Resolution 1 - Encroachment of the 10+1 Areas Due to California Community Colleges Chancellor's Office Guidance on AB 1705

Whereas, the Academic Senate asserts that the California Community Colleges Chancellor's Office guidance on Assembly Bill 1705 (AB 1705) oversteps their authority into curricular matters, thereby compromising the academic integrity and autonomy of colleges; and

Whereas, specifically, the restrictive nature of the California Community Colleges Chancellor's Office guidance concerning arbitrarily low units for preparatory courses conflicts not only with established C-ID standards but also AB1705 Legislation, thus undermining local control and faculty purview in curricular matters as protected by the 10+1 regulation outlined in Title 5 of the California Code of Regulations; and

Whereas, the California Community Colleges Chancellor's Office has established draconian validation criteria and timelines that do not support comprehensive curricular design, implementation, and articulation within the required timeframe. This approach includes grouping students who have taken precalculus and/or calculus with those who lack any STEM preparatory coursework at the lowest placement level, creating confounding data rules that invalidate all current precalculus courses, designating them as neither required nor recommended, and/or replacing them with an "innovative" course that similarly cannot be required or recommended at all colleges by July 1, 2025; and

Whereas, previous communications from the California Community Colleges Chancellor's Office regarding AB 1705 did not provide specific guidance or limits on units for preparatory courses, instead focusing on the number of preparatory courses permitted within the STEM sequence, as detailed in the December 2022 Guidance Memo and March 2023 Guidance Memo providing the most recent guidance over a year after the initial guidance;

Resolved, the Academic Senate for California Community Colleges expresses its strong opposition to the California Community Colleges Chancellor's Office guidance on AB1705 due to concerns regarding the overly restrictive nature of the guidance and the intrusion into curricular matters; and

Resolved, the Academic Senate for California Community Colleges strongly challenges the California Community Colleges Chancellor's Office's authority to mandate the removal of preparatory courses and advocates for the retention of preparatory courses in instances where individual students are more likely to succeed in subsequent courses after achieving a satisfactory grade in the preparatory course. Such sequences effectively prepare students for success in higher-level STEM courses and promote equitable access to education, particularly for those pursuing STEM majors; and

Resolved, the Academic Senate for California Community Colleges urges the California Community Colleges Chancellor's Officeto align its guidance on AB1705 with the provisions outlined in Title 5, Section 78213, respecting the authority of local academic senates and faculty in curricular decisions and protecting the academic freedom of colleges;

Resolved, that the Academic Senate for California Community Colleges urges legislators, policymakers, and stakeholders to engage in meaningful dialogue with faculty and academic senates to address concerns regarding AB 1705, ensuring that any proposed guidance adheres to the principles of transparency, local control, and academic freedom within the California Community College system.

Resolution 2- Negative Impacts on Equity and Inclusion in Relation to California Community Colleges Chancellor's Office Guidance on AB 1705

Whereas, the Academic Senate for California Community Colleges is committed to upholding the principles of academic freedom, shared governance, equity, and inclusion, as well as transparency within the California Community College system; and

Whereas, the Chancellor's Office creates a standard that is inherently inequitable, and which has inequitable effects on students, by establishing disparate success criteria that disproportionately favors the removal of preparatory courses by setting a notably lenient standard of 15% throughput rate for Calculus 1, while imposing a significantly higher and impractical benchmark of 50% throughput rate on any local alternative seeking to offer preparatory courses; and

Whereas, the CSU Math Council Resolution underscores significant concerns regarding the implementation of AB 1705 and its implications for the academic preparation of STEM majors, stating that the prohibition of preparatory calculus courses would adversely affect the enrollment of STEM students across various disciplines, jeopardizing their academic and career pathways, while also raising critical equity and inclusion concerns for underrepresented groups in STEM; and

Whereas, California State Universities and University of California students have opportunities for preparatory calculus courses that will not be available to many community college students beginning Fall 2025, highlighting significant equity and inclusion concerns for those in community colleges who are striving for success in STEM fields;

Resolved, that preparatory calculus courses be permitted at the California Community Colleges, as they effectively prepare students for success in higher-level courses and promote equitable access to education; and

Resolved, that the Academic Senate for California Community Colleges calls for the California Community Colleges Chancellor's Office to revise the definition of "highly unlikely to succeed" in the AB 1705 guidance to eliminate throughput rate requirements for transfer level preparatory calculus courses, and allow for such courses, thereby promoting equity and access for all students; and

Resolved, that the Academic Senate for California Community Colleges emphasizes the distinct academic requirements of admission at California State Universities and the University of California, which contrast with the open-access mission of California Community Colleges that aims to meet students where they are and highlight the importance of providing preparatory courses to ensure that all students, particularly those from underrepresented backgrounds, have equitable opportunities to succeed in STEM fields, and calls for guidance that supports this mission and facilitates access to necessary preparatory pathways for community college students, as outlined in the California Education Code (§ 66010.4);

Resolved, that the Academic Senate for California Community Colleges urges legislators, policymakers, and stakeholders to engage in meaningful dialogue with faculty and academic senates to address concerns regarding AB 1705, prioritizing equity and inclusiveness and ensuring that any proposed guidance adheres to the principles of transparency, local control, and academic freedom within the California Community College system.

