

The LaunchBoard

Student Success Metrics Dashboard

CCC Chancellor's Office
LaunchBoard Release Webinar Series
March 24, 2021

bitly link for PPT: <http://bit.ly/LBSSM-032421>

Thank you for joining us today.
We will begin shortly.

Introductions

John J. Hetts

Visiting Executive, Research and Data

Educational Services and Support

California Community Colleges Chancellor's Office



Welcome

Marty Alvarado

Executive Vice Chancellor

Educational Services and Support

California Community Colleges Chancellor's Office

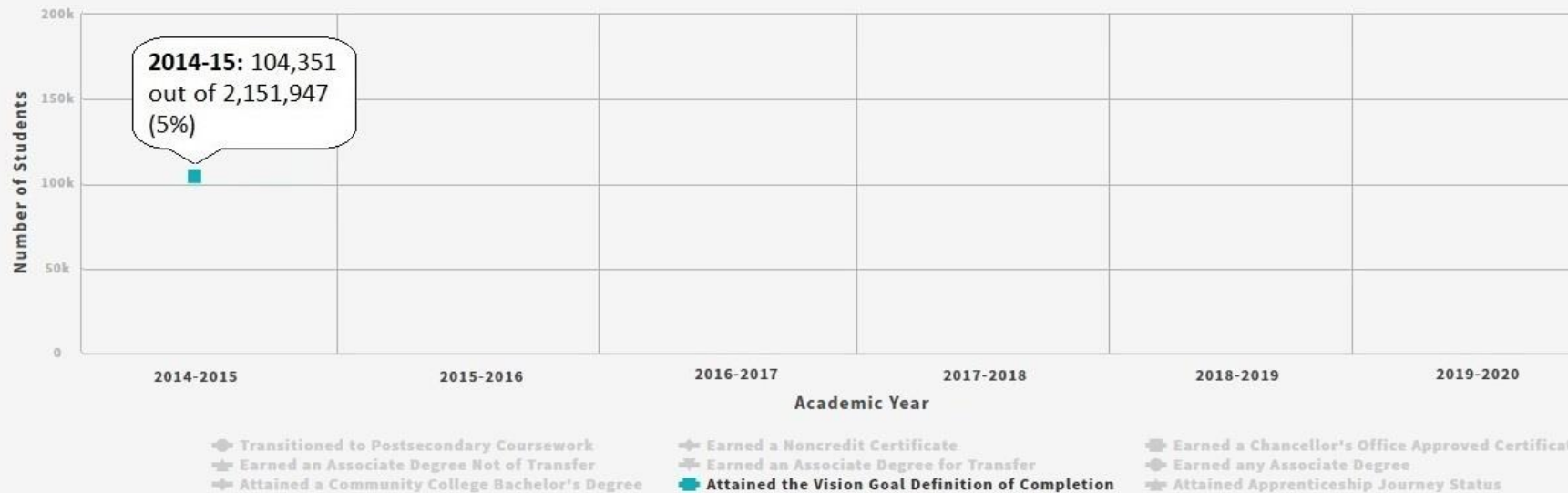


Vision Goals: How many students are completing their community college career?

Transitioned to Postsecondary or Earned an Award

Attained the Vision Goal Definition of Completion

Among students in selected student journey, the number of students who earned various types of awards in the selected year or attained apprenticeship journey status and the number of adult basic education, adult secondary education, and English as a Second Language students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year



