



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

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

RE: New Data Elements

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

The English/Reading rubrics include two new columns (domains) incorporating reading and critical thinking outcomes as well as 21st century skills such as use of technology and teamwork. These additions create better alignment with the Educational Functioning levels (EFLs) and reviewers indicated the additions were positive improvements updating existing curricular consideration. Within each level, not ALL outcomes will be addressed in every course and some courses may address multiple levels but coding would relate to the highest level outcomes. That is, upon completion of this course, the student will be able to:

The English areas below are not isolated tasks but rather outcomes that should be integrated within each level.

English	Writing Assignments	Reading/Critical Thinking	Organization Development, and Thesis/Central Idea	Mechanics, Grammar, and Syntax	Research and Resources	Additional Considerations, Voice, Technology, and Teamwork
Transfer level Freshman Composition or English 1 A Source: C-ID IMPAC and EFLs	Write an analysis of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose. Write a well-developed, researched argumentative essay and other writings using evidence from other sources to support one's findings and assertions. Write timed/in-class essays and other writings exhibiting control of mechanics, organization, development.	Examine challenging, college level texts using critical analysis and active reading strategies. Analyze, evaluate, and think critically about a variety of primarily non-fiction texts for their rhetorical and technical merits, with consideration of the principles of unity, coherence, tone, persona, purpose, methods, and the effects on a target audience. Analyze stylistic choices in one's own and others' writing.	Organize essays around arguable theses and central ideas. Organize paragraphs into a logical sequence, developing the central idea of the essay to a logical conclusion. Apply varied and flexible strategies for generating, drafting, and revising essays.	Proofread and edit essays for presentation so they mostly exhibit no disruptive errors in English grammar, usage, or punctuation. Use appropriate and varied sentence structures consistently, with college-level diction and vocabulary.	Conduct long research projects, using complex primary and secondary sources in historical, scientific, or technical texts. Find, evaluate, and analyze print and online information to determine credibility. Incorporate credible sources into written essays using appropriate documentation format. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.	Integrate and evaluate multiple sources of information presented in diverse media. Display flexibility, integrity, and initiative when collaborating as an effective team member. Manage time and resources wisely to contribute to overarching goal(s) and meeting deadlines. Use digital and print media strategically in support of ideas, research, and analysis. Address specific audiences using an appropriate voice and level of formality.
English	Write essays that make an argument	Use appropriate level texts and active	Organize relationships among the claim(s),	Proofread and edit essays so they exhibit	Conduct short research projects that	Maintain a formal style, addressing

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The English areas below are not isolated tasks but rather outcomes that should be integrated within each level.

English	Writing Assignments	Reading/Critical Thinking	Organization Development, and Thesis/Central Idea	Mechanics, Grammar, and Syntax	Research and Resources	Additional Considerations, Voice, Technology, and Teamwork
CB21 - A 1 level prior to transfer EFL level 6 Lexile Measure 1185-1385	using information from one or more informative sources, including primary and secondary sources. Write essays and other class assignments that demonstrate organizing, composing, revising, editing, and time management skills in the writing process.	reading strategies to connect and accurately interpret information. Analyze the cumulative impact of specific word choices on meaning and tone. Evaluate arguments and specific claims, assessing whether the reasoning is sound. Analyze author's tone, purpose, or stance. Present findings and supporting evidence clearly, concisely, and logically so that the audience can follow the line of reasoning.	counterclaim(s), and evidence to amplify a central claim or thesis. Supply evidence for claims and counterclaims, identifying strengths and limitations that anticipate the audience's knowledge level and concerns.	few errors that interfere with meaning in English grammar, usage, or punctuation. Use appropriate and varied transitions to clarify the relationships among complex ideas and to link major sections. Construct sentences that demonstrate control of sentence variety and effective word choice, using mostly college level diction.	require the synthesis of multiple sources to make informed decisions and to solve problems. Evaluate the credibility of each source in answering the research question. Cite effective and appropriate evidence for findings and assertions to make sound decisions and solve problems. Exhibit emerging competence with documentation methods and usage of outside sources.	specific audiences using an appropriate voice for those readers using the norms and conventions of the discipline in which they are writing. Employ technology to link to other information and display information flexibly and dynamically. Participate in a thoughtful exchange of ideas as a member of a team. Manage time and resources to meet goals and deadlines. Use print and digital media to support ideas.

