



**TO:** Chief Instructional Officers  
Chief Student Services Officers  
Academic Senate President

**FROM:** Alice Perez,  
Vice Chancellor, Educational Services & Support

**RE:** New Data Elements

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Colleagues,

Recent legislation and the reporting requirements related to Assembly Bill (AB) 705 (Irwin), the Student Centered Funding Formula (SCFF), and the new Student Success Metrics cannot be accurately accomplished using our current methods, which are based on course Taxonomy of Program (TOP) codes. To better evaluate the implementation of AB 705, populate the Student Success Metrics, and calculate SCFF, the California Community Colleges Chancellor's Office has created two new Course Basic (CB) MIS data elements. This memo provides information on the intent behind the new data elements (including why an adjustment has been made to the CB25 element), how these metrics were developed, and resources to help colleges code their courses.

### **INTENT BEHIND THE NEW DATA ELEMENTS**

#### **CB25: GENERAL EDUCATION REQUIREMENTS**

The current methodology for tracking transfer-level English and mathematics courses over-counts and undercounts courses in English and mathematics/quantitative reasoning because the reporting is based on TOP codes for the English, reading, and mathematics disciplines, rather identifying courses that fulfill transfer or general education requirements.

The creation of this data element allows colleges to identify courses that fulfill degree or general education requirements in the categories of Composition/Critical Thinking and Mathematics/Quantitative Reasoning/Analytical Thinking, as well as those that meet local competency requirements.

#### **COMPOSITION/CRITICAL THINKING**

Currently, in the SCFF and Student Success Metrics, students are given credit for completion of transfer-level English if they finish any course in an English or Reading TOP code that is also

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flagged as being transferrable to either a CSU or both UC and CSU (using the CB05: Course Transfer Status flag). This means that courses such as Children's Literature and Poetry Writing are being included. Courses are counted if they transfer as an elective, which does not address the desire to have students complete college degrees while minimizing excess units.

In English, general education requirements for both transfer and local degree pathways focus on English composition and critical thinking skills. For example, the Intersegmental General Education Transfer Curriculum (IGETC) designation of English Communication includes one course in English composition and one course in critical thinking/English composition. For CSU General Education Breadth, English Language Communication and Critical Thinking students must take courses that fulfill requirements in written communication and critical thinking; therefore, courses should be flagged as CB25=A if they meet English or critical thinking requirements in the context of UC or CSU, or have an articulation agreement with a private or out-of-state four-year institution pertaining to English composition.

This does mean that some courses outside of the English discipline that fulfill critical thinking requirements will be counted. In most cases, in order to meet IGETC requirements, these critical thinking courses have an English composition course as a prerequisite. Some do not, but if they enable students to meet the transfer requirements associated with CSU GE Breadth for English Language Communication and Critical Thinking, these courses are allowable for CB25=A.

Including an option for taking a critical thinking course also ensures that students who enter community college and have already met English Composition requirements, such as those who took a dual enrollment course or secured Advanced Placement credit, and who are making progress in their first year on their transfer requirements in the area of English/Critical Thinking, are counted in the Student Success Metrics and SCFF. Furthermore, this designation means that ESL courses that meet four-year general education requirements in either English composition or critical thinking can also be counted as CB25=A.

## **MATHEMATICS/QUANTITATIVE REASONING/ANALYTICAL THINKING**

Currently, in the SCFF and Student Success Metrics, students are given credit for completion of transfer-level mathematics if they finish any course in the Mathematics TOP code that is also flagged as being transferrable to either a CSU or both UC and CSU (including courses that only transfer as electives and do not satisfy any general education or major requirement). This means that courses such as Psychology Statistics are being excluded from the calculation, as would be new courses such as Personal Finance that may be eligible for approval for CSU General Education credit.

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In mathematics, general education requirements for transfer and local degree pathways can be different. For example, Intermediate Algebra may fulfill mathematics competency or degree requirements for a local degree, but it is not a transferable course. Therefore, an amendment has been made to the original definition for CB25.

