



## Understanding Display of Complete and Incomplete Years of Data in the Student Success Metrics Dashboard

April 2023

### Overview of Metrics with Incomplete Data in Student Success Metrics

When first-time cohort students, starting in the selected academic year have not had the full timeframe per metric definition (e.g., in the first full year) or per cohort length selection (two-, three-, four- or six-years) to attain a metric outcome, then the data displayed for those first-time cohorts is **incomplete**.

In addition, the snapshot view of SSM also has a “Metrics Under Development” section that contains three metrics for Completed Both Transfer Level Math and English, Transfer Level Math Only and Transfer Level English Only. Those expanded view metrics allow students who start in spring a full year to complete the transfer level courses and a full three years for credit ESL students to complete. Therefore, for students who start in 2021-22, data is **incomplete** since students who start in spring 2022 term would have until the end of fall 2022 term to complete transfer level math and English or until the end of spring 2025 term to complete for credit ESL students.

### Why were incomplete years of data added

The display of incomplete years of data allows users to see how cohorts are progressing in terms of attaining a metric outcome in a more recent timeframe understanding that data displayed for incomplete years will change over time. By providing incomplete data for cohorts when the timeframe to meet the metric outcome has not ended, colleges can evaluate progress in relation to prior year cohort metric outcomes who have been given the full cohort length to achieve the metric outcome. With this additional data in hand, colleges can develop strategies to help first-time students achieve their goals rather than waiting for the entire cohort time frame to be complete (two-, three-, four- or six-years).

This feature helps institutions proactively target students in a first-time cohort based on the latest available outcomes data. As an example, a college launches a new first-year experience program in 2017-18 to get students on a clear pathway to completion. The data for incomplete years for that 2017-18 cohort compared to prior complete years of data for other cohorts allows the college to see if completion rates are higher compared to previous cohorts in order to determine if the new first-year experience program is having an effect or needs to be enhanced or modified before the end of the two-, three-, four-, or six-year cohort length. Additionally, disaggregations allow colleges to see which groups are benefiting the most and which groups might need additional support in order to attain a degree or certificate that could be integrated into the first-year experience program.

In the Student Success Metrics dashboard, there are metrics that exist that indicate the timeframe allowed to meet the outcome of the metric in the definition. For example, Completed Transfer Level Math and English to align with the Student Centered Funding Formula (SCFF) requires that all students complete within their first academic year. Therefore, in the cohort view the selection of “Cohort Length” as two-, three-, four- or six- years will not change the metric outcome. Similarly, Successful Enrollment also specifies that a student must apply and enroll in the selected year to be included in this metric. For these metrics, there are no incomplete years of data.

