CAEP AEP Presentation

CAEP Summit 2020

October 29, 2020

Jessica Chittaphong, jchitta@wested.org, Program Coordinator, WestEd
Karen Beltramo, kbeltra@wested.org, Senior Project Manager, WestEd
Blaire Willson Toso, btoso@wested.org, Senior Project Manager, WestEd

Bit.ly link for PPT: http://bit.ly/CAEP_AEP_102920

California Community Colleges

Agenda for Today

8:30-8:40   Introductions

8:40-9:10   LaunchBoard overview and navigating the AEP

9:10-9:30   Digging deeper into the data

9:30-9:50   Using the data

9:50-10:00   Wrap Up

California Community Colleges

Goals for Today:

1. Understand what's available to you on the LaunchBoard

2. Learn how to navigate and understand the data on the Adult Education Pipeline

3. Learn how to use the data on the Adult Education Pipeline

California Community Colleges

The LaunchBoard offers a suite of dashboards that helps you track progress toward economic mobility

What is the LaunchBoard?

Suite of web-based data dashboards that brings education, employment, and labor market data together to inform decision making and planning.

Planning Tools

- Instructional program level data for in-depth program review

- Dashboards: Community College Pipeline and Adult Education Pipeline

Accountability Tools

- Initiative specific metrics to track progress and/or to allocate funding

- Dashboards: Student Success Metrics, Strong Workforce Program, Guided Pathways

Designed to help/connect practitioners and decision makers at different levels to answer key questions like:
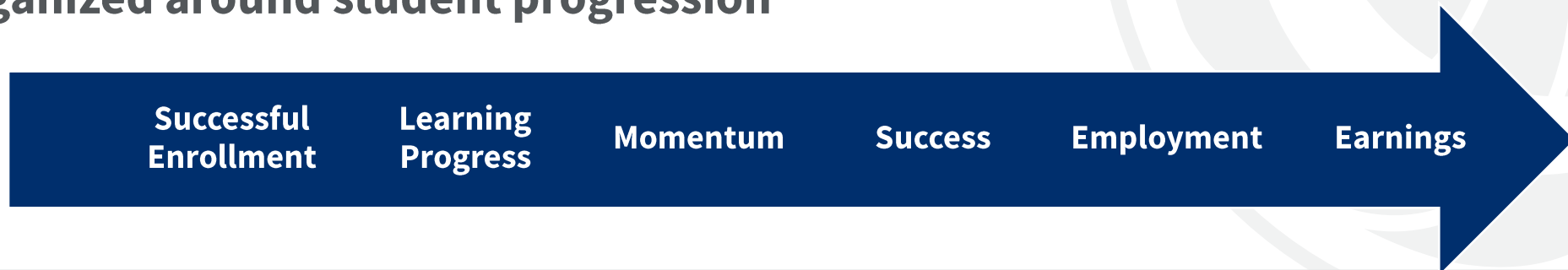
- *How many and what type of students are in which programs?*

- *Are graduates earning a living wage for the region?*

- *How do transition and completion rates compare across different student populations and programs?*

California Community Colleges

Commonalities Across Dashboards

1. Several data sources brought together

- **Student and program data** reported to the Chancellor's Office Management Information System (COMIS), CalPADS for K12 information, CASAS/TopsPro Enterprise for K12/Adult Ed information

- **Employment and earnings data** from Employment Development Department UI wage file and the CTE Outcomes Survey

- **Transfer information** from the National Student Clearing House and CSU/UC match

2. Organized around student progression

Successful Enrollment	Learning Progress	Momentum	Success	Employment	Earnings

California Community Colleges

Commonalities Across Dashboards

3. Disaggregations provided to separate outcomes by population
- Common disaggregations are: Age, Race/Ethnicity, Gender, Economically Disadvantaged

4. FERPA Suppression: Family Educational Rights and Privacy Act of 1974
- To protect students' identities, data is hidden if sample size is too small
- Complimentary suppression

5. Employment and Earnings Data
- EDD UI Wage file – Only students with valid Social Security numbers are matched for Employment and Earnings metrics
- CTEOS – Data is self reported and only as sample of students are asked to complete the survey

California Community Colleges

Summary of Dashboards

LaunchBoard Dashboard	Why Would I Use It?	Which Students am I Looking At?
Student Success Metrics (SSM)	View and compare metrics that align with SCFF and Vision for Success Goals by student journey at the regional, district or college level	Non-special admit students grouped by student goal and course taking behavior
Guided Pathways (GP)	Examine 1st year momentum points to evaluate GP reforms at the regional, district or college level	First-time, non-special admit, credit students
Strong Workforce Program (SWP)	View and compare outcomes used in the 17% SWP Funding at the regional, district, college sector and program (TOP code) level	Non-special admit, CTE students who met a minimum course taking threshold

California Community Colleges

Summary of Dashboards

LaunchBoard Dashboard	Why Would I Use It?	Which Students am I Looking At?
Adult Education Pipeline (AEP)	View and compare metrics for program review and improvement at the regional, consortia, community college district, institution, and CAEP program level	Noncredit students in K12 adult schools and community colleges who met a minimum course taking threshold
Community College Pipeline (CCP)	View and compare metrics for program review and improvement at the regional, district, college sector and program (TOP code) levels	Non-special admit students who met a minimum course taking threshold

California Community Colleges

Adult Education Pipeline

https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline.aspx

California Community Colleges

Functionality Summary

View information at three levels of specificity:

- High-level data points on key program and student outcomes (tile page)
- Infographics designed to support data-informed conversations (summary pages)
- Detailed data charts and tables with:
  - The ability to view disaggregated results by demographics and by program
  - Option to compare results to any other institution or region
  - Time trends

Information can be viewed at institutional level and by specific year

- Statewide, region, consortia, institution, and community college district
- K12 adult school data collection began in 2016/17

California Community Colleges

Getting started…

Select the region or institution you want to examine by using the filter options and then click "View"

Getting started…

- After you've selected your filter options, the 6 tiles will be populated with the corresponding data

- Each tile has a high-level data point showing that corresponds to the title of the tile

- Use your mouse to hover over the charts to see the actual counts or percentages

- For all tiles, except the AEP Score Card, clicking view will take you to the Summary page associated with that tile

- The AEP Score Card was created to align to specific outcome measurement metrics and will look unique in this dashboard

The AEP Score Card

CAEP's accountability page – the first look provides an easy to read list of outcome metrics

AEP Score Card

The Score Card provides a snapshot view of the metrics reported annually to the legislature for Adult Education in California.
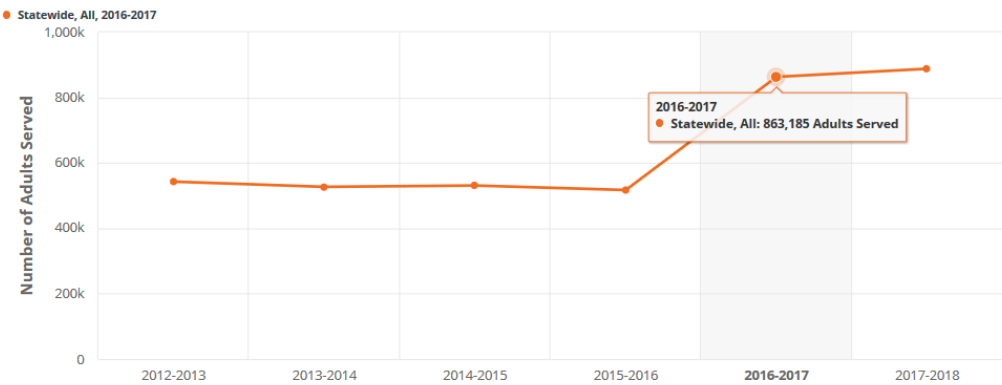
Drilldown

Time Trend

⌄ **ADULTS SERVED – INSTRUCTIONAL PROGRAMS AND SERVICES: 863,185**

⌄ **TOTAL PARTICIPANTS WITH 12+ INSTRUCTIONAL CONTACT HOURS: 553,949**

⌄ **IMPROVED ONE OR MORE EDUCATIONAL FUNCTIONING LEVELS: 92,652**

⌄ **COMPLETED A WORKFORCE PREPARATION MILESTONE: 76,811**

⌄ **PARTICIPANTS WHO EARNED A DIPLOMA, GED, OR HIGH SCHOOL EQUIVALENCY: 20,602**

⌄ **TRANSITIONED TO POSTSECONDARY: 34,290**

⌄ **PARTICIPANTS WHO COMPLETE A POSTSECONDARY CREDENTIAL: 36,129**

⌄ **SECOND QUARTER EMPLOYMENT : 83,583**

⌄ **FOURTH QUARTER EMPLOYMENT: ***

⌄ **MEDIAN ANNUAL EARNINGS: ***

⌄ **CHANGE IN EARNINGS : 39%**

Each metric expands to show a time trend and users can select 3 drilldown options for the data in the selected year

⌃ ADULTS SERVED – INSTRUCTIONAL PROGRAMS AND SERVICES: 863,185

The number of adults (reportable individuals) who had one or more instructional contact hours and/or received support services in the selected year.