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<p>English</p> <p>CB21 - B</p> <p>2 levels prior to transfer</p> <p>EFL Level 5</p> <p>Lexile Measure 1050-1335</p>	<p>Write essays with a central idea and paragraphs, using a variety of rhetorical strategies and information from other sources.</p> <p>Strategize and execute a plan in response to a writing prompt with help.</p> <p>Summarize, analyze, and make a simple synthesis between two readings or ideas.</p> <p>Complete in-class essays and other writings that demonstrate time management skills in the writing process.</p>	<p>Use appropriate level texts, increasing facility with vocabulary and active reading strategies.</p> <p>Identify an author's purpose and distinguish between a personal stance and the author's point of view.</p> <p>Evaluate the validity of specific claims and identify false statements.</p> <p>Provide an objective summary of a text.</p> <p>Analyze central ideas and explain how they are refined by particular sentences, paragraphs, or portions of text.</p>	<p>Examine a topic through the effective selection, organization, and analysis of sufficient relevant facts, suitable to the audience's knowledge of the topic.</p> <p>Introduce and distinguish statements from alternate or opposing claims, with clear reasons and sufficient evidence.</p> <p>Present oral findings and supporting evidence such that listeners can follow the reasoning.</p>	<p>Proofread and edit essays so they exhibit few errors that interfere with meaning in English grammar, usage, or punctuation.</p> <p>Use appropriate transitions, mostly consistent style, and tone to link major sections of the text to establish clear relationships among claims and evidence.</p> <p>Use appropriate language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Determine the cumulative impact of specific word choices on meaning and tone.</p>	<p>Conduct short research projects to make informed decisions and to solve problems.</p> <p>Draw evidence from more than one text to support an analysis.</p> <p>Assess the accuracy of each source and communicate the data and conclusions of others.</p> <p>Cite evidence for findings and assertions to make informed decisions and solve problems.</p>	<p>Direct essays to a specific audience using a consistent voice.</p> <p>Translate quantitative or technical information expressed in words into visual form (e.g. a table or chart and visual information into words).</p> <p>Collaborate as a member of team by building on others' ideas.</p> <p>Take advantage of technology appropriate to the audience.</p>

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The English areas below are not isolated tasks but rather outcomes that should be integrated within each level.

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English CB21 – C 3 levels prior to transfer EFL Level 4 Lexile Measure 925-1185	Write short, topic-based essays with a main idea. Write guided assignments based on a variety of prompts that attempt to organize, compose, revise, and edit.	Read and comprehend appropriate level texts that include academic vocabulary. Analyze the impact of specific word choice on meaning and tone. Summarize and analyze central ideas and connections. Identify the point of view of the text. Evaluate how multiple texts address similar themes.	Locate and organize information to support a central idea. Introduce and acknowledge alternate claims. Examine a topic through the selection, organization, and analysis of relevant facts and information. Clarify relationships among ideas, reasons, and evidence.	Produce writing without many basic errors in English grammar, usage, or punctuation. Use transitions and logical progression of ideas. Maintain consistency in style and tone. Use specific word choices appropriate for the topic, purpose, and audience.	Conduct short research projects, drawing on several sources for evidence to support an analysis. Use sources provided and communicate the conclusions of others.	Direct essays to an audience considering voice. Use technology to write and to cite sources. Collaborate for teamwork. Present knowledge in a variety of contexts and tasks.
English CB21 - D 4 levels prior to transfer EFL level 3 Lexile Measure 740-1010	Write opinion pieces, supporting a logically ordered point of view with facts and reasons. Produce informative paragraphs developing a topic with concrete facts and details. Write guided assignments.	Read appropriate level texts and identify the variety of purposes for writing. Summarize central ideas and explain how they are supported by key details. Interpret information in print and digital media to find an answer to a question or to solve a problem.	Use well-organized multi-paragraphs to convey information clearly. Summarize or paraphrase information from multiple texts and provide a list of those sources. Use details to support a central idea.	Link ideas and reasons with words, phrases, and clauses. Identify and attempt to correct basic errors in English grammar, usage, or punctuation.	Conduct short research projects, using online and print sources. Use evidence from several texts. Identify and use evidence for findings and assertions. Explain how each claim is supported by reasons and evidence.	Use a clear writing voice. Use technology to write and collaborate with others. Contribute to teamwork. Report on a topic, sequencing ideas with facts.

