be offered concurrently with a college-level, baccalaureate credit-bearing course." "Early Start Program participation is required for students needing skills development, as determined by system-wide placement standards. Students needing skills development in both general education written communication and mathematics/quantitative reasoning shall be required to enroll in a written communication or mathematics/quantitative reasoning course but not both during the Early Start Program."

EO 1100

This EO focuses on general education making changes to requirements as well as providing clarifications. Per 2.2.1c, once students complete CSU GE lower-division and upper-division requirements, students "shall not be required to satisfy additional exclusively general education breadth requirements."

Per 2.2.2a, "a grade of C- or better is required in each CSU or transfer course in written English (A2), oral communication in the English language (A1), critical thinking (A3), and mathematics/quantitative reasoning." Per 3.2, "GE requirements may be satisfied through courses taught in all modalities." Online courses accepted for credit at the home campus will be equally accepted at the CSU.

Per Article 4, Area B of the General Education requirements has been modified with the potential to expand the community college courses that will meet this requirement. Courses in this area will continue to demonstrate "the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems." Courses in this area may include an appropriate prerequisite; however, intermediate algebra is no longer required as an explicit prerequisite to courses meeting Area B. Instead, CSU is considering the inclusion of "computer science, personal finance, statistics, or discipline-based mathematics or quantitative reasoning" as well as traditional mathematics, like algebra, for STEM majors. "Satisfaction of CSU GE Area B4 Mathematics/Quantitative Reasoning shall fulfill CSU graduation requirements for mathematics/quantitative reasoning, exclusive of mathematics/quantitative reasoning courses necessary for satisfaction of major requirements." More specific guidance is expected on this particular point.

From these EOs from our CSU partner, several themes emerge. One theme is most certainly a commitment to students completing goals in a timely manner by eliminating unnecessary testing or additional courses. Another theme is a focus on reducing the time and energy students spend in foundational/developmental courses and sequences. Consistent with community college research, CSU leaders are acutely aware that students languish and fail through a long series of basic skills work. Conversely, evidence-based practices point to more intensive, relevant, and innovative efforts that poise students to move more quickly toward their goal-related interests and complete prerequisites in a timely manner. Finally, the evolution of Area B to include alternative math options that align to students' goals also fortify the argument in favor of guided pathways that more directly relate to students' paths and away from a less rigid route to fulfilling quantitative competencies. STEM majors, and other majors determined by discipline faculty, will continue to be required to take more traditional or foundational routes.

As we in the community college system continue reflect on our own practices and begin the process of implementing guided pathways, we should be ready to support our CSU partners with Early Start, begin to consider which quantitative reasoning courses may fulfill CSU requirements for Area B in preparation of further guidance, and continue to examine our own placement practices in light of evidence that traditional assessment methods may create obstacles rather than opportunities. Undoubtedly, the Academic Senate for California Community Colleges, the Chief Instructional Officers, Chief Student Services Officers, local curriculum committees, and other local governance committees charged with promoting student success and equity will need to continue to engage in collaborative conversations. These EOs provide additional opportunity for that dialog at the local and state level with your leadership and support, as well as the support of the Chancellor's Office.