

Prerequisites Changed My Life

ASCCC Curriculum Institute

July 2014

Kale Braden, ASCCC North Representative

John Stankas, ASCCC Secretary



Overview

- A little history never hurt anyone
- What is expected of faculty
 - Academic Senates
 - Curriculum Committees
 - Discipline Faculty
- What's happening at your college?
- What's next



History

- Budget Crisis
- increasing scrutiny of efficiencies in state/national education systems
- External concern about student success patterns in our system (and others)



History

- Student Success Task Force Recommendations
 - Adopted by the BOG in 2012
 - 2.4 Require students showing a lack of readiness to participate in support resources
 - 3.4 Require students to begin addressing basic skills deficiencies during first year



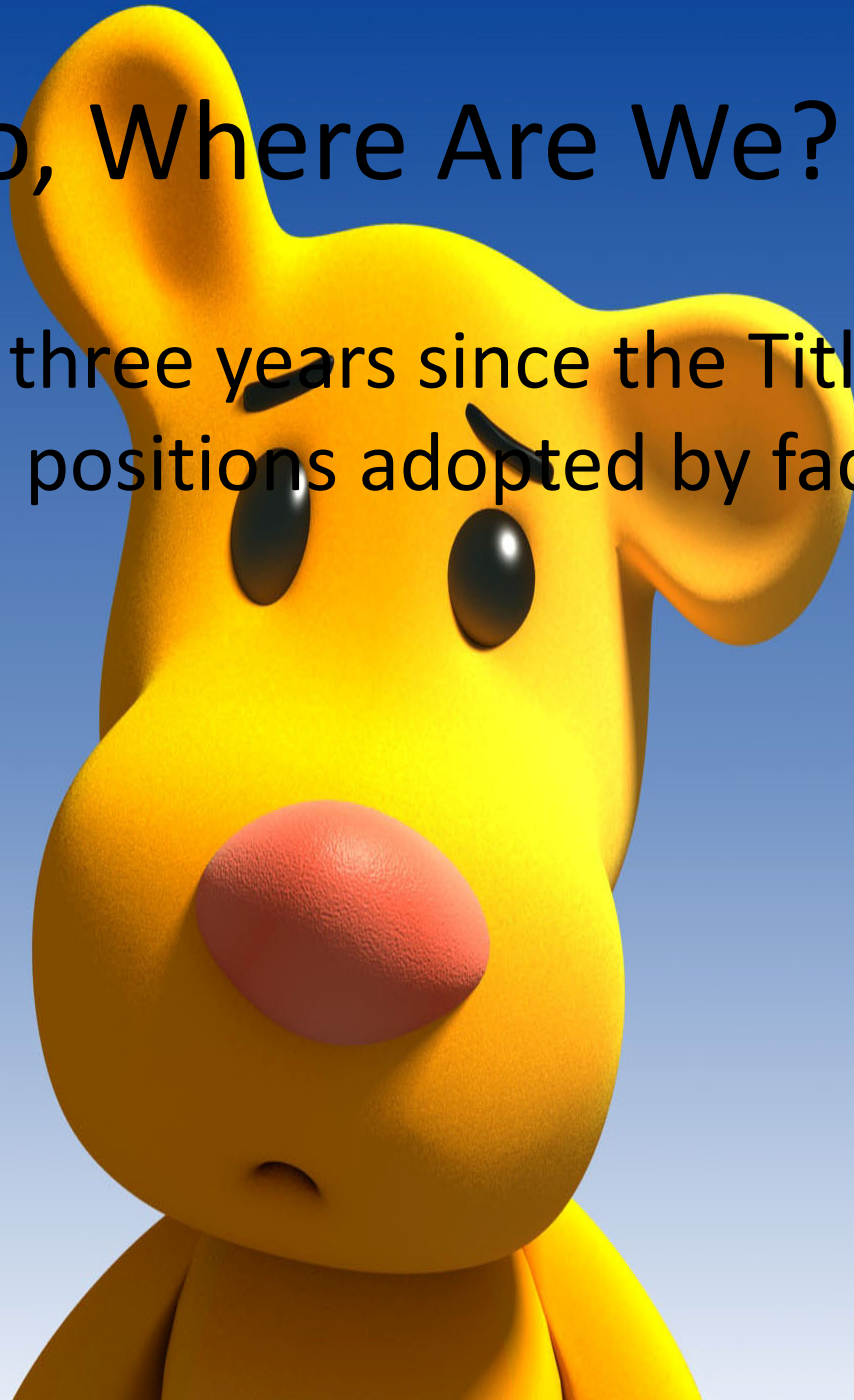
History

- 2010 ASCCC adopted *Student Success: The Case for Establishing Prerequisites Through Content Review*
- 2011 ASCCC adopted *Implementing Content Review for Communication and Computation Prerequisites*
- 2011 BOG adopts Title 5 change
- **search publications at <http://www.asccc.org>



So, Where Are We?

- It has been three years since the Title 5 change and positions adopted by faculty...



What Do We Need To Do Now?

- Evaluate Current Board Policies
- Evaluate Current Content Review Process
- This should occur locally, periodically, even if there is no desire to transition from statistical validation with content review to content review alone



Board Policies

- Should originate with the Academic Senate
- Policies can be broad enough to cover each college's procedure to follow either content review or statistical validation
- Administrative Procedures can be used to describe the practice at each campus within a district



Board Policy

- How do you engage the faculty in this dialog, given the external and internal pressures on our system?



Rigorous Content Review

- No matter the method an institution selects, rigorous content review is expected during the content review cycle or during the proposal review for a new course
- Who evaluates and modifies local content review processes?



Content Review ~ Title 5 § 55000(c)

“means a rigorous, systematic process developed in accordance with sections 53200 and 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 corequisites course.”



Content Review ~ Title 5 § 55003(d)

“the prerequisite will assure, consistent with section 55002, that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established”



Rigorous Content Review

- Should include:
 - Evaluation of requisite skills for success
 - Dialog within the discipline of the course and between disciplines including basic skills faculty
- Local Curriculum Committees may want to review grading criteria, syllabi, and a broad range of assignments



Rigorous Content Review

- Local Curriculum Committees should also evaluate the level of the course offered.
 - Is it college level? *Critical thinking is demonstrated through writing or computation.*
 - If not, is it degree applicable? Basic Skills? Noncredit?



Establishing a Prerequisite

- Examples include
 - establishing a prerequisite within a sequence
 - establishing an intermediate algebra course for transfer science
 - establishing a basic skills prerequisite for a college level course
 - Establishing a prerequisite from one discipline to another discipline (e.g., Chem for Biol)



Discussion / Q & A

The background is a vibrant, abstract composition of various shades of blue. It features several large, overlapping circles and arcs, some with thin outlines and others with solid fills. Interspersed among these shapes are numerous fine, parallel lines that create a sense of movement and depth. The overall effect is a dynamic and modern graphic design.

Resources

- Recent Chancellor's Office Webinar Resources:
<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Curriculum.aspx>
- Intermediate Algebra Requirement for transfer science
http://info.assist.org/pdf/assist/2009_uc_tca_letter.pdf
- ASCCC Website – Search publications, content review
<http://www.asccc.org>

Hello?

- Anyone still lost in the field?

