



Code Alignment Project

The Academic Senate for California Community Colleges (ASCCC), working with the Chancellor's Office and CTE Data Unlocked, the Centers of Excellence, and WestEd, have launched a project to support the review of codes assigned to courses and awards.

The Code Alignment Project is a faculty-led process for examining the reporting codes (TOP, CIP, SOC, and SAM) that have been assigned to CTE courses and program awards, to ensure that they appropriately match the content of the curriculum.

During the 2017-18 academic year, colleges can receive support from data and curricular experts to review a subset of their codes. This guide can be used for colleges to continue the code review after the initial facilitated process, or they can use this guide to conduct a code review process on their own.

Find out more about the Code Alignment Project at:

<http://doingwhatmatters.cccco.edu/LaunchBoard/CodeAlignment.aspx>

Conducting a Review of Program and Course Codes

California Community Colleges use several coding taxonomies to identify and categorize courses, certificates, and degrees. However, the correlation between codes, courses, and awards may be challenging to understand because their specific content may vary. There is no guarantee that similar courses and awards at different colleges teach all the same content and the content may evolve to reflect changes in the workplace. Nonetheless, it is to the benefit of colleges and the community college system as a whole to improve consistency where possible so that the codes reflect the content as accurately.

There are many advantages if colleges conducted an internal review of their programs. Codes impact the tools that provide supply and demand labor market data, support program approval, and shape Perkins and Strong Workforce Program funding. Erroneous codes can even jeopardize federal financial aid and veterans benefits, because it may appear that students are enrolled in programs that do not exist. Therefore, reviewing codes could lead to more aid for students. After a code review process, a college or college district will have clear documentation on target occupations and more specific information on the skills included in the program, which can support cross-college alignment efforts such as articulation. In addition, student-facing tools such as Salary Surfer, Here to Career, and Career Coach rely on these codes and reviewing them will create more accurate career and educational planning information. Codes also are used in tools like Data Mart, the Scorecard, the CTE Outcomes Survey, and the LaunchBoard. Having accurate codes in those systems can help with accreditation, program review, and other types of accountability reporting.

Understanding Occupational and Program Codes

Colleges can review whether the codes assigned to courses and awards match the content of the curriculum. The code descriptors that should be reviewed to get a comprehensive sense of the curriculum include:

- Federal Codes
 - Standard Occupational Codes (SOC)
 - Classification of Instructional Programs (CIP)
- California Codes
 - Taxonomy of Programs (TOP)
 - Standard Accountability Model (SAM)

Jobs	Degrees & Certificates	Courses
Standard Occupational Codes (SOC)		
	Classification of Instructional Programs (CIP)	
	Taxonomy of Programs (TOP)	Taxonomy of Programs (TOP)
		Standard Accountability Model (SAM)

[Find out more about these codes here.](#)

Standard Occupational Classification (SOC)

These codes classify workers into occupational categories. They are also used when calculating supply and demand and developing labor market projections for job openings.

Examples:

15-0000 Computer and Mathematical Occupations

15-1100 Computer Occupations

15-1120 Computer and Information Analysts

15-1121 Computer Systems Analysts

Classification of Instructional Programs (CIP)

These codes are the federal standard for postsecondary instructional program classification. Outside of California, all postsecondary institutions in the U.S. use CIP codes for coding of their instructional programs. In California, these codes are used for financial aid, veterans programs, gainful employment reporting, and accreditation.

Examples:

50 Visual and Performing Arts

50.04 Design and Applied Arts

50.0402 Commercial and Advertising Art

Taxonomy of Programs (TOP)

These codes are specific to the California Community College system and are used for every course, degree, and certificate to help identify the program of study. They are also used as a proxy for programs, which impacts the Student Success Scorecard, Data Mart, Salary Surfer, LaunchBoard, and any effort to compare outcomes across the state.

Examples:

12 Health

1230 Nursing

1230.30 Certified Nursing Assistant

Standard Accountability Model (SAM)

These codes help identify pathways within Career and Technical Education (CTE) programs, such as which courses are introductory and which are capstone courses. They are used to determine Perkins and Strong Workforce Program funding and in calculations for the Student Success Scorecard, CTE Outcomes Survey, and the LaunchBoard.

