

Cradle-to-Career Definitions Subcommittee Meeting Summary

December 14, 2020

This document provides a summary of the key points that emerged from the December 14, 2020 meeting of the Definitions Subcommittee. The suggestions from this group will be used to craft specific definitions for data points in the P20W data set. More information about the meeting, including support materials, a recording of the meeting, and the PowerPoint, are available at <https://cadatasystem.wested.org/meeting-information/definitions-subcommittee> (click on “Meeting Materials”).

The goals of this meeting were to establish public display options for the following data points:

- Took a basic skills course
- Took an ESL course
- Transfer preparation
- Education goal
- Declared major
- Distance learning
- Applied for transfer
- Accepted for transfer
- CTE course taking
- Work-based learning
- AP courses
- IB courses
- Math courses
- AVID courses
- Science assessments
- Eligible for Cal Grant
- SBAC assessments
- AP, IB, SAT, ACT scores
- Students with Disabilities

The following Definitions Subcommittee representatives attended the meeting:

Randy Tarnowski, Association of Independent California Colleges and Universities; Marjorie Suckow, and Phi Phi Lau, California Commission on Teacher Credentialing; Todd Hoig, California Community College Chancellor’s Office; Jerry Winkler, Paula Mishima, Randy Bonnell, and Glenn Miller, California Department of Education; Channa Hewawickrama, California Department of Education – ECE; Patrick Delaney, California Department of Social Services; Janet Buehler, California Department of Technology; David Sanabria, California Health and Human Services Agency; Rima Mendez, California School Information Services; Monica Malhotra, California State University; Adrian Felix, California Student Aid Commission; and Chris Furguele, University of California Office of the President; Valerie Mendelsohn, West Coast University

Community College Data Points

Overall Notes

Todd Hoig of CCCCCO stressed the importance of clear language to support understanding of the data points and their appropriate use, particularly for data points that are derived by combining data elements.

Took a Basic Skills Course

The subcommittee recommended that the basic skills course element be broken out to distinguish Math, English, and ESL topics.

DECISION: The subcommittee categorized the following as “ok to include:”

- Took a Basic Skills Math Course
- Took a Basic Skills English Course

Took an ESL Course

Todd Hoig had no concerns about the proposed data point and noted a second data point could be provided on the subject matter of the ESL course.

DECISION: The subcommittee categorized the following as “ok to include:”

- Took an ESL Course
- Subject Matter of Community College ESL Course

Transfer Preparation Level

Todd Hoig noted that the Chancellor’s Office has not included how Transfer Ready is calculated in its public documentation and could do so.

DECISION: The subcommittee categorized Transfer Preparation Level as “ok to include.”

Community College Educational Goal

Todd Hoig indicated that the data should be available by request only, particularly because much of the information comes from the application form and does not reflect a student’s informed choice. If a student subsequently changes their goal, this may not be recorded in the state data set.

DECISION: The subcommittee categorized Educational Goal as “by request only.”

Declared Community College Major

Todd Hoig noted that this data point was of lower quality than educational goal because there are no requirements to upload this information.

DECISION: The subcommittee categorized Declared Community College Major as “by request only.”

Online Education Data Points

Took a Distance Education Course in College

The group discussed the appropriate approach for sharing distance education course data, particularly given the keen interest in the subject due to the pandemic. The postsecondary partners felt that it

would be best to use the existing Integrated Postsecondary Education Data System (IPEDS) definition for distance education, which has a significant body of documentation clarifying what should be captured, including the threshold at which a course is considered a distance education course. This could help to address the various ways each segment is tracking online course elements.

However, subcommittee members noted that this approach focuses on the degree to which a student is participating in distance education, as opposed to understanding how students are faring in specific types of courses taught online. For example, it would be possible to know how many students were taking only distance education, both distance and in person courses, or no distance education courses. But it would not be possible to evaluate the relative merits of hybrid versus all-online courses, whether students taking face-to-face chemistry outperform those taking the course online, or to compare synchronous versus asynchronous online instruction. This group recommended that this type of more complex analysis would best be supported through the data request process, rather than through the query builder tool.

DECISION: The subcommittee categorized Took a Distance Education Course in College as “ok to include.”

Took a Distance Learning Course in K-12

Paula Mishima of CDE noted that information is only collected on whether a course is offered using distance learning—which is defined as a scenario where any portion of the course is virtual. She also noted that no new data elements were introduced to track the nature of distance learning during the pandemic. However, a new data point will be rolled out that helps to clarify whether the online course is led by an instructor, a facilitator, or a student. This new data point is intended to ensure that instructors have the appropriate qualifications.

Given that reporting standards and categories are likely to change to evaluate the impact of the pandemic, the subcommittee recommended revisiting both the K-12 and postsecondary distance education data points at a future date.

DECISION: The subcommittee categorized Took a Distance Learning Course in K-12 as “ok to include.”

Four Year Institution Data Points

Applied to Transfer

There were no concerns about this data point.

DECISION: The subcommittee categorized Applied to Transfer as “ok to include.”

Accepted to Transfer

There were no concerns about this data point.

DECISION: The subcommittee categorized Accepted to Transfer as “ok to include.”

