MPC MONTEREY PENINSULA COLLEGE

CONTENT REVIEW

PRE/CO-REQUISITE

ADOPTION PLAN

Fall 2013

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Introduction

Monterey Peninsula College is committed to addressing student needs. One area that needs to be addressed is the adoption of prerequisites and co-requisites through content review. Prerequisites will increase student success if applied prudently. MPC plans to implement the content review process beginning Fall 2013 following these basic premises:

- Not everything needs a prerequisite
- Each prerequisite must be the correct one for the specific class.
- Departments must plan to apply prerequisites in a logical sequence—not all at one time.
- Departments must ensure that enough sections of the required classes are available.
- Faculty discipline experts in the discipline for the desired prerequisite must be involved in the conversation in order to inform the selection of the specific prerequisite course.
- Departments and colleges must be assured through differential impact research that their programs will not suffer if they apply prerequisites.

MPC Content Review Process

When a prerequisite or co-requisite needs to be added to a course the course author shall follow this process:

SEMESTER 1
- Conduct content review of the course to determine requisite skills in English and/or mathematics.
- Once requisite skills have been identified, work with respective English and/or math department to align requisite skills with appropriate level course.
- Once requisite course(s) has been identified, complete *Request for Prerequisite Validation* form for sign off by the appropriate division chair. (Appendix I)
- Submit a completed Request for Prerequisite Validation form to the Dean of Instructional Planning.
- The Dean of Instructional Planning submits the request to the Office of Institutional Research. (This step should be completed by February preceding the planned implementation in the following academic year.)
- Office of Institutional Research provides data on differential impact to Dean of Instructional Planning.
- Dean of Instructional Planning and course author review data and make final recommendation to Curriculum Committee.

SEMESTER 2
- If recommendation is to move forward with establishing a cross-disciplinary prerequisite, this step must be completed by April, one full year prior to implementation, to allow for advance communication to students (publications, emails and class announcements).
- Approval of the Curriculum Advisory Committee no later than May, one full year prior to implementation.
- Notice of approval sent to Student Services. Registration mechanisms established.
- Office of Academic Affairs prepares report and sends to State Chancellor's office

SEMESTER 3
- In the fall, immediately following approval, begin to publish upcoming change:
  - Send email notice to all students
  - Make announcements in related classes
  - Notice of change of prerequisite for the following academic year is printed in catalogs, schedule and posted on the web.

SEMESTER 4
- Prerequisite in place for following semester's registration.

ONGOING
- Ongoing validation of the prerequisite plan will be conducted as part of the six year review cycle. Data updated and sent to department. A comparison of student outcomes pre and post establishment of prerequisite or co-requisite will be conducted.

Overview of New Title 5 Regulations

New title 5 regulations on prerequisites, co-requisites, and advisories were adopted by the Board of Governors on March 8, 2011 (section 55003). Under these regulations, faculty are now allowed to establish prerequisites or co-requisites in English, reading, or mathematics on content review alone or content review with statistical validation.

Title 5, section 55003 (d) specifies the purposes for which prerequisites and co-requisites may be established:
- The prerequisite or co-requisite:
  - 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

In light of these changes, the Chancellor's Office developed guidelines for faculty in consultation with the System Advisory Committee on Curriculum and Matriculation Advisory Committee. These guidelines were released February 2012.

General Requirements of Adoption

The following are the requirements for establishing prerequisites, co-requisites, and advisories either by *content review alone* or by *content review with statistical validation:*

