

Hidden Figures...

Michelle Bean, ASCCC At-Large Representative

Janet Fulks, ASCCC Guided Pathways Lead

Ginni May, ASCCC Treasurer, Curriculum Chair

Jessica Chittaphong, West Ed

Darla Cooper, Research and Planning (RP) Group, Executive Director



AB 705 Data Revision Project Recoding Regional Meeting
March 7, 2019

Overview

- Making it Real
- AB 705 Data Revision Project – Why?
- The Rubrics – What's it all about?
- Discipline specific Rubric training and vetting
- Go Figure – What Data?
- What's next?
- Questions?



Making it Real



Primary Colors



Secondary Colors



Tertiary Colors

Purpose of Today

- Identify the new MIS data elements resulting from the AB 705 Data Revision Project
- Seek feedback and recommendations from faculty experts regarding the updated CB21 rubrics*
- Engage in dialog about data collection needs and possibilities for the fall 2019 and spring 2020 AB 705 implementation.

*credit, noncredit, adult education, full time, part time; Similar sessions will take place later in the year for English as a Second Language faculty.

Some Acronyms and Definitions

MIS – Chancellor’s Office Management Information System:

<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS.aspx>

CB – Course Basic: signifies the domain of the data element. These codes are assigned to courses for tracking and analyses. The CB data elements can be found here:

<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED/Course.aspx>

ESL – English as a Second Language

SCFF – Student Centered Funding Formula

EFL – Educational Functioning Level: used in noncredit and adult education to define competency levels

SSM – Student Success Metrics: <https://digitalfutures.cccco.edu/Projects/Student-Success-Metrics>

AB 705 Data Revision Project – Why?



MIS Code Changes

Committee Recommendations: February 2019

Why?

- The Student Success Metrics for AB 705 and SCFF: all (no unit minimum) transfer-level courses with TOP Codes:
 - 1501.00 (English),
 - 1520.00 (Reading), and
 - 1701.00 (Mathematics)
- TOP codes are taxonomy of program – but the metric is a course within various programs with other TOP codes
- TOP codes **not** being counted such as:
 - Quantitative Reasoning – 0401.00 (Biostats), 0502.00 (accounting), 0506.00 (Business), 0701.00 (Computer Science), 2001.00 (Psychology), 2204.00 (Economics), 2208.00 (Sociology)
 - English Composition – 0514.00 (Office Technology), 4930.84 (ESL)
 - ESL – Writing 4930.84, 4930.87 Integrated
- Success for students meeting local math competency requirements is not being counted.

Examples of Coding for SCFF

SM 501SZ Degree/Transfer Students Who Completed Both Transfer-Level Math and English Within the District in the First Year

Description	Among degree/transfer students, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district
Student Type	Degree/Transfer
Display	Snapshot
Data Source(s)	Chancellor's Office Management Information System
Data Element(s)	CB03 COURSE-TOP-CODE GI03-TERM IDENTIFIER SXD2-ENROLLMENT-CREDIT-STATUS SX04 ENROLLMENT-GRADE
Calculations	Students who met all of the following criteria: <ul style="list-style-type: none">• Had an enrollment in a math course in the district CB03 = 1701.00 AND <ul style="list-style-type: none">• That was a transfer level course SXD2 = T AND <ul style="list-style-type: none">• Earned a passing grade



Student Centered Funding Formula

Equity Component

- Pell Grant Recipients - outcomes
- CA Promise Grant Recipients (previously BOG)

Students Success Allocation

- AA's
- ADTs
- CCC Bachelor
- Credit Certificates
- Completion of Transfer level Math and English
- Transfer to Four-year University
- Completion of 9 CTE units
- Regional Living Wage

Supplemental Allocation

- Headcount - Pell Grant Recipients -
- Headcount - AB 540
- Headcount - CA Promise Grant Recipients (previously BOG)

Base Allocation

- Credit Full-time Equivalent Students (FTES)
- Base Allocation
- Special Admit (FTES)
- Inmates in Correctional Facilities (FTES)

All Students

Associate Degrees	Associate Degrees for Transfer	Credit Certificates	Nine or More CTE Units	Transfer	Transfer Level Math and English	Regional Living Wage
\$ 1,320	\$ 1,760	\$ 880	\$ 440	\$ 660	\$ 880	\$ 440

Pell Grant Students Only

Associate Degrees	Associate Degrees for Transfer	Credit Certificates	Nine or More CTE Units	Transfer	Transfer Level Math and English	Regional Living Wage
\$ 500	\$ 666	\$ 333	\$ 167	\$ 250	\$ 333	\$ 167

