



American Mathematical Association of Two-Year Colleges

Tuesday, April 5, 2022

Dear Assemblymember Jacqui Irwin,

We, the Executive Board of the American Mathematical Association of Two-Year Colleges (AMATYC), are concerned about the proposed legislation in AB1705 (Irwin) which has the potential to disproportionately affect the underserved and adult re-entry students enrolled in community colleges in California. We write in support of the statement in opposition shared by the AMATYC affiliate, the California Mathematics Council Community Colleges (CMC³).

In addition, we hope the bill is amended to better serve community college mathematics students in California by “putting students first” (<https://www.cccco.edu/About-Us>). In the spirit of student success and to better serve the community, as math educators we believe students should have a choice in course selection.

The American Association of Community Colleges (<https://www.aacc.nche.edu/research-trends/fast-facts/>) reports in their Fast Facts 2022 that the average age of a community college student is 27 with the median age being 23. This shows more than half of all community college students are 5 or more years removed from their high school education. It is important to note that the high school graduation requirement in California is two years of mathematics (including Algebra I), which could be completed sophomore year. Using the national median age of a student as 23 and that the high school graduation requirement in California can be completed the sophomore year of high school, we have some students enrolling in mathematics courses at the community college who have not studied mathematics in any manner for six to seven years. Using local data as an example from Glendale Community College from The Integrated Postsecondary Education Data System (IPEDS), 40% of students enrolled fall 2019 are aged 25 and older (<https://nces.ed.gov/collegenavigator/?s=CA&ct=1&ic=2&pg=4&id=115001#enrolmt>) – for these students it may be as many as ten years since they last studied mathematics. This, combined with an insufficient mathematics foundation for college-level courses, puts these students at a disadvantage when enrolling in a transfer-level class.

In the upcoming few years, recent high school graduates may also be negatively impacted by learning loss as a result of the COVID-19 pandemic, and therefore adversely affected by this bill.

Independent of course placement, the bill as currently written would prevent students from taking an appropriate mathematics course(s) that can provide an adequate foundation for success in their transfer-level mathematics courses.

We urge you to consider the changes proposed by CMC³ and the LACCD Discipline Mathematics Council so that students can achieve their academic and career goals.

Best Regards,

Anne Dudley, *Executive Director*; Laura Watkins, *AMATYC President*; Kathryn Kozak, *Immediate Past President*; George Hurlburt, *President-Elect*; and Eddie Tchertchian, *West Vice President*

cc: Chancellor Eloy Oakley
cc: James Sullivan, *President CMC³*
cc: Linda Chan, *President-Elect CMC³ - South*

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