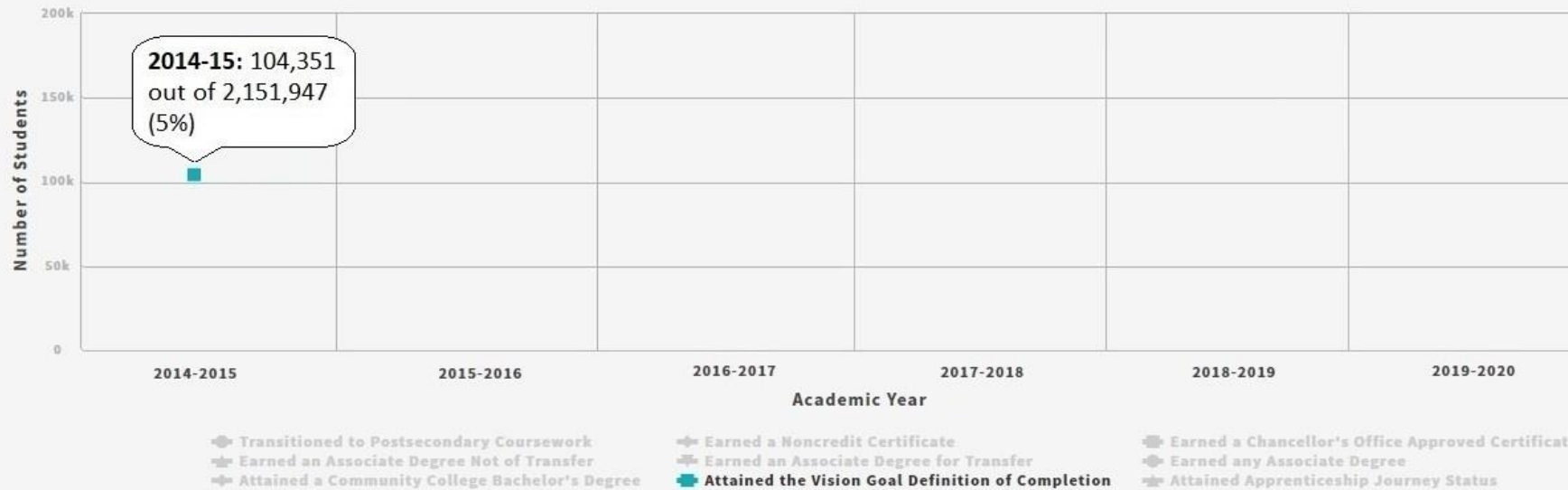
Source: Chancellor's Office Management Information System, Chancellor's Office Curriculum Inventory, Department of Apprenticeship Standards
Technical Definition

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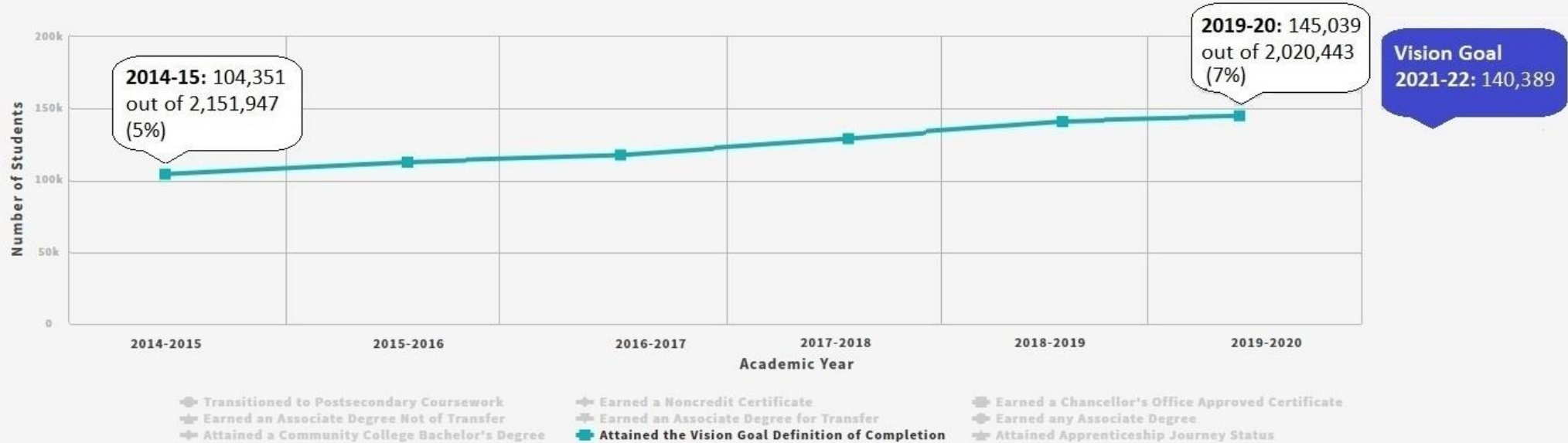
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Technical Definition