1) policies must be adopted on how the college plans to adopt prerequisites, co-requisites, or advisories that the college determines are "necessary and appropriate" [55003(b)(1)]
   a) MPC follows *BP 4260 Pre-Requisites and Co-requisites* which references Title 5 Sections 55000 and 55003.
      i) *The [CEO] is authorized to establish pre-requisites, co-requisites and advisories on recommended preparation for courses in the curriculum. All such pre-requisites, co-requisites, and advisories shall be established in accordance with the standards set out in Title 5. Any pre-requisites, co-requisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a way in which a pre-requisite or co-requisite may be challenged by a student on grounds permitted by law. Pre-requisites, co-requisites, and advisories shall be identified in District publications available to students.*
2) Procedures must be adopted to assure courses for which prerequisites or co-requisites are established are taught in accordance with course outline of record [55003(b)(2)]
   a) *BP 5320 Instructor Responsibilities* (Faculty Handbook pg. 10) states that:
      i) *Under the direct supervision of the appropriate administrator and working in conjunction with their Division Chairs, full-time regular and contract staff are expected to perform the duties and, when occasions arise, assume the responsibilities listed below in the general areas of: Instruction; Service to College, Students and Community; Professional Responsibilities; and Miscellaneous, in addition to those specified in the agreement between MPCCD and MPCTA.*
      (1) Instruction
         Follow course outline as filed in the Office of Academic Affairs and Division Centers
         Revise course outlines/descriptions, as needed, at least every four years.
3) Policies to ensure that each section of the prerequisite or co-requisite is to be taught by a qualified instructor and in accordance with COR [55003(b)(3)] shall be adopted.
   a) Refer to *Minimum Qualifications for Faculty and Administrators in California Community Colleges, 9th ed.* Adopted by the Board of Governors on Nov. 7, 2011.

4) Adopt a process for the review of prerequisites & co-requisites at least once every six years– for vocation courses or programs, every 2 years [55003(b)(4)]
   a) To comply with this plan, MPC will reinstitute the policy of a two year vocational program review as well as follow the established criteria in *BP 5320 Instructor Responsibilities* (listed above).
5) Establish a basis and process for students to challenge prerequisites or co-requisites consistent with 55003(p) [55003(b)(5) & (p)]
   a) *Prerequisites and Co-requisites Challenges (MPC College Catalog p. 13)*
      Some courses require students to meet certain conditions in order to register. A 'prerequisite' is a requirement that must be met before registering for a course. A 'co-requisite' is a requirement that a student must enroll simultaneously in another course.

      A student may challenge a prerequisite by following the Prerequisite/Co-requisite Challenge Procedures described below. NOTE: Challenge paperwork must be filed by the last day of regular late registration.
      1. Pick up a Prerequisite Challenge Form from the Division Office responsible for the course you wish to challenge.
      2. Complete the form by identifying one or more of the following reasons for seeking a challenge:
      a. The prerequisite or co-requisite is not reasonably available;
      b. The student believes the prerequisite was established in violation of regulations or in violation of the District-approved processes;
      c. The student believes the prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
      d. The student has the documented knowledge or ability to succeed in the course without meeting the prerequisite or co-requisite. (NOTE: Attach documentation to the prerequisite form for the department to review.)
      3. File the completed Prerequisite Challenge Form with the Division.
      4. Take the Counseling Copy of the Challenge Form to the Counseling Department in the Student Services Building for prerequisite clearance.
      5. Enroll in the course which required the prerequisite challenge.
      6. Department review must take no longer than five working days. Check with department's schedule for review of challenges.
      7. A copy of the Prerequisite Challenge Form will be forwarded by the department/division to the Dean of Student Services office indicating that the challenge was approved or denied. If the challenge is denied, the student will be dropped from the course.

6) Prerequisites 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)]

7) Determination of whether a student meets a prerequisite 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 prerequisite or co-requisite unless incorporated into the grading for the course [55003(n)]

For prerequisites requiring pre-collegiate 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)]

   Departments will regularly review course offerings to assure that adequate sections of prerequisite courses are offered.

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 it. [55003(l)(2)(A) and (B)]

   The Institutional Research office will work with departments interested in establishing a prerequisite or co-requisite for a target course (e.g., ENGL 111 as a prerequisite for HIST 17). The IR will conduct retrospective and/or prospective analyses to examine grades in the target course as a function of highest level of English or math successfully completed. The analyses will include demographic categories such as gender, age, and ethnicity to determine whether certain groups could be negatively impacted by the establishment of a prerequisite or co-requisite. Subsequent to the implementation of the prerequisite in reading, written expression or mathematics, the program area faculty will work with the IR office to continue to monitor enrollments and success rates for students in various demographic groups. The IR will use disproportionate guidelines that are established by the Chancellor's Office and/or the Research and Planning (RP) Group.

