

# Research Report

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**Sacramento City College**

**Office of Planning, Research, and  
Institutional Effectiveness (PRIE)**

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*Working together  
Pursuing Excellence  
Inspiring Achievement*

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## **PREREQUISITE VERIFICATION STUDY**

**ORIGINAL REPORT SUBMITTED  
MAY 2008**

Christina D. Aldrich, Research Analyst

**REPORT REVISED  
MAY 2009**

Revised Report by Marybeth Buechner, PRIE Dean and Anne Danenberg,  
Research Analyst

This report was revised in May 2009 when it was discovered that one of the faculty surveyed in the Communication pre-requisite review had reversed the scale in the answers. A reanalysis of that data was conducted. In addition, the text of the report was revised to more accurately reflect statewide (CCCCO and ASCCC) best practices and SCC policy and program review processes.

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### **Introduction:**

Title 5 Section 55201 requires the examination of all prerequisites at least once every six years to assure that the prerequisites remain necessary and appropriate”<sup>1</sup>

It specifies that for most pre-requisites

“At a minimum, prerequisites, corequisites, and advisories on recommended preparation shall be based on content review, with additional methods of scrutiny being applied depending on the type of prerequisite or corequisite being established.”<sup>1</sup>

At SCC the content review is conducted as part of the initial establishment of pre-requisites and is included in the requisite validation section of the course outline. This content review is to be re-examined as part of the regular program review process.

However, the situation is different for pre-requisites in which an English or Math course is pre- or co-requisite to a course from another discipline. In this case, Title 5 specifies that:

“A course in communication or computation skills may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills only if, in addition to conducting a content review, the district gathers data according to sound research practices and shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite.”

At SCC, for pre-requisites in which an English or Math course is pre- or co-requisite to a course from another discipline this review includes a survey of both faculty and students which addresses student readiness for the subsequent course based on the skills obtained in the pre-requisite course. It is expected that at least 75% of both faculty and students should agree that the prerequisite is necessary for successful completion of the course for a prerequisite to be considered valid.

The student perception survey (see Appendix A), includes four-questions designed to assess students’ perception of their preparedness for the course, the level of course difficulty, and their estimated performance in the course. The two-question faculty perception survey (see Appendix B) asks faculty to indicate whether they feel the prerequisite is necessary for successful completion of the course and to indicate what percentage of their students are adequately prepared for the course. These questions address both the necessity and the sufficiency of the prerequisite. Validation of the necessity of the prerequisite is required in order to have the prerequisite in place. Additional information on the sufficiency of the prerequisite may inform decisions regarding additional prerequisites, support for student learning, or other practices.

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<sup>1</sup> Chancellor’s Office, California Community Colleges Student Services and Special Programs Division. (Fall 1997). *Prerequisites, Corequisites, Advisories, and Limitations on Enrollment*.

## **From the SCC 2009 Curriculum Handbook (italics added for emphasis)**

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### **Prerequisite/Corequisite/Advisory**

The Pre/Co/Adv subcommittee *reviews the courses and other requirements listed in the prerequisite, corequisite, advisory, or enrollment limitation sections of the course outline as well as the justification for these requirements*. The subcommittee suggests or recommends edits to the course developer as needed and reports to the entire committee regarding which courses have been approved or are pending.

### **Pre/Co/Adv Subcommittee Chair**

Facilitates discussions and *review regarding Pre/Co/Adv requests* on curriculum proposals

Communicates with curriculum developers regarding changes/edits to curriculum to meet Pre/Co/Adv requirements/best practices

### **Prerequisite/Co requisite/Advisory Information**

In *reviewing* courses that contain a prerequisite, corequisite, advisory, or enrollment limitation, the Pre/Co/Adv subcommittee uses the *definitions and regulations outlined in Title 5*, the report on best practices outlined by the Statewide Academic Senate, and standards for consistency across the catalog developed by the subcommittee. The following specific criteria are considered:

#### **Prerequisites:**

1. Prerequisites are reviewed to determine if they follow a sequence of courses in the discipline (e.g. ENGWR 50 as a prerequisite to ENGWR 100).
2. *If a prerequisite course is listed from another discipline, the course outline must indicate that the course will be validated through a described process (e.g. an English course used as a prerequisite for a sociology course).*
3. The specific prerequisite course, not “eligibility for” a course, should be listed in the course outline.
4. Where appropriate (generally, English, math, ESL), “or placement by the assessment process” or “or placement by the SCC assessment process” is added to indicate that a student may use a placement test score in lieu of the required prerequisite course.
5. Prerequisites should be listed as clearly and succinctly as possible. Developers are advised to remove unnecessary wording such as “completion of” within the prerequisite line.
6. The listing of prerequisite courses is also followed by the words “with a grade of “C” or better” to indicate that a student must have passed the prerequisite course(s).
7. *The prerequisite justification section of the course outline is reviewed* to insure that it includes a list of student learning outcomes from the prerequisite course as well as any other explanation for non-course prerequisites or required validation studies.

#### **Corequisites:**

1. *Corequisite courses are reviewed* to insure that they are listed clearly and succinctly.
2. Corequisite courses do not need a grade attached.
3. *The corequisite justification section is reviewed* to insure that it includes a list of student learning outcomes for the corequisite course(s).

#### **Advisory:**

1. *Advisory courses are reviewed* for clarity and consistency across the catalog and to enhance a student’s learning. As with prerequisites, developers are advised to remove unnecessary wording such as “completion of” within the advisory line.
2. The specific course, not “eligibility for” a course, is used in the course outline.
3. Where appropriate (generally, English, math, ESL), “or placement by the assessment process” is added to indicate that a student may use a placement test score in lieu of the advisory course.

4. The listing of advisory courses is also followed by the words “with a grade of “C “or better” to indicate that a student must have passed the advisory course.
5. *The advisory justification section of the course outline is reviewed* to insure that it includes a list of student learning outcomes from the advisory course as well as any other explanation for non-course advisories.

**Enrollment Limitation:**

1. An enrollment limitation is a requirement that restricts enrollment in the course to a specific cohort of students.
2. Examples of enrollment limitations include athletes who must try-out for a team-based course, performers who must audition to be included in a performance-based course, students who must have a job to get credit for a work experience course, etc.
3. *The enrollment limitation is reviewed* to insure that they are clear and succinct.
4. The enrollment limitation section should explain why it is necessary to limit enrollment to the stated cohort of students.

**FROM: The Model District Policy for Prerequisites, Corequisites, Advisories on Recommended Preparation, and Other Limitations on Enrollment**

Board of Governors

September 1993

**Prerequisites and Corequisites**

**1. Levels of Scrutiny**

Prerequisites and corequisites must meet the requirements of at least one of the following subsections:(13)

**II.A.1. Regulation**

Section 55201(b)(1) requires that there be different levels of scrutiny for different types of prerequisites and corequisites. The policy must state explicitly what these levels are and for which types of prerequisites and corequisites they will be used. In addition, Section 55201(c)(2) requires that the standard of scrutiny for any course be that a student who lacked "the skills, concepts, and/or information" would be "highly unlikely to receive a satisfactory grade in the course," namely a grade of "CR" or "C" or better as determined by content review alone or with data collection or other scrutiny.

**a. The Standard Prerequisites or Corequisites**

Each college may establish satisfactory completion of a course as prerequisite or corequisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee as provided above, the college specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or corequisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.

**b. Sequential Courses Within and Across Disciplines**

A course may be established as a prerequisite or corequisite for another course provided that, in addition to the review by faculty in the department or discipline and by the Curriculum Committee as described above skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline or record.

**c. Courses in Communication or Computation Skills**

Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the Curriculum Committee as provided above, the following is also done:

(1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and

(2) Research is conducted as provided in II.A. 1.g.

