



California Community Colleges

Community College Pipeline Dashboard Fall 2021 Release Webinar

November 18, 2021

Bitly link for PPT: <http://bit.ly/LBCCP-11182021>



Welcome!

Let's find out who is
joining us today

Introductions

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Educational Services and Support
California Community Colleges Chancellor's Office

Objectives

By the end of this webinar, participants will understand:

- The purpose and value of the Community College Pipeline Dashboard
- Updates and changes in the latest release of the dashboard
- How to navigate and interpret data from the new dashboard features
 - Equity Gap Charts
 - Labor Market Information



The Purpose

Understand students' journey

Recognize successes

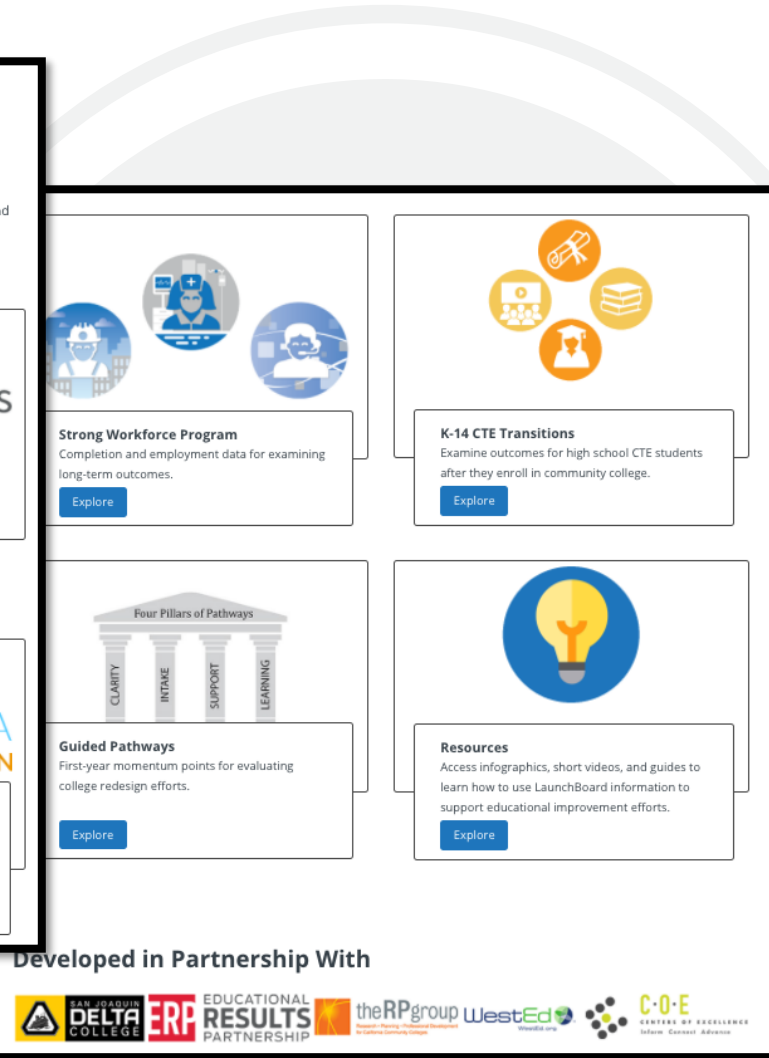
Understand gaps

Identify barriers and opportunities

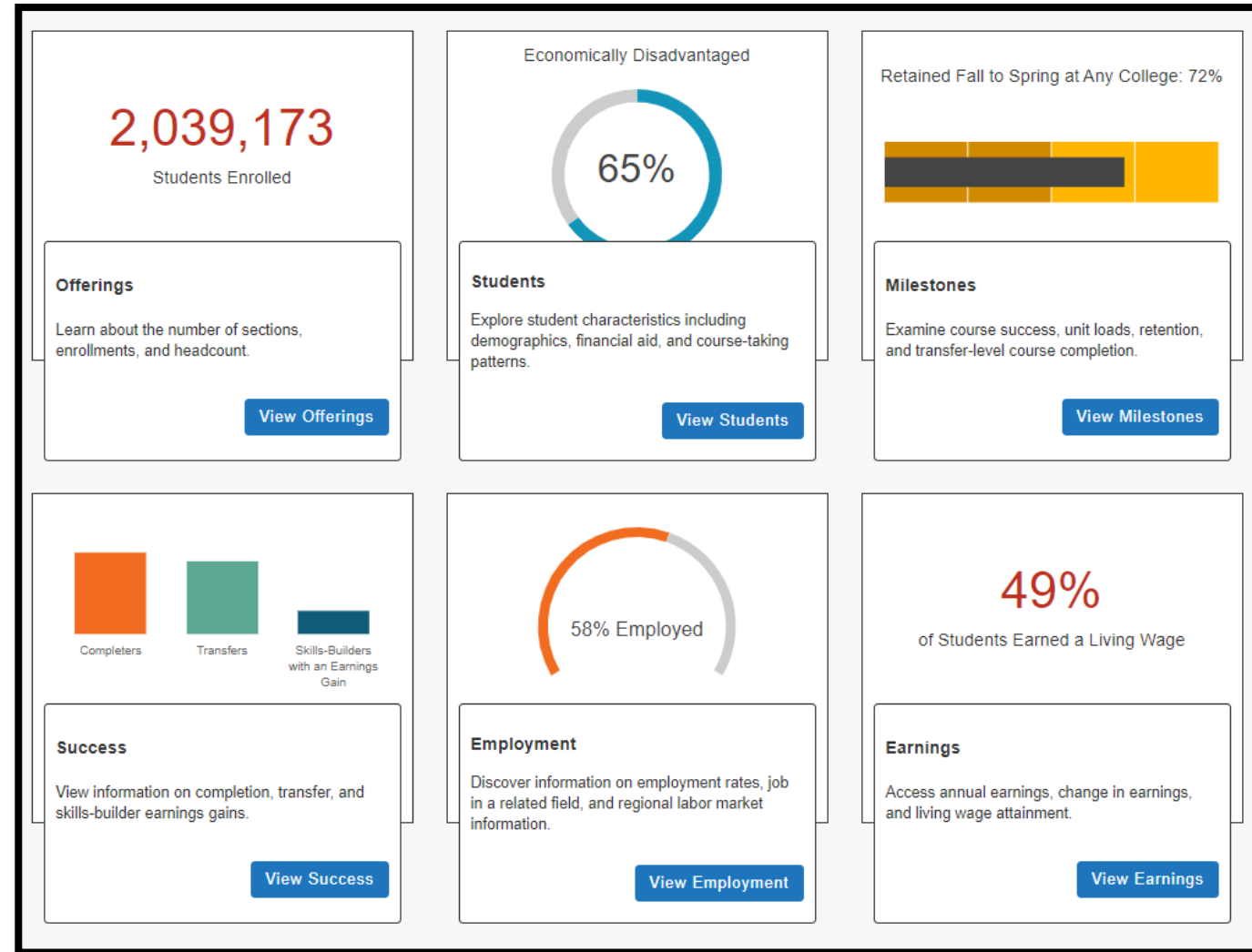
What is the Community College Pipeline Dashboard?

The most comprehensive dashboard, offering longitudinal data about students that is specific to industry sector or program level

Offers detailed data to understand students' journeys



Provides over 140 metrics about students and their journey through community colleges and beyond



Community College Pipeline enables users to find program-specific information for all 140 metrics

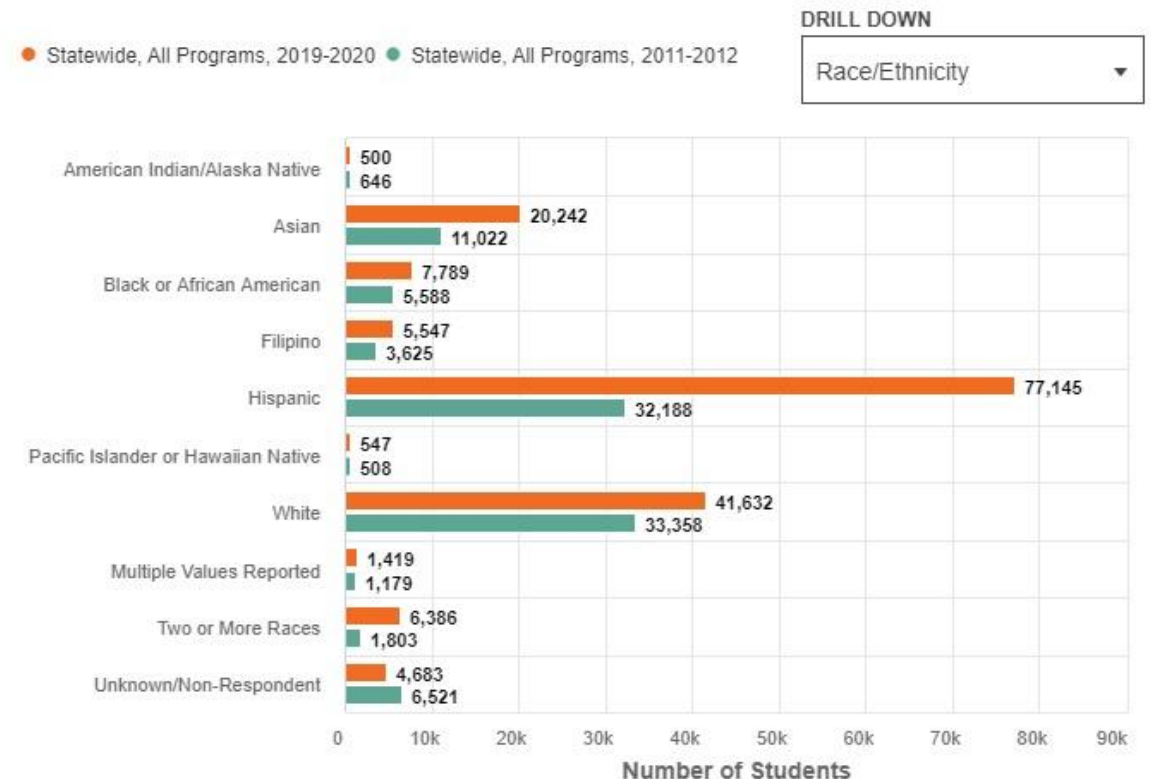
Location	AND	Program	AND	Year	AND	Demographics
<ul style="list-style-type: none">• Statewide• Macroregion• Microregion• District• College		<ul style="list-style-type: none">• All programs• All CTE Program• All Non-CTE Programs• Sector• Top04• Top06		<ul style="list-style-type: none">• 2011-2012 to 2019-2020		<ul style="list-style-type: none">• Gender• Race/Ethnicity• Age Group

Recognize Successes

Between 2011-2012 and 2019-2020, the number of Hispanic students who earned degrees, certificates, or attained apprenticeship journey-level status increased from 32,188 to 77,145