In addition, to establish prerequisites or co-requisites 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 prerequisites and co-requisites
   The method needs to include empirical evidence as well as faculty professional judgment. The IR can provide the initial empirical evidence, in the form of grades or retention & success rates, for courses. The data review would provide a recommendation of courses to examine more closely. Faculty should then be involved to provide input. Faculty can also initiate the process by identifying courses where pre-skills in English or math are important to success in the target course. The faculty would then work with IR to validate this.
2. The provision of appropriate numbers of prerequisite and co-requisite course sections
   Departments will regularly review course offerings to assure that adequate sections of prerequisite courses in reading, written expression, or math are offered.
3. The assurance that other degree applicable courses are available such that student progress toward their educational goals is not unnecessarily impeded.
   Departments will regularly review course offerings to assure that the needs of students are being met based upon the established education plans on record.
4. Training for the curriculum committee
   The curriculum committee will receive training annually. There will be a one-time training required for all English and math instructors and an online resource for ongoing faculty training.
5. The use of research to evaluate the effect of the new prerequisite and co-requisite on student success, with particular attention to disproportionate impact.
   The IR will work with departments that implement prerequisites or co-requisites in reading, written expression, or math to validate that success rates in the target course are higher after the implementation of the prerequisite or co-requisite. With respect to disproportionate impact, the college needs to ensure that neither access nor success are negatively impacted for historically underrepresented groups. The IR office will work with appropriate departments to review the enrollments and success rates for different demographic groups.

The Content Review Process

Section 55003(a) allows districts to use content review alone or content review with statistical validation to establish prerequisites, co-requisites and advisories. At MPC, this is a faculty driven decision.

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 co-requisite course."

Content review begins with the Course Outline of Record (COR). The COR delineates the course content, the competencies the student is expected to achieve, the assignments to be completed, and the assessments to measure student performance. The COR is examined to identify the skills and knowledge a student needs in order to succeed in the course.

The content review process at Monterey Peninsula College begins in the fall semester with the course author determining requisite skills needed in English or math. The author will then work with the respective departments to align requisites with appropriate courses. The author will then complete a Request for Prerequisite Validation form (Appendix II) and the Office of Institutional research will begin work to provide data to the Dean of Instructional Planning. If the author and the Dean recommend to move forward, the Curriculum Advisory Committee will then review the proposal. If approved, Student Services will establish registration and notification mechanisms while the Office of Academic Affairs prepares and sends a report to State Chancellor's office. Ongoing validation of the prerequisite plan will be conducted as part of the six year program review cycle (two years for CTE programs).

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 Establishment of Prerequisites to Chancellor's Office

Section 55003(i):
- Requires that districts establishing prerequisites, co-requisites, or advisories report to the CCCCO new prerequisites or co-requisites established during the year as part of annual MIS data collection cycle
- Required by August 1st of each year
- Data from the Curriculum Inventory will be used for evaluation

Monitoring the Impact of Prerequisites and Co-requisites

Section 55003(l) requires that districts monitor whether or not the prerequisites or co-requisites have a disproportionate impact on particular groups of students

- "Disproportionate impact" occurs when the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method, or procedure is a valid and reliable predictor of performance in the relevant educational setting."

Student Equity and Matriculation Plans

Matriculation Plans, Section 55510(a)(6) and (7):
- Requires that district matriculation plans identify the procedures & policies a college will use to establish and review prerequisites, co-requisites, and advisories & that district policies are in place
- Due to SB 1456 and the "repurposing" of matriculation, the matriculation plan process has been suspended for now

Equity Plans, Section 55003(l)(2):
- Requires districts to monitor equity in accordance with college student equity plan process
- New equity plan process is TBD and contingent upon SSTF Student Success Scorecard outcomes & process

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

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

Academic Senate for California Community Colleges 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."

Appendix A:

Request for Prerequisite Validation

Course:

Originator:

Prerequisite/Co-requisite requested:

Rationale:

Division Chair Signature_____

Instructional Dean Signature_____

CAC Comments:

Approval Date: