

# The Reformation of Educational Policy in California: An Analysis of Executive Order 1110 and its Effects On Minority Students Inside the California State University System



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## Introduction

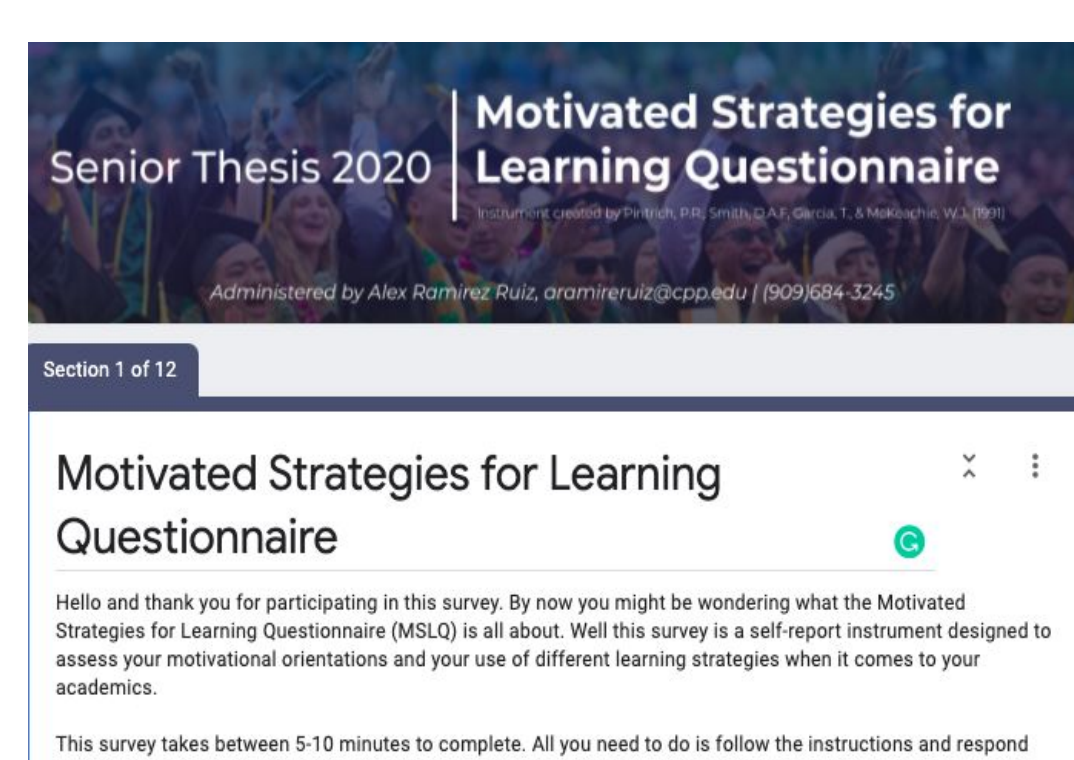
- In 2018, the California State University Board of Trustees took the decision to eliminate all remedial course requirements, through the implementation of Executive Order 1110.
- A majority portion of the students who were required to receive remedial education, self-identified as Underrepresented Minority (URM).
- Most literature regarding student success continues to identify two major factors, academic self-efficacy and social cognitive skills, as the leading definers of current and future student success
- Prior to this study, no research had been conducted to measuring the levels of student success through this particular lens.

## Review of Literature

- Remedial education programs were primarily composed of students who identified as Underrepresented Minorities [URM] (Roach, 2000).
- URM students often report 15% less ration percentage in regards to the levels of cognitive strategies, motivation and delay gratification (Bembenuddy, 2007)
- The sample population reported a significantly low ration in academic self confidence when compared to their African American counterparts (Gloria & Robinson, 1996; Gloria et al. 1999).
- The study, in conjunction with the majority of literature, utilizes the levels of Academic Self Efficacy (ASE) and Social Cognitive Skills (SCS) amongst this particular population to define college success. (Brown-Welty, Tracz & Young, 2010; Gore, 2006; Le, Casillas, Robbins, & Langley, 2005; Robbins et. al., 2004).