● Statewide, All, 2016-2017

2016-2017
● Statewide, All: 863,185 Adults Served

Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System
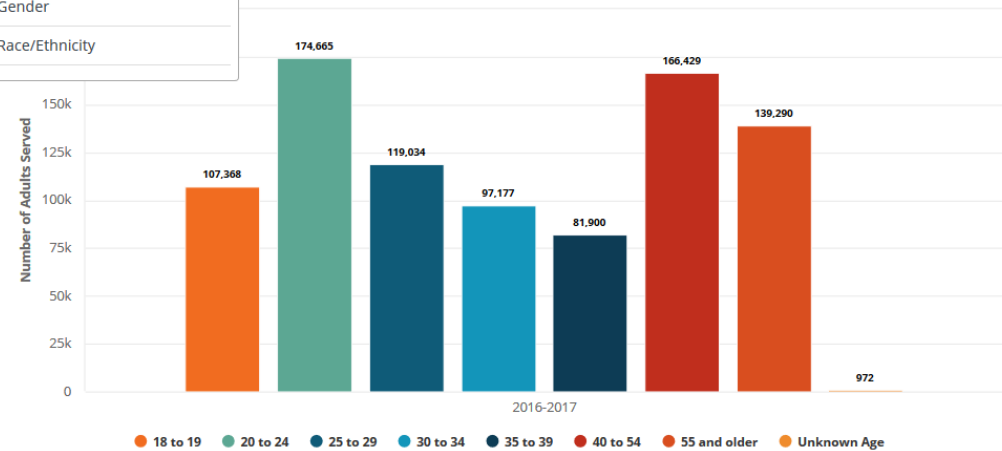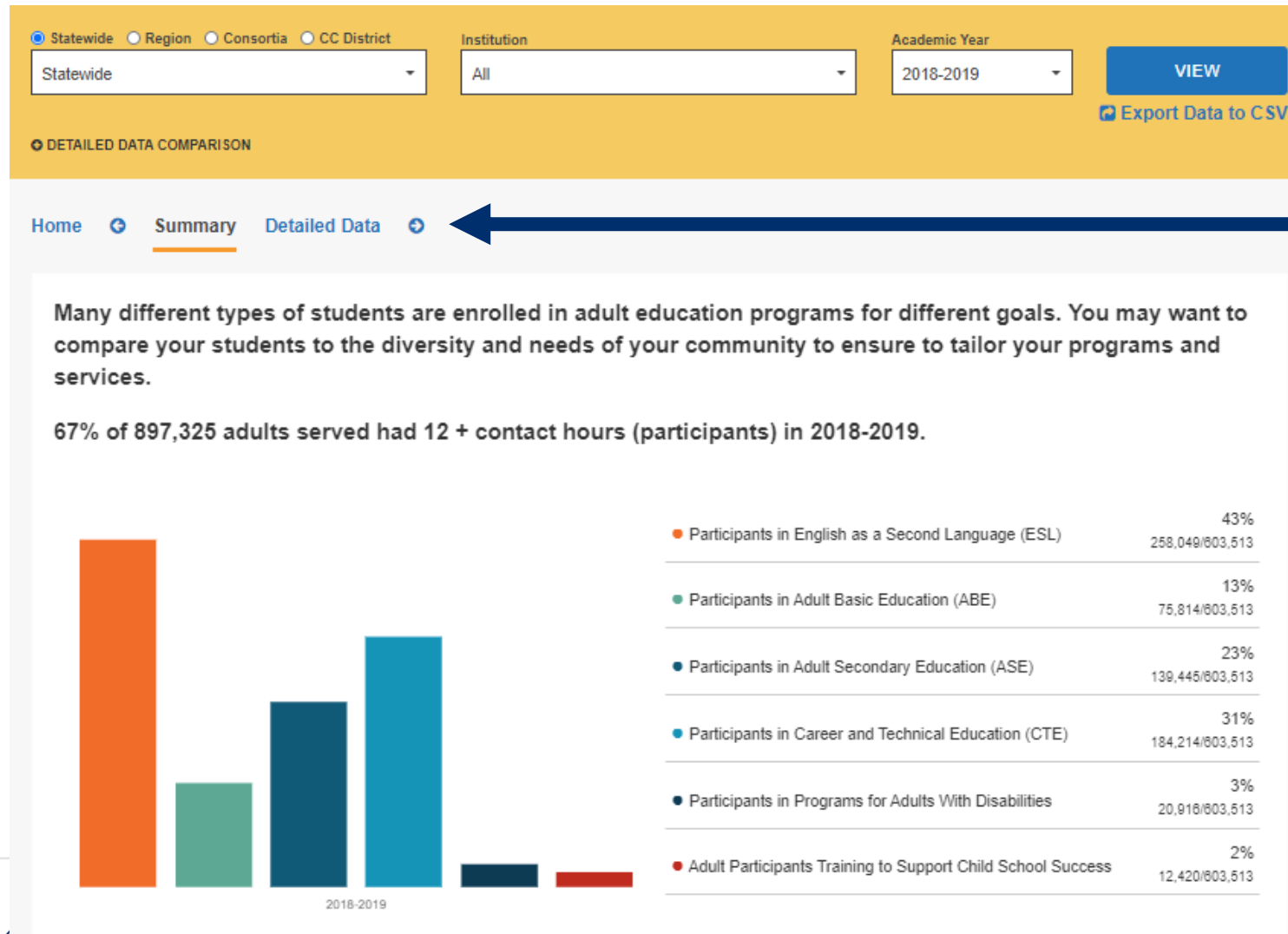
Drilldown

Age Group

Time Trend

Age Group

Gender

Race/Ethnicity

...UCTIONAL PROGRAMS AND SERVICES: 863,185

...ividuals) who had one or more instructional contact hours and/or received support services in the selected year.

107,368 | 174,665 | 119,034 | 97,177 | 81,900 | 166,429 | 139,290 | 972

2016-2017

● 18 to 19 ● 20 to 24 ● 25 to 29 ● 30 to 34 ● 35 to 39 ● 40 to 54 ● 55 and older ● Unknown Age

Summary Pages

For other tiles, clicking view will take you to a summary page

Navigation: swipe (if using a touch screen) or use arrows go back to the home page or move on to the detailed data section

