OUTLINE of KEY POINTS IN THE ABOVE DOCUMENT

The Academic Senate of the California Community Colleges (ASCCC) recommends the following:

- Academic Senate/Curriculum Committee to determine whether to adopt: Content Review with additional evidence or traditional content review (statistical data only)

- English and Math faculty to develop rubrics for Content Review method (see sample rubrics in document above)

- A Content Review Committee be formed composed of representatives from the Curriculum Committee, Research and Planning, Strategic Enrollment Management Committee, Assessment Committee, Counseling and Academic Affairs. The Content Review Committee will lead the development of processes, plans and policies to allow for content review and accompanying new evidence options in establishing prerequisites. As recommended by the ASCCC, key considerations in developing an implementation plan are:
  - the method used to determine which courses might be the most compelling candidates for new prerequisites; (ex: gate keeping courses with low rate of success)
  - the provision of appropriate numbers of prerequisites course sections;
  - the assurance that other degree applicable courses are available such that students progress towards their educational goals is not unnecessarily impeded
  - training for the curriculum committee; and
  - the use of research to evaluate the effect of new prerequisites on student success, with particular attention to disproportionate impact

- The Chancellors Office and the ASCCC have committed to providing training for content review annually at the Curriculum Institute. (Said Pazirandeh, Nadia Swerdlow, Tigran Mkyrthan and Louise Barbato attended this training last Spring)

- Curriculum Committee training on content review and new evidence sources.

- The Curriculum Committee will in turn conduct training sessions for academic departments and provide ongoing support to departments and individual discipline faculty as the content review process is implemented.

Recommendations on the Role of the Curriculum Committee in Implementation and Planning

- Work closely with the Content Review Committee to ensure that
  - forms developed for submission to the Curriculum Committee ensure that submitters are guided to consider all aspects of the impact of the prerequisite or co-requisite under
consideration and that they are guided to provide appropriate evidence that demonstrates a reflective and considered basis for adding a pre-requisite. Within this process, the Curriculum Committee will ensure that:

- The COR must “delineate the skills and knowledge that are necessary to succeed in the course and the assignments or assessments that make this preparation necessary.”
- That the COR serves as a statement that faculty in that discipline are committed to teaching the COR as adopted.

- content review is understood by all faculty interested in establishing a prerequisite for courses;

- the Curriculum Committee will lead in determining the kinds of evidence required by discipline faculty in order that the Curriculum Committee can make an informed determination as to the appropriateness of the pre-requisite or co-requisite. Possible evidence recommended for consideration by the ASCCC:
  - Analysis of particular cohorts of students within the course under consideration
  - Data from our tutoring centers and other existing support services
    - Student use of services for which courses
    - Type of tutoring received and if the core issue is basic skills
    - Whether the tutoring fills gaps in prior knowledge that cannot be fully compensated by tutoring services
  - Assessment/Placement
    - Tracking placement scores and success rates across courses taken by cohorts of students
  - Data on instructor variance
    - Variance in how the course is taught and in how assignments may or may not reflect the COR intention to represent math and English skills needed.
    - The impact of instructor variance on student success
  - Review of SLO assessment data and changes made in response to assessment to determine if some changes are in response to student lack of preparation rather than pedagogical issues

**Content Review Committee and other Shared Governance to determine:**

- How to ensure that adequate prerequisite courses are offered
- How to ensure that adequate basic skills classes are offered
- How to ensure that all instructors follow guidelines and teach the COR with skills established
- Attention to disproportionate impact
- How to choose which specific courses to start with