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The English areas below are not isolated tasks but rather outcomes that should be integrated within each level.

English	Writing Assignments	Reading/Critical Thinking	Organization Development, and Thesis/Central Idea	Mechanics, Grammar, and Syntax	Research and Resources	Additional Considerations, Voice, Technology, and Teamwork
CB 21 – E 5 levels prior to transfer EFL level 2 Lexile Measure 420-820	Write opinion pieces or simple informative texts, supporting a point of view with reasons. Write narratives with details that describe actions, thoughts, and feelings.	Read level-appropriate texts with accuracy, appropriate rate, and expression. Determine main ideas and the author’s purpose. Show how key details support the main idea. Contrast key details in two texts on the same topic. Distinguish their own point of view from that of the author.	Examine a topic and convey information clearly. Take brief notes from print and digital sources, and sort evidence into provided categories.	Use transition and temporal words to link ideas and signal event order.	Conduct short research projects and summarize learning. Use print and digital search tools to locate information relevant to a given topic.	Use technology to write and collaborate with others. Participate in conversations. Report on a topic with appropriate facts. Provide requested detail or clarification.
CB 21 – F 6 levels prior to transfer EFL Level 1 No Lexile Measure	Write simple informative paragraphs, examining a topic. Write complete sentences to describe people, places, and things.	Read appropriate level texts determining main ideas and asking and answering questions about texts. Use illustrations to describe key ideas. Use print and digital text to locate key facts or information. Listen to text above their current reading level and identify the main ideas.	Use simple transition words and phrases to signal event order.	Write basic sight words and phrases, while composing simple sentences or phrases.	Gather and use information from print and digital sources.	Participate in conversations of short duration. Collaborate in groups. Respond to the comments of others.

The math and quantitative reasoning levels include many pathways, so no single course will meet all outcomes. Some courses may contain multiple levels, so select the level that contains the outcomes that best represent the level at which the student completes the course (not enters the course). That is, upon completion of this course, the student will be able to:

Mathematics and Quantitative Reasoning	Quantitative and Mathematical Practices	Number Sense and Operations, Solving Equations	Geometry, Measurement, Graphing	Algebraic and Critical Thinking, Applications	Data Analysis, Statistics
CB21 A or Level 6-Secondary (1 level below transfer)					
<p>CB21A</p> <p>Based on previous CB21A outcomes and the federal Educational Functioning Levels (EFL).</p>	<p>Demonstrate quantitative reasoning using units, precise definitions, mathematical terms and notation.</p> <p>Create algebraic and geometric models to solve mathematical problems, interpret data, make inferences, and determine the reasonableness of the results.</p>	<p>Solve a variety of nonlinear equations such as logarithmic, inverse, quadratic, absolute value, rational, and radical.</p> <p>Demonstrate an understanding of the set of irrational numbers (radicals and rational exponents), real numbers, and complex numbers.</p> <p>Demonstrate an understanding of consequences and propagation of rounding errors.</p>	<p>Create, analyze and interpret graphs of linear and non-linear relations.</p> <p>Solve problems involving similarity and congruence criteria for triangles.</p> <p>Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.</p> <p>Use formal arguments to support conjectures and theorems.</p>	<p>Apply algebra skills to a variety of applications such as: growth and decay, logical reasoning, geometry, optimization, and quadratic functions with applications in areas such as motion, mixture, and work.</p> <p>Manipulate polynomial, rational, and exponential expressions.</p> <p>Use equations/inequalities to solve problems both algebraically and graphically.</p> <p>Construct, graph, compare, and interpret functions and relations in linear, quadratic, and exponential, logarithmic, and conic section forms.</p>	<p>Calculate and interpret measures of central tendency.</p> <p>Discuss the implications of data collection, experimental design, correlation vs. causation and ethics when conducting a statistical study.</p> <p>Summarize, represent, and interpret data based on two categorical and quantitative variables.</p> <p>Compare data sets by looking at commonalities, differences, and measures in shape, center, and spread.</p> <p>Identify possible associations and trends in data, particularly in linear models.</p>