The **purpose of the summary page** is to display metrics of high interest in a digestible way.
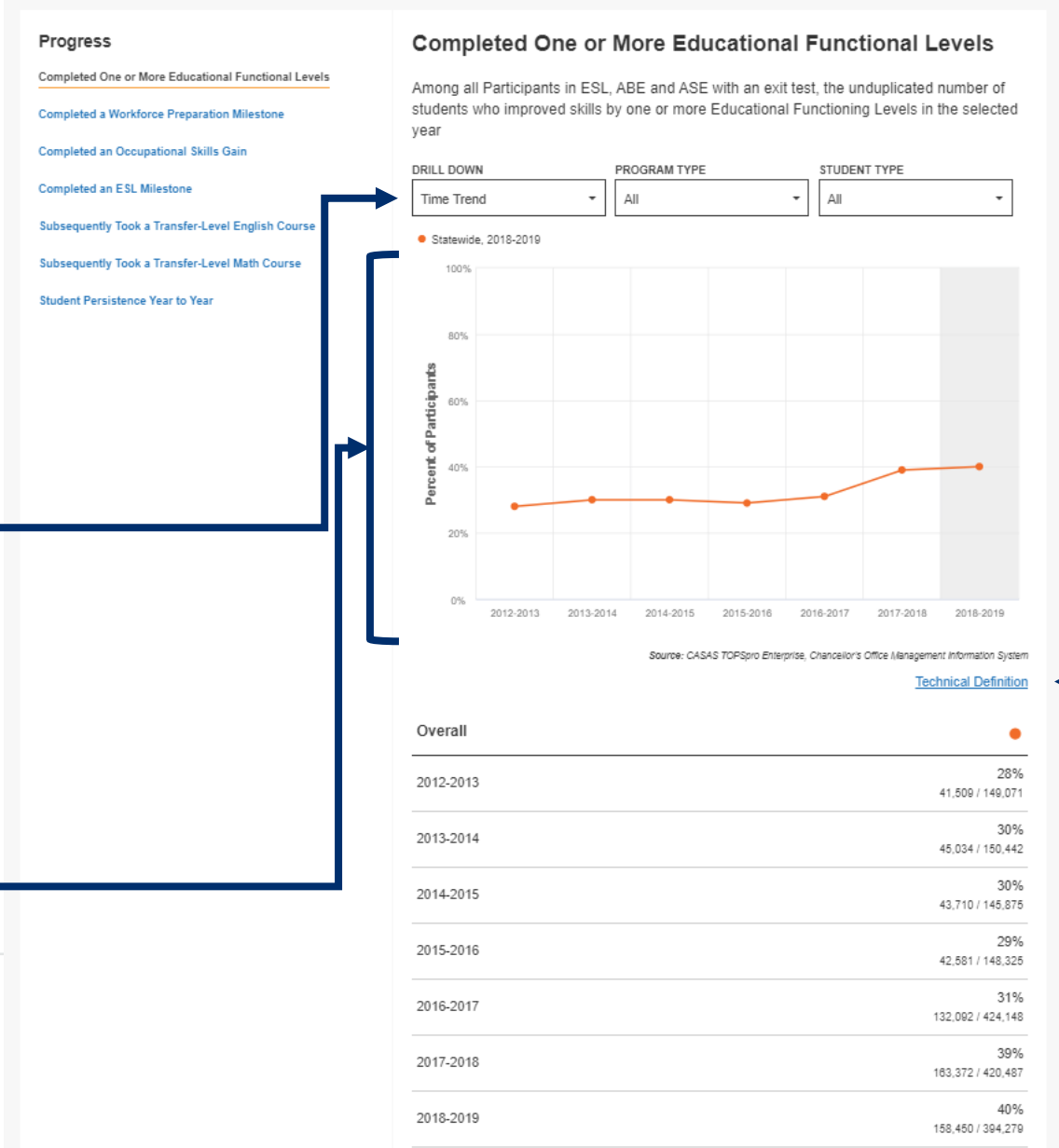
Infographics and type of data being displayed will change based on which category was chosen.

Detailed Data Pages

Metrics are listed in the left-navigation. Click on one and its related chart will display on the right side.

Drilldown options for the metric. Each drilldown will display data for the selected year. All metrics will have a demographic drilldown and some can be drilled down by AE program

