

## **The Costs of Implementing AB705/1705**

What does it cost to implement the changes of AB705 and its follow-up bill AB1705? To answer this question, we spoke with deans at two colleges that have eliminated or severely reduced their below-transfer math offerings.

Victoria Dominguez is the dean of math at Citrus College, one of the first community colleges in the state to replace remedial math with corequisite support for different transfer-level math pathways, including statistics, precalculus, and business calculus. In fall 2020, fewer than 10% of introductory math sections offered at Citrus were below-transfer.

Carrie Starbird is the dean of math at Pasadena City College, which has offered no below-transfer math courses since 2019.

For the most part, Dominguez and Starbird said, AB705 changes involved a reallocation of existing funds. The colleges cut back on their remedial sections and redeployed those funds toward expanded transfer-level offerings. "I just shifted the classes we were offering," said Starbird.

The deans also noted several investments their colleges had made to support these changes, including professional development for faculty, expanded tutoring, and cross-campus coordination. Most of these costs were covered with existing staffing and funds from the Student Equity and Achievement Program (SEAP). Each is described below.

Assemblymember Jacqui Irwin has proposed an additional \$63M in one-time funding to colleges to support implementation. She has also authored AB1187, which would provide funding for tutoring in transfer-level classes.

### **Professional Development for Faculty**

Both Citrus and Pasadena City colleges provided professional development to help faculty make the changes required by AB705.

Citrus College organized ongoing communities of practice for faculty teaching in the different math pathways and paid faculty to attend. These communities of practice helped support faculty while they were learning to teach transfer-level classes with corequisite support, and helped them develop [collaborative, student-centered pedagogy](#). Communities of practice also developed no-cost materials for Citrus students taking the corequisite courses.

Pasadena City College provided professional development in teaching statistics, a subject that many math faculty had never taught, so that they could increase the number of sections offered from 30 to over 90 sections per term. The college also developed materials faculty could use in their classes, such as guided notes for both traditional and online textbooks.

Starbird said they also organized a retreat to help faculty teach a broader range of students in transfer-level math. In the past, she said, most students would have been weeded out in remedial classes before ever making it into a transfer-level class, and that faculty needed support to reframe their thinking away from the automatic belief “these students aren’t ready.” Faculty teaching advanced math classes also needed to become familiar with the support and accommodations available to students with disabilities because, in the past, they might have seen only one of these students per semester.

### **Expanding Tutoring**

Both colleges expanded tutoring to support implementation of AB 705.

Pasadena City College increased the tutoring budget so that tutors could be embedded in corequisite-support sections of transfer-level math.

At Citrus College, part-time math faculty are paid to serve as tutors in full-time faculty classrooms, a program that not only helps students but also helps faculty learn how to teach in corequisite-support models of transfer-level math. The college also funds professional experts in the STEM Center – typically undergraduate students from nearby universities – to run course-specific study groups at times that work with students’ schedules.

### **Coordinating with Other Departments**

Both Starbird and Dominguez noted the need to coordinate with other departments on campus. This included working with the IT department to ensure that students could easily register for transfer-level classes with linked corequisite support, preparing clear informational materials to let students know about the changes, and meeting with counselors to ensure they understood the changes and were communicating them clearly to students.

**For more information about what’s being done at colleges with strong AB705 results, check out [Leading for Strong and Equitable Completion](#), a 2022 report from the California Acceleration Project.**