Equitable Placement Plan

Whereas, AB 705 (Irwin, 2017) requires “a community college district or college to maximize the probability that the student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe, and use, in the placement of students into English and mathematics courses in order to achieve this goal, one or more of the following: high school coursework, high school grades, and high school grade point average,” the text of this bill makes no mention of the decision on what courses to offer at a particular community college district or college:

Whereas, As detailed in [ESS 21-300-015](https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/61aa7023d2ddcd27eab47d23/1638559784892/1.ESS%2B21-300-015%2BAB%2B705%2BEnglish%2B%26%2BMath%2BImprovement%2BPlans.pdf), the California Community Colleges Chancellor’s Office has overstepped their authority in interpreting the text of AB 705 and has singularly focused on maximizing throughput while ignoring other metrics of student success and possible negative effects on students while requiring colleges to not allow students to enroll in math and English courses below transfer-level unless throughput is maximized;

Whereas, Placement of all students into transfer-level math and English courses will be implemented at ~~Glendale Community College District~~ all community college districts (amended by R. Dickes for Area C) as of Fall 2022;

Whereas, Eliminating a student’s agency in choosing to enroll in pre-transfer level math or English course can be harmful not only for students who do not wish to transfer and earn a local degree, but also for students that wish to enter a STEM degree program that want to learn foundational math skills and for English language learners that want to become more confident in the use of English language associated with mathematics;

Whereas, If a student is told that they must enroll in a transfer-level math or English course and then fails that course, there are significant negative consequences for that student including a permanent failing grade on their transfer transcript, possibility of academic probation for not making sufficient academic progress, and negative impacts on their mindset and academic goals; and

Whereas, California community college districts and colleges should have the right to offer courses that positively serve students that are unique to their location and student demographics;

Resolved, That the Academic Senate of Glendale Community College District supports offering pre-transfer and/or multi-term transfer-level courses in math and English in Fall 2022 and beyond.

Contact: Mike Davis/Roger Dickes, Glendale Community College