Chart corresponding to drilldown selected

Short description of the metric

Other features:
- Grey column denotes selected year when viewing time trends
- Hovering over a data point will display exact values
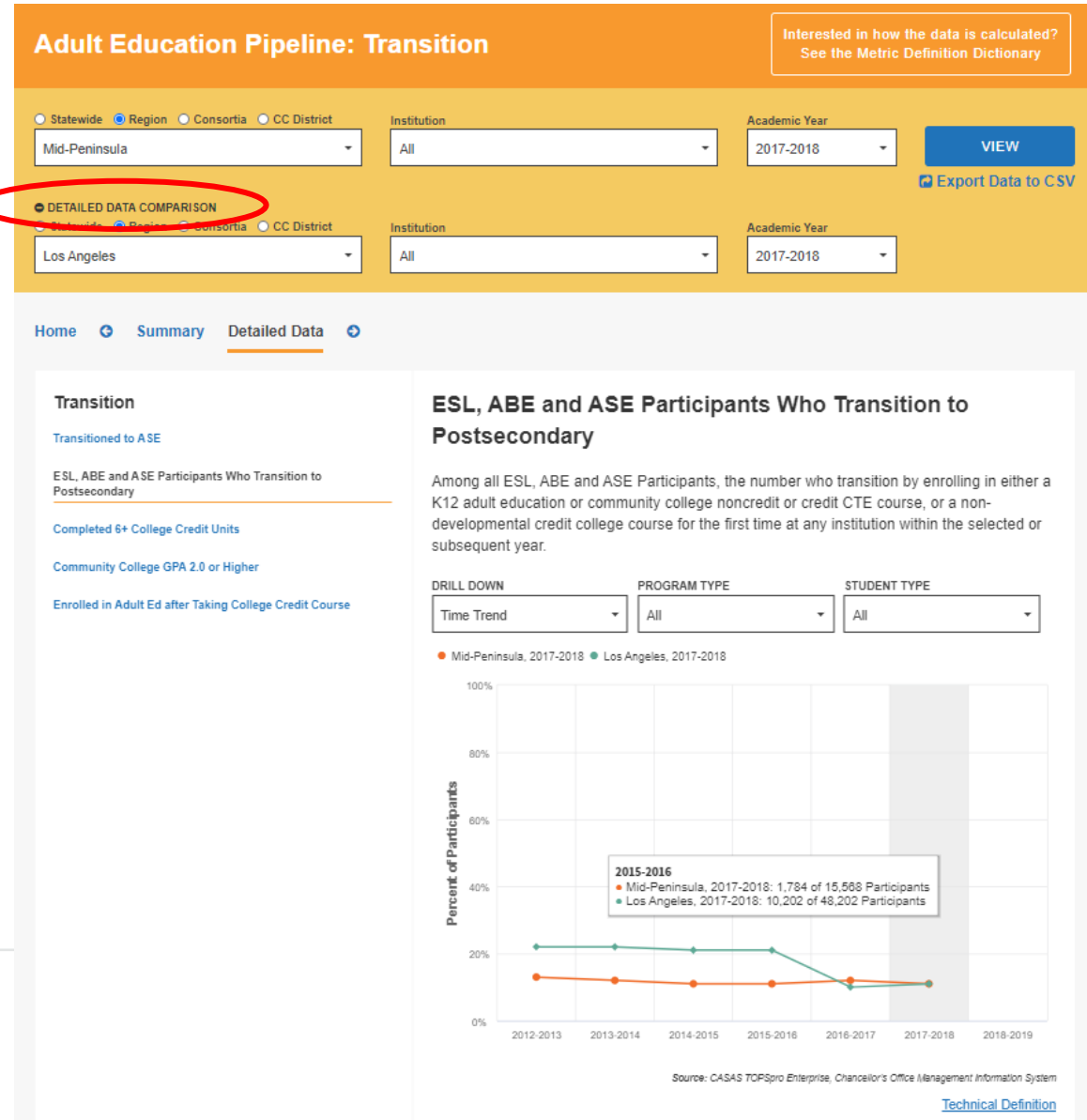
Link to metric calculations

Detailed data table displaying all values for the data points displaying on the chart

The Comparison Tool

Click "Detailed Data Comparison" to add another filter option line.

The chart will then display information from both selections below.

California Community Colleges

The Comparison Tool

Selecting drill downs within the chart will display corresponding categories.

Data will display for the selected year and not all years like the default Timeline view.

Exporting the Data

Two export options available
1. Export filter selection
2. Consortia exports

1. This link will export all metric and drill down data for the specific locale and year selected

2. This button will take you to a separate page to download data for each member in a selected consortium

Adult Education Pipeline

Exploring Definitions and the Metric Definition Dictionary

California Community Colleges

What are the Data Systems Used for Reporting?

Two Systems – Three Data Scenarios

Adult Education

CC Noncredit Programs

Community Colleges

Data reported through CASAS TOPSpro Enterprise

Data reported through regular MIS reporting by the colleges

Data collected through TOPSpro and COMIS displayed on all LanchBoard dashboards with the use of a **derived key (last, first, DOB, gender)**

California Community Colleges

CAEP Reporting Requirements in 2019-20

- **MIS Data Collection:** College Districts required to collect and enter all CAEP adult learner student, enrollment, and other data into MIS

- **MIS Data Uploads:** Data uploads occur as part of the colleges regular data upload to COMIS. There is no separate reporting process for college noncredit data.

- **WIOA Title II Reporting:** Colleges receiving WIOA Title II funds must report quarterly through TOPSpro Enterprise as required by CDE

- **TE Reporting for Non-WIOA II Colleges:** Colleges may *ALSO* use TOPSpro to report students who do not have a record in MIS

- **Primary Data Source:** For every student with an MIS record, MIS is the PRIMARY VALIDATED source for student, course, enrollment, and outcome data

California Community Colleges

How to Read the Metric Definition Dictionary

AE 202 Students with 12+ Instructional Contact Hours (Participants) ←— **Unique MetricID and Metric Title**

Description	Among all reportable individuals (AE 200), the unduplicated count of Participants who had 12 or more hours of instruction and enrolled in a recognized adult education program. ←— **Metric Description**
Data Sources	CASAS TOPSpro Enterprise Chancellor's Office Management Information System ←— **Data Sources** for the metric
TOPSpro Data Source Elements	CurrentAge (Calculated) IsAEBGProgramAreaHSE TotalPYHours IsAEBGProgramAreaCTE ←— **TOPSpro Data Elements** used in calculation of the metric outcome IsAEBGProgramAreaESL IsAEBGProgramAreaAdultswDisabilities IsAEBGProgramAreaABE IsAEBGProgramAreaAdultsSupportingK12 IsAEBGProgramAreaHSD ProgramYear

TOPSpro Calculations	Students who met all of the following criteria:
	   • **An adult education student with sufficient information to be included**
	Student records must include first and last names, gender and date of birth
	   • **An adult education student age 16+**
	WHERE CurrentAge ≥ 16
	   • **With 12 or more hours across all program areas**
	AND TotalPYHours ≥ 12 across program year ←— **TOPSpro calculation** for attainment of the metric outcome
	   • **In the selected year**
	AND ProgramYear is within the selected year
	