Declared Four-Year Institution Major

The group discussed whether there should be one data point for intended major and a second for declared major. They determined that, for the query builder, it would be most appropriate to show declared major. Given that students may enter as a pre-major because their chosen discipline is

impacted and be grouped with students who are undecided, an intended major data point might cause confusion. Furthermore, both Monica Malhotra from CSU and Chris Furgieuele from UC noted that they have not investigated the quality of data on intended majors.

Chris Furgieuele further cautioned that the designers of the query builder will need to determine how to address double majors or students who declare multiple majors over time.

Glenn Miller of CDE noted that, with the scaling of the California College Guidance Initiative (CCGI) as part of the Cradle-to-Career Data System, new data would become available on students' intended majors while still in high school, which might prove to be a useful data point. He also noted that the managing entity could support the data providers in creating a clearer alignment between the discipline codes and taxonomies used by the various partners.

The group discussed the challenge of providing a comprehensive list of majors, given that specific titles may vary by campus and that generic titles used in the Classification of Instructional Programs (CIP) codes may cause confusion. Monica Malhotra of CSU suggested using the first two digits of CIP codes, as they address disciplinary areas such as Engineering (14) or Psychology (42). However, Chris Furgieuele of UC noted that it may be valuable to provide the Multi/Interdisciplinary codes (30) at the four-digit level because many emerging fields are assigned to this grouping (for example, Biological and Physical Sciences are 30.01 and Cultural Studies/Critical Theory and Analysis are 30.26).

Monica Malhotra further urged that display options be considered as part of the user-centered design process. For example, it can be valuable to display the top 10 majors within a discipline.

DECISION: The subcommittee categorized Declared Four-Year Institution Major as “ok to include.”

Took Remedial Courses at a Four-Year Institution

None of the partners use the term “remedial” to describe courses designed to improve mastery of general education courses. Monica Malhotra of CSU stated that they do tag early start classes offered over the summer and collect information on corequisite and stretch courses for written communication and quantitative reasoning. Chris Furgieuele of UC noted that information on students needing additional supports is not collected uniformly in the state data set. Some campuses can provide this information, but the number of students is very small. Randy Tarnowski of AICCU indicated that remedial courses would need to be identified using CIP codes for independent colleges (for example, 32.0108 for Developmental/Remedial English).

Due to the limited and partial nature of the information available, the group felt that it would be best for this information to be accessed using the request process.

DECISION: The subcommittee categorized Remedial Course-Taking as “by request only.”

K-12 Data Points

K-12 CTE Course Taking

The group discussed the recent shifts in definitions for career and technical education (CTE) given new standards triggered by the recent reauthorization of the Carl D. Perkins Career and Technical Education Act (Perkins V). In recognition of the increasing use of shorter CTE program sequences, a joint advisory board of the State Board of Education and the Community College Board of Governors has reassigned the definition previously given to a CTE Concentrator to CTE Completers. Going forward, the concept of

a CTE Concentrator will no longer be collected. Therefore, the CTE Concentrator data point should be available by request only. A metric on whether students have taken one, two, or three-or-more CTE courses would be more useful for the query builder.

The group discussed whether course taking could be analyzed by CTE Pathway Code, to see if students were pursuing a similar topical area across courses (such as Biotechnology or Design, Visual, and Media Arts). Paula Mishima of CDE pointed out that new codes were introduced in 2017-18, so information prior to that point should be evaluated to determine whether there is reasonable continuity across the transition years.

There was no concern about including the data that is flagged by each local education agency (LEA) about whether students have completed a CTE program, other than clarifying that this CDE does not validate these submissions.

DECISIONS:

- The subcommittee categorized CTE Course Taking as “ok to include.”
- The subcommittee categorized CTE Pathway Code as “ok to include, but further evaluation needed on data before 2017-18.”
- The subcommittee categorized CTE Concentrator as “by request only.”
- The subcommittee categorized CTE Completer as “ok to include.”

K-12 Work-Based Learning

The group discussed whether to include an existing data point on work experience courses that could be construed as providing work-based learning. However, Paula Mishima of CDE indicated that there was concern about the quality and comprehensiveness of this information.

A new data element will allow LEAs to report when students have completed a work-based learning experience, with specific information on the type of experience. CDE recommends waiting until 2023-24 to include the data point in the Cradle-to-Career data system to ensure its quality.

DECISIONS:

- The subcommittee categorized Participated in K-12 Work-Based Learning as “do not include.”
- The subcommittee categorized Completed a Work-Based Learning Program as “ok to include starting in 2023-24.”

Took an AP Course

The group discussed whether information should be displayed for students who attempted a course, completed a course, or completed a course with a satisfactory grade. They agreed that whichever approach is adopted, it should be used across all course-taking related metrics.

Monica Malhotra of CSU noted that successful completion is most useful for research purposes. However, the designation of successful completion can vary. For example, CDE uses a grade of C- or better when evaluating successful completion of a CTE capstone course, whereas CCC and CSU use a grade of C.

