The list below is cumulative. Some comments were made more frequently than others. The more frequent comments have been underlined.

Summary of student feedback on changes to reflect AB705: film and written

**Support for placement/access to transfer-level:**

Many students note that the changes in the law are good. They noted several reasons for supporting these changes:

* Faster completion of requirements
* Significant cost savings
* Makes them feel like “real students” because they are starting in “real classes”.
* Did not feel the remedial coursework was necessary/waste of time
* Did not have to repeat the same work they had done in high school
* Nearly unanimous agreement that taking a test is a crummy way to determine coursework

**Concerns for placement/access to transfer-level:**

* Self-identified as having low confidence. Believe low confidence = not ready
* Concerned about the intensity/rigor of the coursework/failing
* Concerned that they are nontraditional student and need more time/levels
* Concerned/believe the teachers of transfer-level coursework are less kind/helpful
* Concerned they will not have time to complete the course + corequisite because of scheduling
* Believe they must be successful in the remedial before they can learn the transfer-level (math)
* Believe they will be behind their classmates/slower learner/struggle more

Summary of student feedback on changes to reflect AB705 and AB1805: film and written

**Support for Informed Consent Form and process of speaking to a counselor for registration in remedial math:**

* Appreciate having the laws explained/having their rights made visible
* Appreciate the ability to choose
* Appreciate the direct call out of the law and change as equity-driven
* Appreciate the form as a way the College verbalizes its dedication to students graduating in a timely fashion
* Seems like the College cares about them

**Concerns for Informed Consent Form and process of speaking to a counselor for registration in remedial math:**

* Concerned that the process delays registration into remedial courses
* Concern that identifying the law as an equity issue creates an inaccurate spotlight on the experience of students of color in colleges

**Suggested revisions to form (see revised draft)**

2nd pp:

Currently reads:

Research suggests that many students would complete transfer-level coursework in English and math if allowed to bypass remedial courses, and new laws instruct colleges to maximize placement into transfer-level coursework (AB 705, Section 1; Ed Code 78213).

Revise:

For most students at all GPA levels, research shows that students enrolling directly into the transfer level course are more likely to pass the transfer level course than students who take a remedial course prior to taking the transfer level course. This does not mean some students may not benefit from additional support while taking the transfer level course; it means that directly enrolling in the transfer level course has a higher likelihood of success as compared to taking a remedial course before taking the transfer-level course. Because the research shows that the transfer-level course is the most likely pathway to success, new state laws instruct colleges to maximize placement into transfer-level coursework (AB 705, Section 1; Ed Code 78213).

Cut the last 2 paragraphs of the form because we will use it printed rather than online.