(3) The prerequisite or corequisite may be established for a period of not more than two years while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills.(17) This determination must be approved both by the faculty in the discipline as provided in I.C.3.a and by the Curriculum Committee as provided in I.C.3.b and must be based on a

review of the syllabus as well as samples of tests and other assignments on which the grade is based.

**II.A.1.c., d., g. Crucial**

It is crucial that data be required at least for establishing these types of prerequisites and corequisites. It is also crucial that the policy specify how data will be gathered and evaluated and however it is done be consistent with sound research practices. Further, it is crucial that the policy state what the criteria will be for determining whether the data do in fact justify the establishing of the prerequisite or corequisite. Lastly, the policy must specify that a prerequisite may be put into effect before the required data have been collected only when the prerequisite is determined by the curriculum committee to be necessary pursuant to Section 55002(a)(2)(D) or (E) or other provisions of law, and that the period during which such a provisional prerequisite could be in effect be no longer than two years.

## **Results for Communication Courses Spring 2008**

### **COMM 301, 311, 315, 321, 331, 361 Prerequisite Validations**

During the Spring 2008 semester, surveys were administered between the 7<sup>th</sup> and 9<sup>th</sup> week of the semester to all students and faculty in the course sections listed below:

#### **Sections Surveyed**

<b>Course</b>	<b>Sections Surveyed</b>	<b>Num. of Surveys Completed</b>	
		<b>Student</b>	<b>Faculty</b>
COMM-301	21312, 21313, 22062, 22327, 25844, 24985	123	4
COMM-311	21192, 22328, 23760, 24481	56	4
COMM-315	22329	15	1
COMM-321	21341, 21701, 21804, 24484, 21805	90	4
COMM-331	20334, 20336, 20337, 20893, 21702, 21806, 22389	162	7
COMM-361	21807	17	1

#### **Results Summary**

The expected measures for prerequisite validation were met for all except COMM 361. In that case the student response met criteria, but the faculty response did not. It is recommended that the department reassess the need for the prerequisite for COMM 361.

	<b>Student Responses</b>			<b>Faculty Responses</b>	
	<b>Prepared: Adequate or Over Prepared</b>	<b>Level of Work: Just right or too easy</b>	<b>Predicted Grade: C or Better</b>	<b>Prerequisite Necessary: Agree or Strongly Agree</b>	<b>% of Prepared Students</b>
COMM-301	96.7%	91.1%	97.6%	100%	75%
COMM-311	94.5%	92.7%	100%	100%	<b>67.5%</b>
COMM-315	100%	93.3%	100%	100%	<b>60%</b>
COMM-321	94.4%	90.0%	96.7%	100%	<b>63%</b>
COMM-331	96.3%	92.0%	98.8%	100%	75%
COMM-361	100%	100%	100%	<b>0%</b>	100%

#### **Detailed results for each course**

##### **Communication-301: Introduction to Public Speaking**

Prerequisite: ENGWR 100 (*College Writing*) or ESLW 320 (*Advanced-Low Writing*) with a grade of "C" or better; or placement through the assessment process.

*Student surveys.* 123 students from six sections of Communication-301 completed the student survey. The majority (55.3%) of students indicated that they met the prerequisite for the course by taking the previous course at SCC or another institution, 36.6% met the prerequisite through the assessment process, while 8.2% met the prerequisite through counselor verification or the challenge process. When asked to assess their level of preparedness for the course, 89.4% of the students felt they were adequately prepared for the work in the course. Furthermore, 89.4% of

the students described the level of work in the course as “just right”, and 97.6% of the students estimated they were passing the course at the time the surveys were administered.

*Faculty surveys.* All of the faculty ( $n = 4$ ) who completed the survey agreed or strongly agreed that a prerequisite is necessary for successful completion of Communication-301. Furthermore, on average faculty felt 75% of the students were adequately prepared for the work in the course.

*Summary.* Both the results from the student and faculty surveys meet the criteria in the SCC guidelines.

### Communication-311: Argumentation and Debate

Prerequisite: ENGWR 100 (*College Writing*) or ESLW 320 (*Advanced-Low Writing*) with a grade of "C" or better; or placement through the assessment process.

