Proposed ASCCC Resolution

Students’ Right to Choose to Take a Pre-Transfer Level English or Math Course

Whereas, The right of students to enroll in a transfer level English or Math course resulting from AB 705 should not require that students forfeit their right to take a pre-transfer level English or Math course for the purpose of academic preparation, meeting non-transfer degree/certificate requirements,[[1]](#footnote-1) re-skilling, or life-long education;[[2]](#footnote-2)

Whereas, AB 705 requires colleges to maximize the probability that students will complete transfer-level Math and English within a one-year timeframe but does not explicitly prohibit colleges from offering pre-transfer level English and Math courses as an option for students;

Whereas, Concluding that pre-transfer level English and Math courses should no longer be offered runs counter to the intent of AB 705 given data suggesting otherwise[[3]](#footnote-3) or widening of equity gaps[[4]](#footnote-4) that require further exploration; and

Whereas, That the Academic Senate for California Community Colleges has urged stakeholders to address COVID-19 related learning disruption by providing students with access to a community college education by offering adequate English and Math courses to serve the needs of all students, especially those who have been disproportionately impacted by the pandemic;[[5]](#footnote-5)

Resolved, That the Academic Senate for California Community Colleges supports the right of any student to choose to take pre-transfer level English or Math courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education;

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Chancellor’s Office and Board of Governors encourage colleges to offer the option of pre-transfer level English and Math courses for students interested in such courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education;

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urges the state legislature not to adopt reform measures that would deprive students of their right to choose to take pre-transfer English or Math courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education.

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1. Note that Intermediate Algebra satisfies mathematics competence for the Associate Degree per [CCR, Title 5, § 55063](https://govt.westlaw.com/calregs/Document/I0A0D2703ECD14733B411676D23F9752F?transitionType=Default&contextData=%28sc.Default%29). [↑](#footnote-ref-1)
2. “There is a broad consensus among economists and higher education experts that re-skilling and life-long learning are central to the future of work.” Page 26, The Master Plan for Higher Education in California and State Workforce Needs (2018), <https://opr.ca.gov/docs/20181226-Master_Plan_Report.pdf> [↑](#footnote-ref-2)
3. Data from the Los Angeles Community College District’s Office of Institutional Effectiveness [https://go.boarddocs.com/ca/laccd/Board.nsf/files/CBY5UU11FD33/$file/Success%20Rates%20in%20English%2C%20Math%20and%20Stat%20-%20disaggregated%20-%20Fall%202021%20-%2001-31-2022%20v1.pdf](https://go.boarddocs.com/ca/laccd/Board.nsf/files/CBY5UU11FD33/%24file/Success%20Rates%20in%20English%2C%20Math%20and%20Stat%20-%20disaggregated%20-%20Fall%202021%20-%2001-31-2022%20v1.pdf) found that students who recently completed intermediate algebra had a higher rate of success in transfer level mathematics in Fall 2019, Fall 2020, and Fall 2021. [↑](#footnote-ref-3)
4. PPIC, A New Era of Student Access at California’s Community Colleges Technical Appendices, 2022, <https://www.ppic.org/wp-content/uploads/1120mcr-appendix.pdf>, found that while throughput grew for all student groups, there has been a widening of the equity gap in throughput for Black and LatinX students. [↑](#footnote-ref-4)
5. ASCCC Fall 2021 Plenary Resolution 20.01, Improve Math and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption, <https://asccc.org/resolutions/improve-math-and-english-outcomes-expanding-access-and-addressing-covid-19-related> [↑](#footnote-ref-5)