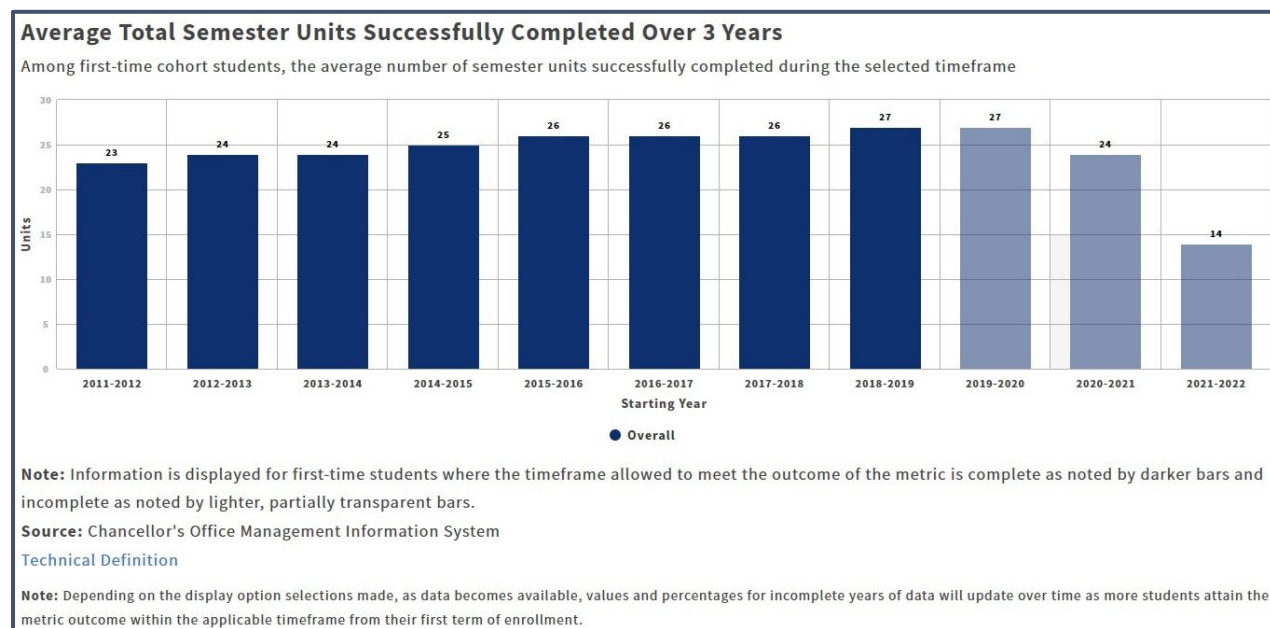
In the cohort view, for those metrics where the two-, three-, four- or six-year timeframe selection does apply and for metrics that require subsequent year data per the metric definition, then incomplete data is displayed. For example, Persisted from First Primary Term to Subsequent Primary Term requires fall 2022 data for students in the 2021-22 cohort who started in spring 2022. Because 2022-23 data *is not* available, but information for students who started in fall 2021 *is currently available*, then incomplete data for the 2021-22 cohort is displayed.

Unfortunately, for the Transfer for a Four-Year metrics and the Job in Field of Study metric from the CTE Outcomes Survey, incomplete years of data is not available since it is not really useful information. All of these metrics require exit from the California community college system to be counted for Transfer for a Four-Year metrics or exit from all postsecondary for Job in Field of Study metric. Depending on the cohort selection made, exit is required three, four, five or seven years from the first term of non-special admit credit enrollment. Basically, with the current construction of these metrics, students are considered as exiting in incomplete years of data before exit can really be determined. Therefore, incomplete years of data for these metrics would not be accurate and useful to understand trends or to make

## UI Display of Complete vs Incomplete Data for First-Time Cohorts

### Example 1: Average Total Units Successfully Completed After Three Years in the cohort view

The SSM cohort view displays bar charts for time trends. Information is displayed for first-time students where the timeframe allowed to meet the outcome of the metric is **complete** as noted by darker bars and **incomplete** as noted by lighter, partially transparent bars. Notes will appear below the chart to explain the lighter bars displaying **incomplete** years of data which will update over time as more students attain the metric outcome within the applicable timeframe from their first term of enrollment.