Descriptors and Examples

SAM A: Apprenticeship (offered to Chancellor's Office approved apprenticeship programs only)

SAM B: Advanced Occupational (not limited to apprentices)

SAM C: Clearly Occupational (but not advanced)

SAM D: Possibly Occupational (introductory course)

SAM E: Not Occupational

Code Review Process

The code review process, which can be conducted under the auspices of the Code Alignment Project or independently by a college, is an interactive process involving many people including researchers, curriculum committees, CIOs, deans, and faculty.

Code Review Team

Commitment from the appropriate parties in the college will ensure a successful review process. The following entities should not only be notified of the project, but also need to be willing to commit the necessary resources and provide approval for the internal code review process:

- Local Academic Senate
- Local Curriculum Committee which includes the Chair
- Institutional Research Office
- Deans and Discipline Faculty of selected programs
- Chief Instructional Officer

These individuals will help to gather information on codes and complete the related code review documents.

To help explain the process, participants can watch a recorded webinar that explains the Code Alignment Project, provides background information on codes, and clarifies the process for changing codes. You can also download the PowerPoint to support a live training. *A link with a recorded Webinar session is forthcoming.*

Program Selection

Once the college team has been formed and their responsibilities explained, the next task is to pick 3-5 related programs to review, so that the college can gain experience with the review process. If your college is participating in the Code Alignment Project, you will have support in compiling documentation and facilitating review of this first set of programs.

There are a variety of ways to select the programs such as focusing on programs known to have coding issues, looking for suspect results in tools such as the LaunchBoard, focusing on new programs whose codes have not been reviewed before, and surveying discipline faculty for their interest in the process. Once the programs have been selected, the number of awards under each program area should also be documented. A college could choose to select all the awards currently offered in the selected program areas or if that task seems to daunting, they could pick a subset.

Code Mapping Form

Within each program area, SOC, CIP, TOP, and SAM codes will need to be documented for each award and course. The process of gathering codes and completing code map documents is generally led by the Institutional Research Office and can be time-consuming. Information is rarely centralized on college campuses and may require manual review of documentation such as catalogs and consulting with various people who work in curriculum, student services, information technology, and research.

CTE Data Unlocked funds can pay for a college's assigned expert to assist with this task or the college can use the monies to pay for staff time to pull together this information. Part-time discipline faculty can also be reimbursed for their time on the project using these funds.

If the college team has done a review of its sources and are not able to fully complete the code map (particularly related to SOC and CIP codes), the the Centers of Excellence can provide support. You can find information on your local Center of Excellence here: www.coecc.net.

Tips on gathering codes:

- For each award, required CTE and non-CTE courses and their associated TOP and SAM code can be found by consulting local data systems, the catalog, and the Curriculum Inventory.
- SOC codes can generally be found on program approval documents.
- CIP codes are often documented in association with gainful employment, accreditation, financial aid, veterans programs (note that different CIP codes may have been assigned to the same program in various contexts).
- Discipline faculty and career counselors can provide the list of jobs that students are prepared for after completing the program.
- It is critical to have faculty review the list of courses associated with awards and target job titles before moving to the next phase of creating the code binders, as they often have the most up-to-date information (this will make both the code binder creation and the review process much faster).

[Download the Code Mapping template by clicking on this link.](#) A sample Code Mapping Form is shown below.

Program Code Map

Program Area: Business and Accounting

Award Codes

	Award 1	Award 2	Award 3
Certificate or Degree Name	Certificate: Accounting Bookkeeping	Certificate: Tax Preparer	Associate Degree: Accounting
Program Control Number	92611	29651	49224
SOC: Program Approval	not recorded	not recorded	not recorded
SOC: Gainful Employment	43-3031.00	43-3031.00	13-2011.01
CIP: Gainful Employment	52.0212	52.0302	52.0301

CIP: Financial Aid	52.0212	52.0302	52.0302
CIP: Veterans Program	not recorded	not recorded	not recorded
CIP: Accreditation	not recorded	not recorded	not recorded
TOP Code	0502.00	0502.01	0502.00
List of target job titles	Bookkeeper	Tax Preparer, Tax Specialist	Account Clerk, Accounts Payable Specialist

Required CTE Course Codes: Accounting Bookkeeping

	Course Name	Course Control Number	Course TOP Code	Course SAM Code
Course 1	Computer Accounting Applications	CCC000348864	0502.00	B
Course 2	Basic Accounting	CCC000358554	0502.00	C
Course 3	Financial Accounting	CCC000369648	0502.00	C
Course 4	Business Mathematics	CCC000374538	0506.00	D
Course 5	Intermediate Microsoft Excel	CCC000507954	0514.00	D

Code Binders

Once all the information is gathered into the code map template, and required courses and related jobs have been reviewed by faculty, your college will create two types of documents that will be used in code review meetings: a code map and a cross-award map.