*Student surveys.* Fifty-six students from four sections of Communication-311 completed the student survey. The majority (81.8%) of students, indicated that they met the prerequisite for the course by taking the previous course at SCC or another institution, 10.9% met the prerequisite through the assessment process, while 7.2% met the prerequisite through counselor verification or the challenge process. When asked to assess their level of preparedness for the course, 94.5% of the students felt they were prepared for the work in the course, 92.7% described the level of work in the course as “just right”, and all (100%) of the students estimated they were passing the course at the time the surveys were administered.

*Faculty surveys.* 100% of the faculty ( $n = 4$ ) who completed the survey agreed or strongly agreed that a prerequisite is necessary for successful completion of Communication-311. However, on average faculty indicated that only 67.5% of the students were adequately prepared for the work in the course.

*Summary.* The student survey meets the criteria in the SCC guidelines; however, the faculty survey does not meet the criteria.

### Communication-315: Persuasion

Prerequisite: GWR 300 (*College Composition*) or ESLW 340 (*Advanced Composition*) with a grade of "C" or better.

*Student surveys.* Fifteen students from one section of Communication-315 completed the student survey. Most of the students indicated that they met the prerequisite for the course through the assessment process (40.0%) or by taking the previous course at SCC or another institution (40.0%), the remaining 20.0% met the prerequisite requirement through counselor verification. When asked to assess their level of preparedness for the course, 100% of the students felt they were prepared for the work in the course, 86.7% described the level of work in the course as “just right”, and all (100%) of the students estimated they were passing the course at the time the surveys were administered.

*Faculty surveys.* When asked to indicate if the prerequisite is necessary for successful completion of Communication-315, the faculty member responding to the survey *strongly agreed* that the prerequisite is necessary for successful completion of the course. However, the faculty member indicated that only 60% of the students were adequately prepared for the work in the course.

*Summary.* The student survey meets the criteria in the SCC guidelines; however, the faculty survey does not meet the criteria.

### Communication-321: *Interpersonal Communication*

Prerequisite: ENGWR 50 (*Developmental Writing*) or ESLW 310 (*Intermediate-High Writing*) with a grade of "C" or better; or placement through the assessment process.

*Student surveys.* Ninety students from four sections of Communication-321 completed the student survey. Most of the students indicated that they met the prerequisite for the course by taking the previous course at SCC or another institution (57.3%), an additional 33.7% of the students met the prerequisite through the assessment process, while the remaining 9.0% met the prerequisite requirement through counselor verification or the challenge process. When asked to assess their level of preparedness for the course, 81.1% of the students indicated that they were adequately prepared for the level of work in the class. Furthermore, 90.0% described the level of work as "just right", and 96.7% of the students estimated they were passing the course at the time the surveys were administered.

*Faculty surveys.* All of the faculty ( $n = 4$ ) who completed the survey agreed or strongly agreed that a prerequisite is necessary for successful completion of Communication-321. However, on average faculty indicated that only 63% of the students were adequately prepared for the work in the course.

*Summary.* The student survey meets the criteria in the SCC guidelines; however, the faculty survey does not meet the criteria.

### Communication-331: *Group Discussion*

Prerequisite: ENGWR 100 (*College Writing*) or ESLW 320 (*Advanced-Low Writing*) with a grade of "C" or better; or placement through the assessment process.

*Student surveys.* 162 students from seven sections of Communication-331 completed the student survey. Most of the students indicated that they met the prerequisite for the course by taking the previous course at SCC or another institution (63.0%), an additional 25.9% of the students met the prerequisite through the assessment process, while 10.5% of the students met the prerequisite requirement through counselor verification or the challenge process. When asked to assess their level of preparedness, 85.8% of the students indicated that they were adequately prepared for the level of work in the class. Furthermore, 86.4% described the level of work as "just right", and 98.8% of the students estimated they were passing the course at the time the surveys were administered.

