

SP25.03 Resolution for Faculty-led and Student-Centered AB1705-Implementation

Originator: Academic Senate AB1705 Task Force

Submission to Academic Senate 25 April 2025

Whereas, The California State Legislature enacted Assembly Bill (AB) 1705 (Irwin, 2022)¹ with the stated intent to maximize the probability that students, particularly those from historically marginalized groups, enter and complete transfer-level coursework in English and mathematics within one year, thereby seeking to close equity gaps in community college course completion; and

Whereas, Significant equity gaps persist in K-12 mathematics preparation, as evidenced by research indicating barriers to advanced math access and lower average grades for Black, Latinx, socioeconomically underserved students, and English language learners², presenting considerable challenges for student success under AB 705 and AB 1705 legislative mandates which restrict community colleges from offering prerequisite foundational skills courses, thereby generating concern that this limitation may inadvertently contribute to disproportionate withdrawal and failure rates among these same student groups in required transfer-level courses; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) has consistently affirmed the principle of faculty primacy in all academic and professional matters, including curriculum development, and has underscored the critical need for robust, discipline-specific, and culturally relevant support structures designed with significant faculty input to ensure student success under AB 705/1705 placement mandates, positions reflected in numerous resolutions addressing curriculum, prerequisites, specific student pathways like STEM, and meaningful success metrics³; and

Whereas, Significant concerns regarding the practical implementation of AB 1705 and its potential to unintentionally hinder student preparation and success, particularly in sequential STEM disciplines, were formally expressed by Mathematics, Science, and Counseling faculty serving on the SBVC Academic Senate's AB 1705 Task Force during Spring 2025⁴, alongside English faculty concerns about the lack of institutionalized support for embedded tutors in co-requisite English courses, with these faculty emphasizing the urgent need for adequate institutional support, direct faculty involvement, and alignment with the college's mission to foster student equity and success, concerns further echoed by broader faculty observations and emerging anecdotal evidence highlighting student challenges under the mandate;

Resolved, That the Academic Senate advocates for the establishment of an initial one-year funding of four dedicated Faculty Lead positions (one each for English, Mathematics, Science, and Counseling) tasked with coordinating discipline-specific faculty expertise to guide the development, implementation, assessment, and refinement of equitable, effective, and culturally relevant student support strategies necessary for success under AB 1705; and

Resolved, That the Academic Senate work with Faculty Leads⁵ to continue identifying discipline-specific barriers to student success, and thus developing, implementing, and assessing targeted support interventions (including, but not limited to, just-in-time remediation, embedded tutoring, and supplemental instruction models); facilitating faculty professional development on AB 1705-aligned practices; tracking and reporting progress on student success metrics (including course completion, retention, and STEM pathway persistence); and establishing clear, measurable deliverables of improved student preparation for students within the STEM sequence; and

Resolved, That the SBVC Academic Senate authorizes the continuation of its AB 1705 Task Force for the 2025-2026 academic year to monitor implementation efforts, advise the Faculty Leads and administration, and collaborate with relevant interest holders to ensure fidelity to the goals of equitable student success; and

Resolved, That the SBVC Academic Senate urges the College President, the President's Cabinet, and the Board of Trustees to commit substantial, clearly allocated, and sustained resources, including dedicated funding for support programs (e.g., tutoring, supplemental instruction, embedded support), faculty professional development, institutional research capacity, and necessary infrastructure, specifically aimed at supporting student success in transfer-level courses, particularly within STEM pathways, actively mitigating potential negative unintended consequences arising from AB 1705 legislation, and supporting the investigation and potential adoption of innovative solutions and best practices implemented successfully at other institutions facing similar challenges.

Citations:

¹ Assembly Bill No. 1705, Chapter 745, Statutes of 2022.

(https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705)

² Reed, Sherrie, Cassandra Merritt, and Michal Kurlaender. *12th Grade Math: An Updated Look at High School Math Course-Taking in California*. Policy Analysis for California Education, Feb. 2023, https://edpolicyinca.org/sites/default/files/2023-02/ig_reed-dec2022.pdf

³ See ASCCC Resolutions:

113.01 F24 (Legislative Advocacy to Restore Student Choice on English and Math Courses
Advocacy to Restore Student Choice on Math and English Courses)

114.03 F24 (Encroachment on Academic and Professional Matters Due to California
Community),

105.06 F24 (Negative Impacts on Equity and Inclusion in Relation to California Community
Colleges Chancellor's Office Guidance on AB 1705),

105.05 F24(Reevaluation of Data Analysis and Implementation Guidelines for AB 1705)

105.02 S24 (Consult with the ASCCC on Student Success Metrics and Curricular Paths),

114.05 S24 (Advocate for STEM Students to Be Allowed to Take Non-validated "Precalculus"
Classes as Electives),

07.04 F23 (AB 1705 Meaningful Metrics for Equitable Outcomes)

07.05 S23 (AB 1705 Data Validation and Transfer-Level Prerequisites)

⁴SBVC Academic Senate AB 1705 Task Force, Spring 2025 Report (*Formal citation pending documentation in Senate minutes for April 30th 2025*) | attached to this resolution for background.

⁵Faculty Leads Request-AB1705_Roles&Responsibilities (*Formal citation pending documentation in Senate minutes for April 30th 2025*) | attached to this resolution for background.