Code Maps

Code maps provide a list of possible codes and their descriptors for each program area, broken out by award. In addition to listing the codes currently in use, the document should include other options identified using code crosswalks.

STEP ONE: Course Codes

Begin with the courses required for each award, and their associated control numbers, TOP codes, and SAM codes. All of the information from this section is taken from the code map. List the courses based on their SAM code designations, to clarify the implicit scaffolding of the curriculum. Include a “Recommended Change” column where notes can be recorded at the code review meeting. Below this listing, include descriptors for each of the TOP codes listed. Descriptors can be pulled from the [TOP Code Manual](#).

Below is an example of how the information can be formatted.

What do students learn in each course?

State Program Codes for Courses: Taxonomy of Program (TOP) Codes and SAM Codes

Course Name/Number	Control Number	TOP Code	Recommended Change
SAM A			
<i>no courses</i>			
SAM B			
Computer Accounting Applications	CCC000348864	0502.00	
SAM C			
Basic Accounting	CCC000358554	0502.00	
Financial Accounting	CCC000369648	0502.00	

SAM D			
Business Mathematics	CCC000374538	0506.00	
Intermediate Microsoft Excel	CCC000507954	0514.00	
SAM E			
<i>no courses</i>			

1) Accounting (TOP Code: 0502.00)

Procedures to systematize information about transactions and activities into accounts and quantitative reports to verify accuracy of data by applying accounting, internal reporting, and decision making principles. Includes accounting and financial reporting that assists in making internal management decisions.

2) Business Management (TOP Code: 0506.00)

Planning, organizing, directing, and controlling business operations. Includes various theories, tools, and practical applications used to maintain business sustainability through the management of capital, financial, and human resources.

3) Office Technology/Office Computer Applications (TOP Code: 0514.00)

Recording and disseminating of information, by manual and/or electronic means, including administrative office practices (keyboarding, computer literacy/applications, internet usage, e-mailing, scheduling, etc.), global concepts, and office management skills (problem solving, critical thinking, and interpersonal relations).

STEP TWO: Award Codes

Next, document the TOP and the CIP codes associated with the award, drawing from the code map. Use the Center of Excellence’s [CIP-TOP Crosswalk](#) to determine if any additional TOP and CIP codes should be considered. Select all TOP codes indicated by the program’s current CIP code(s) and all CIP codes indicated by the program’s current TOP code. Include a space in the listing where recommended changes can be documented.

Then, record the related descriptors. TOP codes descriptors can be found in the [TOP Code Manual](#). CIP code descriptors are available on the [IPEDS website](#) (drill down and click on the related code, which will load a descriptor at the top of the page).

See below for examples of how to format this information.

What do students learn in each program?

State Program Codes for Awards: Taxonomy of Program (TOP)

Code Determined by TOP-CIP Crosswalk	Current TOP Code	Recommended Change
0506.50	0502.00	

1) *Accounting (TOP Code: 0502.00)*

Procedures to systematize information about transactions and activities into accounts and quantitative reports to verify accuracy of data by applying accounting, internal reporting, and decision making principles. Includes accounting and financial reporting that assists in making internal management decisions.

2) *Retail Store Operations and Management (TOP 0506.50)*

Principles and methods of retail store operations and management, including department stores and supermarkets.

Federal Program Codes for Awards: Classification of Instructional Program (CIP)

Code Determined by TOP-CIP Crosswalk	Code Used for Gainful Employment Reporting	Code Used for Financial Aid	Code Used for Veterans Program	Code Used for Accreditation	Recommended Change
52.0302 52.1601	52.0212	52.0212	No code found	No code found	

1) *Retail Management (CIP 52.0212)*

A program that prepares individuals to manage the operations of a wide variety of retail businesses, including department stores; independent and chain stores; fashion, food and beverage, and pharmaceutical establishments; and online retail businesses. Includes instruction in retail management,

merchandise management, customer service management, marketing, organizational behavior, accounting, finance, business law, and personnel management.