Earned a Degree or Certificate or Attained Apprenticeship Journey Level Status

Number of unduplicated students who met the CCP definition for completion, meaning that they earned one or more noncredit certificates, Chancellor's Office approved credit certificates, associate degrees, or community college bachelor's degrees in the selected year and were also enrolled within the same community college district in the selected year where and when the student earned the award or who attained apprenticeship journey level status within the selected year and who were enrolled at any community college at the start of their apprenticeship program on a vocationally flagged TOP code



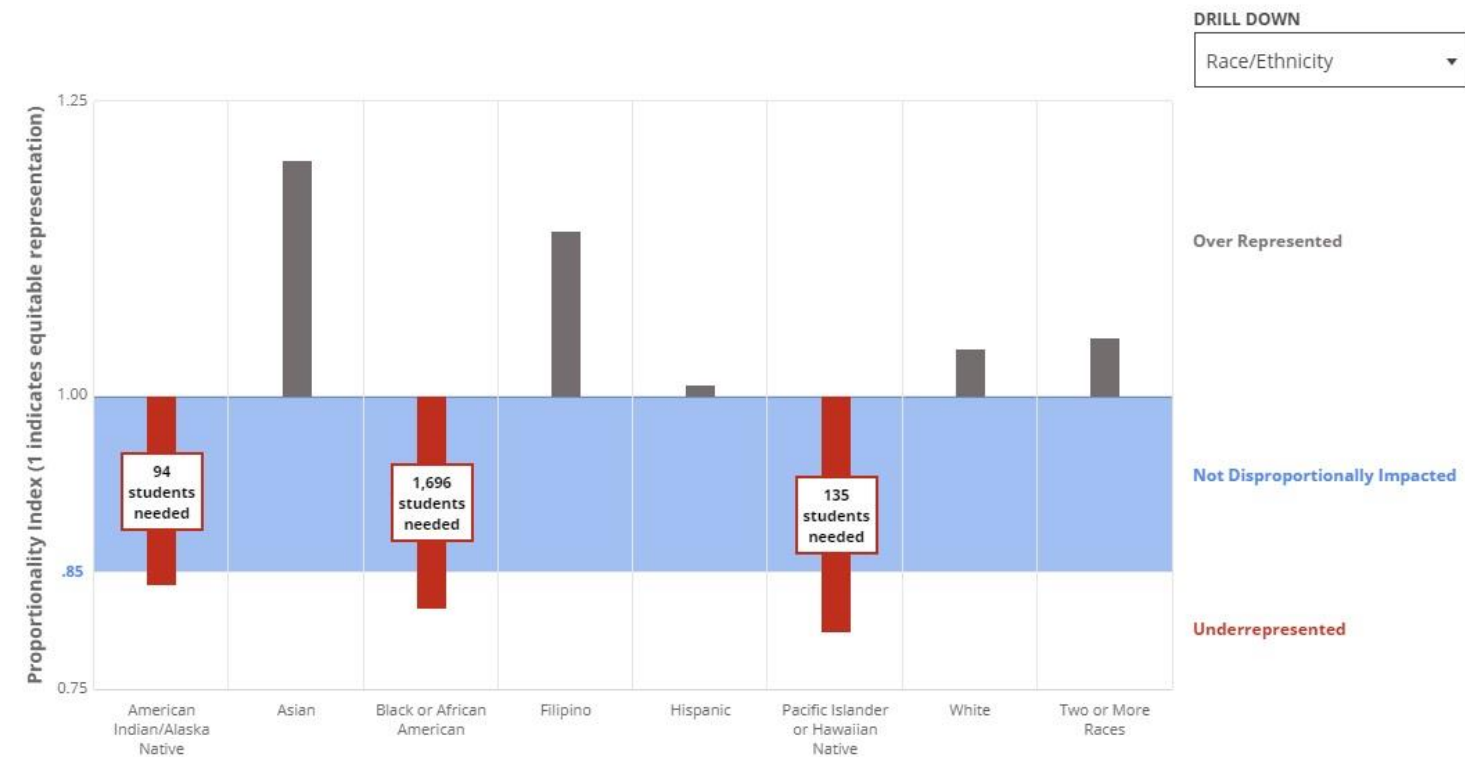
Understand gaps

Equity gap chart for completion

Are there Equity Gaps in Completion using a Proportionality Index?

For more detailed information, go to the Detailed Data view under the Equity Gap section.

For the locale, program/sector and year selection made above, the Equity Gap charts shows how many students need to complete in order to Close the Equity Gap for underrepresented populations disproportionately impacted either by gender, race/ethnicity or age. The number of students needed to Close the Equity Gap refers to the number of students who need to complete (by gender, by race/ethnicity or by age) to achieve a one-to-one ratio. Example of a one-to-one-ratio: % of Hispanic students in the Health Sector in 2018-19 who completed = % of Hispanic students who enrolled in the Health Sector in 2018-19 at the college, district, microregion, macroregion, or statewide selected.



Ratio: percentage of the subgroup who completed compared to the percentage of the subgroup at the locale selected (college, district, microregion, macroregion, statewide)

Identify Barriers and Opportunities

Retention and Persistence



71%

Term-to-Term Retention Rate

46%

Persistence Rate

Most students in this program were not continuously enrolled.

Use Community College Pipeline data to select a path for improvement efforts

- Identify what has worked
- Gather more information to understand why the barriers exist
- Brainstorm and try solutions to address gaps
- Measure results and improve efforts





The Updates

New features and changes in the most recent release

New Feature: Equity Gap Chart Prototypes

Are there Equity Gaps in Access using a Proportionality Index? ?

For more detailed information, go to the Detailed Data view under the Equity Gap section. Please make any selection besides "All Programs" under Program or Sector.

Are there Equity Gaps in Completion using a Proportionality Index? ?

For more detailed information, go to the Detailed Data view under the Equity Gap section.

Are there Equity Gaps in Transfer using a Proportionality Index? ?

For more detailed information, go to the Detailed Data view under the Equity Gap section.

DRILL DOWN

Race/Ethnicity	▲
Gender	
Race/Ethnicity	
Age Group	



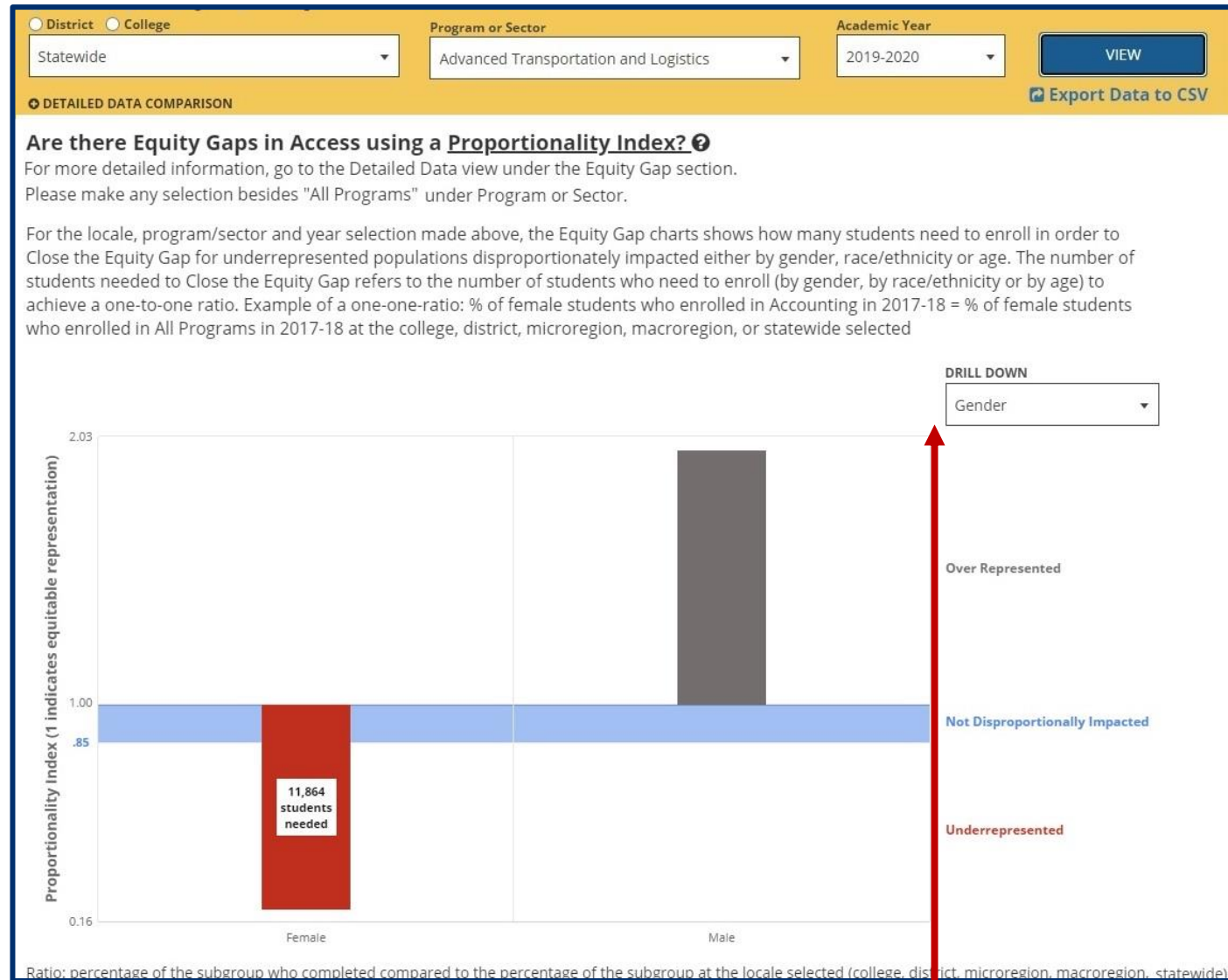
Charts on the Summary and Detailed Data Views and tables with all calculations provided on the Detailed Data view for gender, race/ethnicity and age groups

New Feature: Equity Gap Charts

Available in summary and detailed data views for the following metrics:

- Access (Enrollment)
- Completion
- Transfer

Different than just using the drilldown to compare %s



View gaps by gender, race/ethnicity or age group

New Feature: Equity Gap Chart Prototypes

What is a proportionality index?

A methodology to identify where there are equity gaps between different student population groups, beyond direct comparisons

It provides a consistent measurement to identify:

For whom?

Which student groups are experiencing disproportionate impact and are underrepresented?

How big?

How many students' outcomes need to change to close the equity gap?

New Feature: Equity Gap Chart Prototypes

How is a proportionality index calculated?

