

Joint Resolution to Preserve Elective Precalculus and Strengthen STEM Math Pathway Metrics Under AB 1705

WHEREAS, Assembly Bill 1705 (Irwin, 2022) requires that high school graduates who plan to pursue a certificate, degree, or transfer program at a California Community College be directly placed into, and when beginning mathematics coursework enrolled in, transfer-level mathematics courses that satisfy requirements for their intended programs, and for calculus-based STEM majors restricts the circumstances under which colleges may recommend or require additional transfer-level preparatory courses prior to the first STEM calculus course; and, while allowing colleges to offer transfer-level preparatory courses only when validated by evidence that students are highly unlikely to succeed in calculus without them; and

WHEREAS, AB 1705, specifically Education Code section 78213(f)(2), requires that if a community college does not validate a prerequisite math course for the STEM pathway, the college shall not recommend or require that course and shall notify any student who enrolls that the course is optional and does not improve their chances of completing the calculus sequence; and

WHEREAS, AB 1705 permits science, technology, engineering, and mathematics (STEM) students to enroll in algebra, trigonometry, or precalculus, provided that such courses are not recommended or required and students are notified that those courses do not improve their chances of completing calculus; and

WHEREAS, The California Community Colleges Chancellor's Office has established an innovation period from July 1, 2025, through July 1, 2027, during which colleges may continue to offer transfer-level preparatory courses while collecting validation data; and

WHEREAS, Education Code section 78213.1 requires the Chancellor's Office to make available a dashboard containing multiyear, longitudinal data on student progression and completion for all math courses, confirming that the evaluation of math pathways must extend beyond single-term or one-year measures; and

WHEREAS, While the intent of AB 1705 to accelerate student progress is supported, the statewide validation metrics for STEM pathways, such as the two-year throughput for Calculus I and three-year throughput for Calculus II, are rigid and do not fully capture the complex realities of Grossmont College's diverse student body, including those who take longer to succeed due to work, family, or disability-related needs, among others; and

WHEREAS, Grossmont College serves a diverse student body, with approximately one-third of its students being 25 years old or older, and significant populations of Latinx, Middle Eastern, and African-American students; many of these students are veterans, non-native English speakers, adult learners, or members of historically underrepresented groups who may benefit from additional foundational math preparation; and

WHEREAS, Grossmont College currently offers several transfer-level mathematics courses that prepare students for Analytic Geometry and Calculus I (MATH 180), including College Algebra (MATH 175), Analytic Trigonometry (MATH 170), Precalculus (MATH 176), and the preparatory course Innovative Path to Calculus (MATH 171), as well as corequisite support courses as described in the Grossmont College Catalog; and

WHEREAS, Some students, including veterans, students with disabilities, returning adults, and students re-entering STEM fields after a gap, may wish to take precalculus-level courses for their own educational development regardless of high school completion patterns; and

WHEREAS, Grossmont College is committed to equitable student success and to providing pathways responsive to the needs of veterans, adult learners, students of color, and first-generation college students;

RESOLVED, That the Grossmont College Academic Senate and the Associated Students of Grossmont College jointly urge the Governing Board of the Grossmont-Cuyamaca Community College District to affirm student choice in mathematics pathways by supporting the continued offering of MATH 176 (Precalculus), MATH 170 (Analytic Trigonometry), and MATH 175 (College Algebra) as transfer-level elective courses that prepare students for Calculus I;

RESOLVED, That the Grossmont College Academic Senate and the Associated Students of Grossmont College jointly urge the Governing Board of the Grossmont-Cuyamaca Community College District to collect and use richer data than calculus throughput alone by directing the Chancellor and Grossmont College to collect and analyze disaggregated data on enrollment, course completion, and persistence in precalculus-level courses, Calculus I, and Calculus II, as well as longer-term outcomes such as STEM degree or certificate completion and transfer, in order to evaluate the equity and effectiveness of mathematics pathways beyond short-term throughput metrics and to support future validation submissions;

RESOLVED, That the Grossmont College Academic Senate and the Associated Students of Grossmont College jointly urge the Governing Board of the Grossmont-Cuyamaca Community College District to advocate for more comprehensive and equitable statewide metrics by requesting that the Chancellor, on behalf of the District, work with the California Community Colleges Chancellor's Office and the Academic Senate for California Community Colleges to refine AB 1705 implementation and STEM validation standards so that statewide evaluation of mathematics pathways uses longitudinal measures that extend beyond two-year completion of Calculus I and incorporates multi-year completion of Calculus II and subsequent STEM coursework; and

BE IT FURTHER RESOLVED, That the Grossmont College Academic Senate and the Associated Students of Grossmont College respectfully request that the Governing Board direct the Chancellor to communicate this resolution to the California Community

Colleges Chancellor's Office and seek written clarification that elective precalculus-level courses offered under the conditions outlined herein will remain permissible for STEM students after July 1, 2027.

Adopted by the Associated Students of Grossmont College: 11/21/2025