Student Success Metrics

Explanation of Data Discrepancies with Other Chancellor's Office Tools and Reports
Updated November 6, 2018

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General Questions

What is the general purpose of the Student Success Metrics dashboard?

The metrics on the Student Success dashboard are based on students and their educational journeys from recruitment to completion and employment. The Student Success Metrics measure students' progression along their educational journey from recruitment to completion, transfer, and wage gain. The Chancellor's Office believes that focusing on these metrics will provide a holistic approach to our work on student success and that this focus will naturally benefit our performance with Funding Formula Metrics and our performance as a system with our Vision for Success Metrics.

How are students and their behavior organized?

Students are broken up into five different student journeys, which represents a different way of constructing student cohorts than has been used in other Chancellor's Office data tools and reports. These groups were created by examining course-taking behavior and educational goals, including:
1. Adult education and English as a second language
    a. Took 12+ contact hours in a noncredit adult basic education, adult secondary education, or ESL courses
    b. Goal to improve basic skills in English, reading, or math
    c. Goal to complete credits for a high school diploma or GED
    d. Goal to move from noncredit coursework to credit coursework
2. Short-term career education
    a. Took 12+ contact hours in a noncredit career and technical education or workforce preparation course
    b. Goal to earn a career technical certificate without transfer
    c. Goal to discover/formulate career interests, plans, goals
    d. Goal to prepare for a new career (acquire job skills)
    e. Goal to advance in current job/career (update job skills)
    f. Goal to maintain certificate or license (e.g. Nursing, Real Estate)
3. Degree or transfer
    a. Goal to obtain an associate degree and transfer to a baccalaureate granting institution
    b. Goal to transfer to a baccalaureate granting institution without an associate degree
    c. Goal to obtain a two-year associate degree without transfer

4. Undecided or other
    a. Goal of undecided
    b. Goal of life-long learning
    c. Four-year students earning credits with goal of meeting four-year requirements
    d. Student Goal data is missing
    e. Do not have coursetaking pattern of Adult Ed/ESL or Short-term career education student journeys
5. All students

Data Definitions

Where can I find the Data Element Dictionary for the Student Success Metrics?

The Data Element Dictionary can be accessed from a box at the very top of the Student Success Metrics dashboard. Information can also be found within each tile on the dashboard. In addition to a plain language explanation for each metric, click on the "technical definition" link to access a detailed description of how each metric was constructed.

How are students assigned to a journey?
In the first build, students were assigned to student types in the following manner:
• Based on the students informed educational goals (in the second build, information from CCC Apply will be used if no informed goal is available)
• If no goal information is available, based on behavior that indicates adult education course-taking (for both Adult Education/English as a Second Language and Short-Term Career Education)
• If no goal information is available, and the student does not display Adult Education/English as a Second Language or Short-Term Career Education course-taking behavior, they will be assigned to the Undecided/Other group

This hierarchy is used because goal data on adult education students is partial and behavior analyses can be used to assign adult education students to the appropriate goal. Also, many adult education programs intentionally combine English/math and occupational skills.

Alignment with Other Chancellor's Office Data Tools and Reports

Do the calculations for those metrics align to the Student Centered Funding Formula (SCFF)?

Definitions were fully aligned with the code used to create the SCFF, such as how completion of transfer-level math and English was calculated. However, the specific student populations included in each metric may vary (based on the student journey type selected), which will influence the number of students reported.. Furthermore, SCFF counts the number of credit awards of 18 or more units issued by colleges, whereas the Student Success Metrics count the number of students who earned various types of awards (noncredit certificates, Chancellor's Office approved credit certificates, associate degrees, associate degrees for transfer, CCC bachelor's degrees, apprenticeship journey status). What this means is the numbers reported in the Student Success Metrics will not be identical to the numbers reported in the SCFF.

Do the calculations for those metrics align to the Vision Goals?

Definitions were fully aligned with the definitions used to create the Vision Goals, such as average number of units accumulated by associate degree earners. However, the specific population included in each metric may vary (based on the student journey type selected), which will influence the number of students reported. In addition, the Vision Goals count the number students who earned any type of Chancellor's Office approved credit certificate or degree, whereas the Student Success Metrics count the number of students who earned various types of awards (noncredit certificates, Chancellor's Office approved credit certificates, associate degrees, associate degrees for transfer, CCC bachelor's degrees, apprenticeship journey status).

Why is there a difference between student headcounts between dashboards?

