

California Community Colleges Chancellor's Office Burden-Free Instructional Materials Updates & XB12 Data Analysis

Academic Senate for California Community Colleges Webinar
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Presenters

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Presentation Objectives

- Provide an overview of the Chancellor's Office Burden-Free Instructional Materials Taskforce goals and progress
- Present information about early implementation of the XB12 data element
- Present preliminary data analysis of course instructional materials costs, as captured by XB12

Burden-Free Instructional Materials Taskforce Updates

- 2 Task Force meetings have been held. 2 or 3 more will be held in the future
- Recommendations will be developed for the May 2023 Board of Governors meeting
- Taskforce is exploring 1) existing infrastructure and gaps; 2) possible thresholds and benchmarks and 3) actual costs of instructional materials and how to reduce costs
- Next meeting will be March 22nd, 2023

XB12 Data Element Implementation

XB12 Implementation and Data Collection

- Systemwide data collection of the instructional materials costs (XB12) data element was first implemented in Summer 2022
- The goal of the data element is to gather information about course sections that offer zero- or low-cost instructional materials
 - The data element also allows colleges to report course sections that have not instructional materials, or only use digital instructional materials
 - “Low costs” is defined locally by colleges and districts
- Colleges/districts are required to submit XB12 data to the Chancellor's Office as part of their term-based reporting, which is due 30 days following the end of the term (based on local calendars).
 - More details about the Management Information System (MIS) submission timeline is available on the Chancellor's Office MIS [website](#)
- Many colleges are in the process of implementing data collection and reporting. Typically, it takes about 2 years of data collection and reporting for new data elements to be reliable.

XB12 Preliminary Data Analysis

Preliminary Findings Context and Limitations

- The analysis of XB12 data included in this presentation reflects very early data collection. Findings are preliminary.
- The presentation includes XB12 data reported for Summer 2022. The Chancellor's Office will continue to analyze XB12 data as more terms are reported and validated.
- Because program implementation and data collection/reporting are still in early stages, the data included in this presentation do not reflect trends in burden-free instructional materials courses. Nor do the data demonstrate causal relationships between the availability of zero-and low-cost instructional materials courses, students' preferences, or their outcomes.

Research Questions

- What is the current landscape of zero and low-cost textbook courses across the CCC system?
 - How many courses and sections are offered? What program areas are most common?
 - How many students participate?
 - Are there differences in student outcomes between ZTC and non-ZTC courses?
 - ZTC courses are defined as those reported to have zero or low-cost instructional materials

Overview of Findings

- Early XB12 data indicates 15% of sections system-wide are ZTC.
- Over 200,000 students have enrolled in ZTC sections.
- Students enrolled in ZTC courses have slightly higher completion rates than students enrolled in non-ZTC courses. This relationship is not causal.
- Additional data collection is needed to analyze trends in course availability, students' preference, and their outcomes.

As of Summer '22, 15% of Course Sections were Reported as ZTC

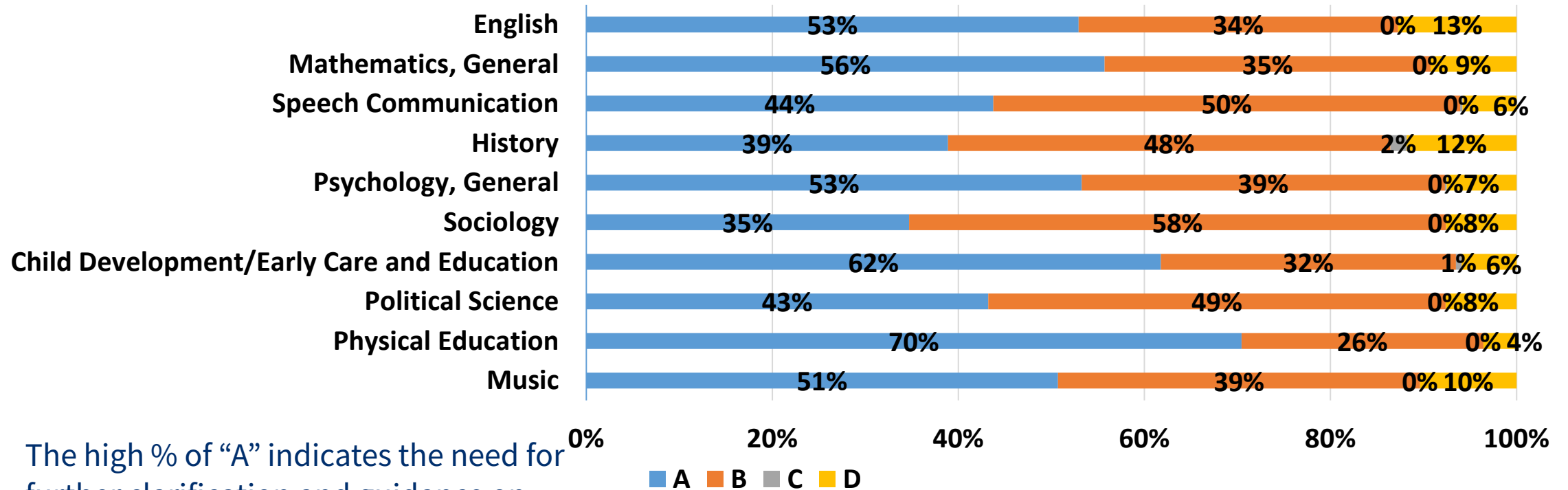
- Across the system, ZTC includes:
 - 213,022 student enrollments
 - 8,471 sections
 - 4,069 courses
- As of Summer '22, 15% of course sections were reported as having zero or low textbook costs
 - This reflects one term of required systemwide reporting. The Chancellor's Office anticipates that the frequency of reporting may change as colleges continue to implement XB12 data collection and reporting