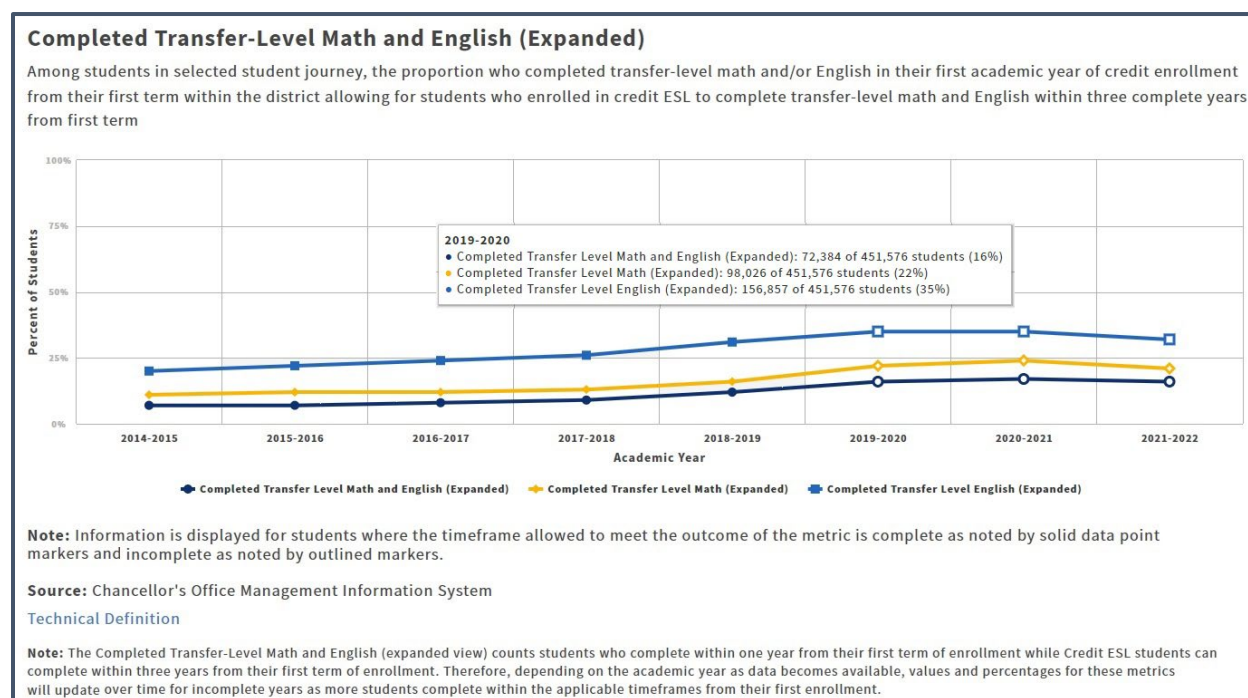
The graph above indicates that students who started in 2019-20 have completed an average of 27 units within three years, but the data for those students is not complete since students who started in spring 2020 would have until spring 2023 pass to include in the average unit calculation over three years. The



next build of the SSM dashboard to bring in the 2022-23 data would update the 2019-20 cohort average with the units earned for those students who started in spring 2020. Even without those units earned in spring 2023 for those students, the average at 27 units is already the same or higher than the average for any prior first-time cohort. Similarly, those students who began in 2020-21 completed 24 units within two years, and those who enrolled in 2021-22 completed an average of 14 units in one year for students who started in fall and part of a year for students who started in spring.

### Example 2: Completed Transfer Level Math and English (Expanded View) in the snapshot view

The chart in the Metrics Under Development section in the SSM snapshot view displays lines for time trends. Information is displayed for first-time students where the timeframe allowed to meet the outcome of the metric is **complete** as noted by solid data point markers and **incomplete** as noted by outlined markers. Notes will appear below the chart to explain the outlined data point markers displaying **incomplete** years of data



As the graph indicates, data is incomplete and will update over time as more years of data are incorporated for students who started in spring term of 2019-20 and in later academic years. The data for credit ESL students who started in spring 2020 is not complete since those students would have until spring 2023 to complete the metric outcome per the metric definition. However, the students who started in 2019-20 have already completed transfer level math and English at a rate that is higher than any group of first-time students who started in any prior year with a rate of 16% compared to 12%, which is the highest completion rate for students who started in any prior year. Further breaking down this metric, students who started in 2019-20 have already completed transfer level math at a rate of 22% compared to 16% which is the highest completion rate for students who started in any prior year. Similarly, students who started in 2019-20 completed transfer level English have completed at a rate 35% compared to 31% which is the highest completion rate for students who started in any prior year.