Resolution 3- Reevaluation of Data Analysis and Implementation Guidelines for AB 1705

Whereas, the Chancellor's Office's definition of "highly unlikely to succeed" for STEM mathematics courses has significantly shifted from the implementation of Assembly Bill 705 (AB 705) to AB 1705 where the California Community Colleges Chancellor's Office's most recent AB 1705 guidance memo establishes disparate success criteria that disproportionately favor the removal of preparatory courses by setting a notably lenient standard of 15% throughput rate for Calculus 1, while imposing a significantly higher and impractical benchmark of 50% throughput rate on any local alternative seeking to offer preparatory courses; and

Whereas, research from the National Center for Education Statistics indicates that approximately 30% of students often change their majors and academic pathways, affecting their success rates–which highlights the necessity of offering preparatory courses that support diverse student needs and pathways, particularly for those transitioning into STEM fields; and

Whereas, the Academic Senate expresses profound concern about the lack of transparency and accuracy in the RP Group's data on Preparatory Pathways and STEM Calculus Completion used to justify its most recent AB 1705 guidance; numerous flaws in the data and its analysis, including grouping students who have completed precalculus or calculus (not only in high school but at other institutions) with students who have not in the lowest STEM placement group, small sample sizes, and disproportionate removal of returning students and veterans, fail to adequately support these directives and neglect students who might pursue STEM pathways with appropriate preparatory measures; and

Whereas, the CSU Math Council has echoed these concerns in a resolution calling for the UC and CSU to jointly commission a peer review of RP Group data analysis used by the California Community Colleges Chancellor's Office in developing the most recent AB1705 guidance and for their respective Academic Senates to review RP Group reports and California Community Colleges Chancellor's Office implementation policies to consider the impact on the academic preparation of STEM majors transferring to their colleges;

Resolved, that the Academic Senate for California Community Colleges calls for a revision of the definition of "highly unlikely to succeed" in AB 1705 guidance, ensuring it reflects principles of equitable access and student success established in AB 705, and is based on accurate and comprehensive data to prevent any disproportionate impact on marginalized student populations; and

Resolved, that the Academic Senate for California Community Colleges demands a comprehensive audit of the data and evidence used to justify the AB 1705 guidance, ensuring all have access to accurate research and can engage meaningfully in the decision-making process; and

Resolved, that the Academic Senate for California Community Colleges calls for a resubmission and reevaluation of data using sound statistical validation processes which accurately define students in the low-STEM preparatory category as those who have never taken precalculus or calculus, regardless of GPA ; if the number of students in this category is not statistically significant, then the validity of precalculus courses should not be questioned or invalidated; and

Resolved, that the Academic Senate for California Community Colleges calls for the California Community Colleges Chancellor's Office to acknowledge and address the concerns surrounding the flawed data used in the implementation of AB 1705, and urges the California Community Colleges Chancellor's Office to engage in meaningful dialogue with faculty and academic senates to rectify these data issues, ensuring that any proposed guidance is based on accurate and comprehensive information, while adhering to the principles of equity, transparency, local control, and academic freedom within the California Community College system.

Principal Contact: Tina Akers-Porter, Professor and Department Chair of Mathematics, Modesto Junior College

Caree Lesh, Academic Senate President and Professor of Counseling, Southwestern College

Michael Adams, Professor of Mathematics, Modesto Junior College

Kimberly Eclar, Professor and Department Chair of Mathematics, Southwestern College

Jeff Waller, Professor of Mathematics, Grossmont College

Ming Ho, Professor and Department Chair of Mathematics, Chabot College

Martha Carey, Professor of Mathematics, Southwestern College

Karen Cliffe, Professor of Mathematics, Southwestern College

Ken Kuniyuki, Professor and Department Assistant Chair of Mathematics, San Diego Mesa College

Daniel Judge, Professor of Mathematics, East Los Angeles College

Curt Duffy, Professor of English, Pierce College

Juan U. Bernal, Professor and Department Chair of Mathematics, San Diego Mesa College

Dr. Donna Budzynski, Professor and Department Chair of Chemistry, San Diego Mesa College

Dr. Paula Gustin, Ed.D, Professor and Department Chair of Chemistry, San Diego Mesa College

Dr. Irena Stojimirovic, Professor and Department Chair of Physical Sciences, San Diego Mesa College

Carlos de la Lama, Professor of Mathematics, San Diego City College

Nick Slinglend, Professor and Department Assistant Chair of Mathematics, San Diego City College

Drazen Petrovic, Ph.D., Associate Professor of Mathematics, San Diego City College

Tracey Kiser, Ed.D., Associate Professor of Mathematics, San Diego City College