ZTC Sections Systemwide

Term	Not reported	Not ZTC	ZTC*	Total
Summer 2021	98%	2%	0% (62)	100% (41,778)
Fall 2021	99%	0%	1% (2122)	100% (145,175)
Spring 2022	95%	3%	1% (1830)	100% (140,401)
Summer 2022	0%	85%	15% (4457)	100% (29,916)
Grand Total	89%	9%	2% (8471)	100% (357,270)

*ZTC sections include those reported as XB12=A,B,C, or D

Most Enrollments in ZTC Sections are in English and Math; Most Are Reported as Having No Textbook or Digital Materials Only



- The high % of “A” indicates the need for further clarification and guidance on XB12 coding, as it is unlikely the rate of courses without instructional materials is as high as currently reported.

A = Section has no associated instructional material
 B = Section uses only no-cost digital instructional material
 C = Section has instructional material costs none of which are passed on to students
 D = Section has low instructional material costs (as defined locally)
 *See appendix for course titles

Most ZTC Sections are Credit-Degree Applicable or Transferable

CREDIT STATUS	COUNT	PERCENT OF ZTC SECTIONS
Credit – Not Degree Applicable	537	6%
Credit – Degree Applicable	7566	89%
Noncredit	368	4%
Total	8471	100%

TRANSFER STATUS	COUNT	PERCENT of ZTC Sections
Transferable to both UC and CSU	5522	65%
Transferable to CSU only	1588	19%
Not transferable	1361	16%
Total	8471	100%

Student Completion is Slightly Higher in ZTC Sections for the Same Course

- Students in ZTC sections have slightly higher completion rate than students in non-ZTC sections (systemwide)
- The difference in students' completion rates between ZTC and non-ZTC sections is statistically significant; however, this analysis is correlational and **does not** demonstrate a causal relationship
- The difference in section enrollment **does not** indicate students' preference in ZTC/non-ZTC sections – it might be related to section availability and other factors
- The Chancellor's Office intends to further analyze outcomes for students participating in ZTC courses as additional terms of data are reported

	ZTC Sections	Non-ZTC Sections
Completion Rate	80.1%	77.6%
Section Enrollment	52,205	67,622

Overview of Findings (Recap)

- Early XB12 data indicates 15% of sections system-wide are ZTC.
- Over 200,000 students have enrolled in ZTC sections.
- Students enrolled in ZTC courses have slightly higher completion rates than students enrolled in non-ZTC courses. This relationship is not causal.
- Additional data collection is needed to analyze trends in course availability, students' preference, and their outcomes.

Appendix:

TOP 10 ZTC Enrollment Course Titles Examples

- **English:** Adv Writing Across Curriculum, Business English, Critical Reasoning, Freshman Composition, Shakespeare
- **Math:** Algebra Readiness, Calculus for Business and Econ, Differential Equations, Intro Probability & Statistics
- **Speech Communication:** Public Speaking, Fundamentals of Public Speaking, Intercultural Communication
- **History:** History of World Civ To 1500, Women In U.S. History, History of California, US History Since Reconstruct
- **Psychology:** Intro to Psychology, Social Psychology, Developmental Psychology, Abnormal Psychology
- **Sociology:** Introductory Sociology, Contemporary Social Problems, Understand Society, Intimate Relationships and Families
- **Child Development/Early Care and Education:** Child Growth and Development, Child, Family, and Community, Health, Safety, Nutrition in Early Childhood Education
- **Political Science:** Governments US/Calif, US Government & Politics, Introduction to International Relations
- **Physical Education:** Body Fitness/Walk/Jog, Introduction to Kinesiology, Introduction to Meditation, Volleyball
- **Music:** Basic Musicianship, Jazz Appreciation, Latin Amer Music Appreciation, Beginning Piano