2) Accounting Technology/Technician and Bookkeeping (CIP 52.0302)

A program that prepares individuals to provide technical administrative support to professional accountants and other financial management personnel. Includes instruction in posting transactions to accounts, record-keeping systems, accounting software operation, and general accounting principles and practices.

3) Taxation (CIP 52.1601)

A program that prepares individuals to provide tax advice and management services to individuals and corporations. Includes instruction in tax law and regulations, tax record systems, individual and corporate income taxation, tax planning, partnerships and fiduciary relationships, estates and trusts, property depreciation, capital gains and losses, dispositions, transfers, liquidity, valuation, and applications to specific tax problems.

STEP THREE: SOC Codes

Finally, determine which occupational codes should be included. In addition to any SOC codes listed in the code map, the code binder should include codes found in two separate crosswalks:

- TOP-SOC crosswalk: this document has been compiled by the Centers of Excellence and is available at: <http://www.coecc.net/>. Using all possible course and award TOP codes, identify the related SOC codes in the crosswalk.
- CIP-SOC crosswalk: this document was compiled by the federal government and is available at: [IPED's SOC-CIP crosswalk](#) (use the SOC 2010 to CIP 2010 Crosswalk). Using all possible CIP codes, identify the related SOC codes in the crosswalk.

Then, visit the the [O*Net](#) website (use the Keyword or O*NET-SOC Code box), to pull descriptors for each SOC code, plus the list of sample job titles. Use the keyword search to identify any additional SOC codes associated with the target jobs listed by discipline faculty.

See below for an example of how to format this information.

What jobs are you training students for?

Federal Occupational Codes: Standard Occupational Code (SOC)

1) Bookkeeping, Accounting, and Auditing Clerks (SOC 43-3031.00)

Compute, classify, and record numerical data to keep financial records complete. Perform any combination of routine calculating, posting, and verifying duties to obtain primary financial data for use in maintaining accounting records. May also check the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers.

Sample of reported job titles: Account Clerk, Account Receivable Clerk, Accounting Assistant, Accounting Associate, Accounting Clerk, Accounts Payable Clerk, Accounts Payable Specialist, Accounts Payables Clerk, Accounts Receivable Clerk, Bookkeeper

2) Payroll and Timekeeping Clerks (SOC 43-3051.00)

Compile and record employee time and payroll data. May compute employees' time worked, production, and commission. May compute and post wages and deductions, or prepare paychecks.

Sample of reported job titles: Accounting Technician, Human Resources Assistant (HR Assistant), Payroll Administrator, Payroll Assistant, Payroll Clerk, Payroll Coordinator, Payroll Manager, Payroll Representative, Payroll Specialist, Payroll Technician

3) Tax Preparers (SOC 13-2082.00)

Prepare tax returns for individuals or small businesses.

Sample of reported job titles: Certified Income Tax Preparer (CTP), Corporate Tax Preparer, Enrolled Agent, Income Tax Preparer, Master Tax Advisor, Tax Advisor, Tax Associate, Tax Consultant, Tax Preparer, Tax Specialist

Click here for an example of a completed code binder. *A link to a completed code binder is forthcoming.*

Formatting Tips:

- While it is helpful to compile the code binder from courses to awards to jobs, the reverse order should be used for the final documentation. This will ensure that the codes are reviewed in the context of the students' employment goal, which may shed light on both coding and curricular issues.
- The example given above is for *one award in one program area*. Additional code maps will need to be created for each award being reviewed. There is often overlap between specific related awards, so the process will go more swiftly as your work through each program.
- It is generally most efficient to pull all of the same types of codes across all programs at the same time (such as pulling all SOC code descriptors at once).
- List any Associate Degrees for Transfer (ADT) awards at the beginning of the code map for each program packet, and examine this list of codes first in the code review meeting. TOP codes for ADT awards cannot be changed, which can cause ripple effects for the other degrees and certificates.

Cross-Award Map

The cross-award map shows courses and jobs across related certificates and degrees. This information can be helpful to better understand how codes are being used across similar programs. All of this information has previously been gathered in the code binder, and is simply displayed in a different way in the cross-award map.