Promise Grant Students Only

Associate Degrees	Associate Degrees for Transfer	Credit Certificates	Nine or More CTE Units	Transfer	Transfer Level Math and English	Regional Living Wage
\$ 333	\$ 444	\$ 222	\$ 111	\$ 167	\$ 222	\$ 111

AB 705 Data Revision Project

- With AB 705, AB 1805, the Student Centered Funding Formula – accurate and meaningful data collection is imperative.
- The CCCCO contracted West Ed to spearhead the AB 705 Data Revision Project to update coding.
- Five Workgroups with stakeholder representation: Coordination, MIS, Math, English/Reading, ESL

Project Overview

Review existing MIS codes to determine changes needed to support AB705 evaluation:

- Flag (code) for competencies in quantitative reasoning, English/reading, and ESL (integrated into CB21)
- Flag (code) for courses fulfilling general education composition and quantitative reasoning requirements (no existing elements)
- Flag (code) for the specific transfer status of courses (no existing elements)
- Flag for support courses associated with college-level courses (no existing elements)

What do we mean by coding?

Student Coding	Fall 2017 Unduplicated Head Count	Fall 2017 Credit FTES	Fall 2018 Unduplicated Head Count	Fall 2018 Credit FTES
ASEM - Achievement in a Science, Engineering, or Mathematics	17	9.14	16	9.11
CalWORKs - California Work Opportunity & Responsibility to Kids	48	20.48	51	24.10
CARE - Cooperative Agencies Resources for Education	76	33.82	52	24.33
DSPS - Disabled Students Programs & Services	668	244.65	727	268.75
EOPS - Extended Opportunity Programs & Services	1,334	649.87	1,671	805.85
First Generation	10,960	3,592.65	12,276	4,019.72
Foster Youth	188	61.28	139	48.05
Incarcerated	430	82.76	715	160.91
MESA - Mathematics, Engineering, and Science Achievement	94	54.86	80	44.92
Military (Active Duty, Active Reserve, National Guard)	105	36.48	97	33.19
Special Admit	2,562	319.43	3,771	506.74
Umoja	33	15.44	114	50.56
Veteran	429	170.15	399	164.82

Project Overview

Five working groups:

- Faculty, CIOs, researchers, and Chancellor's Office staff: Coordination
- Credit, noncredit, and K12 adult school discipline faculty: ESL
- Credit, noncredit, and K12 adult school discipline faculty: English & Reading
- Credit, noncredit, and K12 adult school discipline faculty: Math
- Faculty, researchers, and Chancellor's Office staff: MIS

Each group held 2 meetings between September 2018-January 2019

Recommendation One: Revise the CB21 Rubrics

- Integrate outcomes 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.
- Integrate outcomes from C-ID approved courses.
- ASCCC will hold regional meetings to gather feedback about the revised rubrics for math and English this March, and bring the rubric to the spring plenary.
- ESL will continue to work on its rubric through the spring, for review at the Curriculum Institute and over the summer.

Recommendation One: Revise the CB21 Rubrics

- The new rubric will enable faculty to document the levels of skills that students will have attained by the end of a broader range of pre-collegiate courses, such as pre-statistics.
- Having one consolidated rubric will facilitate alignment between credit, noncredit, and adult schools and allow for mirrored courses and transition from adult education and noncredit to credit.
- The element will continue to be used to determine skills gains in contexts like AB 705, the Student Success Metrics, and the Adult Education Program.

Recommendation Two: Edit Flag for Student Educational Functioning Level (SA07)

- The existing code related to student scores on federal EFL pre- and post-tests should be amended to differentiate between progress in quantitative reasoning and English/reading, rather than displaying an integrated Adult Basic Education and Adult Secondary Education scores
- Breaking out skill levels in quantitative reasoning and English/reading can be used to provide more refined information on adult education progress for AB 705 and the Adult Education Program and will allow for an additional means of tracking skills gains for the Student Success Metrics

Recommendation Three: Create a New MIS Flag for Courses that Fulfill General Education Requirements

- Currently, the concept of passing transfer-level math and English is measured by looking at courses with math, English, and reading Taxonomy of Program (TOP) codes that also are flagged as transferrable to a four-year institution.
- To more accurately capture the intent of AB705 and the SCFF, data should be collected on whether:
 - Transfer-directed students pass courses that fulfil baccalaureate degree general education quantitative reasoning and composition requirements
 - Local associate degree or certificate-directed students pass required college-level math courses and courses that fulfil general education requirements for English composition
 - ESL students pass courses that fulfil general education requirements for English composition
- The Chancellor's Office will create a new MIS data element (CB25) and begin collecting data at the end of 2019-20

