Issue: Current educational legislation has amplified the significance of ACCURATE metrics to communicate success in the CCCs. With the implementation of AB 705, MIS (Management Information System) needs to be revised to reflect the transition from a model with a sequence of pre-collegiate courses to a model where most students will be placed into transfer-level courses with appropriate supports. The point of this work is to re-code courses to ensure credit for those courses with TOP codes that qualify for transfer-level mathematics or quantitative reasoning (not just math TOP codes) and to a lesser extent English and ESL. This is faculty work and the coding would represent a major change for many courses. In addition, a new code indicating satisfaction of transfer level courses, regardless of the TOP code would ensure credit for completion of the actual requirement.

Examples of the problem:

1. There is confusion surrounding AB 705 about the “throughput” role and value of Intermediate Algebra and other quantitative reasoning courses in the completion of local degrees. Are they gateway courses? They represent a completion even though not transfer level.
2. Courses that represent transfer-level completion and “throughput” are not being counted because the metrics include only those courses in the math TOP code 1701.
3. UC and CSU, as well as many private colleges, determine which courses fulfill the Quantitative Reasoning (GE) requirement. Statewide, over 400 quantitative reasoning courses fulfill this important metric outside of the Math TOP code and these are not counted in the CCCCO metrics that represent the funding formula and AB 705 formulas.
4. Examples of these courses are key to ADTs (such as the Behavioral Science stats course in Sociology and/or Psychology, Computer Science and Business) e.g. One college has over 1400 students in Behavioral Science Statistics this year. The TOP code for this course is 2001.

**Addressing basic skills requirements and sequences:**

There is a proposal to amend basic skills coding using the **Federal Educational Functioning Level** (EFL) descriptors – these are federal descriptors that are more detailed than the current CB 21 (courses below transfer-level) rubrics. This code is used to track student progress.

**Coding the desired outcome not the discipline:**

A new code called Gateway code is being reviewed to indicate courses that satisfy the actual requirement which is transfer quantitative reasoning and written communication not just things defined by Math and English TOP codes.

There are 5 workgroups with faculty representation that have been assembled to accomplish this work:

* Coordination Workgroup (Ginni May)
* MIS Workgroup (Craig Rutan and Janet Fulks)
* Math Workgroup
* English Workgroup (includes reading)
* ESL Workgroup

It is imperative to get information out to the field as soon as possible about the intention to reform MIS data elements, the likelihood that edited Educational Functioning Levels (EFLs) would replace the current CB 21 rubric. Whereas currently CB 21 A is equivalent to one level below transfer and has complicated interacting coding, use of the EFLs would could it at the highest level of EFL 6 and also allow proper coding of the various pathways as seen in the sample coding below. Lower level courses related to Algebra would be EFL 5. This allows the coding of courses that feed transfer level courses but do not meet the Intermediate Algebra content defined in the CB 21 A rubric.