Commitment to equitable student success

Systemwide commitment: Vision for Success

Statewide policy: Student Equity & Achievement

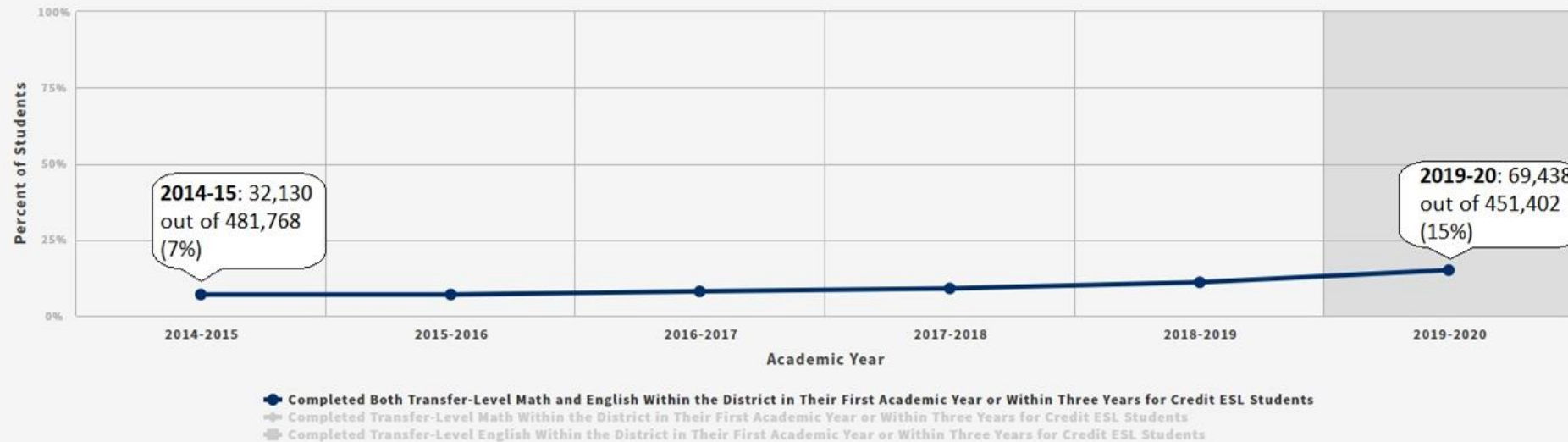
The LaunchBoard makes data about student success **open and available to the CCC community and the public**

Key milestones: How many students are completing transfer-level math and English?

New expanded definition

Completed Transfer-Level Math and English (Expanded)

