

Rationale for the Proposed Change:

The CSU understands the concerns expressed by the various school districts about the proposed

CONCERN: Districts are concerned that adding another year of math will reduce the number of eligible students admitted.

RESPONSE: We fail these students if we admit them and they do not have the prerequisite QR knowledge to be successful in College. The QR requirement would ensure that all students admitted to college are prepared and ready to successfully complete college-level QR courses.

Math Requirements for Various Degrees

CONCERN: Districts expressed concern over the fact that there is a diversity of higher education degrees through CSU that do not require higher level math to complete a degree.

RESPONSE: The QR requirement does not necessarily mean that the course must be a higher level mathematics course. As noted in our preamble, the QR course could take a variety of approaches to ensure that college-bound students remain active and engaged in QR through their senior year. Additionally, all College majors have general education requirements that require competence in college level math. Therefore, regardless of the major that students chooses, they must still be able to successfully pass a set of math courses at the college level and having the QR course during their senior year will improve their chances for success.

Current HS Math Offerings & Room for New Requirement

CONCERN: Districts note that their current math offerings (three courses) require exposure to math analysis and quantitative reasoning within the common core standards. Districts further note that adding another

requirement will ensure that students remain engaged in using QR to prevent the sort of

north to San Diego county in the south. These partnerships were a direct result of a \$10 million ~~KT~~0RUH dollar legislative investment in improving the transition between high school and college in 2017. It is this exact type of support from the legislature and administration that would support the continuation and the scaling of this important work in the future. Currently, through partnership among CSU campuses at Monterey Bay, Northridge, Sacramento, San Bernardino, Pomona, Long Beach, San Jose and San Diego... new pilot transitional courses exist in more than 160 California high schools, with more than 10,000 students participating in these courses annually. We will continue to support these courses and work with districts and county offices of education to expand these course offerings, beginning with the districts we have identified as most in need of additional capacity.

In addition to this curricular support, the CSU and the state can continue to invest in growing the number of new teachers produced by the state, particularly in mathematics, science and other high need areas. In July, 2019, CSU Chancellor Tim White has committed an additional \$10 million additional investment over the next four years to prepare more teachers in STEM fields. This investment is on top of the \$2.7 million currently invested each year by the CSU.