*Faculty surveys.* All of the faculty ( $n = 7$ ) who completed the survey agreed or strongly agreed that a prerequisite is necessary for successful completion of Communication-331. Furthermore, on average faculty indicated that 75% of the students were adequately prepared for the work in the course.

*Summary.* Both the results from the student and faculty surveys meet the criteria in the SCC guidelines.

### Communication-361: *The Communication Experience*

Prerequisite: ENGWR 100 (*College Writing*) or ESLW 320 (*Advanced-Low Writing*) with a grade of "C" or better; or placement through the assessment process.

*Student surveys.* Seventeen students from one section of Communication-361 completed the student survey. Most of the students indicated that they met the prerequisite for the course by taking the previous course at SCC or another institution (64.7%), an additional 23.5% of the students met the prerequisite through the assessment process, while the remaining 11.8% of the

students met the prerequisite requirement through the challenge process. When asked to assess their level of preparedness, 88.2% of the students indicated that they were adequately prepared for the level of work in the class. Furthermore, all of the students (100%) described the level of work in the course as “just right”, and all of the students (100%) estimated they were passing the course at the time the surveys were administered.

*Faculty surveys.* When asked to indicate if the prerequisite is necessary for successful completion of Communication-361, the faculty member responding to the survey *strongly disagreed*. However, the same faculty member indicated that 100% of the students were adequately prepared for the work in the course.

*Summary.* The student survey meets the criteria in the SCC guidelines; however, the faculty survey does not meet the criteria.

## **Results for Occupational Therapy Assistant Spring 2008:**

### **OTA 120 Prerequisite Validations**

### **OTA 110 and 111 Evaluation of Enrollment Limitations as Potential Prerequisites**

#### **Sections Surveyed**

Course	Sections	Num. of Surveys Completed	
		Student	Faculty
OTA-110	24724	31	1
OTA-111	24725	29	1
OTA-120	24726	28	0

#### **Results Summary**

The expected measures for prerequisite validation were met for OTA 120. The enrollment limitations for OTA 110 and 120 would meet the expectations for prerequisites.

	Student Responses			Faculty Responses	
	<b>Prepared:</b> <i>Adequate or Over Prepared</i>	<b>Level of Work:</b> <i>Just right or too easy</i>	<b>Predicted Grade:</b> <i>C or Better</i>	<b>Prerequisite Necessary:</b> <i>Agree or Strongly Agree</i>	<b>% of Prepared Students</b>
OTA-110	93.3%	96.7%	100%	100%	80%
OTA-111	96.4%	92.9%	96.4%	100%	80%
OTA-120	100%	92.9%	100%	NA	NA

#### **Occupational Therapy Assistant-110: *Functional Biomechanics for the OTA***

Prerequisite: See enrollment limitations. Enrollment Limitation: Enrollment in the Occupational Therapy Assistant Program and completion of BIOL 100, OTA 100, FCS 324 or PSYC 370 and AH 110 with grades of "C" or better and a cumulative GPA of 2.5 in these four (4) courses. Completion of ENGRD 110 or eligibility for ENGRD 310 as determined by the reading assessment process for all applicants who do not have an AA Degree or higher.

*Student surveys.* Thirty-one students from one section of OTA-110 completed the student survey. All of the students (100%) indicated that they met the prerequisite for the course by taking the previous course at SCC or another institution. When asked to indicate their level of preparedness for the course, 80.0% of the students indicated that they were adequately prepared. Furthermore, 93.3% of the students described the level of work in the course as "just right", and all of the students (100%) estimated they were passing the course at the time the surveys were administered.

*Faculty surveys.* When asked to indicate if the prerequisite was necessary for successful completion of OTA-110, the faculty member responding to the survey agreed. Furthermore, the same faculty member indicated that 80% of the students were adequately prepared for the work in the course.

*Summary.* Both the results from the student and faculty surveys meet the criteria in the SCC guidelines.