	   • **Who either enrolled in an ESL program area**
	WHERE IsAEBGProgramAreaESL = 1
	   • **Or enrolled in an ABE program area**
	OR WHERE IsAEBGProgramAreaABE = 1
	   • **Or enrolled in an ASE or High School Diploma or High School Equivalency program area**
	OR WHERE [IsAEBGProgramAreaHSD = 1 OR
	      IsAEBGProgramAreaHSE = 1]
	   • **Or enrolled in a CTE program area**
	OR WHERE IsAEBGProgramAreaCTE = 1
	   • **Or enrolled in an Adults with Disabilities program area**
	OR WHERE IsAEBGProgramAreaAdultswDisabilities = 1
	   • **Or enrolled in an Adults Supporting K12 Success program area**
	OR WHERE IsAEBGProgramAreaAdultsSupportingK12 = 1
	   • **In the selected year**
	AND ProgramYear is within the selected year

Unique MetricID and Metric Title

Metric Description

Data Sources for the metric

TOPSpro Data Elements used in calculation of the metric outcome

TOPSpro calculation for attainment of the metric outcome
- **Indented bold text is a plain language description of the line beneath**
Psuedo code for metric construction including important JOIN indications

Continued

How to Read the Metric Definition Dictionary (continued)

AE 202 Students with 12+ Instructional Contact Hours (Participants)

COMIS Data Source Elements	CB04 COURSE-CREDIT-STATUS GI03 TERM-IDENTIFIER SB00 STUDENT-IDENTIFIER SSTD1 STUDENT-AGE-AT-TERM SX05 ENROLLMENT-POSITIVE-ATTENDANCE-HOURS

COMIS Calculations	Students who met all of the following criteria:
	    • **An adult education student age 16+**
	WHERE SB00 has the following: MIN(STD1) ≥ 16
	    • **With a valid noncredit enrollment**
	AND [CB04 = N AND
	      SUM (SX05) ≥ 12 across all colleges]
	    • **In the selected year**
	AND GI03 is within the selected year

Denominator	n/a
Value Type	Percentage and Unduplicated Count
Drilldowns	Disaggregations: Gender, Race/Ethnicity, Age Group AE Program Type: None AE Student Type: None
SSM Alignment for COMIS	Aligned to SSM 2.0 except for the universe of students included. Please refer to the STUDENT TYPES section in the preamble of the MDD for more information
Notes	For now, we have left in MIN(STD1) ≥ 16. However, we are under the impression that a student's age is determined once a year on Oct. 15th (alignment with SSM) and not every term.

COMIS Data Elements used in calculation of the metric outcome

COMIS calculation for attainment of the metric outcome
- **Indented bold text is a plain language description of the line beneath**

Psuedo code for metric construction including important JOIN indications

Denominator: often linked to another metric in MDD

Value Type(s) needed for Display

Drilldowns: available for display on dashboard

SSM Alignment for COMIS: only concerns COMIS calculation and alignment with Student Success Metrics

Notes: any valuable information that isn't part of any of the other fields

24

Only Participants Counted for Progress, Transition, Completion, Employment and Earnings Metrics

Adult Education <u>Participants</u> TOPSPro and COMIS Definitions:

1. TOPSPro Definition: 12+ Program Hours AND enrollment in a one of the five major program areas

● An adult education student age 16+

WHERE CurrentAge ≥ 16

● AND with 12 or more hours across all program areas

AND TotalPYHours ≥ 12 across program year

● AND who EITHER enrolled in ESL, ABE, ASE, CTE, Adults with Disabilities, Adults Supporting K12 programs

● In the selected year

AND ProgramYear is within the selected year

2. COMIS Definition: 12+ Positive Attendance Hours in a Course Flagged as Noncredit

● An adult education student age 16+

WHERE SB00 has the following:
MIN(STD1) ≥ 16

● With a valid noncredit enrollment

AND [CB04 = N AND
SX05 ≥ 12]

● In the selected year

AND GI03 is within the selected year

IMPORTANT NOTE: If Last, First, Gender, or DOB is missing for a student in TE, that student is NOT included as a participant in the dashboard since we need to match with a derived key to COMIS student data

California Community Colleges

Making Sense of Multiple Drilldowns

As part of the AEP release in 2019-20, several metrics now have up to three drilldowns to disaggregate the data displayed on the Detailed Data graphs:

1. Drilldown: Timeline, Age Group, Race/Ethnicity, Gender
2. Program Type: All Programs, ABE, ASE, ESL, CTE
3. Student Type: All, First-Time, Returning or Continuing

- These selections work together.

- If the selection ABE in Program Type and First Time in Student Type are made, then the viewer will be looking at the number of ABE first-time students who met the metric outcome displayed on the chart.

- However, sometimes the values and denominators displayed in the hover over and in the table below the chart can be confusing.

- Hopefully, the following examples will help with interpretation.