A ratio comparing the percentage of students in a specific population who enrolled, completed, or transferred to the percentage of those students in the overall population

For example, in the Energy, Construction, Utilities **sector** in the Bay Area **region**:

- **27% of the students who transferred** to a four-year institution in 18-19 identify as Hispanic
- **35% of enrolled students** identify as Hispanic

$$0.27/0.35 = 0.77$$

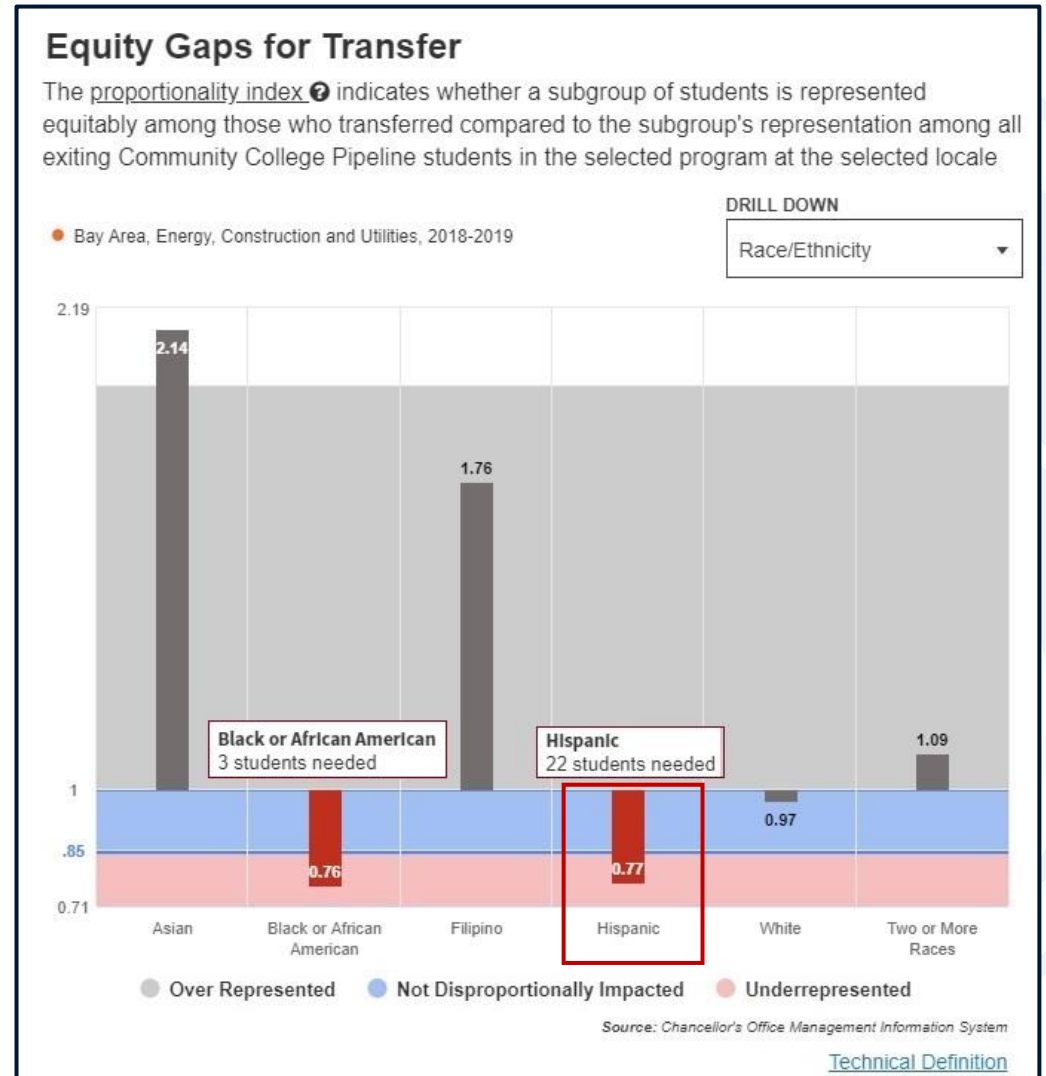
Underrepresented with Disproportionate Impact



While PI ratios may be similar, the size of the problem may not be



For more info. about proportionality indices, please see: <https://bit.ly/CCP-EquityGapCharts-Fall21>



New Feature: Prototype Metrics for Labor Market Data and Online Job Postings

Employment

^ Labor Market Data

- Total Historical Regional Employment
- Total Projected Regional Employment
- Projected Regional Job Openings

^ Online Job Postings

- Hard Skills Requested in Online Job Postings (90 days)
- Hard Skills Requested in Online Job Postings (365 days)
- Common Skills Requested in Online Job Postings (90 days)
- Common Skills Requested in Online Job Postings (365 days)
- Qualifications Requested in Online Job Postings (90 days)
- Qualifications Requested in Online Job Postings (365 days)
- Employers in Online Job Postings (90 days)
- Employers in Online Job Postings (365 days)

Earnings

^ Labor Market Data

- Regional Entry-Level and Median Annual Salaries

5 Things to Know About Labor Market Information (LMI)

1. The coding system for LMI or Labor Market Demand and Supply is based on **national data** by US Bureau of Labor Statistics and the Department of Education:
 - SOC Codes (Standard Occupational Codes)
 - CIP Codes (Classification of Instructional Programs)
 - Typical Entry-Level of Education for a SOC code
2. Since TOP codes are unique to CA Community Colleges, a **TOP-SOC crosswalk** is needed to map SOC codes to TOP codes which is based on the national CIP-SOC crosswalk.
3. **One SOC code nearly always represents many different jobs** and job titles and can map to more than one program or CIP code (See [o*net](#) for more information on SOC codes)

5 Things to Know About LMI (Continued)

4. Labor Market Data is very **different** from Online Job Postings

- Labor Market Data is useful for getting an understanding of trends in employment and earnings over time
- Information from online job postings helps to augment the traditional labor market data

5. Since **Typical Entry-Level Education** is based on national data, **alternative paths to employment may vary at the regional level**

- Because of this, a SOC code's 'Typical Entry-Level Education ' might not align to local or regional skills requirements for a given job or industry

New Feature: Labor Market Data

Available in the detailed data view under Labor Market Data under Employment:

- Total Historical Regional Employment
- Total Projected Regional Employment
- Projected Regional Job Openings

Total Projected Regional Employment				
The total number of jobs for 2020 and 2025 and percentage growth or decline in occupations associated with the selected TOP code in the microregion where the college is located				
● Sacramento City College, All CTE Programs, 2018-2019	2020 Jobs	2025 Jobs	2020-25 Change	2020-25% Change
Regional Jobs Total	1,155,622	1,248,097	92,475	7%
Above Middle Skill: Bachelor's Degree Or Higher				
Management Analysts (13-1111)	28,806	30,756	1,950	7%
Middle Skill: HS Diploma Or Equivalent ⓘ				
Home Health and Personal Care Aides (31-1128)	49,110	63,106	13,995	28%
Real Estate Sales Agents (41-9022)	30,457	32,893	2,436	8%
Office Clerks, General (43-9061)	25,294	25,960	666	3%
Middle Skill: On-The-Job Training				
Retail Salespersons (41-2031)	27,131	27,712	581	2%
Source: Emsi Labor Market data 2021.3, TOP-SOC Crosswalk				
Technical Definition				
Note: Microregion data will be displayed when college, district or microregion is selected; macroregion data will be displayed when macroregion is selected; statewide data will be displayed when statewide is selected.				

Total 2020 and 2025 Jobs in Microregion where college is located displayed along with **top 5 SOC codes** (in term of 2020 Jobs) mapped to program or sector selection grouped by Skill Level: Typical Entry-Level Education

New Feature: Labor Market Data

Available in the detailed data view under Labor Market Data under Earnings:

- Regional Entry-Level and Median Annual Salaries

Compares the Regional Average Annual Entry-Level and Median Salaries in the Micro or Macro Region or Statewide to the top 5 occupations (in terms of Annual Openings 2020-25) mapped to the program or sector selected

Regional Entry-Level and Median Annual Salaries

The regional average entry-level (10th percentile) and median annual salaries of people employed in occupations associated with the selected TOP code in the microregion where the college is located

● Bay Area, Energy, Construction and Utilities, 2019-2020



New Feature: Online Job Postings

Available the detailed data view under Online Job Postings:

- Hard Skills (90- and 365-day periods)
- Common Skills (90- and 365-day periods)
- Qualifications (90- and 365-day periods)
- Employers (90- and 365-day periods)
- Expand to see table with No. of postings for prior 90- or 365-day period compared to latest 90-day or 365-day period

Hard Skills Requested in Online Job Postings (365 days)	
The number of unduplicated online job postings for top five hard skills in top 10 occupations in the region associated with the selected industry sector or TOP code in the locale selected over a 365-day period (Oct 2020 -Sept 2021). Hard skills are specific, learnable, measurable, often industry- or occupation-specific abilities related to a position. Example: JavaScript might be a hard skill for a data analyst or CPR for a nurse.	
San Diego/Imperial Counties, Life Sciences - Biotechnology, 2019-2020	
Skill	
Associate Degree	
• Medical Equipment Repairers (49-9062)	Good Manufacturing Practices
• Calibration Technologists and Technicians and Engineering Technologists and Technicians, Except Drafters, All Other (17-3098)	Quality Control
• Chemical Technicians (19-4031)	Auditing
• Life, Physical, and Social Science Technicians, All Other (19-4099)	Corrective And Preventive Action (CAPA)
	Chemistry
Postsecondary Non-Degree Award	
• Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other (29-2098)	Medical Records
	Auditing
	Radiology
	Medical Terminology
	Basic Life Support
View Detailed Table with Numeric Values	

For each group of SOC codes (mapped to the program or sector selected) organized by Typical Entry-Level Education, **top 5 skills** (in terms of latest 90- or 365-day) are displayed over 90-day or 365-day periods

Data Updates & Changes to CCP

- 3 Additional Completed Both Transfer Level Math and English, Math Only and English Only
 - Expanded definition to allow credit ESL students 3 years to complete and all other students one full year to complete (aligned with metrics in the SSM Snapshot View)
- **Underlying Student Definition:** The underlying student definition has been updated to include dual enrollment students as long as students have a regular or non-special admit enrollment in the selected year
 - Nearly all metrics are affected by this change
 - Consistent with Student Success Metrics and Strong Workforce Program Dashboards

Data Updates & Changes (Continued)

- Many Changes to Definitions to CCP Metrics for the following reasons:
 - Alignment with other LaunchBoard dashboards, in particular Student Success Metrics
 - Further investigation by data scientists, coders and SMEs in the context of the 2020-21 builds
 - Coding issues are fixed to better align with specifications in the Metric Definition Dictionary

User Interface Improvements

- Flagged all CCP metrics included in the Student Success Metrics dashboard with an “★” and note
- Added **Completion Status** for all **Employment** and **Earnings** metrics as part of the csv export and full export for researchers
- Display consistent and updated messaging for why data is missing or suppressed
- Added 3 additional briefs to help with understanding:
 - CTEOS data in the LaunchBoard (also on SSM and SWP)
 - New Equity Gap charts
 - New Labor Market Data and Online Job Postings metrics



The Use

How to navigate and interpret data from the new dashboard features

How do you navigate and interpret the new dashboard features?