Occupational Therapy Assistant-111: *Functional Biomechanics Lab for the OTA*

Prerequisite: See enrollment limitations. Enrollment Limitation: Enrollment in the Occupational Therapy Assistant Program and completion of BIOL 100, OTA 100, FCS 324 or PSYC 370, and AH 110 with grades of "C" or better and a cumulative GPA of 2.5 in these four (4) courses. Completion of ENGRD 110 or eligibility for ENGRD 310 as determined by the reading assessment process for all applicants who do not have an AA Degree or higher.

*Student surveys.* Twenty-nine students from one section of OTA-111 completed the student survey. All of students (100%) indicated that they met the prerequisite for the course by taking the previous course at SCC or another institution. When asked to indicate their level of preparedness for the course, 92.9% of the students indicated that they were adequately prepared. Furthermore, 89.3% of the students described the level of work in the course as "just right", and 96.4% of the students estimated they were passing the course at the time the surveys were administered.

*Faculty surveys.* When asked to indicate if the prerequisite was necessary for successful completion of OTA-111, the faculty member responding to the survey agreed. Furthermore, the same faculty member indicated that 80% of the students were adequately prepared for the work in the course.

*Summary.* Both the results from the student and faculty surveys meet the criteria in the SCC guidelines.

Occupational Therapy Assistant-120: *Fundamentals of Occupational Therapy Assistant Practice*

Prerequisite: OTA 110/111 and ENGWR 100 or ENGWR 300 with grades of "C" or better.

*Student surveys.* Twenty-eight students from one section of OTA-120 completed the student survey. All of the students (100%) indicated that they met the prerequisite for the course by taking the previous course at SCC or another institution. When asked to indicate their level of preparedness for the course, 89.3% of the students indicated that they were adequately prepared. Furthermore, 89.3% of the students described the level of work in the course as "just right", and all of the students (100%) estimated they were passing the course at the time the surveys were administered.

*Faculty surveys.* The faculty survey for OTA-120 was not returned.

*Summary.* The student survey meets the criteria in the SCC guidelines.

## **Results for Psychology Spring 2008:** **Prerequisite validation for PSYCH 335**

### **Sections Surveyed**

Course	Sections	Num. of Surveys Completed	
		Student	Faculty
PSYCH-335	21397, 21955	41	2

### **Results Summary**

The expected measures for prerequisite validation were met for PSYCH 335 for questions indicating that the prerequisite is necessary, but not for the questions indicating that the prerequisite is sufficient. The department may wish to consider additional prerequisites, learning support practices or other changes as they deem appropriate.

	Student Responses			Faculty Responses	
	<b>Prepared:</b> <i>Adequate or Over Prepared</i>	<b>Level of Work:</b> <i>Just right or too easy</i>	<b>Predicted Grade:</b> <i>C or Better</i>	<b>Prerequisite Necessary:</b> <i>Agree or Strongly Agree</i>	<b>% of Prepared Students</b>
PSYCH-335	78.0%	73.2%	95.1%	100%	45%

### **Psychology-335: Research Methods in Psychology**

**Prerequisite:** PSYC 300 (*General Principles*) and STAT 300 (*Introduction to Probability and Statistics*) with grades of "C" or better; or PSYC 300 with a grade of "C" or better and concurrent enrollment in STAT 300.

**Student surveys.** Forty-one students from two sections of Psychology-335 completed the student survey. Most of the students indicated that they met the prerequisite for the course by taking the previous course at SCC or another institution (92.7%), 2.4% of the students met the prerequisite through the assessment process, while the remaining 4.8% of the students met the prerequisite requirement through counselor verification or the challenge process. When asked to indicate their level of preparedness for the course, 78.0% of the students indicated that they were adequately or overly prepared and 95.1% of the students estimated that they were passing the course at the time the surveys were administered. Taken together, the statement that students were adequately prepared and that they expected to pass supports the prerequisite as necessary. However, only 73.2% of the students described the level of work in the class as "just right", with the remaining 26.8% describing the level of work as "too hard." The response to this question indicates that, although the question may be necessary, it may not be sufficient. Additional prerequisites may be considered.