Accurate Coding for One College

Course	Sections	Census#	Throughput
Current Counts With TOP code 1701 only	94	3152	1688
Adding Quantitative Reasoning Course not in Math TOP code	24	795	696
Adding the number of Local Degree Math Completions	70	2890	1616

Courses that Fulfill Baccalaureate Degree Mathematics and Quantitative Reasoning General Education Requirements

A course should be flagged if it meets one or more of the following:

- *CSU (General Education Breadth):* Area B4: Mathematics and Quantitative Reasoning
- *UC (IGETC):* Area 2: Mathematical Concepts and Quantitative Reasoning
- *CCC Baccalaureate:* IGETC or CSU General Education Breadth
- *Other Transfer Institutions:* Courses must have general education certification or articulation agreements that ensure the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution

Courses that Fulfill Local Associate Degree or Certificate Mathematics and Quantitative Reasoning Requirements

A course should be flagged if meets the Title 5 requirements for college-level quantitative reasoning:

- *[Title 5 §55063]*

Note: the title 5 language is under consideration by the BOG March 18, 2019

Courses that Fulfill English Composition General Education Requirements

A course should be flagged if it meets one or more of the following:

- *CSU (General Education Breadth):* Area A2: Written Communication (Freshman Composition) and/or an Area A3: Critical Thinking course
- *UC (IGETC):* Area 1A: English Composition and/or Area 1B: Critical Thinking and Composition
- *CCC Baccalaureate:* IGETC or CSU General Education Breadth
- *Other Transfer Institutions:* Courses must have general education certification or articulation agreements that ensure the course fulfills English Composition requirements at an accredited four-year institution

Recommendation Four: Create a New MIS Flag for Course Transfer Type

- Transferrable courses should be flagged to identify whether the course counts for general education, electives, or a specific major.
- Initially, this flag would be applied to transferrable general education composition, quantitative reasoning, and ESL courses, and then could be expanded to other transferrable courses over time.
- The Chancellor's Office will create a new MIS data element (CB26) and begin collecting data at the end of 2019-20.

Specific Transfer Status of Courses

A course should be flagged to identify all of the following criteria that are relevant:

Discussion included consideration of the following – still under discussion...

- Elective credit at UC
- General ed requirement at UC
- Articulation agreement for a specific major at UC
- Elective credit at CSU
- General ed requirement at CSU
- Articulation agreement for a specific major at CSU
- Elective credit at another accredited four-year institution
- General ed requirement at another accredited four-year institution
- Articulation agreement for a specific major at another accredited four-year institution

Recommendation Five: Create a New MIS Flag for Support Courses Associated with College-Level Courses

- It will be important to be able to identify support courses for analyses.
- The Chancellor's Office should create a new MIS data element (CB27) that identifies support courses associated with college-level courses and begin collecting data at the end of 2019-20.



The Plan

Create new data elements, in particular:

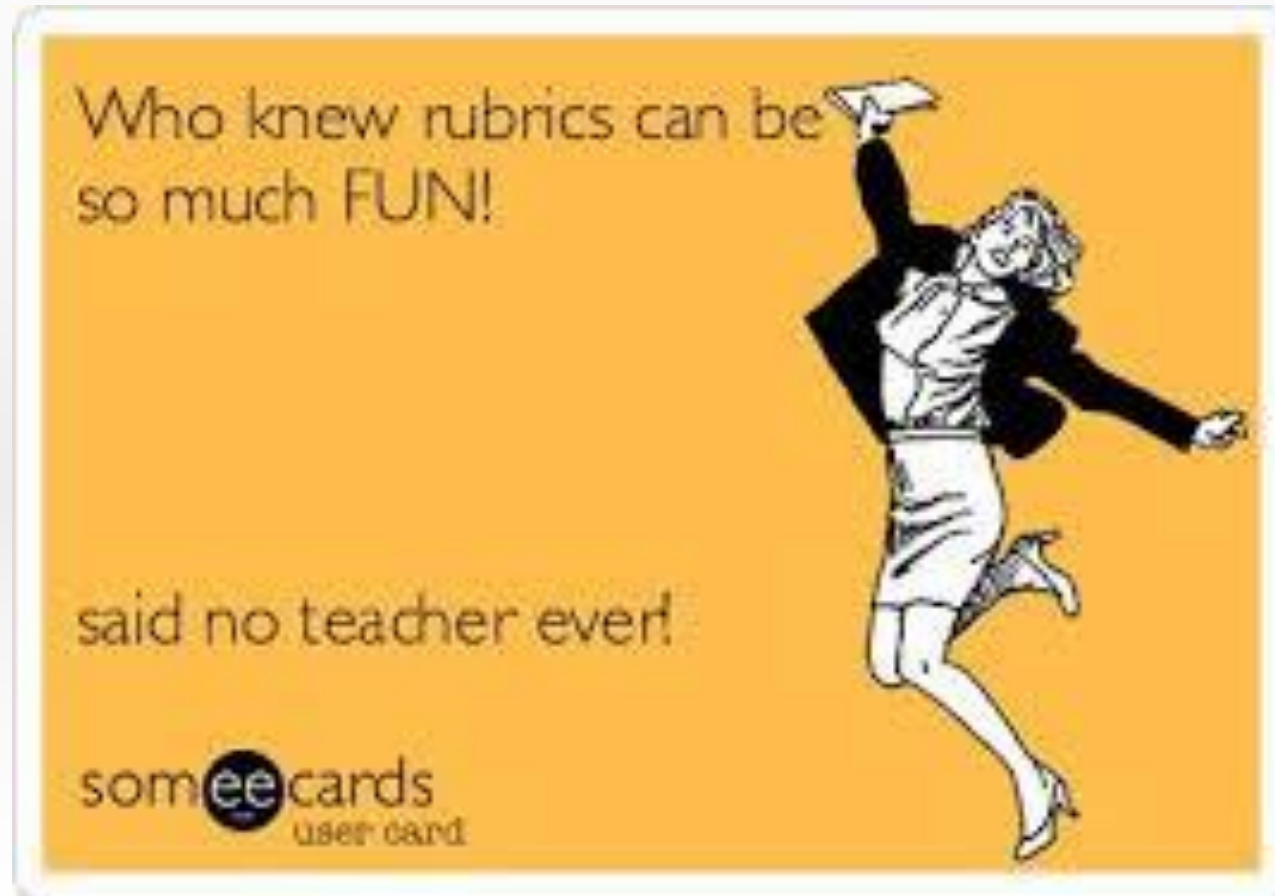
- CB21 Identify content of English, math, ESL and related discipline courses using rubrics created by discipline workgroups based on EFLs, vetted by faculty statewide, approved by ASCCC delegates at 2019 spring plenary session – As of February 26, this coding be rolled into CB21 and the CB21 rubrics will be updated.
- CB25 – Identify GE requirement or local competency: CSU GE Breadth/IGETC—B4/2A (math/QR) and A2, A3/1A (English Comp/Critical Thinking), local GE/competency
- CB26 – transfer type: major, GE, elective, where to: CSU, UC, other college
- CB27 – support course type, as of February 26, this is a binary code: support course or not a support course

The Plan

- The Chancellor's Office is creating/updating the MIS elements during March.
- Training and vetting of CB21 Rubrics – **not** word-smithing
- During the Curriculum Institute in July 2019, sessions will be offered where faculty can code their courses with support from curriculum experts.

The Rubrics

What's it all about?



The Rubrics

- The rubrics are outcomes that demonstrate course level and not all of the learning outcomes of every course—they indicate an educational level that student has attained.
- Each level has a broad description of the outcomes a student should have attained by the end of the course at that level. The description is not intended to include all student learning outcomes of each course at that level, but rather indicate an educational level that student has attained.
- Included are outcomes that define the traditional levels as well as outcomes that define the Common Core State Standards or EFLs.
- A narrative with far more information on potential content will be included.

The Rubrics

- New coding integrates outcomes updated with current expectations from the Federal **Educational Functioning Level** (EFL) descriptors, based on common core standards
- New coding identifies and helps track student progress for AB 705 and Student Centered Funding Formula (SCFF) time to completion metrics.
- The new coding identifies the level at which the student should be upon completion of a course in a pathway. A level typically indicates one-year of high school course work at a standard pace, neither accelerated, nor stretched. This generally is interpreted to be one-term at a standard college pace.

The Rubrics

- There may be additional levels below transfer that did not exist prior to 2019. This is due to including noncredit, Adult Basic Education (ABE) and Adult Secondary Education (ASE) in the same rubric with credit courses.
- All in same rubric to facilitate alignment between credit, noncredit, and adult schools and allow for mirrored courses and transition from adult education and noncredit to credit.

The Rubrics

- Rubrics for English integrate reading and critical thinking outcomes.
- Rubrics for mathematics and quantitative reasoning include statistics, geometry, contextual mathematics and mathematical critical thinking outcomes.
- All rubrics reference integrated skills such as communication and problem solving.

The Rubrics do NOT...