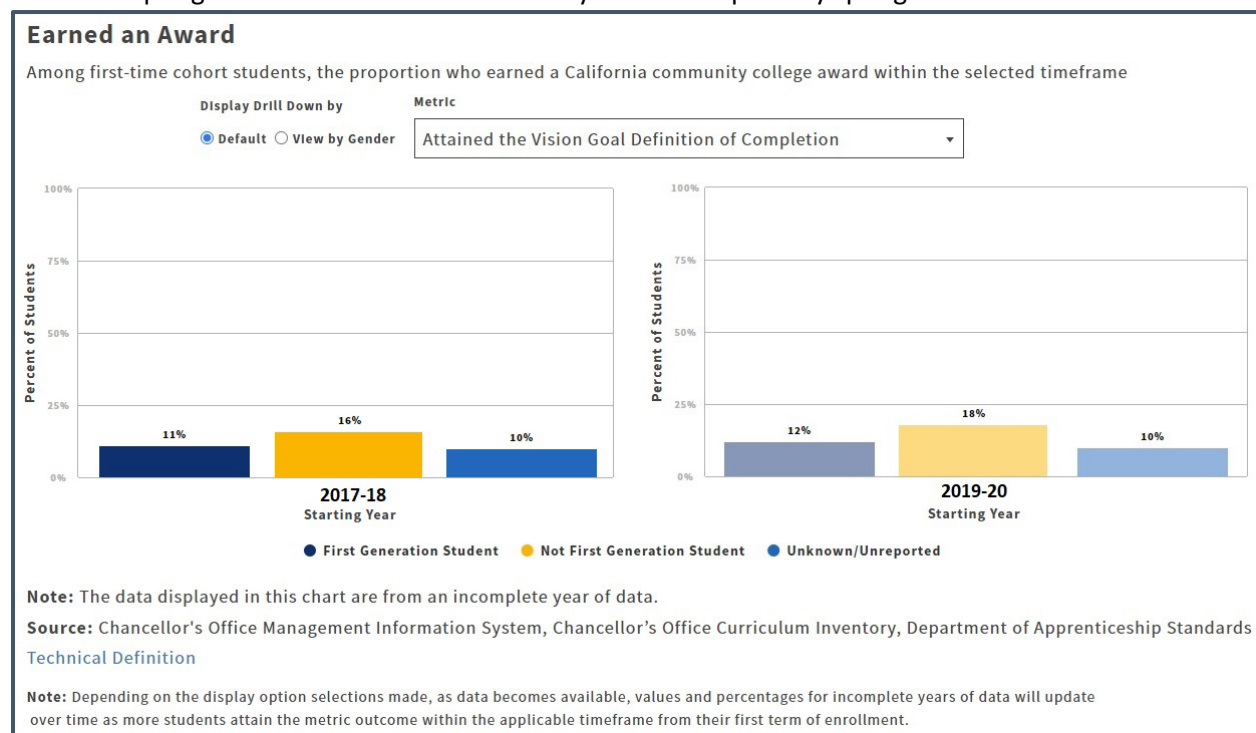


While the first-time students included in the denominators have decreased by 25% between 2016-17 to 2020-21, a higher percentage of students are completing transfer level math and English in their first full year or in three years from their first enrollment for credit ESL students.

### Example 3: Attained the Vision Goal Definition of Completion After Three Years for First Generation Drilldown

For both snapshot and cohort views, when a disaggregation is selected in the drilldown menu in the header, and the chart updates to a single year display, then information is displayed for first-time students where the timeframe allowed to meet the outcome of the metric is **complete** as noted by darker bars and **incomplete** as noted by lighter, partially transparent bars. Notes will appear above and below the chart to explain the lighter bars displaying incomplete years of data.

Data is complete for students who started in 2017-18 and completed within three years. Students who started in spring 2018 will have had a full three years to complete by spring 2021.



The graph on the left shows transfer data for students who started in 2017-18. First generation students completed at an 11% rate compared to not first generation students who completed at a 16% rate. That 5 point gap in completion rates between first generation and not first generation students could be narrowed with intentional focus on first generation students to provide them with additional services that could close that gap. The graph on the right shows an incomplete year of data for the difference in completion rates between first generation and not first generation students who started in 2019-20. Currently, the completion gap between first generation and not first generation students who started in 2019-20 is slightly higher 6 points (18% -12%). Both first generation and not first generation students, who started in 2019-20 have higher completion rates than those student populations who started in 2017-18. However, there is still work to do to close that gap before the end of the three-year timeframe or cohort length.