## Methods & Procedures

In order to measure the levels of ASE and SCS amongst URM students. This study utilized the Motivated Strategies for Learning Questionnaire ( Pintrich, P.R., Smith, D., Garcia, T., & McKeachie, W., 1991).



As a way to incentivize the accurate sampling of the total population at Cal Poly Pomona. A \$5 gift card was given to the first 30 students to complete this survey. Various Programs and Centers at Cal Poly Pomona such as: The Cesar Chavez Center for Higher Ed., The Learning Resource Center, Associated Student In. Government and others also participated in the data collection

**36**  
TOTAL  
PARTICIPANTS

This data collection campaign took place during the fifth and sixth week of the 2020 Spring Semester. In total 36 responses were received and 12 total survey rewards were claimed the demographics of this survey were as follow: The result of this section reported that (97.1%) of the total participants identified to be between the ages of 15 to 30 years old, and (2.9%) between the ages of 31 to 45 years old. Students also self-identified their racial/ethnic backgrounds as follows: Caucasian (11.45%), African-American (5.7%), Latino/Hispanic (71.45%), Asian (5.7%) and Two or More received (5.7%).

## Results

**Table No. 2**  
Non-URM and URM in Relation to Average ASE/SCS Amongst All Responding Students | N=36

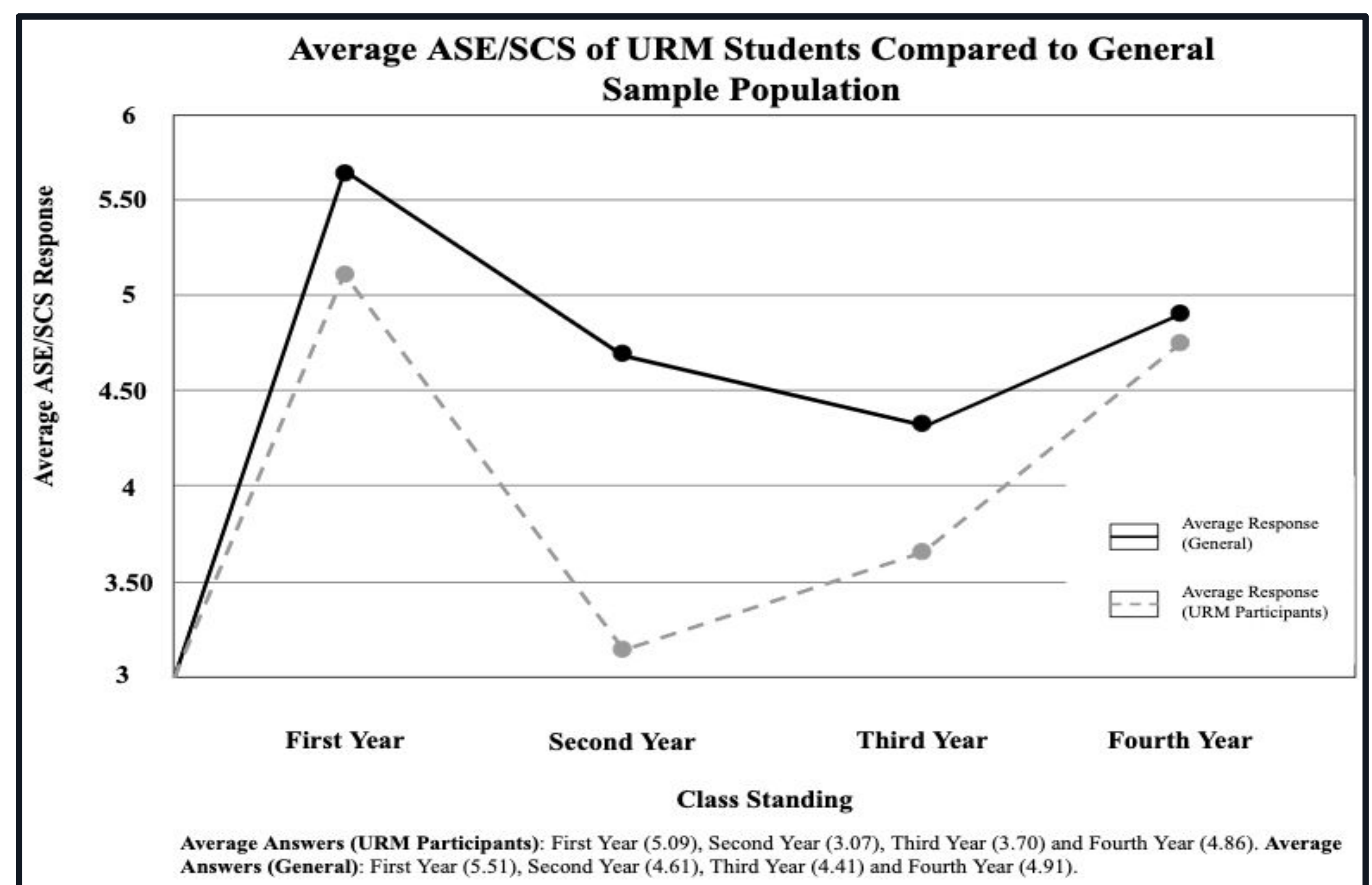
Class Standing	N	%	ASE/SCS Average	ASE/SCS Standing
Non-URM	6	16.67%	5.18	H
URM	30	83.33%	4.65	M

