


# Memorandum

DATE: September 25, 2017

TO: Sylvia A. Alva, Ph.D.  
Provost and Vice President  
for Academic Affairs

copy: Cabinet  
Jonna Lewis

FROM:

  
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Soraya M. Coley, Ph.D.  
President

SUBJECT: Delegation of Authority – EXECUTIVE ORDER NO. 1110  
Assessment of Academic Preparation and Placement in First-Year General Education  
Written Communication and Mathematics/Quantitative Reasoning Courses

Pursuant to Executive Order No. 1110, I am delegating to the Provost and Vice President for Academic Affairs, the authority to implement and exercise the provisions of said Executive Order subject to the conditions expressed therein. You may sub-delegate this authority as you see appropriate.

Attachments

THE CALIFORNIA STATE UNIVERSITY  
OFFICE OF THE CHANCELLOR



BAKERSFIELD August 2, 2017

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DOMINGUEZ HILLS

EAST BAY

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SACRAMENTO

SAN BERNARDINO

SAN DIEGO

SAN FRANCISCO

SAN JOSÉ

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

**MEMORANDUM**

**TO:** CSU Presidents

**FROM:** Timothy P. White  
Chancellor

**SUBJECT:** Assessment of Academic Preparation and Placement in  
First-Year General Education Written Communication and  
Mathematics/Quantitative Reasoning Courses  
Executive Order 1110

Attached is a copy of Executive Order 1110 relating to the assessment of academic preparation for and placement in written communication in English courses and mathematics/quantitative reasoning courses. This executive order supersedes Executive Order 1048 and elements of Executive Order 665 and reflects significant guidance and feedback from the Academic Senate CSU, discipline faculty, students and our educational partners. The order provides for the broadest utilization of multiple measures in assessing academic readiness and determining course placement for first-year students. The Early Start Program is recast to allow students to focus on a single discipline and acquire necessary foundational content at the same time they earn baccalaureate credit. The executive order also supports faculty innovation in curriculum and facilitates equitable opportunity for first-year students to succeed through existing and redesigned education models.

The timeline for implementation begins in fall 2018 with the introduction of new baccalaureate credit-bearing courses that strengthen skills development to facilitate achieving the appropriate general education student learning outcomes. Recognizing the engagement necessary for developing or reshaping curriculum, the effective term for implementation of all changes to the Early Start Program shall be summer 2019; however, campuses may pilot innovative instructional approaches to the Early Start Program prior to summer 2019.

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

CSU Presidents  
August 2, 2017  
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If you have questions regarding this executive order, please contact the office of Student Academic Services at [EVCASA-assists@calstate.edu](mailto:EVCASA-assists@calstate.edu) or (562) 951-4744.

TPW/ne

Attachment

- c: CSU Office of the Chancellor Leadership
- Dr. Christine Miller, Chair, Academic Senate CSU
- Provosts/Vice Presidents for Academic Affairs
- Vice Presidents for Student Affairs
- Associate Provosts/Associate Vice Presidents for Academic Affairs
- Deans of Undergraduate Studies
- Directors of Admissions and Records
- Admissions Advisory Council

THE CALIFORNIA STATE UNIVERSITY  
Office of the Chancellor  
401 Golden Shore  
Long Beach, California 90802-4210  
(562) 951-4744

**Executive Order:** 1110

**Effective Date:** August 2, 2017

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

**Title:** Assessment of Academic Preparation and Placement in First-Year  
General Education Written Communication and Mathematics/Quantitative  
Reasoning Courses

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 (CSU) REP 01-96-02 and REP 01-08-01. This executive order applies to all first-time freshmen who enter the CSU for fall 2018 matriculation and subsequent academic terms.

**I. Purpose**

This executive order establishes CSU policy regarding first-year enrollment in CSU-required written communication and mathematics/quantitative reasoning courses and college-level skills assessment to inform placement in appropriate courses.

**II. Delegation of Authority**

In accordance with CSU policy, the campus president is responsible for implementing executive orders where applicable and maintaining the campus repository and index for all executive orders.

