

# REPORT ON PREREQUISITES AND COREQUISITES

September 10-11, 2012

## INFORMATION AND REPORTS

Presentation: Barry Russell, Vice Chancellor of Academic Affairs

## Item 5.1

### Issue

This report provides the Board of Governors with information to fulfill the requirements of title 5. As stated in section 55003(i) of title 5, by August 1 of each year districts choosing to establish prerequisites, corequisites or advisories shall submit to the Chancellor's Office in the manner specified by the chancellor the prerequisites and corequisites that were established during the prior academic year. Districts shall also specify the level of scrutiny, i.e., content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (e) of this section, used to determine whether the prerequisite or corequisite was necessary and appropriate for achieving the purpose for which it was established.

### Background

In 2011, the Board of Governors updated its regulations related to prerequisites and corequisites. These changes allowed campuses to use content review without prior statistical validation to establish prerequisites and corequisites only under certain circumstances and with strong engagement on the local campus. The list of specific requirements are:

*(c) A district governing board choosing to use content review as defined in subdivision (c) of section 55000 to establish prerequisites or corequisites in reading, written expression or mathematics for degree-applicable courses not in a sequence shall first adopt a plan specifying:*

- (1) the method to be used to identify courses to which prerequisites might be applied;*
- (2) assurance that courses are reasonably available to students when prerequisites or corequisites have been established using content review as defined in subdivision (c) of section 55000. Such assurance shall include sufficient availability of the following:
  - (A) appropriate courses that do not require prerequisites or corequisites, whether basic skills or degree-applicable courses; and*
  - (B) prerequisite or corequisite courses;**
- (3) provisions for training for the curriculum committee; and*
- (4) the research to be used to determine the impact of new prerequisites based on content review.*

With this in mind, a survey was developed to collect the necessary information on the number and process by which prerequisites and corequisites were established between July 1, 2011 and

June 30, 2012. In all, there were 2,479 prerequisites and corequisites established. The type of prerequisites or corequisites are: in sequence (e.g., French 1, French 2, etc.), out of sequence (e.g., Intermediate Algebra prerequisite for Physics), and other (e.g., program requirements). At the time of approval of the regulation change, the Board of Governors was most interested in the category of out of sequence.” The concern was that there would be a rush to establish new prerequisites and that there would be major impact on students. The second chart of numbers below shows that of the 284 prerequisites or corequisites established that were out of sequence, 39 were established using content review only. The campuses that used this methodology reported having gone through the required process to allow the campus to validate in this manner.

<b>Course Sequencing</b>		
<b>In a Sequence</b>	<b>Out of Sequence</b>	<b>Other</b>
2,291	284	216

  

<b>Level of Scrutiny</b>		
<b>Content Review only</b>	<b>Statistical Validation</b>	<b>Other</b>
39	139	106

### **Analysis**

After reviewing the data provided in the surveys from the campuses, it appears that in most cases, no change has occurred in the process of establishing prerequisites or corequisites. Colleges continue to use their policies that were established prior to 2011. Only 12 colleges responded that they had completed their process of establishing a plan to review curriculum prerequisites and corequisites using content review without prior statistical validation. In those cases, it will be at least three years before data and program review will provide information that can be evaluated for disproportionate impact or other possible detrimental outcomes.

This was the first year for the Chancellor’s Office to establish a survey of this nature. After reviewing all the submissions and evaluating the data, the staff has decided to improve the survey to provide better direction as well as more information on the actions taken by the colleges. The data gathered with this survey provides enough information to establish that the process provided in title 5, section 55003(i) is being followed and the campuses are properly establishing prerequisites and corequisites, but it would be helpful to have further specific information in order to extract broader policy recommendations.

### **Recommendation**

This agenda item is for information only.