





The Board of Governors of the California Community Colleges

PRESENTED TO THE BOARD OF GOVERNORS

DATE: September 9-10, 2013

SUBJECT: Report on Prerequisites and Corequisites		Item Number: 4.2	
		Attachment: No	
CATEGORY:	Academic Affairs	TYPE OF BOARD CONSIDERATION:	
Recommended By:	 Barry Russell, Vice Chancellor	Consent/Routine	
		First Reading	
Approved for Consideration:	 Brice W. Harris, Chancellor	Action	
		Information	X

ISSUE: This item provides a report to the board on districts that have established prerequisites, corequisites, and advisories for academic year 2012-13.

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.

RECOMMENDEATION: This item is presented for information and discussion.

ANALYSIS: 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.”

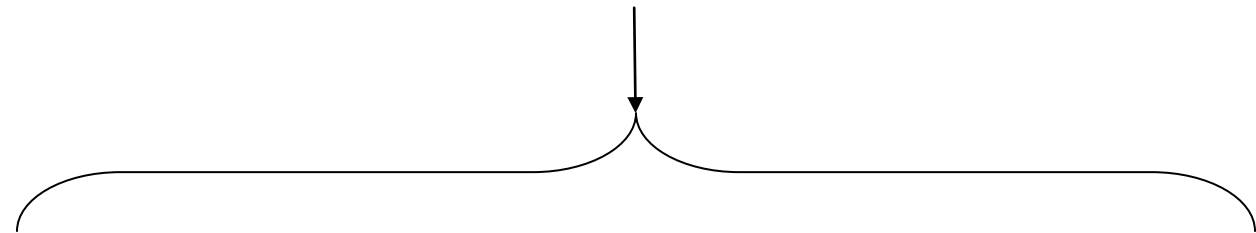
The list of specific requirements are:

(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. The results from that survey were presented at last September’s Board of Governors meeting. The survey was edited and conducted again to collect the information for this past year, July 1, 2012 and June 30, 2013. This past academic year, there were 5,554 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), program requirements (e.g., TB test, union membership), and other. 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 1256 prerequisites or corequisites established that were out of sequence, 683 were established using content review only.

Year	Course Sequencing			
	In a Sequence	Out of Sequence	Program Requirement	Other
2011-12	2,291	284	NA	216
2012-13	3,809	1,256	416	73



Year	Level of Scrutiny (Out of Sequence)						
	Content Review only	Cont. Rev. + Statistical Validation	Req. by Statute or Reg.	Closely related Lec/Lab course	Req. by 4-yr. institution	Req. comm/computational skill	Other
2011-12	39	239	NA	NA	NA	NA	106
2012-13	683	165	32	215	72	72	17

After reviewing the data provided in the surveys from the campuses, it appears that colleges are moving towards content review only as the level of scrutiny for out of sequence prerequisites and corequisites. In the 2011-12 academic year, 39 of 284 (less than 14 percent) of the courses were content review only. In this past academic year, not only did the number of total pre- and/or corequisites increase (2,479 to 5,554), the subcategory of out of sequence increased (284 to 1,256), but the percent of out of sequence courses using content review only increased significantly to 683 out of 1,256 (over 54 percent). Thus, many colleges have changed their process of establishing prerequisites or corequisites. While many colleges have changed their policies since 2011 and are using primarily content review, other colleges continue to use their policies that were established prior to 2011.

This was the second year for the Chancellor's Office to establish a survey of this nature. After reviewing all the submissions and evaluating the data, the Chancellor's Office will request the date of district policy changes on next year's survey to gather more complete information on the actions taken by the campuses. In addition, the Chancellor's Office will conduct a webinar early this fall to better inform colleges in how to establish pre- and/or corequisites for those colleges that have not yet changed their policies. 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.