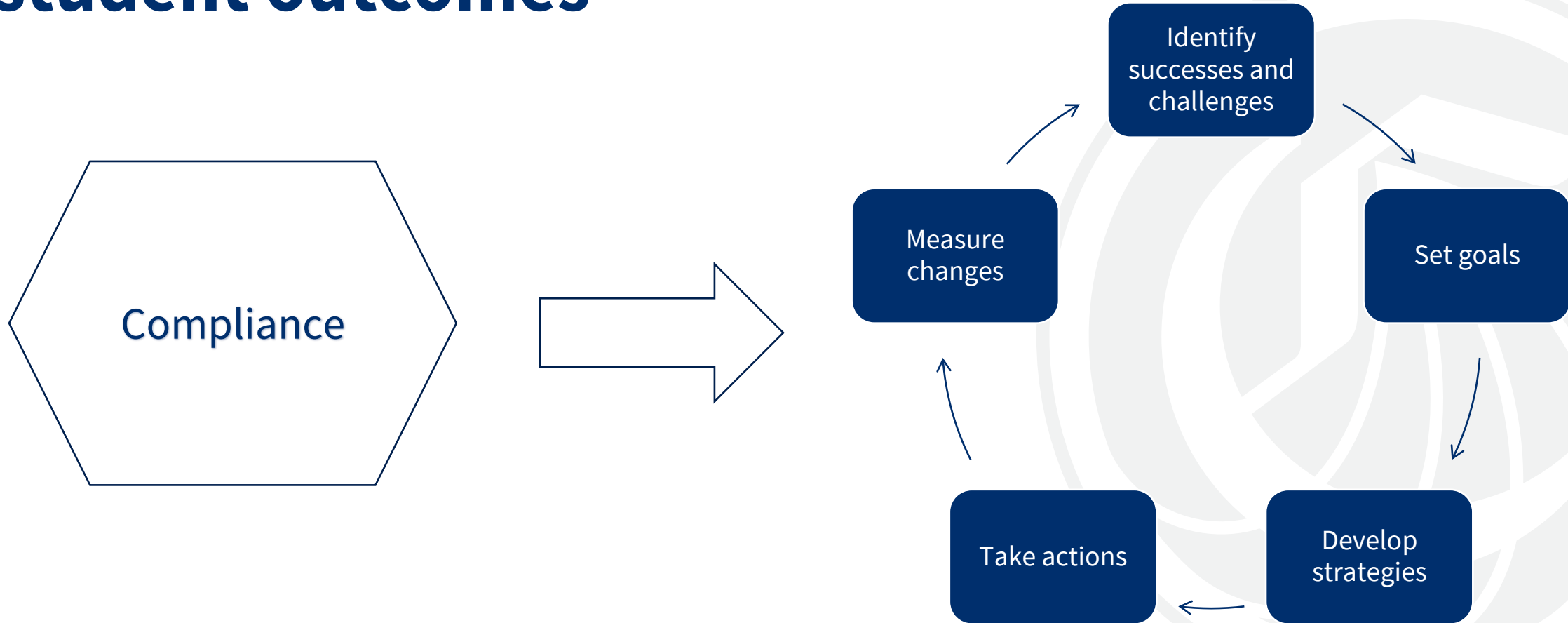
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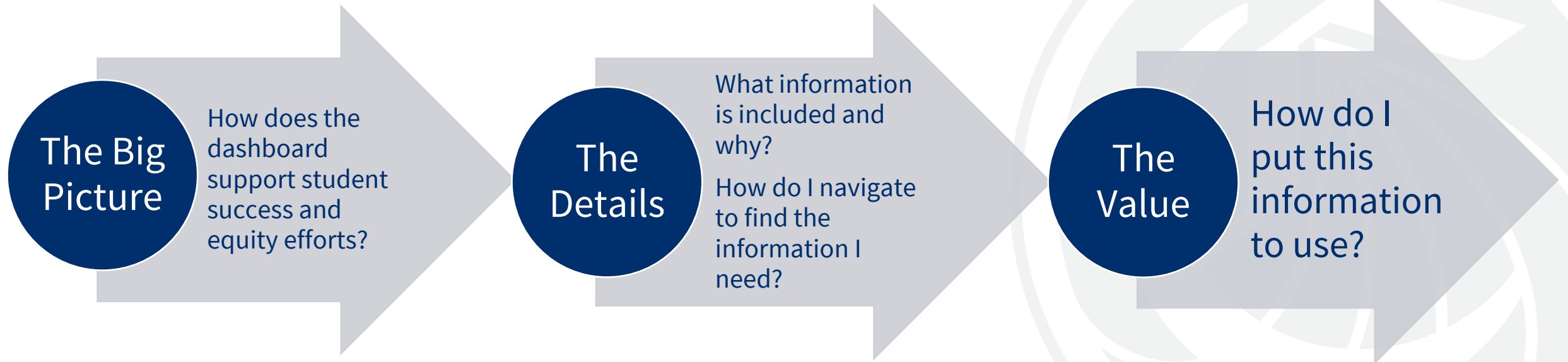
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Technical Definition

