Unpacking the Student Success Metrics, Reporting Requirements, and New MIS Data Elements

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What do you want to know?

Your question here
Changes to MIS

• [TODD: please list updates other than the AB705 elements, such as changes to unit thresholds for awards]
AB 705 Data Revision Project

Overview

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

• Identify an expanded set of competencies for quantitative reasoning, English/reading, and ESL (revised: CB21)
• Data element for courses fulfilling general education composition and quantitative reasoning requirements (new: CB25)
• Data element for the specific transfer status of courses (new: CB26)
• Data element for support courses associated with college-level courses (new: CB27)
AB 705 Data Revision 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 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.
- 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 types of skills that students will have mastered by the end of a broader range of pre-collegiate courses, such as pre-stats.
- Having one consolidated rubric will facilitate alignment between credit, noncredit, and adult schools and allow for mirrored courses.
- The element will continue to be used to determine skills gains in contexts like AB705, 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 AB705 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, 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
Courses that Fulfill Baccalaureate Degree 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/Quantitative Reasoning
- **UC (IGETC):** Area 2: Math 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 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 still in draft form
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
Courses that Fulfill General Education Requirements

• ASCCC will review and recommend adoption or amendment of the definitions at the spring plenary (April 11-13, 2019).

• During the Curriculum Institute in July 2019, sessions will be offered where faculty can code their courses with support from curriculum experts.
Specific Metric Definitions

Please refer to the handout.
What’s Coming Next?

• [TODD: Please include any dates for data releases from MIS]
• Update of the Strong Workforce Program tab (aligned with Student Success Metrics, additional year of data): May 2019
• Third release of the Student Success Metrics dashboard (district and regional views): June 2019
• Fourth release of the Student Success Metrics dashboard (cohort view, updated data for prior years): September 2019
What’s Coming Next?

• Update of the Adult Education Pipeline (additional metrics, updated data): October 2019
• Debut of the K12 Pipeline: October 2019 (?)
• Second release of the Community College Pipeline (aligned with Student Success Metrics, additional year of data): November 2019
• Additional year of data in all tabs: January-February 2020