

**SPRING 2025 REPORT**  
**Academic Senate AB1705 Task Force**  
25 April 2025

The San Bernardino Valley College (SBVC) AB1705 Task Force convened in Spring 2025 to address the impact of Assembly Bill (AB) 1705, current compliance, and implementation needs.

**BACKGROUND ON SBVC'S AB 1705 COMPLIANCE HISTORY**

- To align with the AB 1705 mandate, SBVC updated its Guided Self-Placement process. As a result, STEM students are now placed directly into the legally required, transferable-level math course without repeating prior coursework.
- During Spring 2024, the Math Department revised the STEM pathway to designate MATH 151 (Pre-Calculus) and MATH 250 (Calculus) as the primary sequence, resolving compliance concerns related to excessive prerequisite units before Calculus.
- Under the new placement model, students are placed into MATH 151 with optional support through MATH 651, unless prior completion of Precalculus (via high school or transfer credit) qualifies them for direct placement into MATH 250, potentially with support.
- Although the college initially committed to funding a MATH 250 task force in Fall 2024 to improve support for underprepared STEM students, the funding was never allocated, delaying needed interventions.
- A critical ongoing challenge is that the AB 1705 permits students to enroll in advanced science courses without any math prerequisites, highlighting the need for institutional coordination to ensure student success in STEM disciplines.

**SPRING 2025 TASK FORCE: KEY AREAS OF DISCUSSION**

*Compliance Review and Statewide Context:*

- Reviewed SBVC's history regarding AB 1705 compliance.
- Discussed the latest guidance from the California Community Colleges Chancellor's Office (CCCCO), specifically noting December 2024 updates.
- Acknowledged receipt of an official Letter of AB 1705 Compliance from the CCCC to SBVC that states we meet compliance.
- Considered the broader statewide context, including FACCC advocacy to revise AB1705, California State University (CSU) resolutions, Academic Senate for California Community Colleges (ASCCC) resolutions seeking modifications to AB 1705, and a newly adopted ASCCC statement paper on essential math competencies.

*Impact Assessment and Problem Definition:*

- Gathered current perspectives ("Where are we now?") from faculty across various disciplines (Physics, Geoscience/Environmental Science, Biology, Chemistry, Math, Engineering, English, Adult Education) and from student support services personnel, including the MESA (Mathematics, Engineering, Science Achievement) program.

- Focused on identifying and defining specific short-term and long-term institutional challenges that SBVC must address for a student-centered AB 1705 implementation given the current success in some of the STEM courses.

#### *Solution Development and Implementation Pathway:*

- Brainstormed potential institutional solutions, differentiating between short-term and long-term strategies, considering discipline-specific needs, and exploring possibilities for inter-institutional collaboration.
- Focused efforts on developing concrete recommendations, leading to the drafting and review of Academic Senate Resolution SP25.03 Resolution for Faculty-led and Student-Centered AB1705-Implementation.
- Prepared a detailed outline of roles and responsibilities for potential faculty leads to spearhead AB 1705 implementation.
- Prepared a detailed data request to the Office of Research, Planning, and Institutional Effectiveness (RPIE) to inform ongoing actions.

### **RECOMMENDATIONS AND PLANNED ACTIONS**

Based on its discussions, the Task Force proposes the following next steps:

- *Faculty Leadership:* Recommend the creation and funding of dedicated faculty lead positions with clearly defined roles and responsibilities that provide monitoring, evaluation, and ongoing support efforts within STEM pathways.
- *Institutional Funding:* Recommend securing dedicated institutional funding for sustained initiatives designed to support STEM guided pathways and enhance student success within the AB 1705 framework.
- *Quantitative Data Analysis:* Submit the finalized request to the RPIE Office for specific, ongoing quantitative student data (e.g., success, retention, completion rates disaggregated by demographics and math placement) to enable evidence-based decision-making regarding AB 1705 impacts and intervention effectiveness.
- *Qualitative Data Collection:* Initiate the collection of qualitative data from both students and faculty, potentially with assistance from the RPIE Office, to gain deeper insights into lived experiences, challenges, and effective practices related to AB 1705 implementation.

### **CONCLUSION**

The Spring 2025 AB 1705 Task Force centered its efforts on understanding compliance requirements and external factors, defining localized challenges through multidisciplinary input, identifying critical data needs, and formulating specific institutional responses, primarily through the development of Academic Senate Resolution SP25.03, thereby strengthening degree completion, enhancing transfer outcomes, and ensuring alignment with the goals of the Student-Centered Funding Formula.

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#### **AB1705 TASK FORCE MEMBERS:**

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