**URM:** Underrepresented Minority, this group is composed of African American, Latinx/Hispanic, Native American and Pacific Islander sub-divisional groups'.  
**Non-URM:** Non Underrepresented Minority, this group is conformed by Asian American and Caucasian sub-divisional groups'.  
**ASE:** Academic Self Efficacy / **SCS:** Social Cognitive skills. **H-Standing:** High standing, category from 4.66-7 average answer / **M-Standing:** Medium standing, category from 2.33-4.66 / **L-Standing:** Low standing, category from 1-2.33.  
1. California State University, 2010.  
2. Ibid, 2010

**Table No. 3**  
Class Standing and Average ASE/SCS of All Responding Students | N=36

Class Standing	N	%	ASE/SCS Average	ASE/SCS Standing
First Year	2	5.56%	5.58	H
Second Year	2	5.56%	4.61	M
Third Year	10	27.78%	4.41	M
Fourth Year	21	58.33%	4.93	H
No Answer	*1	2.78	4.43	M

**No Answer:** participant did not identify class standing but completed the entire instrument **ASE:** Academic Self Efficacy / **SCS:** Social Cognitive skills. **ASE:** Academic Self Efficacy / **SCS:** Social Cognitive skills. **H-Standing:** High standing, category from 4.66-7 average answer / **M-Standing:** Medium standing, category from 2.33-4.66 / **L-Standing:** Low standing, category from 1-2.33.



## Policy Recommendation

### 1st RECOMMENDATION

- is important that the CSU system begins to collect more comprehensive data that will allow the system and its universities to determine the actual impact that this and any other policy actually has in the future of their Underrepresented Minority student population.

### 2ns RECOMMENDATION

- As pipeline programs such as Summer Bridge replace the role of remedial education. More funding and direct guidelines are needed in order to guarantee that URM students in the CSU system receive the appropriate academic support to succeed in college.

## Conclusion

- After two years of the implementation of EO 1110, levels of Academic Self Efficacy and Social Cognitive Skills amongst URM students report to be lower than those of non-URM students.

### LIMITATIONS

- Lower levels of ASE and SCS amongst URM students, can be attributed to many other factors not accounted in this study.
- Continuous data is necessary to provide a definitive answer attributing this policy to this gap in student success.