

Success rates for developmental mathematics, in community colleges, particularly online, have not been good, nationally. That is one thing that motivated AB705. When I first started as Math Learning Center Coordinator, our modality's success rates were close to the national numbers. This motivated me. The faculty and staff of the MLC have continuously innovated, building custom software, entire new report systems, driving high-touch outreaches. We have *dramatically* increased our success rates. Changes to mathematics at our college by non-experts will only hinder, if not destroy the progress that has been hard fought.

I do have much more to say on the major issues that need to be fixed in college mathematics, and the significant shortcomings of AB705 and related analysis; but I am sure at some point that would be just shouting into the wind. So, please let me just show you a graph.

Please, take note of the trend lines. I do not have quick access to my more robust data including the success rates previous to, and at the very start of my coordinator role. That would drive the trendlines dramatically sharper. The numbers displayed to the right of each data point indicates population size.