**Faculty surveys.** All of the faculty ( $n = 2$ ) indicated that a prerequisite was necessary for successful completion of Psychology-335. However, on average faculty indicated that only 45% of the students were adequately prepared for the course. The response to this question indicates that, although the question may be necessary, it may not be sufficient. Additional prerequisites may be considered.

## **Results for Theatre Arts Spring 2008:**

### **Sections Surveyed:**

Course	Sections	Num. of Surveys Completed	
		Student	Faculty
TA-310	21717, 21718	29	1

### Results Summary:

The expected measures for prerequisite validation were met for TA 310

	Student Responses			Faculty Responses	
	<b>Prepared:</b> <i>Adequate or Over Prepared</i>	<b>Level of Work:</b> <i>Just right or too easy</i>	<b>Predicted Grade:</b> <i>C or Better</i>	<b>Prerequisite Necessary:</b> <i>Agree or Strongly Agree</i>	<b>% of Prepared Students</b>
TA-310	96.6%	100%	100%	100%	80%

## Fashion: Analysis of Advisories as Potential Prerequisites

### Sections Surveyed:

Course	Sections	Num. of Surveys Completed	
		Student	Faculty
FASHN-140	24110, 24111	23	2
FASHN-310	24118	22	1

### Results Summary:

**The advisories for FASHN 140 and 310 would meet the expectations for prerequisites.**

	Student Responses			Faculty Responses	
	Prepared: <i>Adequate or Over Prepared</i>	Level of Work: <i>Just right or too easy</i>	Predicted Grade: <i>C or Better</i>	Prerequisite Necessary: <i>Agree or Strongly Agree</i>	% of Prepared Students
FASHN-140	91.3%	100%	100%	100%	90%
FASHN-310	100%	100%	100%	100%	90%

### Fashion-140: Fashion Illustration

Prerequisite: None

Advisory ENGRD 110 and ENGWR 100 or ESLR 320 and ESLW 320 or ESL 114, and LIBR 318.

*Student surveys.* Twenty-three students from two sections of Fashion-140 completed the student survey. Most of the students indicated that they met the prerequisite for the course by taking the previous course at SCC or another institution (78.3%), an additional 17.4% of the students met the prerequisite through the assessment process, while the remaining 4.3% of the students met the prerequisite requirement through the challenge process. When asked to indicate their level of preparedness for the course, 91.3% of the students indicated that they were adequately prepared. Furthermore, all of the students (100%) described the level of work in the course as “just right”, and all of the students (100%) estimated they were passing the course at the time the surveys were administered.

*Faculty surveys.* All of the faculty ( $n = 2$ ) indicated that a prerequisite is necessary for successful completion of Fashion-140. Furthermore, on average faculty indicated that 90% of the students were adequately prepared for the course.

*Summary.* Both the results from the student and faculty surveys meet the criteria in the SCC guidelines.

### Fashion-310: Fashion Analysis/Clothing Selection

Prerequisite: None.

*Student surveys.* Twenty-two students from one section of Fashion-310 completed the student survey. Most of the students indicated that they met the prerequisite for the course through the assessment process (52.4%), an additional 28.6% of the students met the prerequisite by taking the previous course at SCC or another institution, while 19.0% met the prerequisite requirement through counselor verification or the challenge process. When asked to indicate their level of preparedness for the course, 66.7% of the students indicated that they were adequately prepared,

with the remaining 33.3% indicating that they were over prepared for the course. Furthermore, 81.0% of the students described the level of work as “just right”, and all of the students (100%) estimated they were passing the course at the time the surveys were administered.

*Faculty surveys.* When asked to indicate if the prerequisite is necessary for successful completion of Fashion-310, the faculty member responding to the survey agreed. Furthermore, the same faculty member indicated that 90% of the students were adequately prepared for the work in the course.

*Summary.* Both the results from the student and faculty surveys meet the criteria in the SCC guidelines.