Equity
Gap
Charts

Answer questions such as:

What disparities exist within completion rates for students of different races/ethnicities?



LMI
Data



Answer questions such as:

What jobs in the region are projected to increase in the next five years?

Live Demo



Using the menu to find the information relevant to your region and program

The screenshot shows the 'Community College Pipeline: Overview' dashboard. At the top left is a 'LaunchBoard Menu' button, and at the top right is a 'LOGOUT' button. Below the title, there's a link: 'Interested in how the data is calculated? See the Metric Definition Dictionary'. The main content area contains several filters: a radio button group for 'Statewide' (selected), 'Macroregion', 'Microregion', 'District', and 'College'; a dropdown menu for 'Program or Sector' set to 'All Programs'; and a dropdown for 'Academic Year' set to '2019-2020'. To the right of these is a 'Credit Status' dropdown menu set to 'All: Students who took either cre...'. Below the filters are a 'VIEW' button and an 'Export Data to CSV' link. A 'DETAILED DATA COMPARISON' link is at the bottom left. Annotations with arrows point to the radio button group, the 'Program or Sector' dropdown, and the 'Credit Status' dropdown. A separate text box on the right explains the 'Credit Status' options.

LaunchBoard Menu **LOGOUT**

Community College Pipeline: Overview

Interested in how the data is calculated?
See the Metric Definition Dictionary

☒ Statewide ☐ Macroregion ☐ Microregion
☐ District ☐ College

Statewide

Program or Sector

All Programs

Academic Year

2019-2020

Credit Status

All: Students who took either cre...

VIEW

Export Data to CSV

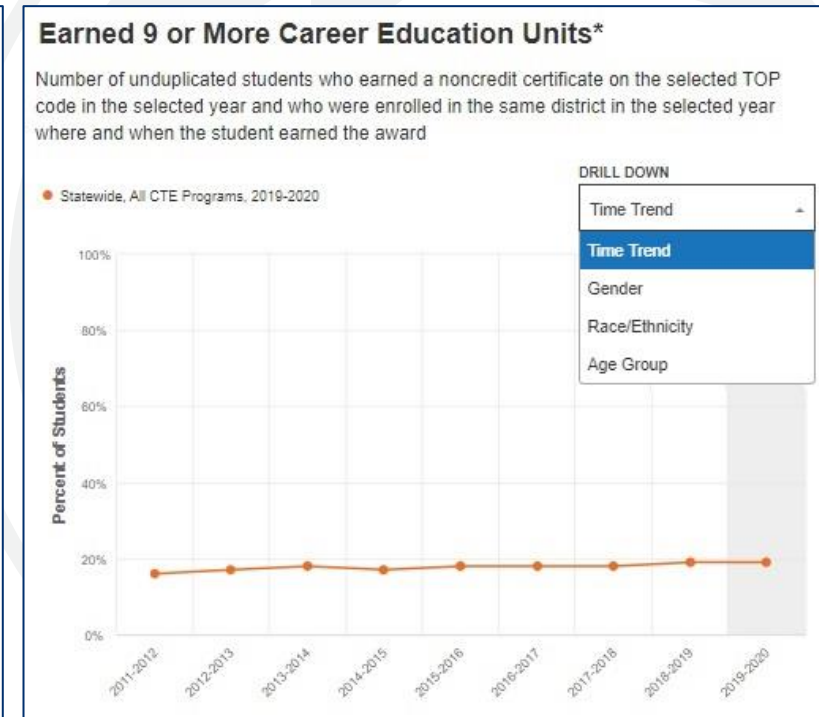
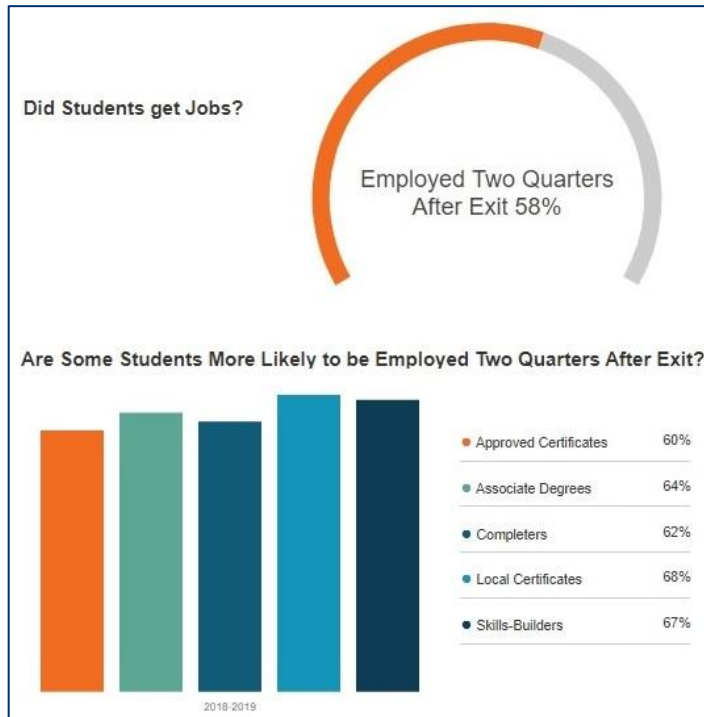
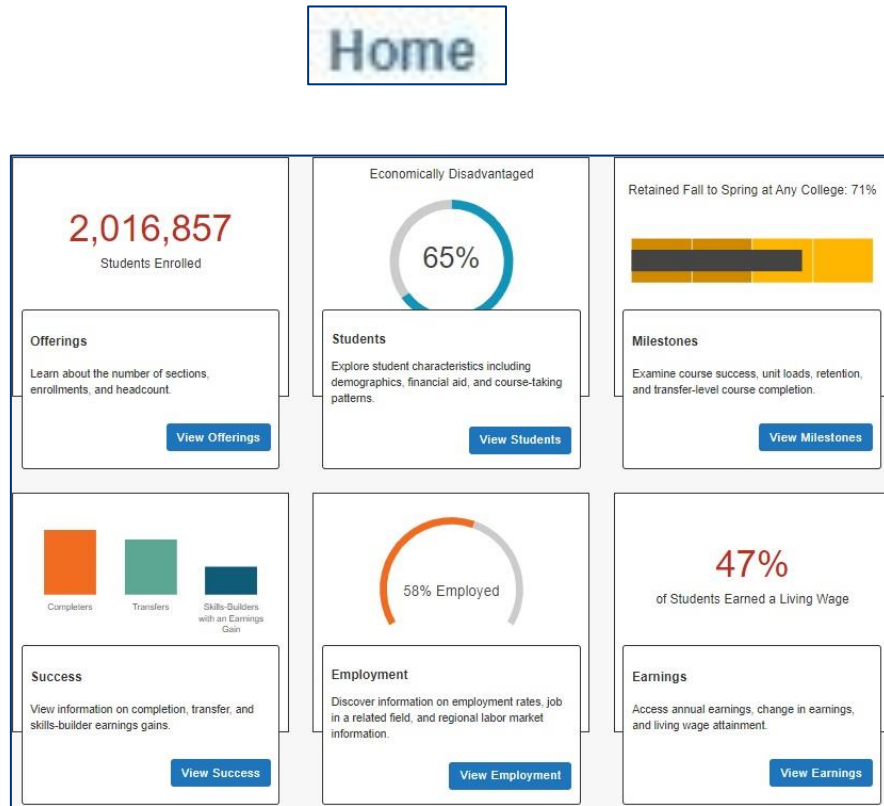
DETAILED DATA COMPARISON

Select Statewide, Macroregion, Microregion, District or College

Select Statewide, Macroregion, Microregion, District or College

Select Credit Status for All Students, Students Who Took Credit Courses or Students Who Took Noncredit Courses