CB21 B or Level 5-High Intermediate (2 levels below transfer)					
<p>CB21B</p> <p>Based on previous CB21B outcomes and the EFLs.</p>	<p>Define and manipulate linear expressions and polynomials.</p> <p>Demonstrate critical thinking by using an efficient strategy for solving multi-step problems.</p> <p>Create algebraic and geometric models to solve problems.</p>	<p>Solve any linear equation, a variety of 2-variable linear equations (systems) and factorable quadratic equations.</p> <p>Solve contextualized mathematical problems that involve factoring polynomials.</p> <p>Apply ratio and percent concepts, including rates and proportional relationships to solve multi-step problems.</p>	<p>Plot points and graph linear equations on a Cartesian coordinate system.</p> <p>Solve contextualized mathematical problems that involve volume and surface area of 3-dimensional geometric figures.</p> <p>Use informal arguments to support conjectures and theorems on angle relationships.</p> <p>Use the Pythagorean theorem to determine distance in the coordinate plane and in applications.</p>	<p>Use algebraic and graphical representations to solve contextualized mathematical problems, involving linear equations, inequalities, systems of two linear equations in two variables, and interpret the solution(s) in the context of the problem.</p>	<p>Apply elementary concepts of random sampling to make observations about a single population and two populations using the ideas of mean, median, mode, and variability.</p>

CB21 C or Level 4-Middle Intermediate (3 levels below transfer)					
<p>CB21C</p> <p>Based on previous CB21C outcomes and the EFLs.</p>	<p>Define and manipulate signed numbers and variables.</p> <p>Demonstrate critical thinking in solving multi-step problems, using mathematical terms and notation appropriately.</p> <p>Calculate accurately and use estimation strategies to assess the reasonableness of results.</p>	<p>Solve simple linear equations in one variable.</p> <p>Use the number line and the rectangular coordinate system appropriately.</p> <p>Apply the concept of absolute value to find horizontal and vertical distances.</p> <p>Apply the properties of integer exponents, and evaluate, estimate, and compare simple square roots and cube roots.</p> <p>Demonstrate an understanding of ratio, rate, percent concepts, and proportional relationships.</p>	<p>Graph solutions to linear equations and inequalities in one variable on the number line.</p> <p>Solve contextualized mathematical problems that involve angle measure, circumference, and area of 2-dimensional figures.</p> <p>Explain congruence and similarity with respect to 2-dimensional figures.</p> <p>Use the Pythagorean theorem (triples) to determine missing lengths in right triangles.</p>	<p>Apply a known formula to a given situation.</p> <p>Explain connections among proportional relationships, lines, and linear equations.</p> <p>Describe numerical and formulaic expressions and equations, then use them to solve contextualized mathematical problems.</p>	<p>Summarize and describe numerical data sets in relation to their context, including determining basic measures of center and spread.</p> <p>Describe patterns and unusual deviations from patterns.</p> <p>Explain and apply the concept of probability at the introductory level.</p>