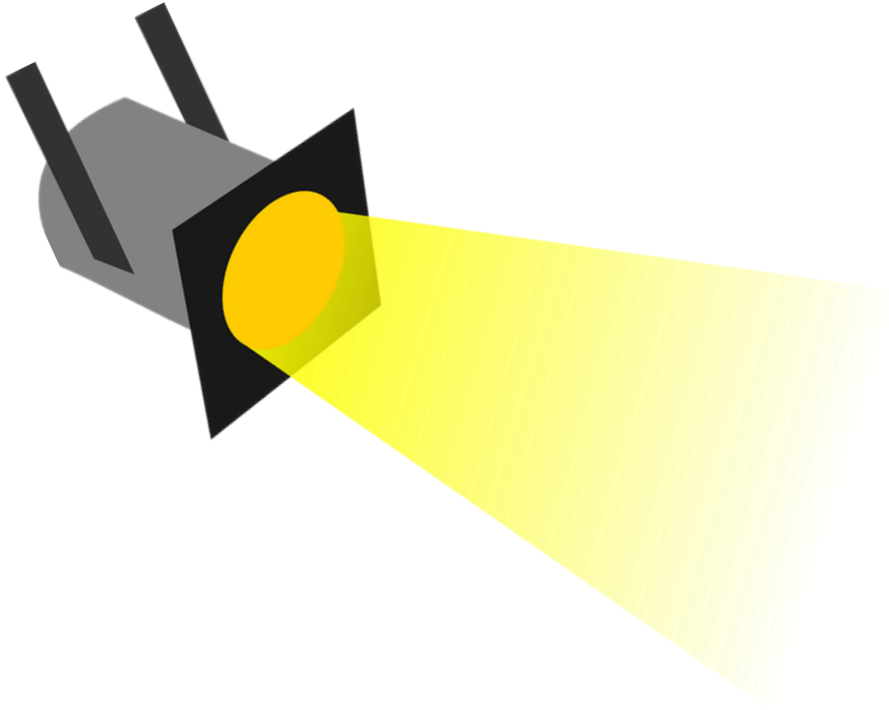
Data as a tool for continuous improvement of student outcomes



What you'll learn today



We'll spotlight important details about the Student Success Metrics dashboard throughout



- Metric definitions
- Updates to the SSM dashboard

The Big Picture

How does the dashboard support student success and equity efforts?

Data sets the stage for advancing equitable student success

- Understand the landscape of student outcomes
- Identify possible equity gaps to explore and address
- Spur continuous improvement



Hamilton or Hamlet: which play is going to be staged?



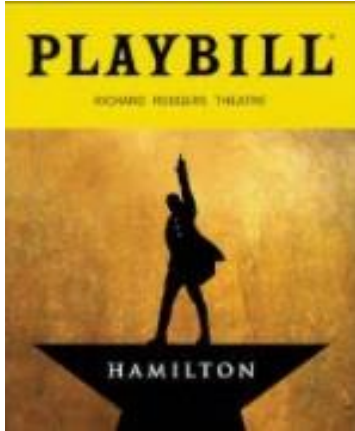
DID YOU KNOW?

There are now **14 disaggregations** available in SSM

Choosing/determining local efforts for improvement

- Compare results for different populations at your college
 - Note any differences for further investigation to see if there are potential disproportionate impacts for any populations
- Compare college results to statewide, region, district or other colleges with similar student demographics
 - Note any metrics where your college may be underperforming or doing well
- If there is already an effort underway or if there is a local champion for a cause, data can help make the case that effort is justified and that results are measurable

Hamilton it is then: What are the reviews?



Exploring dashboard data to understand impact of local efforts

- What key metrics might show an improvement from the effort undertaken?
- Is a particular group of students targeted?
- When would the anticipated effect show up in the data?
- How does the data displayed on the dashboard compare to data collected and available locally by our college or district?
- Are our assumptions about observed changes valid? Does the metric capture and measure what we think it does?

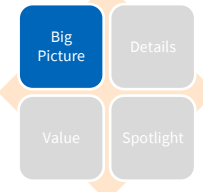
The LaunchBoard is a suite of dashboards on the Web



The LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students. [Find out more about the LaunchBoard dashboards here.](#)



For any comments or questions: please email launchboard@cccco.edu



Dashboards in the LaunchBoard

Student Success Metrics—showcases student progression along various educational journeys, from recruitment to completion, transfer and the workforce.

Community College Pipeline—is the most comprehensive dashboard, offering views of students at the industry sector and program level.