Columns should list the names of specific awards, with lower-unit awards (such as certificates) to the left and higher-unit awards to the right. If the awards are part of a stackable sequence, array them in

left-to-right order. The first section of rows should list all related jobs, with each job title on a separate line. If jobs appear in multiple columns, make sure they are on the same line across the table, and highlight them to make it easy to see commonalities. The last section of rows includes all related course titles by SAM code. Again, if courses appear in multiple columns, be sure to have each one on the same line and highlight that row. Below is an example of a completed code map.

Sample Accounting Cross-Award Map

<i>Certificate Microtech Bookkeeping</i>	<i>Certificate Payroll Clerk</i>	<i>Associate Degree Accounting</i>
0502.00	0502.00	0502.00
JOB		
Accounts Payable Associate Accounts Payable Clerk Accounts Payable Coordinator Accounts Receivable Coord. Administrative Assistant Bookkeeper Cost Accounting Clerk Credit Analyst	Accounting Technician Human Resources Assistant Payroll Administrator Payroll Assistant Payroll Clerk Payroll Coordinator Payroll Manager Payroll Representative Payroll Specialist Payroll Technician	Accountant Accounting Manager Accounting Officer Accounting Supervisor Business Analyst Certified Public Accountant Cost Accountant Financial Reporting Accountant General Accountant Staff Accountant Assurance Senior Audit Manager Audit Partner Auditor Auditor-in-Charge Financial Auditor Internal Audit Director Internal Auditor Revenue Tax Specialist
SAM B		
		Intermediate Accounting
		Bus Communications
SAM C		
Computerized Accounting	Computerized Accounting	Computerized Accounting
Spreadsheet Software—Excel		
Adv Micro Spreadsheet Software		
	Payroll	
	Business Mathematics	
		Prin Acct'g II—Managerial
		Computerized Accounting
		Introduction to Investments
		Bus Law/Legal Env in Bus
		Bus Ethics—Corporate/Person
		Principles of Management
		Communication in Bus/Industry
		Work Exp in Business I-IV
SAM D		
Prin of Accounting I	Prin of Accounting I	Prin of Accounting I
Federal Income Tax		
Intro Comp/Info Processing		
	Basic Business Bookkeeping	
SAM E		
Computer Literacy		

Formatting tip:

- If the program area being reviewed has only a few awards, all of the information can be shown in one table. However, some program areas are very large and cannot be put into one table. In these instances, we recommend organizing tables by TOP code with each table containing one programmatic code or related TOP codes for ease of use.

Code Review Meeting

Once the code binders have been assembled, the college team is ready to conduct a meeting to review the content and determine which of the codes best describe the programs selected. If your college is participating in the Code Alignment Project, the code review meeting will be facilitated by an external team of experts from ASCCC, Centers of Excellence, and CTE Data Unlocked. If you are undertaking the process on your own, the review can be done as part of a department meeting, program review process, or a regional planning activity.

Generally, it takes 1-2 hours to review each program area. Curriculum committee representatives should attend all code review meetings. Discipline faculty should attend code review meetings that are focused on their programs. Once the programs have been selected, the college team should immediately identify the discipline faculty that need to be in attendance and schedule a day and time(s) that allow for their participation. Faculty attendance ensures accurate and quick code reviews. A code review meeting should **only** be scheduled if at least 1-2 members from each program area are able to attend, to ensure that the review represents sufficient familiarity with the breadth of the curriculum.

Logistics and Planning

Code review meetings require preparation:

- All members of your college team, which includes faculty, curriculum chairs, deans, data experts, and consultants should be notified of the meeting in advance and should confirm their attendance.
- Compensation for part-time faculty should be arranged (CTE Data Unlocked funding can help to underwrite these costs).
- A meeting room large enough to hold the attendees for each program area should be secured.
- Directions, parking arrangements, and other travel-related issues should be made known to the attendees.
- Code binders need to be printed for the meeting.
- Copies of the college's current course catalog and electronic copies of the course outlines for each course that is part of each program area are helpful supplies to have on hand for reference.
- 1-2 flipcharts with markers and tape, a projector, and internet access are also part of the meeting specification list.

A typical agenda for the day includes time for 1.5-2 hour sessions per program area. Multiple reviews can be scheduled on the same day to make the process more efficient. Each session includes a brief introduction to the documents, a recap of the process used to compile the binders, walking through an example, review of the codes, and report out of the recommended changes. A 30 minute break for

lunch, with short intermittent breaks in between sessions is a necessary respite from discussions. An example agenda is provided below.