CB 21 D or Level 3-Low Intermediate (4 levels below transfer)					
<p>CB21D</p> <p>Based on previous CB21D outcomes and the EFLs.</p>	<p>Define and manipulate rational numbers.</p> <p>Solve multi-step contextualized mathematical problems, explain the work, and use correct units.</p> <p>Use diagrams or sketches and identify multiple strategies for solving a problem.</p>	<p>Introduce concepts and symbols of equality and inequality.</p> <p>Clarify and perform calculations using all four operations on multi-digit whole numbers and decimals: place value, read, write, count, compare, round.</p> <p>Demonstrate an understanding of common factors, common multiples in determining equivalent fractions and comparing fractions.</p> <p>Use concepts in ratio to describe the relationship between two quantities and the unit rate associated with a ratio.</p> <p>Explain ordering of a full set of rational numbers, including both negative and positive fractions.</p>	<p>Demonstrate a basic understanding of the number line and coordinate plane, and plot points (i.e., ordered pairs) and place polygons in the coordinate plane to solve problems.</p> <p>Use formulas to determine the area of two-dimensional shapes such as triangles and quadrilaterals.</p> <p>Determine the surface area of three-dimensional shapes composed of rectangles and triangles, and find the volume of right rectangular prisms.</p> <p>Solve measurement word problems (such as those that involve area, perimeter, distance, time intervals, liquid volumes, mass, and money) that involve simple fractions or decimals.</p>	<p>Apply the correct operation to a given situation.</p> <p>Convert arithmetic expressions to algebraic expressions using a symbol to represent an unknown value.</p> <p>Write a simple inequality that represents a constraint or condition.</p>	<p>Describe simple data sets using concepts as center, spread, and the overall shape of a distribution of data.</p> <p>Present data sets graphically.</p>

CB21 E or Level 2-Beginning Basic (5 levels below transfer, generally not used for credit courses)					
<p>CB21E Based on EFLs.</p>	<p>Use diagrams or sketches to model mathematical problems.</p> <p>Explain processes and results using mathematical terms and symbols appropriately.</p> <p>Identify patterns and structure in sets of numbers, including in multiplication or addition tables.</p>	<p>Demonstrate an understanding of three-digit whole numbers: place value, read, write, count, compare, round.</p> <p>Solve one and two step application problems using the four operations on three-digit whole numbers.</p> <p>Describe simple fractions: unit fractions, representation on a number line, equivalent fractions, comparing fractions with same numerator or denominator.</p>	<p>Partition shapes into parts with equal areas and describe each part as a fraction of the whole.</p> <p>Solve problems involving U.S. Customary and metric units for measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p> <p>Describe the concept of and solve problems involving area and perimeter in relation to addition and multiplication.</p>	<p>Solve for the unknown number in equations consisting of multiplication or division.</p>	<p>Solve one- and two-step problems using scaled bar graphs.</p> <p>Generate measurement data by measuring lengths to the nearest half- and quarter-inch, and display that data by making a line plot marked off in appropriate units.</p>
CB21 F or Level 1-Beginning Literacy (6 levels below transfer, generally not used for credit courses)					
<p>CB21F Based on EFLs.</p>	<p>Solve simple contextualized mathematical problems.</p> <p>Identify patterns and structure in sets of numbers and geometric shapes.</p>	<p>Demonstrate an understanding of two-digit whole numbers: place value, read, write, count, compare, round.</p> <p>Solve one and two step application problems using the four operations on two-digit whole numbers.</p>	<p>Describe or draw 2-dimensional and 3-dimensional shapes based on attributes, such as shape, size, orientation, number of sides and/or vertices (angles), or the lengths of sides.</p> <p>Create composite shapes from typical two-dimensional shapes.</p>	<p>Solve addition and subtraction problems.</p> <p>Solve for the unknown number in equations consisting of addition or subtraction.</p>	<p>Organize, represent, and interpret simple data sets.</p>

California Community Colleges
Management Information System
Data Element Dictionary