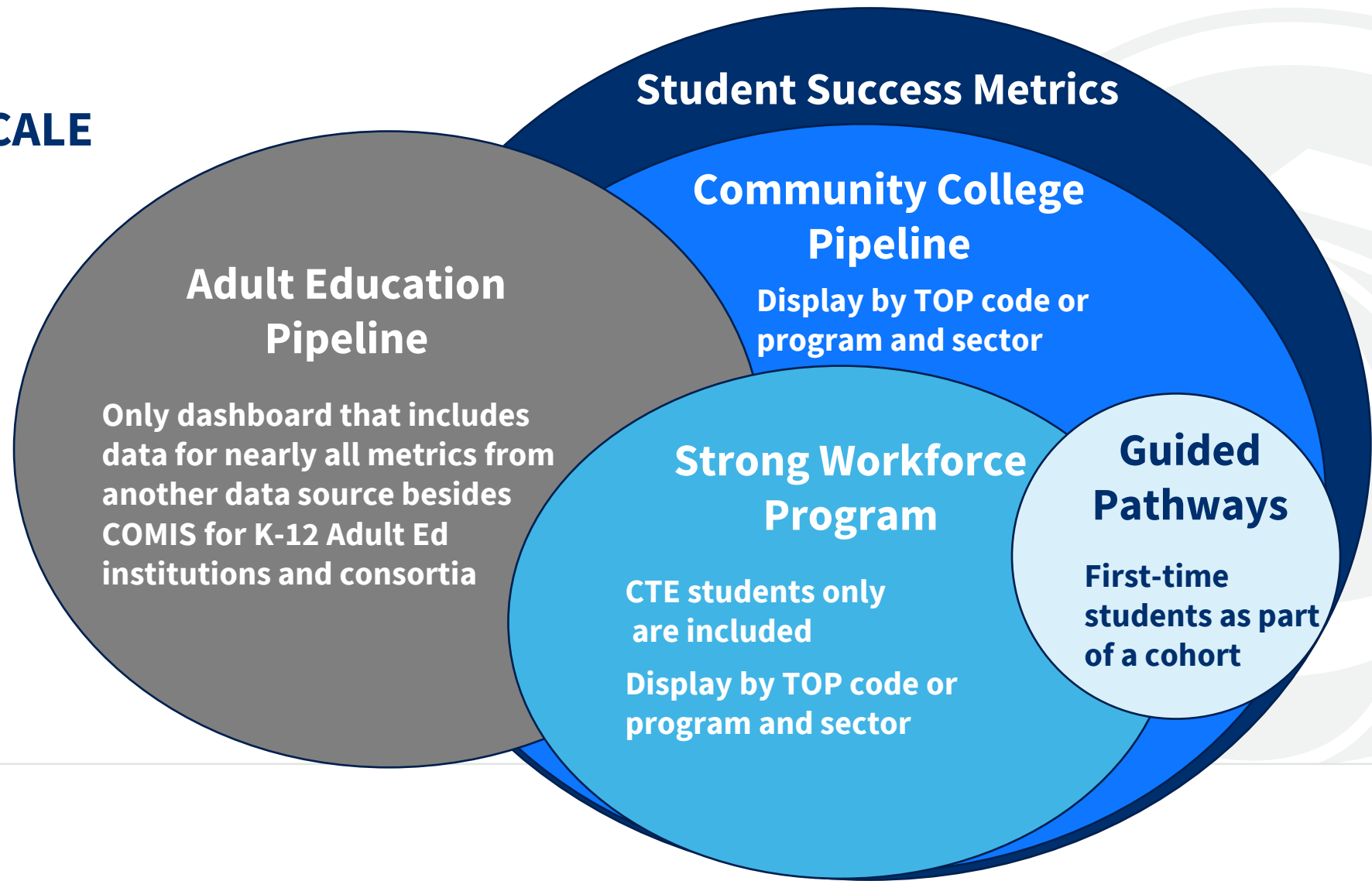
Guided Pathways—provides a cohort view of first-time students' progress with first-year momentum points for evaluating college redesign efforts.

Strong Workforce Program—displays data for CTE students on all CTE programs, industry sectors and individual programs (using the six-digit Taxonomy of Program code).