Code Alignment Project Draft Agenda

9:00-11:00 Program Area 1: Business

9:00-9:10 Introductions, recap the process, introduce people to core documents

9:20-9:30 Example: Accounting (Certificate of Achievement)

9:30-10:30 Group Work (write the codes you agree to on the flipchart)

- Accounting (certificates and degree), administrative assistant (certificates and degree), advanced retail management (certificate), business (certificates and degree), business administration (certificate and degree)

10:30-10:40 Report out

10:40-10:50 Break

10:50-12:00 Program Area 2: Communications

10:50-11:00 Introductions, recap the process we will be using, introduce people to core documents

11:00-11:10 Example: Applied Journalism (Certificate)

11:10-11:40 Group work (write the codes you agree to on the flipchart)

- English (degree), journalism (certificate)

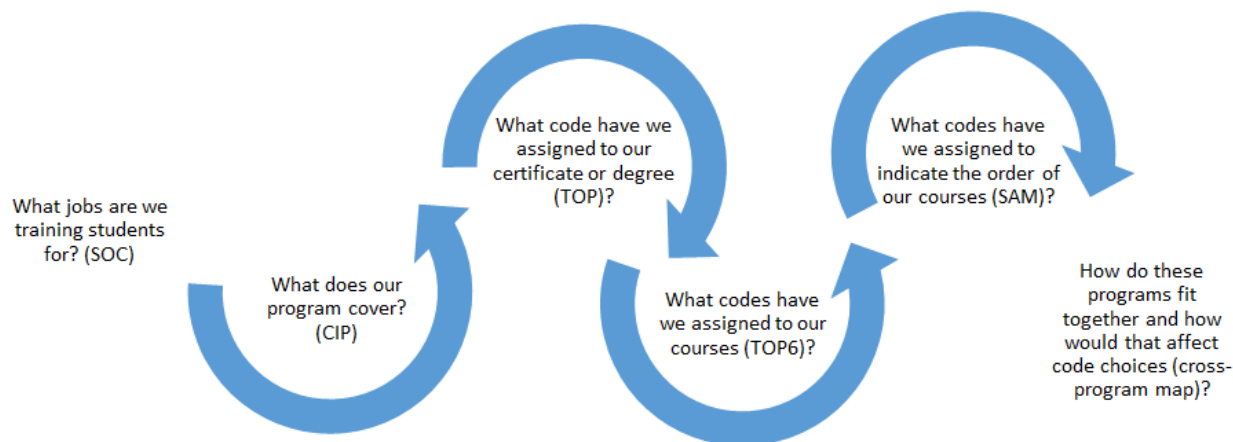
11:40-11:50 Report out

11:50-12:00 Break

12:00-1:30 Program Area 3: Health Sciences...

Tasks for Code Reviews

The infographic below and the bullets follow it explain what things should be considered when reviewing codes at the code review meeting.



The following tasks need to be completed by the attendees of the code review meeting:

- Review SOC codes that have been designated based on the jobs that the program trains for and determine the best code(s). Each program may have multiple SOC codes.
 - Select 6-digit SOC codes; stay away from 8-digit codes (8-digit codes represent emerging occupations and there is no labor market data yet).
 - Each occupation is assigned should represent “typical” entry-level education and “typical” on-the-job training. Ask: *Will a typical student be qualified for employment in this occupation right after they complete my program?*
- Review possible CIP codes and determine the accurate designation for each award
 - Look for the best fit based on CIP description and what is taught in your program.
 - Chose how many digits in the CIP code, based on how broad or specific the program is.
 - Remember that CIP sometimes provides an opportunity for a more specific code.
- Review possible TOP codes and determine the accurate designation for each award
 - Some TOP codes and/or definitions could be out of date; find the best fit within the existing structure.
- Review possible TOP codes assigned to each of the required and stand-alone courses and determine the appropriate TOP6 code
- Examine the SAM codes assigned to each of the required and stand-alone courses and determine the accurate designation for each course
 - Arrange courses in their logical sequence.
 - Pay attention to which courses are marked as introductory versus further in the sequence, particularly if many students take intro courses without intending to major in the program.
- Review the cross-program crosswalk to see how courses and programs relate to each other, and implications for code assignments

Final Review and Next Steps

After the completion of the code review meeting, the proposed changes should be considered in accordance with local processes, to finalize which changes to make. Any changes must be initiated by the college--they can not be implemented by the Code Alignment Project support team. However,

colleges are requested to share what was decided with the CTE Data Unlocked team to help validate the code crosswalks.