For the Student Success metrics, the RP Group enrollment table (which is included in the Student Success Metrics data element dictionary) was referenced to create each cohort, and any student who is currently a special admit (high school students taking dual enrollment and articulated courses) were excluded. The LaunchBoard Community College Pipeline and Strong Workforce Program also use the RP Group enrollment table, but do not exclude current special admits. Data Mart uses a different enrollment table that is constructed by the Chancellor's Office using STD7, which includes current special admit students but excludes students who are exclusively in noncredit and very low-unit skills-builders. Therefore, numbers may not align exactly.

Why aren't there more students earning 9+ CTE units in a year on the Student Success Metrics dashboard when compared to the number of students earnings 12+ CTE units in a year on the LaunchBoard Community College Pipeline and Strong Workforce Program dashboards?

The SCFF requires that students earning 9+ CTE units in a year do so within one college district. Currently, the 12+ CTE units metric on the LaunchBoard Community College Pipeline and Strong Workforce Program dashboards does not restrict the units based on district boundaries and instead allows the units to be earned at any college, in any district. In addition, only successful completion (a grade of C or better) counts for SCFF, whereas grades of D, Satisfactory Progress, and Ungraded were included in the Strong Workforce Program metric, meaning the Strong Workforce Program metrics may show higher numbers.

Why are the number of certificates different between dashboards?

For the Student Success metrics, Chancellor's Office approved certificates include all students who earned a credit certificates with 12+units and noncredit certificates over 48 contact hours, with results broken out by the number of unique students who earned each type of award. The Vision Goals are limited to students who earned credit certificates with 12+ units, but only count students once for having earned an award. The LaunchBoard Community College Pipeline and Strong Workforce Program dashboards include the number of students who earned one or more of the following certificate types: local certificates, credit Chancellor's Office approved certificates certificates with 12+units, and noncredit certificates over 48 contact hours. The SCFF only includes credit certificates with 18+ units, but counts the number of awards issued rather than the number of students earnings awards.

Why are the numbers for student who transfer different between dashboards and reports?

The SCFF, the Vision Goals, and the Student Success metrics include students who have previously taken 12 units at any California community college. The LaunchBoard Community College Pipeline and Strong Workforce Program dashboards focus on students who took a non-introductory course (SAM code A, B, or C) and/or earned a Chancellor's Office approved award, without a unit threshold, so these figures are

likely to be lower. Other Chancellor's Office reports, such a the State of the System report, only include transfer outcomes for first-time students, which will also yield lower numbers.

What accounts for the differences in median annual earnings on the different dashboards?

For SCFF and the Student Success metrics, earnings are calculated for students who are no longer enrolled in any California community college (whether or not they earned an award) and who did not transfer to a four-year institution. Currently the LaunchBoard Community College Pipeline and Strong Workforce Program dashboards only include exiters (students who are no longer enrolled at any California community college) who have had taken a non-introductory CTE course (SAM code equal to A, B, C). As a result of this higher-level, career-relevant course-taking, earnings figures are likely to be higher in the LaunchBoard dashboards.

Why do figures differ for students who attained a living wage?

For all Chancellor's Office living wage metrics, information is drawn from the self-sufficiency tool created by the Insight Center for Community and Economic Development and calculated for a single adult. However, for the LaunchBoard Community College Pipeline and Strong Workforce Program dashboards, regional living wage figures were derived by averaging the figures for each county within a given Doing What Matters microregion, with the most recent values being identified in 2016. The SCFF uses the primary county associated with a college's district and pulled living wage data in 2018. As a result, in most cases, living wage attainment will decrease. For example, due to differences in the cost of living within the San Diego/Imperial region, San Diego was being evaluated using figures that were lower than the true cost of living in the LaunchBoard Community College Pipeline and Strong Workforce Program dashboards. Furthermore, between 2016 and 2018, the cost of living has risen dramatically for urban counties. In the Bay Region, the living wage calculation shows an increase of between 33-70% for eight of its 12 counties. Those eight counties are the top in the state in terms of percentage increases in the living wage over the last couple of years. San Diego county comes in next as the ninth highest county, with a 22% increase. However, some counties in the north such as Shasta, Placer, Humboldt, and Lassen actually show declines in the living wage between three to seven percent over this same period.

When will the dashboards be aligned?

The LaunchBoard dashboards will be updated to align with the Student Success metrics by early 2019. In the meantime, there are messages to indicate where there is misalignment on those dashboards.