

## **Grossmont College Resolution Regarding the Implementation of and Data Analysis Behind AB 1705**

**Whereas**, the Grossmont Math Department's mission is to fully support every student in achieving their academic goals, and the Academic Senate of Grossmont College is committed to upholding the principles of academic freedom, shared governance, and transparency within the California Community College system; and;

**Whereas**, the California Community Colleges Chancellor's Office (CCCCO) has issued [AB 1705 guidance](#) on [Assembly Bill 1705](#) (AB1705), significantly impacting curriculum development and faculty autonomy within the California Community Colleges; and

**Whereas**, the Academic Senate recognizes that the restrictive nature of the CCCCCO guidance concerning arbitrarily low units for preparatory courses lacks support from AB1705 and conflicts with established C-ID standards, thus undermining local control and faculty authority in curriculum matters; and;

**Whereas**, the Academic Senate asserts that the CCCCCO guidance on AB1705 oversteps their authority into curriculum matters, which are protected by the "[10+1](#)" regulation outlined in Title 5 of the California Code of Regulations, thereby compromising the academic integrity and autonomy of colleges; and;

**Whereas**, The CCCCCO has published their definition of "highly unlikely to succeed" as a "throughput of 15%" meaning that only if data shows fewer than 15% of a specified cohort succeed in calculus without taking a prerequisite can that group be deemed to meet the AB 1705 criteria of "highly unlikely to succeed", and;

**Whereas**, These and other instructions by the CCCCCO likely go beyond the requirements, spirit, and intention of AB 1705, and;

**Whereas**, the Academic Senate expresses profound concern with the [RP Group Preparatory Pathways and STEM Calculus Completion data](#) used to justify recent AB1705 guidance – small sample sizes, flaws in the data set, lack of consideration for the students who might have gone down a STEM route given adequate methods to prepare for said route, and a general lack of transparency; and;

**Whereas**, the CSU Math Council has expressed similar opinions in a [resolution](#) released to the RP Group, the Chancellor of CCC's office, and Academic Senates at all CCC's, CSU's, and UC's, in which they requested the following – the UC and CSU jointly commission a peer review of RP group reports used by the CCCCCO in developing AB1705 and for their respective Academic Senates to review RP Group reports and CCCCCO implementation policies to consider the impact on the academic preparation of STEM majors transferring to their colleges; and

**Whereas**, preparatory transfer level math courses should be allowed, as they prepare students for success in higher-level math courses, ensure equitable access to education, and generate student interest in STEM pathways.

**Therefore, be it resolved that,** the Academic Senate of Grossmont College formally calls on college administrators to endorse faculty efforts in advocating for the CCCC to work with the ASCCC to revise the definition of “highly unlikely to succeed” and to assist with faculty efforts to push back when CCCC implementation oversteps the mandated law.

**Therefore, be it further resolved that,** the Academic Senate of Grossmont College calls for a revision of the definition of "highly unlikely to succeed" in AB1705 guidance, ensuring that it reflects the principles of equitable access and student success established in AB705 and does not disproportionately impact marginalized student populations and provides an equivalent standard for justifying local course sequences.

**Therefore, be it further resolved that,** the Academic Senate of Grossmont College expresses its strong opposition to the CCCC guidance on Assembly Bill 1705 (AB1705) due to concerns regarding the lack of transparency in data, the overly restrictive nature of the guidance, and the intrusion into curriculum matters.

**Therefore, be it further resolved that,** the Academic Senate of Grossmont College calls for a comprehensive audit of data and evidence used to justify AB1705 guidance, ensuring that all stakeholders have access to accurate research and can meaningfully engage in the decision-making process.

**Therefore, be it further resolved that,** the Academic Senate of Grossmont College urges the CCCC to align its guidance on AB1705 with the provisions outlined in [Title 5, Section 78213](#), respecting the authority of local academic senates and faculty in curriculum development decisions and protecting the academic freedom of colleges.

**Therefore, be it further resolved that,** the Academic Senate of Grossmont College strongly refutes the CCCC's authority to abolish preparatory courses based on an arbitrary and unreasonably low throughput rate requirement for direct course enrollment, especially when compared to the significantly higher throughput rate for preparatory sequences as mandated in CCCC AB1705 guidance memorandum.

**Therefore, be it further resolved that,** the Academic Senate of Grossmont College advocates for the allowance of preparatory sequences that exceed direct enrollment success rates, recognizing that such sequences adequately prepare students for success in higher-level courses and promote equitable access to education, particularly for students in STEM-bound majors.

**Therefore, be it finally resolved that,** the Academic Senate of Grossmont College urges legislators, policymakers, and stakeholders to engage in dialogue with faculty and academic senates to address concerns regarding AB1705 and to ensure that any proposed guidance respects the principles of transparency, local control, and academic freedom within the California Community College system.