**III. Guiding Principles**

- The CSU is committed to providing students an equitable opportunity to succeed academically at the university and to providing rigorous instruction in general education written communication and mathematics/quantitative reasoning.
- Rigorous high school preparatory experiences in general education written communication and mathematics/quantitative reasoning prepare prospective CSU students for academic success.
- Successful completion of general education written communication and mathematics/quantitative reasoning courses in the first year of CSU enrollment establish a foundation for continuous learning.

- Freshmen in need of additional academic development are supported in the Early Start Program and in enhanced college-level, baccalaureate credit-bearing courses.
- CSU faculty provide academic support by making curricular modifications to existing courses, by developing new courses, or by introducing innovative instructional approaches that achieve appropriately rigorous student-learning outcomes.
- General education written communication and mathematics/quantitative reasoning requirements completed at one campus seamlessly transfer to other CSU campuses.

#### **IV. Skills Assessment and Course Placement Recommendations**

Freshman skills assessment and recommended placement for general education written communication and mathematics/quantitative reasoning courses shall be based on multiple measures of academic proficiency. Such measures may include 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.

- A. The CSU shall establish systemwide placement standards.
- B. The CSU Admissions Advisory Council (AAC) comprised of CSU faculty, students and administrators shall be responsible for the review and recommendation of revisions to systemwide policies regarding:
  - 1. Assessment of college readiness for successful completion of general education written communication and mathematics/quantitative reasoning courses;
  - 2. Preparatory requirements for general education written communication and mathematics/quantitative reasoning course placement; and
  - 3. The Early Start Program.
- C. Each campus shall establish a student course-placement appeals process.
- D. Effective with this executive order, the English Placement Test (EPT) and the Entry-Level Mathematics (ELM) Test shall not be offered, and the EPT and ELM committees are discontinued.

#### **V. Enrollment in General Education Written Communication and Mathematics/Quantitative Reasoning Courses**

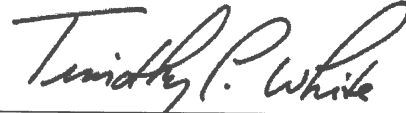
- A. During the first academic year, unless the requirement has been completed, freshmen shall enroll in general education written communication and mathematics/quantitative reasoning courses appropriate to each student's major and skill level, as demonstrated by applicable systemwide standards.

- B. Students whose skills assessments indicate academic support will be needed for successful completion of general education written communication or mathematics/quantitative reasoning courses shall enroll in appropriate college-level, baccalaureate credit-bearing courses that strengthen skills development to facilitate achieving the appropriate general education student learning outcomes. Supportive course models may include, among others, co-requisite approaches, supplemental instruction, or “stretch” formats that extend a course beyond one academic term. In these approaches, instructional content considered pre-baccalaureate may carry a maximum of one unit and shall be offered concurrently with a college-level, baccalaureate credit-bearing course.
- C. Campuses shall offer sufficient general education written communication and mathematics/quantitative reasoning course sections to meet student enrollment needs in their first academic year.

**VI. Early Start Program**

- A. The Early Start Program serves CSU admitted freshmen who have not demonstrated proficiency in English and/or mathematics/quantitative reasoning as established by CSU.
- B. For summer 2018, campuses may continue to offer Early Start Program courses as established under Executive Order 1048 and/or may offer pilot credit-bearing baccalaureate courses.
- C. Effective summer 2019, Early Start Programs shall offer primarily baccalaureate credit-bearing general education written communication and mathematics/quantitative reasoning courses, and those courses shall be offered in sufficient numbers to meet student demand. 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.
- D. Early Start Program participation is required for students needing skills development, as determined by systemwide 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.
- E. Students required to participate in the Early Start Program may choose to participate at any CSU campus. CSU campuses may partner with California community colleges in the development and offering of Early Start Program courses. Baccalaureate credit earned and general education requirements completed through the Early Start Program shall seamlessly transfer to all CSU campuses.
- F. Campuses may grant student exceptions from required Early Start Program participation, based on extenuating circumstances.

- G. Early Start Program fees shall 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.



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Timothy P. White, Chancellor

Dated: August 2, 2017