Three ways to see the information



Three ways for navigating

Go back to the homepage

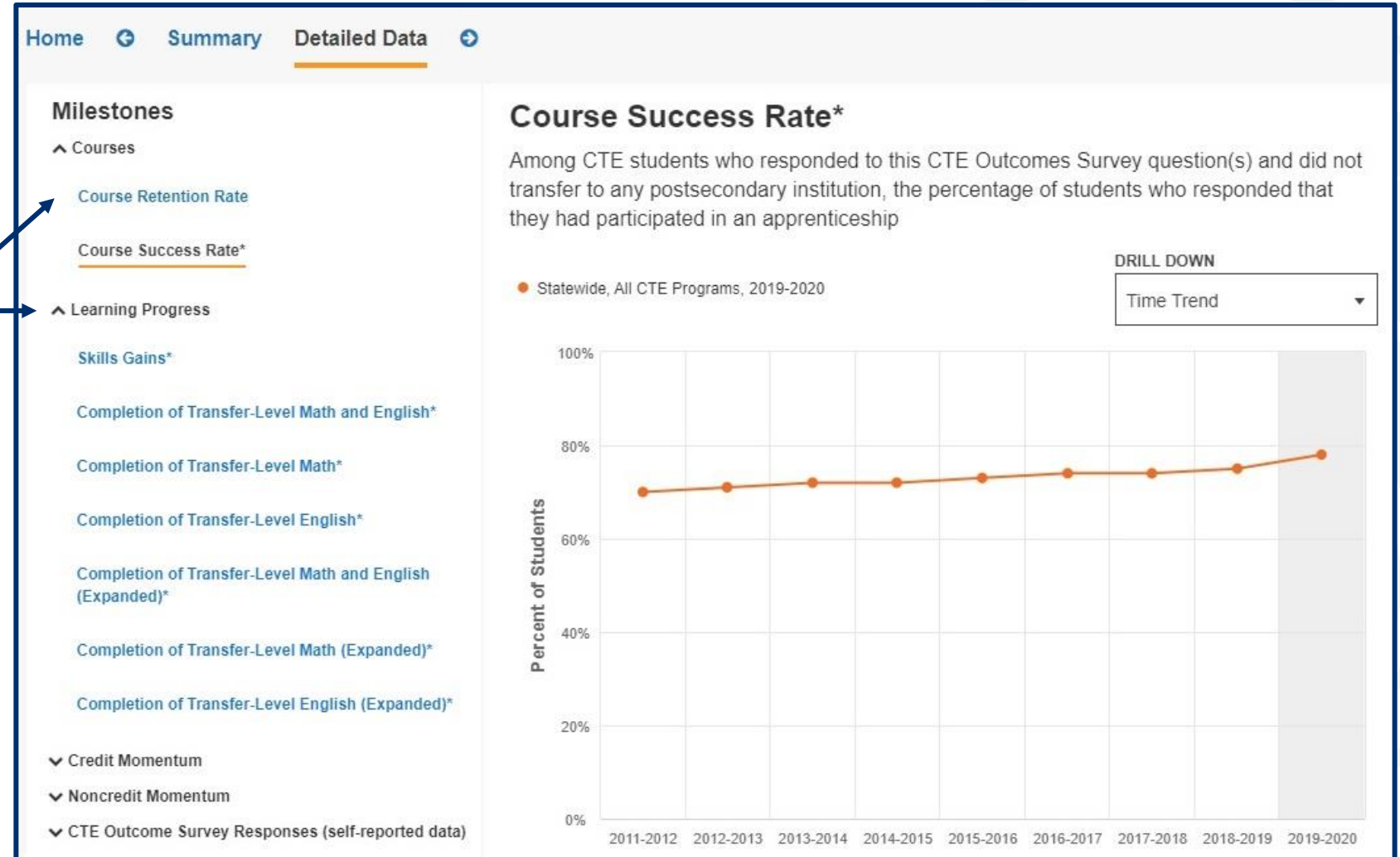
Use the arrows

Jump between summary and detailed



Select the relevant metrics from the detailed data menu

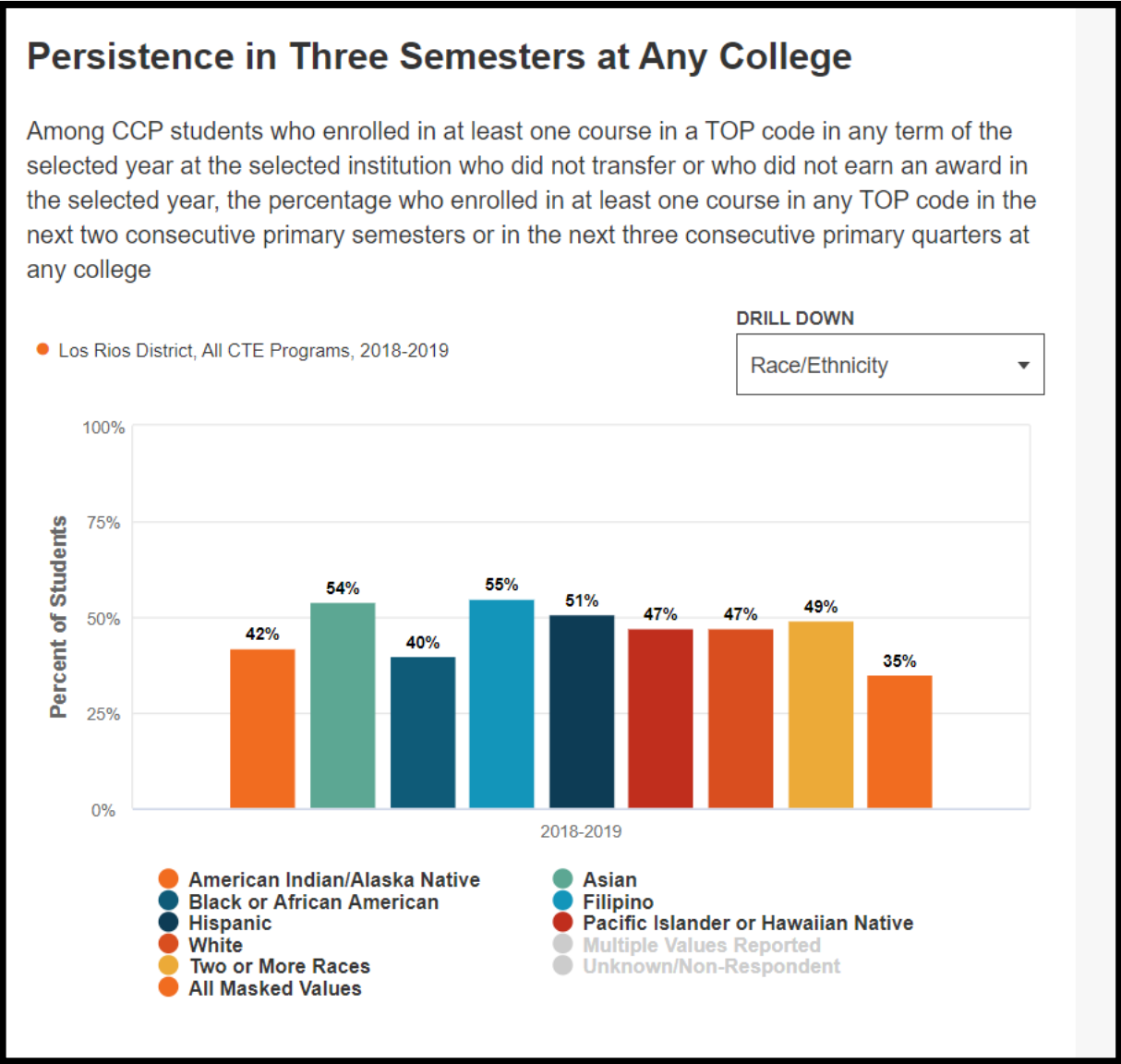
Expand carrots in left navigation to see groupings of metrics



Using drill downs to find information for specific populations

How many students persist through three terms?

Example: Los Rios District, All CTE Programs



What equity gaps exist in completion rates for students of different races/ethnicities?

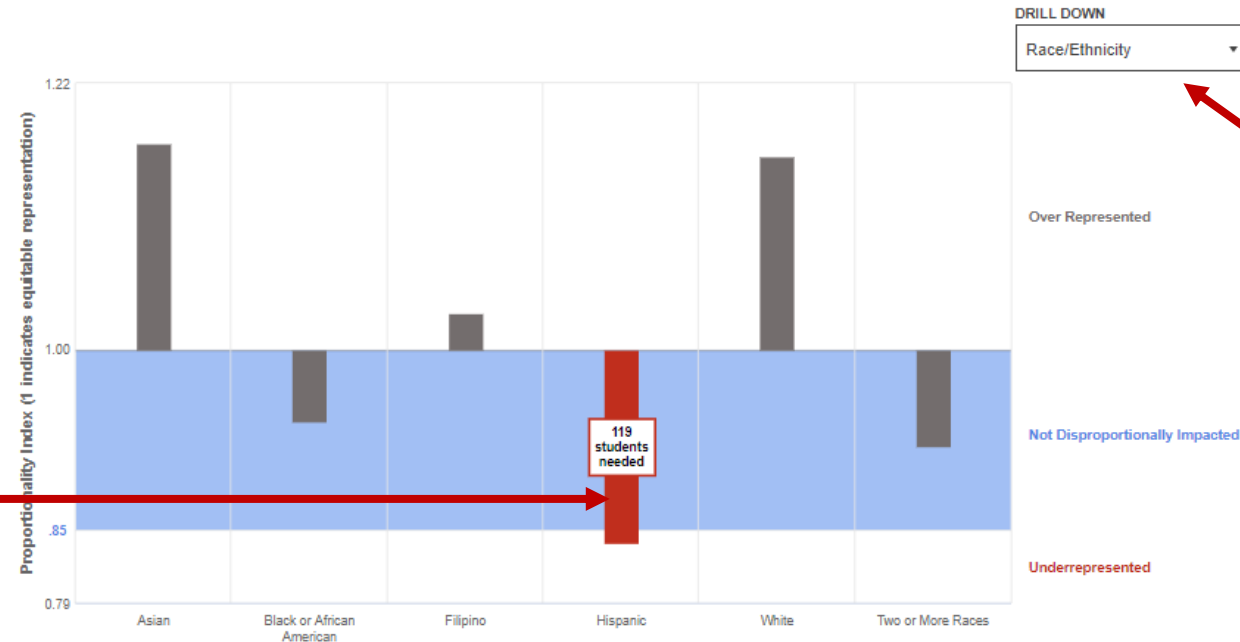
The number of students needed to enroll to eliminate the equity gaps is displayed for Underrepresented student populations with substantive DI.

For example, if 119 more Hispanic CTE students earned a degree, certificate, or attained apprenticeship journey status, the equity gap would be eliminated.

Are there Equity Gaps in Completion using a Proportionality Index? ⓘ

For more detailed information, go to the Detailed Data view under the Equity Gap section.

For the locale, program/sector and year selection made above, the Equity Gap charts shows how many students need to complete in order to Close the Equity Gap for underrepresented populations disproportionately impacted either by gender, race/ethnicity or age. The number of students needed to Close the Equity Gap refers to the number of students who need to complete (by gender, by race/ethnicity or by age) to achieve a one-to-one ratio. Example of a one-to-one-ratio: % of Hispanic students in the Health Sector in 2018-19 who completed = % of Hispanic students who enrolled in the Health Sector in 2018-19 at the college, district, microregion, macroregion, or statewide selected.



Ratio: percentage of the subgroup who completed compared to the percentage of the subgroup at the locale selected (college, district, microregion, macroregion, statewide)

Pop-up text to describe Proportionality Index

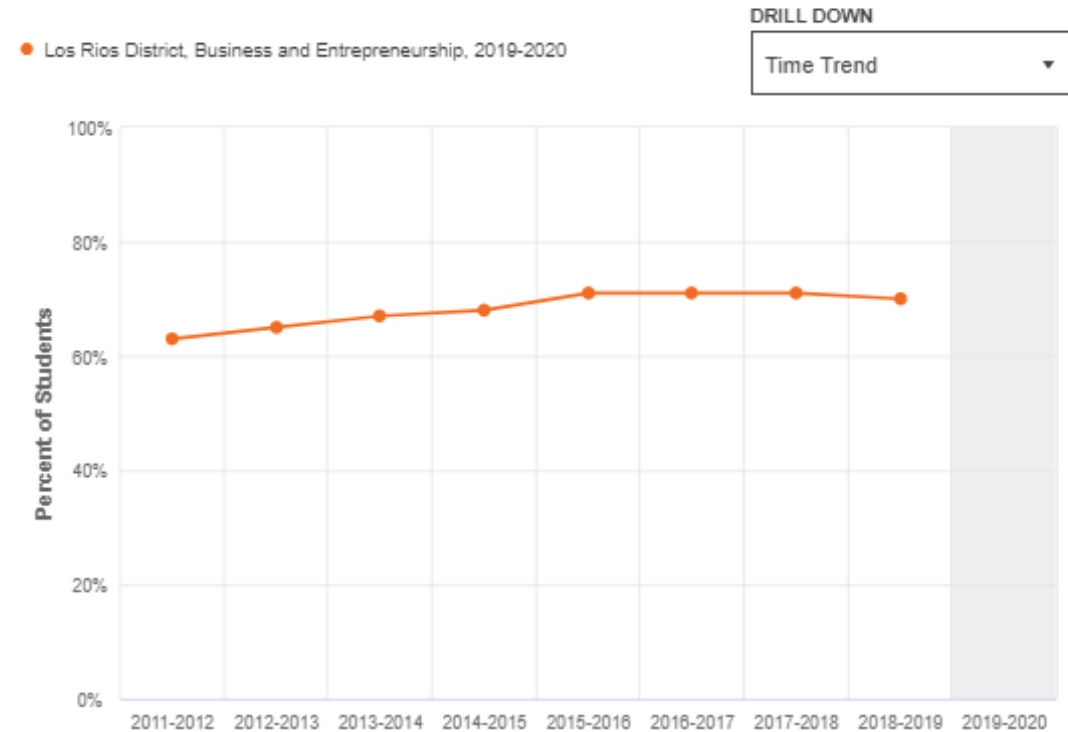
View gaps by gender, race/ethnicity or age group

How many students are employed after exiting?