California Community Colleges

Demo: Making Sense of Multiple Drilldowns

Demo: Making Sense of Multiple Drilldowns (continued)

Improved One or More Educational Functioning Levels

Completed a Workforce Preparation Milestone

Completed an Occupational Skills Gain

Completed an ESL Milestone

Completed Transfer Level English

Completed Transfer Level Math

Persistence Year to Year

By selecting First Time Students, it is possible to see that of those 6,211 participants who met the outcome 1,918 or 31% were first-time in 2018-19

Completed a Workforce Preparation Milestone

Among all participants, the number who completed a noncredit career education or workforce preparation course or had 48 or more contact hours in a noncredit career education or workforce preparation course in the selected year with drill down by program.
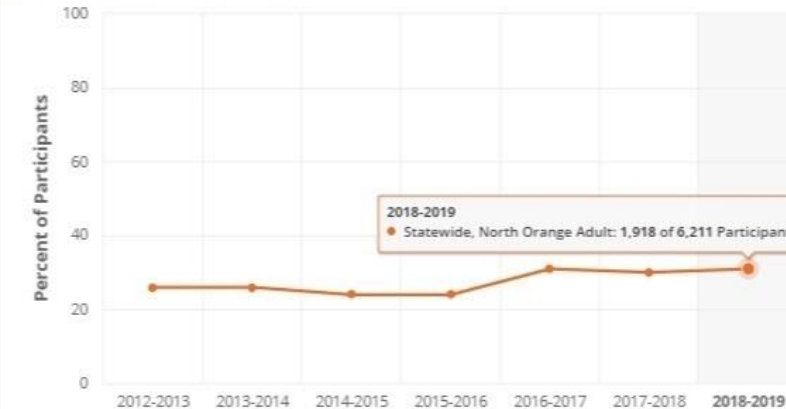
Drilldown	Program Type	Student Type
Time Trend ⌄	All Programs ⌄	First Time Stu... ⌄

● Statewide, North Orange Adult, 2018-2019

2018-2019
● Statewide, North Orange Adult: 1,918 of 6,211 Participants

Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

Starting in 2016-17, data from TOPSPro enterprise has been integrated with data from COMIS

Time Trend ●

2012-2013	26% 1,359 / 5,275
2013-2014	26% 1,295 / 5,046
2014-2015	24% 1,191 / 4,890
2015-2016	24% 1,066 / 4,431
2016-2017	31% 1,703 / 5,575
2017-2018	30% 1,685 / 5,625
2018-2019	31% 1,918 / 6,211

California Community Colleges

28

Demo: Making Sense of Multiple Drilldowns (continued)

There are 729 ABE participants or 49% who met the metric outcome in 2018-19

Demo: Making Sense of Multiple Drilldowns (continued)

Improved One or More Educational Functioning Levels

Completed a Workforce Preparation Milestone

Completed an Occupational Skills Gain

Completed an ESL Milestone

Completed Transfer Level English

Completed Transfer Level Math

Persistence Year to Year

Out of the 729 ABE participants who met the metric outcome, 217 or 30% are first-time students in 2018-19

Completed a Workforce Preparation Milestone

Among all participants, the number who completed a noncredit career education or workforce preparation course or had 48 or more contact hours in a noncredit career education or workforce preparation course in the selected year with drill down by program.
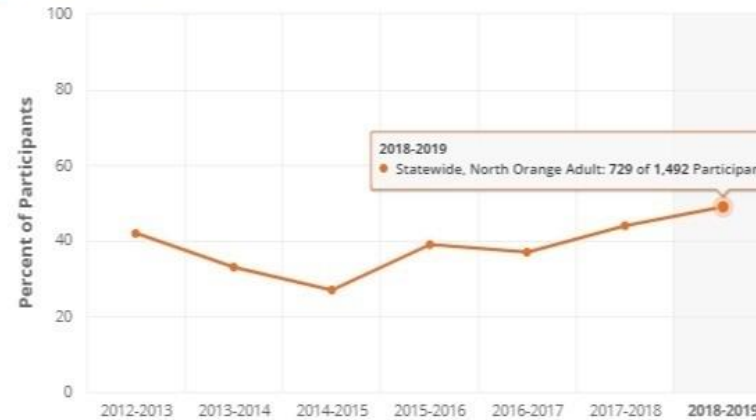
Drilldown	Program Type	Student Type
Time Trend ▾	ABE ▾	First Time Stu... ▾

● Statewide, North Orange Adult, 2018-2019

2018-2019
● Statewide, North Orange Adult: 217 of 729 Participants

Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System
Starting in 2016-17, data from TOPSPro enterprise has been integrated with data from COMIS

Time Trend	●
2012-2013	33% 220 / 672
2013-2014	27% 152 / 557
2014-2015	27% 124 / 454
2015-2016	27% 160 / 583
2016-2017	33% 213 / 651
2017-2018	30% 231 / 778
2018-2019	30% 217 / 729

California Community Colleges

30

Demo: Making Sense of Multiple Drilldowns (continued)

Improved One or More Educational Functioning Levels

Completed a Workforce Preparation Milestone

Completed an Occupational Skills Gain

Completed an ESL Milestone

Completed Transfer Level English

Completed Transfer Level Math

Persistence Year to Year

Of those 217 first-time ABE participants who met the outcome of the metric, 165 or 76% are female

Completed a Workforce Preparation Milestone

Among all participants, the number who completed a noncredit career education or workforce preparation course or had 48 or more contact hours in a noncredit career education or workforce preparation course in the selected year with drill down by program.