Courses should be flagged as CB25=B if they meet transfer requirements in the areas of IGETC Mathematical Concepts and Quantitative Reasoning, General Education Breadth Mathematics/Quantitative Reasoning, or have an articulation agreement to complete mathematics or quantitative reasoning general education requirements at an accredited four-year institution.

A new designation of CB25=C has been created to distinguish courses that are not transferrable, but meet local requirements in the areas of analytical thinking or mathematics competency as outlined in Title 5 Section 55063. In addition, the logic checks for CB25 have been adjusted to account for Intermediate Algebra or equivalent courses, which are coded as degree-applicable (using CB04: Course Credit Status) and not coded as basic skills (CB08: Course Basic Skills Status).

By distinguishing these two types of general education requirements in mathematics, a designation of CB25=B will be used to identify courses that fulfill transfer requirements for the purpose of the Student Success Metrics and SCFF. CB25=C will be used to evaluate AB705, which includes requirements that pathways be created that are appropriate for local degrees, in addition to transfer pathways.

### **CB26: COURSE TRANSFER TYPES**

CB26 allows colleges to distinguish support courses associated with AB705 implementation from noncredit, pre-collegiate courses that are associated with efforts such as the California Adult Education Program (CAEP). It can also be used to evaluate AB705, to examine how support courses relate to student outcomes such as enrollment patterns, completing general education requirements, earning an award, or transferring to a four-year institution.

### **CB21: COURSE PRIOR TO COLLEGE LEVEL**

In addition to the two new CB elements, the CB21 rubrics were updated. These changes integrate objectives related to quantitative reasoning, English/reading courses, and ESL from the federal Educational Functioning Levels (EFL) already in use by noncredit programs and K12 adult schools. The EFLs mirror standards adopted through the Common Core. The changes also ensured that outcomes from C-ID approved courses are reflected in the rubrics. The English/reading and quantitative reasoning rubrics will be updated in the MIS Dictionary by June 14, 2019. The ESL rubrics will undergo review by faculty over the summer and will be finalized in Fall 2019.

## **DATA ELEMENT DEVELOPMENT PROCESS**

The two new data elements were developed through a consultative process that included faculty, researchers, chief instructional officers, and Chancellor's Office staff. Several workgroups met simultaneously to address ways to best code pre-collegiate, college-level, and transfer-level courses in the context of AB705. For example, a group that included representatives appointed by the RP Group and the Academic Senate for California Community Colleges reviewed MIS data elements and recommended the creation of a number of new elements. In addition, workgroups made up of credit, noncredit, and adult education faculty in the areas of mathematics, English & reading, and ESL met to refine the CB21 rubrics.

Because the new CB data elements and the revisions to the CB21 rubrics fall under faculty purview, ASCCC held five regional meetings in March 2019 and a webinar to vet the recommendations. The updated CB21 rubrics for mathematics/quantitative reasoning and English/reading were endorsed by the delegates at ASCCC's spring 2019 plenary. Recommendations from the regional meetings resulted in some minor shifts to the metric construction.

## **RESOURCES FOR DATA ELEMENT CODING**

Colleges are expected to make revisions to their codes in time for their winter MIS submission, to better track outcomes in the first term of 2019-20. To support colleges in applying the new CB codes or to make adjustments in CB21 levels, ASCCC will devote time at the Curriculum Institute in July 2019 to course recoding. Adjustments to the Student Success Metrics and SCFF definitions will be made in 2020.

cc: Eloy Oakley, Chancellor

Daisy Gonzales, Deputy Chancellor

Marty Alvarado, Executive Vice Chancellor, Educational Services & Support

Rhonda Mohr, Vice Chancellor, Educational Services & Support

Barney Gomez, Vice Chancellor, Digital Innovation & Infrastructure Services