

# **Establishing Prerequisites Under the New Title 5 Regulations: Steps for Implementation**



**PRESENTATION FOR THE  
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# Presentation Overview



- Overview of new title 5 prerequisite regulations
- ASCCC recommendations and approach to adoption of new prerequisites
- Local college district planning process for implementation of the new regulations
- Question and Answer

# Background & Overview of New Prerequisite Regulations



- New title 5 regulations on prerequisites, corequisites, and advisories adopted by the Board of Governors on March 8, 2011 ([section 55003](#))
- Allows faculty to establish prerequisites or corequisites in English, reading, or mathematics on content review alone or content review with statistical validation
- Chancellor's Office guidelines, developed in consultation with the System Advisory Committee on Curriculum and Matriculation Advisory Committee released February 2012

# Allowable Purposes for Establishing Prerequisites or Corequisites



- Title 5, section 55003 (d) specifies the purposes for which prereqs and corequisites may be established:
- The prereq or corequisite:
  - Is expressly required or expressly authorized by statute or regulation
  - Will assure that the student has the skills, concepts, and/or information needed to succeed for the course it is established
  - Is needed to protect the health and safety of the student or others

# General Requirements for Both Methods of Establishing Prereqs & Coreqs



- Requirements for establishing prerequisites, corequisites, and advisories either by *content review alone* or by *content review with statistical validation*:
  1. Adopt policies on how the college plans to adopt prereqs, coreqs, or advisories that the college determines are “necessary and appropriate” [55003(b)(1)]
  2. Adopt procedures to assure courses for which prereqs or coreqs are established are taught in accordance with course outline of record [55003(b)(2)]

# General Requirements for Both Methods of Establishing Prereqs & Coreqs



3. Adopt policies to ensure that each section of the prereq or coreq is to be taught by a qualified instructor and in accordance with COR [55003(b)(3)]
4. Adopt a process for the review of prereqs & coreqs at least once every six years– for vocation courses or programs, every 2 years [55003(b)(4)]
5. Establish a basis and process for students to challenge prereqs or coreqs consistent with 55003(p) [55003(b)(5) & (p)]
6. Prereqs establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis [55003(b)(4)]

# General Requirements for Both Methods of Establishing Prereqs & Coreqs



7. Determination of whether a student meets a prereq shall be based on successful completion of an appropriate course or on an assessment using multiple measures [55003(k)]
8. Ensure that no exit test may be required to satisfy the prereq or coreq unless incorporated into the grading for the course [55003(n)]

# General Requirements for Both Methods of Establishing Prereqs & Coreqs



*For prereqs requiring precollegiate skills in reading, written expression, or mathematics, districts must also:*

1. Ensure that courses and sections designed to teach the required skills are available with reasonable frequency based on the number of students who are required to meet the prerequisites [55003(l)(1)]
2. Conduct an evaluation to determine the impact on student success and whether there is any disproportionate impact. Where there is disproportionate impact, develop and implement a plan, in consultation with the Chancellor's Office, to address the it [55003(l)(2)(A) and (B)]



# Establishing Prereqs & Coreqs

## Conducting Content Review Alone



*In addition, to establish prereqs or coreqs in reading, written expression, or math for degree applicable courses not in a sequence, districts must also adopt a plan that specifies:*

1. The method used to determine which courses might be the most compelling candidates for new prereqs and coreqs
2. The provision of appropriate numbers of prereq and coreq course sections
3. The assurance that other degree applicable courses are available such that student progress toward their educational goals is not unnecessarily impeded
4. Training for the curriculum committee, and
5. The use of research to evaluate the effect of the new prereq and coreq on student success, with particular attention to disproportionate impact

# The Content Review Process



*Section 55003(a) allows districts to use content review alone or content review with statistical validation to establish prereqs, coreqs and advisories:*

Content review is defined in title 5, section 55000 (c ) as:

- “a rigorous, systematic process developed in accordance with sections 53200 to 53204 approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course.”