Things to consider before changing a code

Course and program codes help colleges with many activities, which means that colleges need to determine the impact of proposed changes before going forward with any adjustments.

- **State Funding:** TOP and SAM codes with a vocational flag are used to determine which programs to include in funding calculations for Perkins, the Strong Workforce Program, and Career Development and College Preparation (CDCP). Funding could decrease if course, certificate, or degree codes are changed so that they are no longer assigned to a vocational SAM code or TOP code. Furthermore, introductory courses (coded as SAM D) are not included in some metrics associated with Perkins and Strong Workforce Program funding, so changes to SAM code levels may also inadvertently affect funding.
- **Federal Financial Aid and Veterans Programs:** Colleges record which programs students are enrolled in using CIP codes. If the TOP or CIP code associated with a degree or certificate is changing, alert federal agencies that your college is implementing a code improvement effort and determine whether any action is needed to ensure students can keep their funding.
- **Federal Accountability:** Program-level outcomes, using CIP codes, are reported through publicly-available sites such as gainful employment reports and the IPEDS. If the TOP or CIP code associated with a degree or certificate is changing, alert federal agencies that your college is implementing a code improvement effort and determine whether any action is needed to explain the shift.
- **State Accountability:** TOP codes are used to calculate program-level outcomes, which are posted on statewide tools such as Data Mart, the Student Success Scorecard, and the LaunchBoard, and used in evaluating initiatives that are focused on specific disciplines. If course, certificate, or degree codes change, be prepared to explain why there are shifts in student progress and outcomes. Furthermore, skills-builder metrics are based on students taking non-introductory CTE courses, so the level of SAM codes assigned to courses will impact skills-builders calculations.
- **Accreditation:** The ACCJC uses CIP codes to determine the content of programs. If changes are made to TOP or CIP codes at the certificate or degree level, let the ACCJC know that these adjustments reflect current content, and are not a substantive change to program offerings.
- **Associate Degrees for Transfer:** TOP codes for ADT awards are predetermined because they are associated with transfer model curricula, and cannot be changed by colleges.
- **Instructional and Equipment Planning:** Colleges may use TOP codes to determine groupings of courses, certificates, and degrees to be included in program review and hiring (but TOP codes should not be used to determine minimum qualifications). If course, certificate, or degree TOP codes will be changed, or if the code review process triggers changes to the curriculum, check with institutional researchers, deans, and the local academic senate to see how this will

influence instructional planning activities.

- **Facilities Planning:** Enrollments by TOP code are used in calculating space needs as part of the FUSION planning system. If course, certificate, or degree codes will be changed such that they are no longer in the same TOP2 or TOP4 category, check with facilities managers on campus to see how this will affect projections.

Tips on Changing Codes

TOP and SAM codes are designated by colleges and reported to the Curriculum Inventory and separately through uploads to the Chancellor's Office Management Information System (MIS). CIP codes may either be designated by the Chancellor's Office (in the case of the IPEDS reporting) or by colleges. Each college has established its own process for making changes to the Curriculum Inventory and to their local data systems (which generates the MIS reports). Please contact your local curriculum chair and your institutional researcher for more information on this process.

- **Course Codes:** With the deployment of the new Chancellor's Office Curriculum Inventory (COCI) in 2017, colleges are able to make changes to course TOP and SAM codes without going through a Chancellor's Office review process. A new course control number will be assigned automatically. Colleges should keep a record of the relationship between old control numbers and new numbers to be able to track course outcomes over time.
- **Award Codes:** Changes to TOP codes associated with certificates and degrees (referred to as program codes) still need to be submitted to the Chancellor's Office for review. More information on this process is available here:
<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Curriculum.aspx>
- **CIP Codes:** CIP codes that are locally assigned can be changed at the college's discretion. Please check with the various parties that use CIP codes (financial aid, veterans programs, gainful employment reporting, and accreditation) regarding the implementation of new codes.
- **TOP-CIP Crosswalk:** The Chancellor's Office will be reviewing the TOP-CIP crosswalk, using feedback from colleges that is gathered through CTE Data Unlocked and the Code Alignment Project.

Questions

If any questions emerge during the code mapping, binder, and review processing, direct questions to launchboard@cccoco.edu.