Example: Los Rios, Business & Entrepreneurship

Employed in the Second Fiscal Quarter After Exit

Among all CCP students who exited the community college system and who did not transfer to any postsecondary institution, median earnings measured immediately following academic year of exit

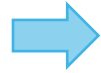


Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File

[Technical Definition](#)

Comparison data

Employed in the Second Fiscal Quarter after Exit



Geographic Area: ☐ Statewide ☐ Macroregion ☐ Microregion ☒ District ☐ College

Los Rios District

Program or Sector: Business and Entrepreneurship

Academic Year: 2019-2020

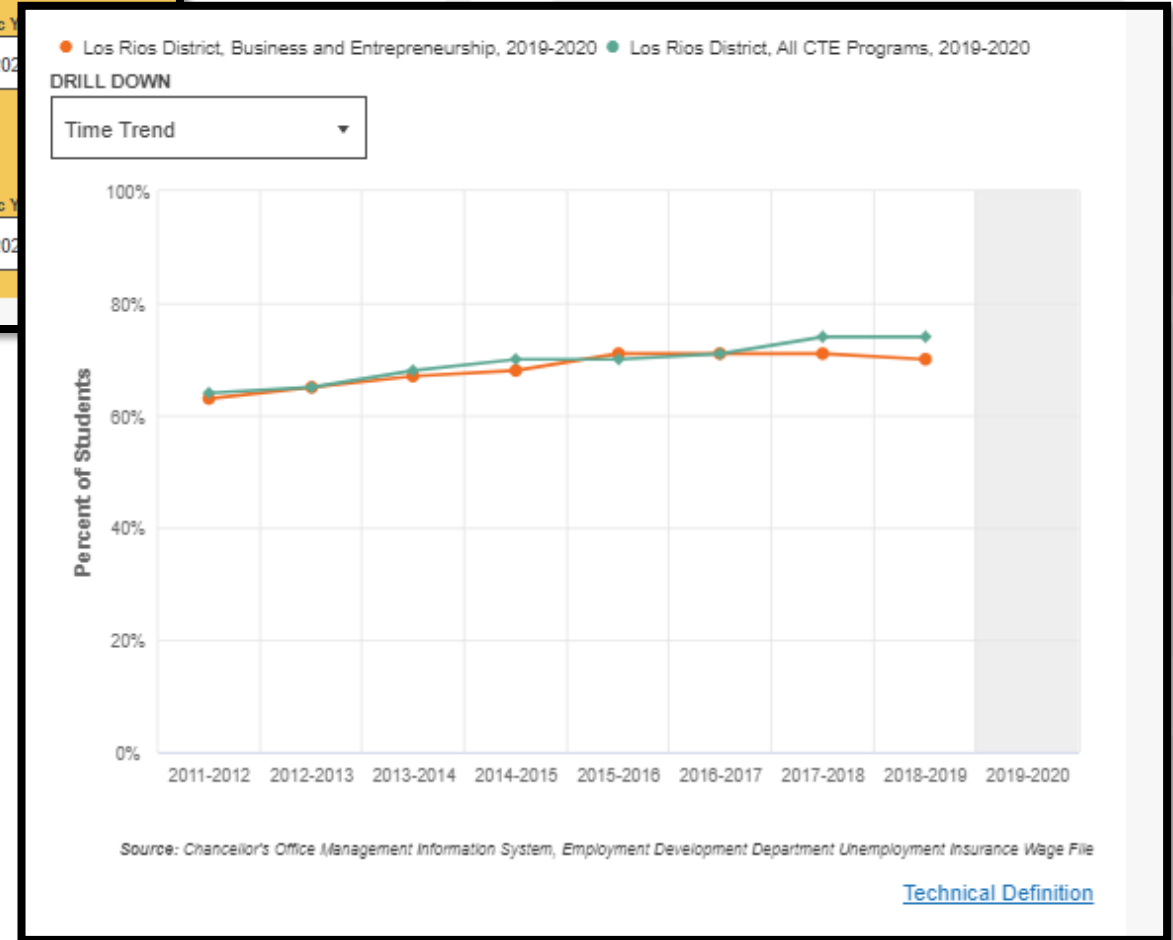
Geographic Area: ☐ Statewide ☐ Macroregion ☐ Microregion ☒ District ☐ College

Los Rios District

Program or Sector: All CTE Programs

Academic Year: 2019-2020

Expand the Detailed Data Comparison to compare in the top ribbon



What jobs are projected to increase in the next five years?

Total 2020 and 2025 Jobs in Microregion where college is located displayed along with top 5 SOC codes mapped to program or sector selection grouped by Skill Level: Typical Entry-Level Education

Total Projected Regional Employment

The total number of jobs for 2020 and 2025 and percentage growth or decline in occupations associated with the selected TOP code in the microregion where the college is located

● Los Rios District, Business and Entrepreneurship, 2019-2020

	2020 Jobs	2025 Jobs	2020-25 Change	2020-25% Change
Regional Jobs Total	426,179	456,064	29,885	7%
Above Middle Skill: Bachelor's Degree Or Higher				
Management Analysts (13-1111)	28,806	30,756	1,950	7%
General and Operations Managers (11-1021)	16,461	17,870	1,408	9%
Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other (11-9198)	16,397	17,618	1,221	7%
Middle Skill: HS Diploma Or Equivalent ⓘ				
Real Estate Sales Agents (41-9022)	30,457	32,893	2,436	8%
Middle Skill: On-The-Job Training				
Retail Salespersons (41-2031)	27,131	27,712	581	2%

Source: Emsi Labor Market data 2021.3, TOP-SOC Crosswalk

[Technical Definition](#)

What skills are needed for those jobs?

Hard Skills Requested in Online Job Postings (90 days)

The number of unduplicated online job postings for top five hard skills in top 10 occupations in the region associated with the selected industry sector or TOP code in the locale selected over a 90-day period (July -Sept 2021). Hard skills are specific, learnable, measurable, often industry- or occupation-specific abilities related to a position. Example: JavaScript might be a hard skill for a data analyst or CPR for a nurse.

• Los Rios District, Business and Entrepreneurship, 2019-2020

Skill	
Bachelor's Degree Or Higher	
	Software Engineering
• Accountants and Auditors (13-2011)	Accounting
• Loan Officers (13-2072)	
• Sales Managers (11-2022)	Java (Programming Language)
• Software Developers and Software Quality Assurance Analysts and Testers (15-1256)	Python (Programming Language)
	SQL (Programming Language)
Associate Degree	
	JavaScript (Programming Language)
	Cascading Style Sheets (CSS)
• Web Developers and Digital Interface Designers (15-1257)	HyperText Markup Language (HTML)
	Java (Programming Language)
	SQL (Programming Language)
HS Diploma Or Equivalent	
	Merchandising
• First-Line Supervisors of Retail Sales Workers (41-1011)	Cash Handling
• Insurance Sales Agents (41-3021)	Insurance Sales
• Customer Service Representatives (43-4051)	Medicare
	Cash Register

Common Skills Requested in Online Job Postings (90 days)

The number of unduplicated online job postings for top five common skills in top 10 occupations in the region associated with the selected industry sector or TOP code in the locale selected over a 90-day period (July -Sept 2021). Common skills can be self-taught and usually do not necessitate a certain completed level of education, such as a Master's degree, or other certifications/credentials. They are essential in many industries and occupations (Example: problem-solving, project management).

• Los Rios District, Business and Entrepreneurship, 2019-2020

Skill	
Bachelor's Degree Or Higher	
	Sales
• Accountants and Auditors (13-2011)	Software Engineering
• General and Operations Managers (11-1021)	Accounting
• Software Developers and Software Quality Assurance Analysts and Testers (15-1256)	Java (Programming Language)
• Sales Managers (11-2022)	Operations
HS Diploma Or Equivalent	
• Customer Service Representatives (43-4051)	Customer Service
• First-Line Supervisors of Office and Administrative Support Workers (43-1011)	Sales
• Insurance Sales Agents (41-3021)	Merchandising
• First-Line Supervisors of Retail Sales Workers (41-1011)	Management
• Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products (41-4012)	Communications
On-The-Job Training	
	Sales
	Customer Service
• Retail Salespersons (41-2031)	Merchandising
	Communications
	Retail Sales

CCP Dashboard Release for 2020-21

- Click Here to View Resources takes you to the Resource Library
- Click Here to find out more about the data in the Community College Pipeline provides resources related to the 2020-21 build and dates of data files received for the build

[Click Here to View Resources](#)

▲ [Click here to find out more about the data in the Community College Pipeline Dashboard](#)

- [Metric Definition Dictionary for November 2021 CCP Release](#)
- [Changes in Definitions on CCP November 2021](#)
- [Download this document to see which colleges are assigned to each region](#)
- Download either document to see which TOP codes are assigned to each sector in [WORD](#) or in [EXCEL](#)
- [Download this brief to learn more about the new Equity Gap Charts](#)
- [Download this brief to learn more about the new Labor Market and Online Job Postings Metrics](#)
- [Download this document to learn more about how CTEOS data is incorporated for the Job in Field of Study metric](#)
- Student goal information from CCC Apply updated on 07/06/2020
- Student goal, milestone and completion information from the Chancellor's Office Management Information System (MIS) last updated on 01/29/2021
- Chancellor's Office Curriculum Inventory file to identify Associate Degrees for Transfer provided by Chancellor's Office Management Information System on 12/21/2020
- Employment and earnings information from the Employment Development Department Unemployment Insurance (UI) wage file last updated on 01/22/2021
- Employment and earnings information from the [CTE Outcomes Survey](#) last updated on 12/20/2020
- Transfer to postsecondary information from the National Student Clearinghouse and CSU/UC match last updated on 01/21/2021
- Attainment of Apprenticeship Journey Status from the Department of Apprenticeship Standards last updated on 02/11/2021
- Labor market and online job postings information from [EMSI](#)
- For more information on labor market demand and supply information, visit the Centers of Excellence for Labor Market Research at <http://www.coeccc.net>

Taking action on the data

Work with colleagues to answer the following questions:

- What other information do you need?
- Which partners need to be involved?
- What are all the possible ideas for addressing the gaps and acting on the opportunities you identified?
- Which of these ideas are likely to benefit students?
- Which of these ideas are within your current capacity to implement?
- How can you measure what's working and make improvements as you go?



Q&A

Guided Pathways Dashboard Release Webinar

Friday, December 10th

- What is the purpose of the Guided Pathway Dashboard?
- What changes have been made in this year's release?
- How do you find the information that you need?
- How can you use the LaunchBoard in your Guided Pathways Efforts?

Give us your feedback!