# The Content Review Process & the Course Outline of Record (COR)



- Content review begins with the COR
- COR delineates the course content, competencies the student is expected to achieve, assignments to be completed, and assessments to measure student performance
- COR is examined to identify the skills and knowledge a student needs in order to succeed in the course
- The guidelines outline a process for conducting content review (p.7-8)

# Courses Exempt from Content Review



- Section 55003(e) lists the types of courses that are exempt from the content review or content review with statistical validation process:
  - If required by statute or regulation, or
  - Part of a closely related lecture-lab course pairing within a discipline, or
  - Required by a four-year institution, or
  - Baccalaureate institutions will not grant credit for a course unless it has the particular communication or computational skill prerequisite

# Reporting the Establishment of Prereqs to the Chancellor's Office



- **Section 55003(i):**

- Requires that districts establishing prereqs, coreqs, or advisories report to the CCCCO new prereqs or coreqs established during the year as part of annual MIS data collection cycle
- Required by August 1<sup>st</sup> of each year
- Data from the Curriculum Inventory will be used for evaluation
- **FYI:** CCCCO will be surveying colleges regarding prerequisites & coreqs implemented during the 2011-2012 academic year per title 5 section 55003(i).



- Survey released in early summer with a due date of **July 15, 2012**

# Monitoring the Impact of Prereqs & Coreqs



- **Section 55003(1):**

- Requires that districts monitor whether or not the prerequisites or corequisites have a disproportionate impact on particular groups of students.



# Background & Overview of New Prerequisite Regulations



## Academic Senate Emphasis

- Prerequisites will increase student success if applied prudently.
  - Not everything needs a prereq
  - Each prereq must be the correct one for the specific class.
  - Colleges must plan to apply prerequisites in a logical sequence—not all at one time.
  - Colleges must ensure that enough sections of the required classes are available.

# Background & Overview of New Prerequisite Regulations



## Academic Senate Emphasis

- Faculty discipline experts in the discipline for the desired pre-req should be involved in the conversation in order to inform the selection of the specific prerequisite course.
- Departments and colleges must be assured that their programs will not suffer if they apply prereqs.



# Background & Overview of New Prerequisite Regulations



## Academic Senate Position

- Prerequisites that are thoughtfully and judiciously established through a content review process are the best response to Student Success Task Force Recommendation 3.4: “Community colleges will require students to begin addressing basic skills needs in their first year and will provide resources and options for them to attain the competencies needed to succeed in college-level work as part of their education plan.”

# Considerations in Developing a Plan



- Create a committee to develop a plan, to monitor the process, or both?
- Committee may wish to discuss why prerequisites are needed
- Committee may wish to review data on Advisory skill level vs. Prerequisite validation, as in San Diego CCD examples
- Which courses should have advisories and which ones prereqs?

# Considerations in Developing a Plan



- How will the curriculum committee be trained on this topic to ensure quality?
- How will enrollment management issues be handled?
- How will disproportionate impact be monitored?
- What resources will be needed to accommodate the changes (new faculty, classroom space, extra supplies or materials, etc.)?

# Considerations in Developing a Plan



- What documentation will be needed to make decisions within the process of departmental considerations (COR, syllabi, assignments, etc.)
- What documentation will be needed or required for consideration by the curriculum committee?
- How will pre-req implementation be sequenced?  
Who goes first?
- How many classes can move forward at once?

# Local Examples of Prerequisite Establishment Processes



- San Diego Community College District Draft Plan
- Los Rios CCD Collaboration Plan and Guidelines
- Fullerton College Pre-Requisite Summary
- Other Examples?

# Question and Answer...



# Additional Resources



**Chancellor's Office Guidelines for Title 5 Regulations Section 55003: *Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation* (2/3/12)**

[http://www.cccco.edu/Portals/4/AA/Prerequisites Guidelines 55003%20Final.pdf](http://www.cccco.edu/Portals/4/AA/Prerequisites_Guidelines_55003%20Final.pdf)

***Student Success: The Case for Establishing Prerequisites Through Content Review* (Fall 2010)**

<http://www.asccc.org/sites/default/files/Prerequisite-review-fall2010.pdf>

**Implementing Content Review for Communication and Computation Prerequisites (Spring 2011)**

<http://www.asccc.org/sites/default/files/Content-Review-Spring-2011.pdf>