- Drive curricular content or pedagogy;
- Directly reflect EFLs but the do adapt them to CCC curriculum with accurate, yet concise descriptions;
- Dictate any particular innovation, program or course strategy;
- Determine or dictate sequences or prerequisites for any particular course.

The Rubrics – Let's Take a Peek...

As time permits, and possibly through lunch:

- Begin reviewing the draft rubrics
- Engage in discussion with table mates over initial thoughts



Lunch



Discipline Specific Rubric Training and Vetting



What Do I Do Now?

English and related Disciplines:

- Vet English rubrics

Math and related Disciplines:

- Vet math rubrics

Researchers:

- Join one of the groups and listen, then about halfway through the session visit the other group and listen...



Go Figure



What's Next?



The RP Group will facilitate a session to:

- Initiate discussion between faculty and researchers
- Begin discussion on data considerations during each term of the 2019-20 academic year in order to evaluate and improve AB 705 implementation.

What's Data Got To Do With It?

- Collaboration is key
- Quantitative vs. Qualitative Data
- Guided Inquiry
 - Questions
 - Considerations for the Research Plan
 - Actions



Facilitated Discussions

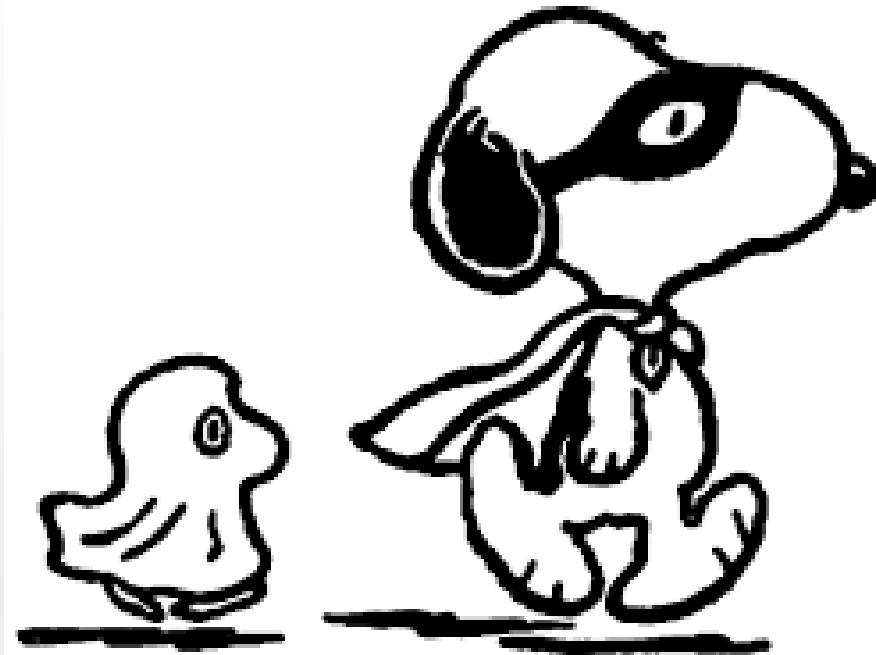
- What are specific questions faculty/researchers have about how we will measure the impact of AB 705 and SCFF implementation?
- What are key considerations from a data perspective or a curriculum perspective?
- What data should be collected/analyzed?
- What are 1-2 actions attendees can take back to their college, based on what was learned today?

Coding Plans for Your College...

- Who needs to be present?
- What data do you need?
- Who would make the changes?
- What committee and approvals need to be considered?



Questions?



Thank You!

Resources

- Student Success Metrics Dash Board, Second Build 1-18-2019:
<https://digitalfutures.cccco.edu/Portals/0/Documents/data-element-dictionary.pdf>
- CCCCO Data Element Dictionary:
<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED.aspx>
- CCCCO MIS Data Mart: <https://datamart.cccco.edu/DataMart.aspx>
- Academic Senate for California Community Colleges:
<https://asccc.org>

Acronyms

ASCCC – Academic Senate for California Community Colleges

CCCCO or CO – California Community Colleges Chancellor’s Office or Chancellor’s Office

CSU GE – California State University General Education

IGETC – Intersegmental General Education Transfer Curriculum

SCFF – Student Centered Funding Formula

ADT – Associate Degree for Transfer

CTE – Career and Technical Education

LMI – Labor Market Information

PCAH – Program and Course Approval Handbook

AAM – Articulation Agreement for Major

SOC – Standard Occupational Classification

TOP – Taxonomy of Program

EDD – Employment Development Department

CDCP – Career Development and College Preparation

COR – Course Outline of Record

COCO – Chancellor’s Office Curriculum Inventory

CWE – Cooperative Work Experience