Feedback survey link:
[https://bit.ly/CCP-
Webinar_11-18_Survey](https://bit.ly/CCP-Webinar_11-18_Survey)





California Community Colleges

Thank you!

www.cccco.edu

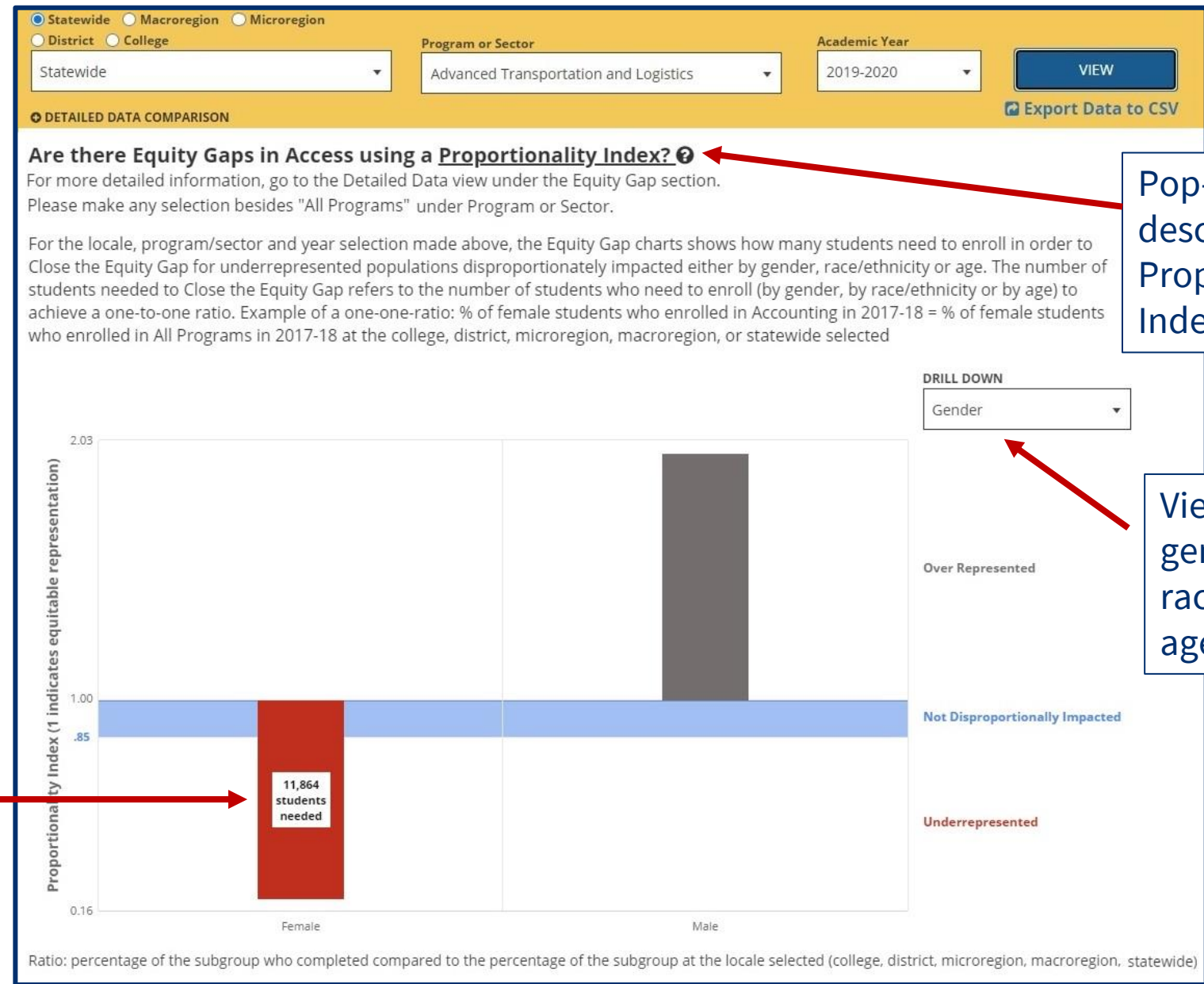


Appendix

New Feature: Summary View of Equity Gap Chart for Access

The number of students needed to enroll to eliminate the equity gaps is displayed for Underrepresented student populations with substantive DI.

For example, 11,864 more female students need to enroll in the Advanced Transportation and Logistics sector to eliminate the equity gap.



Pop-up text to describe Proportionality Index

View gaps by gender, race/ethnicity or age group

Proportionality Index for Calculating Equity Gaps

Group A: Underrepresented with
Disproportionate Impact

Group B: Underrepresented
without Disproportionate Impact

Group C: Overrepresented

Proportionality Index

A proportionality index of 1.00 indicates that a subgroup's representation among those achieving an educational outcome is identical to that subgroup's representation in the student population. If the ratio or index for a subgroup is less than 0.85 in terms of attainment of a metric outcome, then the Chancellor's Office considers that subgroup to be disproportionately impacted or underrepresented for that metric outcome.

Example Calculation:

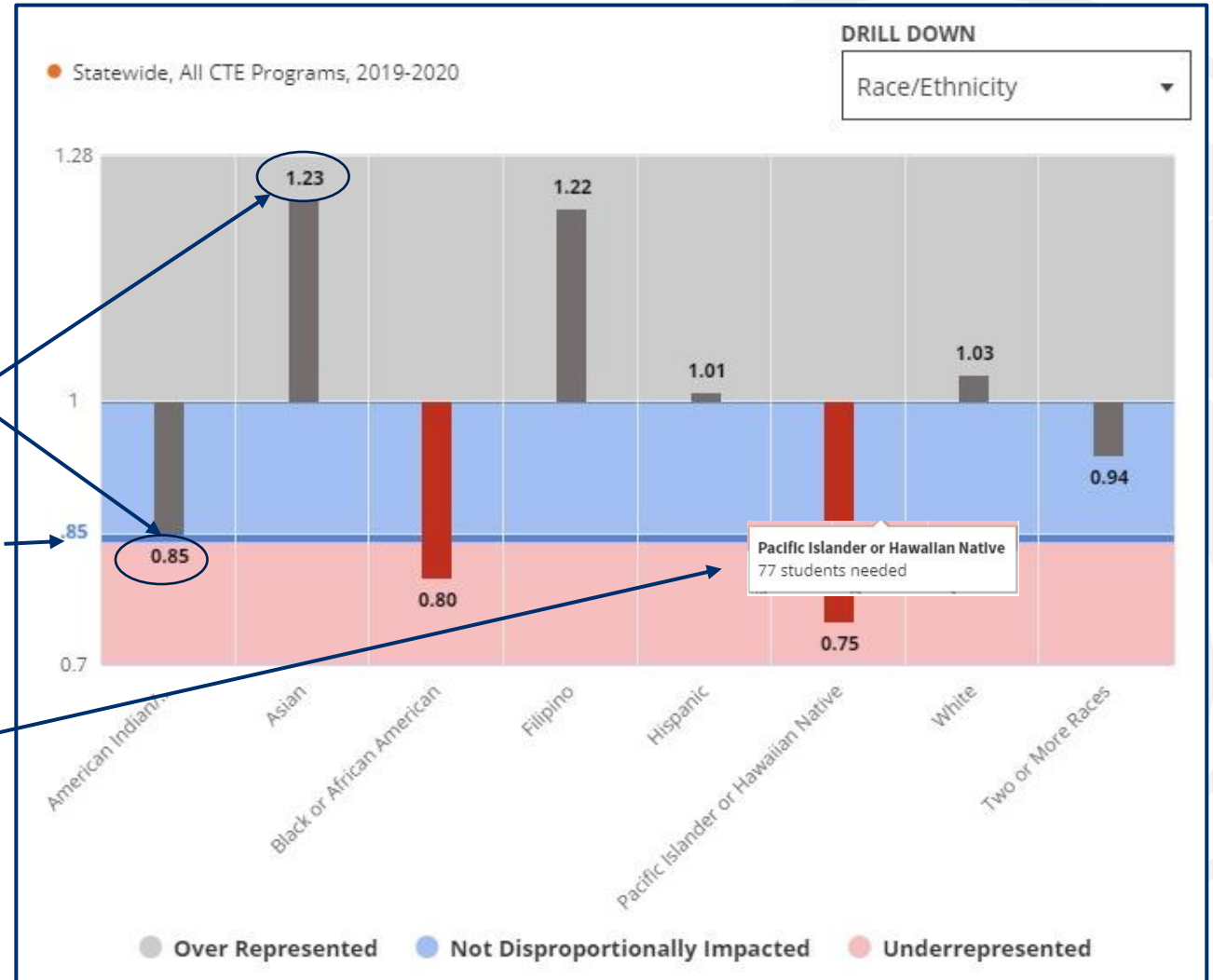
- Group A accounts for 30% of the college population and 20% of the completions
 - $20\% / 30\% = .67$ therefore underrepresented in completions and disproportionately impacted
- Group B accounts for 30% of the college population and 30% of the completions
 - $30\% / 30\% = 1$ therefore equally represented in completions and not disproportionately impacted
- Group C accounts for 40% of the college population and 50% of the completions
 - $50\% / 40\% = 1.2$ therefore overrepresented in completions and not disproportionately impacted

New Feature: Detailed Data View of Equity Gap Charts for Completion & Transfer

PI Ratios displayed for all student populations

The blue line visualizes when an equity gap exceeds a ratio of .85, indicating that a subgroup is considered underrepresented

Hover over the bar to see a pop-up that provides the number of students who needs to complete in order to eliminate the equity gap



New Feature: Table on the Detailed Data View of Equity Gap Chart for Completion & Transfer

Example: Completion | All CTE Programs | Race/Ethnicity

1. % of Pacific Islander students who completed in all CTE programs
2. % of Pacific Islander students in all CTE programs
3. % Pacific Islander students who completed in all CTE / % of Pacific Islander students in all CTE = PI Ratio
4. # of Pacific Islander completers in all CTE programs
5. Total # of Pacific Islander students who need to complete in all CTE for a 1:1 ratio
6. (Total # of Pacific Islander students who need to complete in all CTE for a 1:1 ratio) – (# of Pacific Islander students who completed in all CTE) = **# of Pacific Islander students who need to complete in all CTE for a 1:1 ratio**
7. Over (PI ratio > 1), Under without DI Impact (PI ratio $0.85 < 1$), Under with DI impact (PI ratio < 0.85)

Ethnicity	% Completed	% of Total	% Completed / % of Total	PI Ratio	Students			Under with Disproportionate Impact (0.85 or less), Under without Disproportionate Impact, Over Represented
					# of Completers	Total # Needed for 1:1 Ratio	# Needed to Complete for 1:1 Ratio	
American Indian/Alaska Native	0.30%	0.40%	0.30% / 0.40% =	0.85	248	292	44	Under without DI Impact
Asian	11.90%	9.70%	11.90% / 9.70% =	1.23	8,823	7,150	N/A	Over
Black or African American	4.80%	6.00%	4.80% / 6.00% =	0.8	3,548	4,418	870	Under with DI Impact
Filipino	3.50%	2.90%	3.50% / 2.90% =	1.22	2,575	2,119	N/A	Over
Hispanic	45.90%	45.40%	45.90% / 45.40% =	1.01	33,926	33,563	N/A	Over
Pacific Islander or Hawaiian Native	0.30%	0.40%	0.30% / 0.40% =	0.75	231	308	77	Under with DI Impact
White	26.10%	25.20%	26.10% / 25.20% =	1.03	19,273	18,670	N/A	Over
Two or More Races	3.50%	3.80%	3.50% / 3.80% =	0.94	2,624	2,787	163	Under without DI Impact