Course Data Elements

DED#	DATA ELEMENT NAME	FORMAT
CB26	COURSE-SUPPORT-COURSE-STATUS	X(01)
<p>This element indicates whether a course is associated with another degree-applicable course for the purpose of providing the support necessary to complete the associated course.</p>		

Coding	Meaning
S	Course is a support course
N	Course is not a support course

CB26 COURSE-SUPPORT-COURSE-STATUS

Processing Edits	
FIELD CHECK	S, N

CB26 COURSE-SUPPORT-COURSE-STATUS

Change History
Implement: 2019-20 Reporting



TO: Chief Information System Officers
MIS Data Coordinators
MIS Data Submission Staff

FROM: Todd Hoig
Director of Management Information Systems

SUBJECT: MIS Data Submission Updates

SYNOPSIS: This memo is to advise you of changes critical to MIS data collection and processing. Please read the following information carefully.

Dear Colleagues:

The specification for the new CB25 COURSE-GENERAL-EDUCATION-STATUS data element has been modified. This new element was announced in the memo sent May 9, 2019 and will be collected in MIS data submission for the 2019-20 academic year and resubmission of data for prior years and terms occurring after the MIS data submission maintenance window scheduled for August 8, 2019 through August 22, 2019. The attached specification supersedes the previous specification.

This change is in addition to the updates to MIS data submission to take effect in August 2019 which were previously communicated in memos sent April 5, 2019 and May 9, 2019. The updates to data element definitions will be posted to the data element dictionary (<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED.aspx>) as soon as possible.

CB Course Data Reporting

One previously communicated new element specification has been modified.

CB25 COURSE-GENERAL-EDUCATION-STATUS has been modified

If you have questions or concerns, please send them to cccmisedit@cccco.edu

ATTACHMENTS: CB25.pdf

California Community Colleges
Management Information System
Data Element Dictionary

Course Data Elements

DED#	DATA ELEMENT NAME	FORMAT
CB25	COURSE-GENERAL-EDUCATION-STATUS	X(01)
<p>This element indicates whether a course fulfills general education requirements for mathematics/quantitative reasoning or English composition in the context of transfer, degree, and certificate programs.</p>		

Coding	Meaning
A	<p>Course meets any of the following:</p> <p>CSU General Education Breadth Area A2: Written Communication CSU General Education Breadth Area A3: Critical Thinking UC IGETC Area 1A: English Composition UC IGETC Area 1B: Critical Thinking-English Composition</p> <p><i>OR</i></p> <p>Course has a general education certification or articulation agreement that ensures the course fulfills English composition requirements at an accredited four-year institution</p> <p><i>OR</i></p> <p>Course fulfills local general education requirements for English Composition as outlined in Title 5 Section 55063</p>

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Course Data Elements

Coding	Meaning
B	<p>Course meets any of the following:</p> <p>CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning UC IGETC Area 2: Mathematical Concepts and Quantitative Reasoning</p> <p><i>OR</i></p> <p>Course has a general education certification or articulation agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution</p>
C	<p>Course is not transferrable to fulfill general education mathematics or quantitative reasoning at a four-year institution, but fulfills local general education requirements for Analytical Thinking or Mathematics Competency as outlined in Title 5 section 55063</p>
Y	Not Applicable

CB25 COURSE-GENERAL-EDUCATION-STATUS

Processing Edits	
FIELD CHECK	A, B, C, Y
INTEGRITY CHECK	<p>If CB25 is coded as A or B, Course-Transfer-Status (CB05) must be coded as A or B</p> <p>If CB25 is coded as C, Course-Credit-Status (CB04) must be coded as D</p> <p>If Course-Prior-to-College-Level (CB21) is coded as two or more levels below transfer (B, C, D, E, F, G, or H), CB25 must be coded as Y</p>

CB25 COURSE-GENERAL-EDUCATION-STATUS

Change History
Implement: 2019-20 Reporting