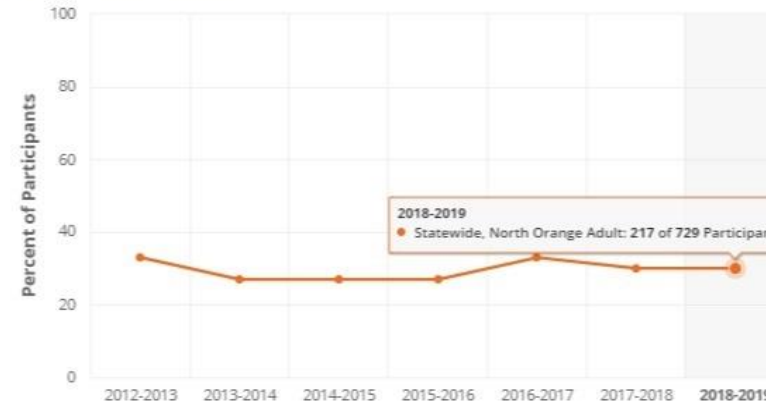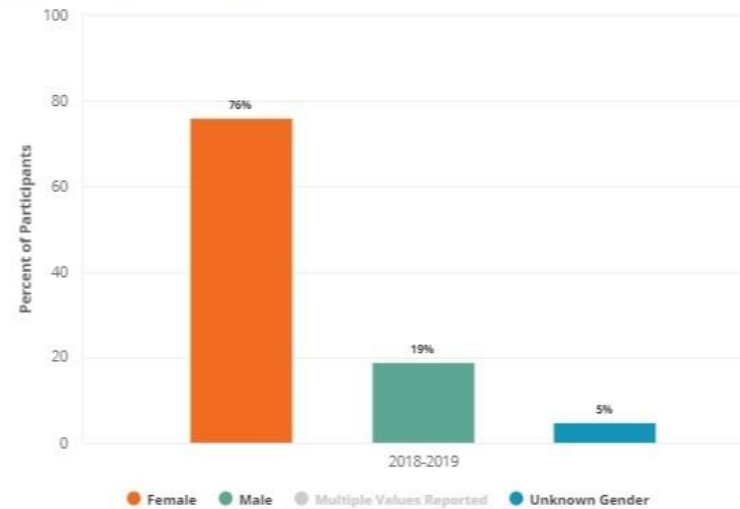| Drilldown	Program Type	Student Type
Gender	ABE	First Time Stu...

● Statewide, North Orange Adult, 2018-2019

● Female ● Male ● Multiple Values Reported ● Unknown Gender

Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System
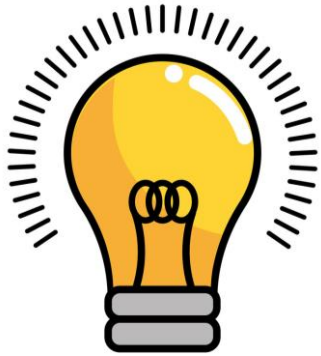Starting in 2016-17, data from TOPSPro enterprise has been integrated with data from COMIS

Gender	●
Female	76% 165 / 217
Male	19% 41 / 217
Multiple Values Reported	-
Unknown Gender	5% 11 / 217

California Community Colleges
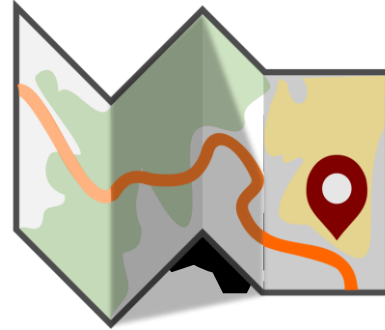
31

Exploring Data

- ## Explore a question
  - Are we meeting our target goals?
  - Are our students accessing jobs?

- ## Prompt us to ask a question
  - Why are women doing better in transitioning to postsecondary?
  - We have seen an increase in our students completing a workforce development milestone, are all our students performing at the same level?

California Community Colleges

Exploring Data

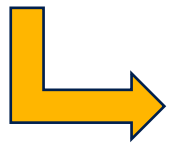**Interesting data:** alerts you to an issue or establishes a framework

Useful data: provides aggregated information on outcomes that highlights structural issues

Actionable data: provides specific information that can be used to guide service delivery

California Community Colleges

Case Example

- Are we making progress towards our consortium goals of increasing enrollment in ESL classes?
  - Who is enrolling in ESL programs (First Time students? Returning or Continuing?)

- Where do we want to focus in our upcoming plan?

➡ What are follow up questions we can ask or steps we can take?

California Community Colleges

Case Example

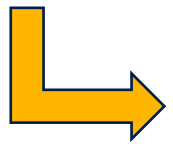**How are we doing transitioning students into college credit pathways?**

- Are there particular demographics that are outperforming others?

- How do we compare to other consortia?
  - How do we compare to other consortia in identified demographics?

- Who appears to be performing well in obtaining transition outcomes?
  - Who appears to be doing well in obtaining transition outcomes in identified demographics?

⮑ What are follow up questions we can ask or steps we can take?

California Community Colleges

Case Example

- Are students employed after they leave our program?

- Are they seeing a change in earnings?

  - Are males or females more likely to be employed?
  - Are males and females change in earnings en par?

→ What are follow up questions we can ask or steps we can take?

California Community Colleges

What questions do you want to explore?

Please type your question in the chat and we will explore it on the Adult Education Pipeline.

California
Community
Colleges

Question & Answer

Thank you for your participation!

Please fill out feedback form. So, we can continually improve on delivery of information related to content and to use of the data in the LaunchBoard. We also welcome all ideas on how to improve the user interface or functionality.

Survey link: https://forms.gle/XvZdq1Fz96vPyRot8

Jessica Chittaphong, jchitta@wested.org, Program Coordinator, WestEd
Karen Beltramo, kbeltra@wested.org, Senior Project Manager, WestEd
Blaire Willson Toso, btoso@wested.org, Senior Project Manager, WestEd

California Community Colleges