New Feature: Labor Market Historical Employment

Total Historical Regional Employment				
The total number of jobs for 2015 and 2020 and percentage growth or decline in occupation associated with the selected TOP code in the microregion where the college is located				
Statewide, Energy, Construction and Utilities, 2018-2019	2015 Jobs	2020 Jobs	2015-20 Change	2015-20% Change
Statewide Jobs Total	1,446,527	1,636,015	189,488	12%
Higher Skill: Bachelor's Degree Or Higher				
Project Management Specialists and Business Operations Specialists, All Other (13-1198)	152,419	249,276	96,858	64%
Middle Skill: Apprenticeship				
Carpenters (47-2031)	160,519	172,965	12,446	8%
Electricians (47-2111)	73,604	84,821	11,217	15%
Below Middle Skill: On-The-Job Training ⓘ				
Construction Laborers (47-2061)	166,646	176,227	9,581	6%
Painters, Construction and Maintenance (47-2141)	71,491	74,322	2,831	4%

Statewide selection will give Statewide jobs

Top five SOC codes mapped to program or sector selection displayed by Skill Level: Typical Entry-Level of Education per BLS

Total Historical Employment:

- 2015 Jobs
- 2020 Jobs
- 2015-20 Change
- 2015-20 % Change

Pop-up text for info on skills level

New Feature: Labor Market Projected Employment

Total Projected Regional Employment

The total number of jobs for 2020 and 2025 and percentage growth or decline in occupations associated with the selected TOP code in the microregion where the college is located

● North/Far North, Energy, Construction and Utilities, 2019-2020

	2020 Jobs	2025 Jobs	2020-25 Change	2020-25% Change
Regional Jobs Total	158,210	171,518	13,308	8%
Above Middle Skill: Bachelor's Degree Or Higher				
Project Management Specialists and Business Operations Specialists, All Other (13-1198)	16,865	18,170	1,305	8%
Middle Skill: Apprenticeship				
Carpenters (47-2031)	21,396	22,687	1,291	6%
Electricians (47-2111)	8,044	9,804	1,761	22%
Below Middle Skill: On-The-Job Training				
Construction Laborers (47-2061)	18,709	20,554	1,845	10%
Painters, Construction and Maintenance (47-2141)	7,621	8,131	510	7%

Macroregion selection will give jobs in the Macroregion

Top five SOC codes mapped to program or sector selection displayed by Skill Level: Typical Entry-Level of Education per BLS

Total Projected Employment:

- 2020 Jobs
- 2025 Jobs
- 2020-25 Change
- 2020-25 % Change

New Feature: Labor Market Projected Openings

College, District or Microregion selection will give jobs in the Microregion

Top five SOC codes mapped to program or sector selection displayed by Skill Level: Typical Entry-Level of Education per BLS

Projected Regional Job Openings

The total number of annual replacement jobs, average annual new jobs and average annual job openings for 2020-2025 time period in occupations associated with the selected TOP code in the microregion where the college is located

● Chabot-Las Positas District, Energy, Construction and Utilities, 2019-2020

Annual Projections for 2020-2025

	Annual Replacement Jobs ⓘ	Annual New Jobs ⓘ	Annual Openings ⓘ
Regional Totals	11,082	5,194	12,200
Above Middle Skill: Bachelor's Degree Or Higher			
Project Management Specialists and Business Operations Specialists, All Other (13-1198)	1,633	914	1,813
Middle Skill: Apprenticeship			
Carpenters (47-2031)	1,131	54	1,179
Electricians (47-2111)	769	957	962
Below Middle Skill: On-The-Job Training			
Construction Laborers (47-2061)	1,246	423	1,340
Painters, Construction and Maintenance (47-2141)	504	273	570

Total Projected Openings:

- Annual Replacement Jobs
 - Annual New Jobs
 - Annual Openings
- ? Including pop-up text to explain each with links to Emsi resources

New Feature: Hard and Common Skills Requested Over 90-day and 365-day Periods

Hard Skills Requested in Online Job Postings (365 days)

The number of unduplicated online job postings for top five hard skills in top 10 occupations in the region associated with the selected industry sector or TOP code in the microregion and macroregion where the college is located over a 365-day period (Oct 2020 -Sept 2021). Hard skills are specific, learnable, measurable, often industry- or occupation-specific abilities related to a position. Example: JavaScript might be a hard skill for a data analyst or CPR for a nurse.

Greater Sacramento, Advanced Manufacturing, 2019-2020

Skill

Bachelor's Degree Or Higher

- Electrical Engineers (17-2071)
- Industrial Engineers (17-2112)
- Mechanical Engineers (17-2141)
- Occupational Health and Safety Specialists (19-5011)
- Computer Hardware Engineers (17-2061)
- Surveyors (17-1022)

- Electrical Engineering
- Mechanical Engineering
- Automation
- AutoCAD
- Manufacturing Processes

HS Diploma Or Equivalent

- Maintenance and Repair Workers, General (49-9071)
- First-Line Supervisors of Production and Operating Workers (51-1011)
- Welders, Cutters, Solderers, and Brazers (51-4121)
- Machinists (51-4041)

- Plumbing
- HVAC
- Painting
- Carpentry
- Mechanics

Top 10 SOC codes mapped to program or sector selection for microregion, macroregion or statewide selection displayed by Typical Entry-Level of Education per BLS

Top 5 hard (or common) skills for each grouping of top 10 SOC codes by Typical Entry-Level of Education

New Feature: Table for Hard and Common Skills Requested Over 90-day and 365-day Periods

^ View Detailed Table with Numeric Values

Expand to View Detailed Table with No. of Postings for Top Hard or Common Skills Requested in Online Job Postings for Top 10 SOC codes Mapped to Program or Sector Selected

Skill

No of Online Postings over 365-Day Period Oct 2019-Sept 2020

No of Online Postings over 365-Day Period Oct 2020-Sept 2021

% Change

Bachelor's Degree Or Higher

- Electrical Engineers (17-2071)
- Industrial Engineers (17-2112)
- Mechanical Engineers (17-2141)
- Occupational Health and Safety Specialists (19-5011)
- Computer Hardware Engineers (17-2061)
- Surveyors (17-1022)

Electrical Engineering

534

695

30%

Mechanical Engineering

396

415

5%

Automation

192

260

35%

AutoCAD

179

246

37%

Manufacturing Processes

176

226

28%

HS Diploma Or Equivalent

- Maintenance and Repair Workers, General (49-9071)
- First-Line Supervisors of Production and Operating Workers (51-1011)
- Welders, Cutters, Solderers, and Brazers (51-4121)
- Machinists (51-4041)

Plumbing

1,261

1,782

41%

HVAC

979

1,356

39%

Painting

787

1,129

43%

Carpentry

758

985

30%

Mechanics

566

753

33%

No. of Online Job Posting for Previous 90-Day or 365-Day Period compared to the Latest 365-Day Period for Hard or Common Skills Requested by Employers

Source: Emsi Labor Market data 2021.3, TOP-SOC Crosswalk

New Feature: Qualifications Requested Over 90-day and 365-day Periods

Qualifications Requested in Online Job Postings (90 days)

The number of unduplicated online job postings for top five qualifications in top 5 occupations in the region associated with the selected industry sector or TOP code in the microregion and macroregion where the college is located over a 90-day period (July-Sept 2021). In Emsi data, the term qualifications refers to the certifications decided on by a third-party entity (school, government, industry, etc.) that acknowledges a body of skills and abilities

● Greater Sacramento, Advanced Manufacturing, 2019-2020

Qualification	
Above Middle Skill: Bachelor's Degree Or Higher	
<ul style="list-style-type: none">Electrical Engineers (17-2071)Industrial Engineers (17-2112)Mechanical Engineers (17-2141)Occupational Health and Safety Specialists (19-5011)	<ul style="list-style-type: none">Licensed Professional EngineerProfessional EngineerSecurity ClearanceEngineer in TrainingCertified Safety Professional
Middle Skill: HS Diploma Or Equivalent ⓘ	
<ul style="list-style-type: none">Maintenance and Repair Workers, General (49-9071)	<ul style="list-style-type: none">HVAC CertificationCFC Refrigeration CertificationCDL Class C LicenseCommercial Driver's License (CDL)CDL Class B License

✓ View Detailed Table with Numeric Values

Top 5 SOC codes mapped to program or sector selection for microregion, macroregion or statewide selection displayed by Typical Entry-Level of Education per BLS

Expand to View Detailed Table with No. of Postings for Top Qualifications Requested comparing latest 90-day or 365-day period to previous periods

Top 5 qualifications for each grouping of top 5 SOC codes by Skills Level: Typical Entry-Level of Education

New Feature: Top Employers Posting Jobs Over 90-day and 365-day Periods

Top 10 SOC codes mapped to program or sector selection for microregion, macroregion or statewide selection displayed by Typical Entry-Level of Education per BLS

Employers in Online Job Postings (90 days)

The number of unduplicated online job postings by top 10 employers for top 10 occupations associated with the selected industry sector or TOP code in the microregion and macroregion where the college is located over a 90-day (July-Sept 2021) period

● East Bay, Administration of Justice (2105), 2019-2020

	Employer	No of Online Postings over 90-Day Period July-Sept 2021
Above Middle Skill: Bachelor's Degree Or Higher		
	Lucid Motors	296
	General Dynamics Corporation	273
	Workday, Inc.	97
	Facebook, Inc.	92
	Cynet Systems Inc.	91
	Accenture PLC	89
<ul style="list-style-type: none"> Child, Family, and School Social Workers (21-1021) Computer Occupations, All Other (15-1299) Information Security Analysts (15-1212) Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other (11-9198) 		
Middle Skill: HS Diploma Or Equivalent ⓘ		
	Allied Universal	377
	Securitas USA Co.	97
	Ross Stores, Inc.	63
	Whelan Security Co.	43
	The Home Depot	41
	Securitas Security Services Usa, Inc.	40
<ul style="list-style-type: none"> Detectives and Criminal Investigators (33-3021) Police and Sheriff's Patrol Officers (33-3051) First-Line Supervisors of Protective Service Workers, All Other (33-1099) Police, Fire, and Ambulance Dispatchers (43-5031) Private Detectives and Investigators (33-9021) Security Guards (33-9032) 		

Top 10 Employers posting jobs online mapped to the top 10 SOC codes displayed by Level: Typical Entry-Level of Education