Paula Mishima and Glenn Miller of CDE noted that the nature and quality of grade data varies enough by LEA that it might not be possible to produce reliable results. For example, some schools use numbers

rather than letter grades. Paula Mishima also noted that colleges tend to look more at AP test scores than course grades, so the concept of completing a course may be more valuable than the grade. Chris Furgiuele of UC confirmed that his institution tends to look at the number of UC units that an AP course is approved for rather than at grades.

The group noted several key points for implementation:

- The scaling of CCGI and the norming of data within the Cradle-to-Career data system will give the managing entity an opportunity to work with CDE on aligning and improving the quality of grade data.
- When calculating the proportion of students participating in AP courses—one of the institutional characteristics—it would be more appropriate to use the number of students attempting a course.
- It will be important to clarify what completing a course means, so that users do not have differing assumptions of what the metric entails.

DECISION: The subcommittee categorized Completed an AP Course as “ok to include, with additional research needed to determine whether successful completion could be used.”

Took an IB Course

Paula Mishima of CDE flagged that there are two level so IB courses available but counseled not distinguishing between the two for the Cradle-to-Career data system.

DECISION: The subcommittee categorized Completed an IB Course as “ok to include, with additional research needed to determine whether successful completion could be used.”

Completed an AVID Course

There were no concerns about this definition.

DECISION: The subcommittee categorized Completed an AVID Course as “ok to include, with additional research needed to determine whether successful completion could be used.”

Math Courses

The group began by examining 6th and 8th grade math courses. Randy Bonnell of CDE noted that there is not sufficient information about course content to distinguish between levels or the focus of math instruction for the purpose of the query builder. Glenn Miller noted that many charter schools do not report departmental information for middle school that could help to determine content. However, both data points could be made available by request. Paula Mishima of CDE noted that the scaling of CCGI will help to improve the data set.

For 9th grade math, Paula Mishima recommended that a list of course groupings be developed rather than list 40 possible courses. However, this grouping could be implemented at a future point.

Monica Malhotra of CSU noted the value of examining the highest math course. Glenn Miller noted that a sequence would need to be determined, which will take time. However, CDE could leverage existing maps, such as the taxonomy of math courses created by the National Assessment of Educational Progress.

Paula Mishima suggested including an additional metric for the number of math courses completed, with a parallel construction to the CTE, IB, and AP course-taking measures. Randy Bonnell recommended that the variables examine the number of years of math completed rather than the number of courses. Glenn Miller noted that the number of math courses taken will be included in the scaling of CCGI, so the implementation of the college eligibility tools will help to strengthen the analytical data.

DECISIONS:

- The subcommittee categorized Sixth Grade Math and Eighth Grade Math as “by request only.”
- The subcommittee categorized Ninth Grade Math as “ok to include.”
- The subcommittee categorized Highest Math Course Taken as “ok to include, once a hierarchy of courses is established”
- The subcommittee categorized Number of Years of High School Math as “ok to include.”

Items from Prior Meetings

Eligible for a Cal Grant

There were no concerns about the measure.

DECISION: The subcommittee categorized Eligible for a Cal Grant as “ok to include.”

Adult Disability Status

The subcommittee amended the description to clarify that this measure reports individuals receiving disability services. While it would be valuable to understand the volume or type of services being received, UC and CDSS do not have this level of granularity.

DECISION: The subcommittee categorized Adult Disability Status as “ok to include.”

Childhood Disability Status

The group first recommended that the data point on Individual Education Plans (IEP) should be excluded in favor of the broader Children with a Disability designation. This would allow for the inclusion of addition categories such as an Individual Service Plan (ISP) or an Individualized Family Service Plan (IFSP).

Glenn Miller indicated that information should only come from CALPADS for this data point, which includes information on preschool and some infant and toddler programs. Because CDE’s early learning and care system (CDMIS) does not provide children with a unique identifier, data would have to be matched on a monthly basis. This topic should be examined in greater depth in the meeting that covers the early learning and care data points for the P20W data set.

DECISION: The subcommittee categorized Children with a Disability as “ok to include.”

Science Test Scores

The group recommended that science test scores be broken out by grade level.

DECISIONS:

- The subcommittee categorized Elementary Science Test Score as “ok to include.”
- The subcommittee categorized Middle School Science Test Score as “ok to include.”
- The subcommittee categorized High School Science Test Score as “ok to include.”

SBAC Assessments

The group agreed that the caveats about English measuring a progression of skills and Math measuring discrete skills was sufficient for this point in the planning process.

DECISIONS:

The subcommittee categorized the following as “ok to include:”

- 3rd grade assessment - ELA
- 3rd grade assessment - Math
- 5th grade assessment - ELA
- 5th grade assessment - Math
- 8th grade assessment - ELA
- 8th grade assessment - Math
- 11th grade assessment - ELA
- 11th grade assessment - Math

Standardized Test Scores

The group agreed that the proposed definitions for ACT, AP, and SAT were sufficient for this point in the planning process and could be reconsidered as part of the negotiations with the College Board and ACT about the ability to display this information in the Cradle-to-Career data system.

DECISIONS:

The subcommittee categorized the following as “ok to include:”

- AP Tests
- ACT Science
- ACT Reading
- ACT Math
- SAT Reading and Writing
- SAT Math