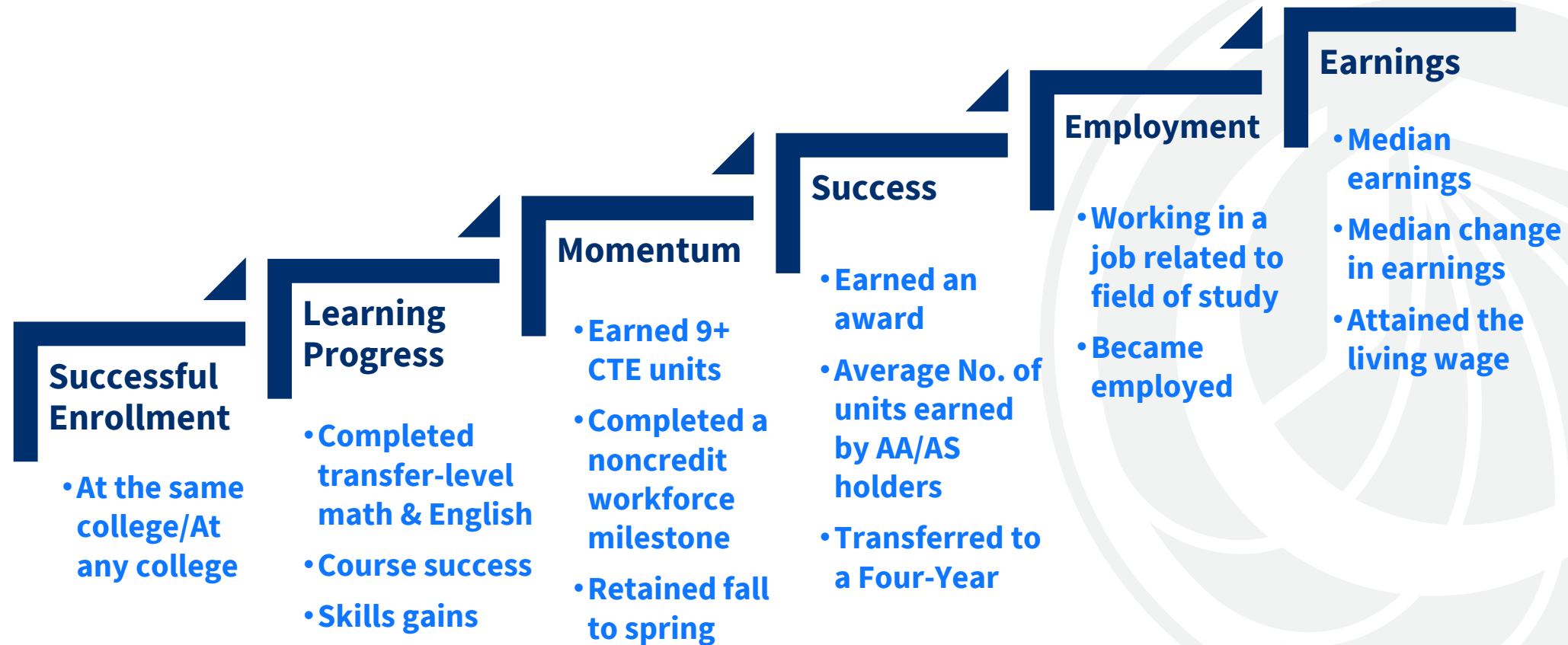
Adult Education Pipeline—displays data for K-12 adult education and community college noncredit student journeys, including progress, transition, completion and workforce outcomes.

Because dashboards were built for different purposes, they include somewhat different students

NOT TO SCALE



The dashboards include the same key student progress metrics as appropriate for universe of students included



Student Success Metrics Dashboard

Student Success Metrics offers you information about students' progress toward completion and beyond at your college and across the state to identify local priorities and inform strategies for improving student outcomes

- **What:** Information about students' progression across six milestones in their educational journey
- **When:** Data available from 2014-2015 through 2019-2020
- **Who:** Any student enrolled as a non-special admit in the selected year
- **Why:** Understand progress toward student success goals, aligned to system and statewide accountability

The Student Success Metrics is the only dashboard to display data for groups of students based on their educational pathways

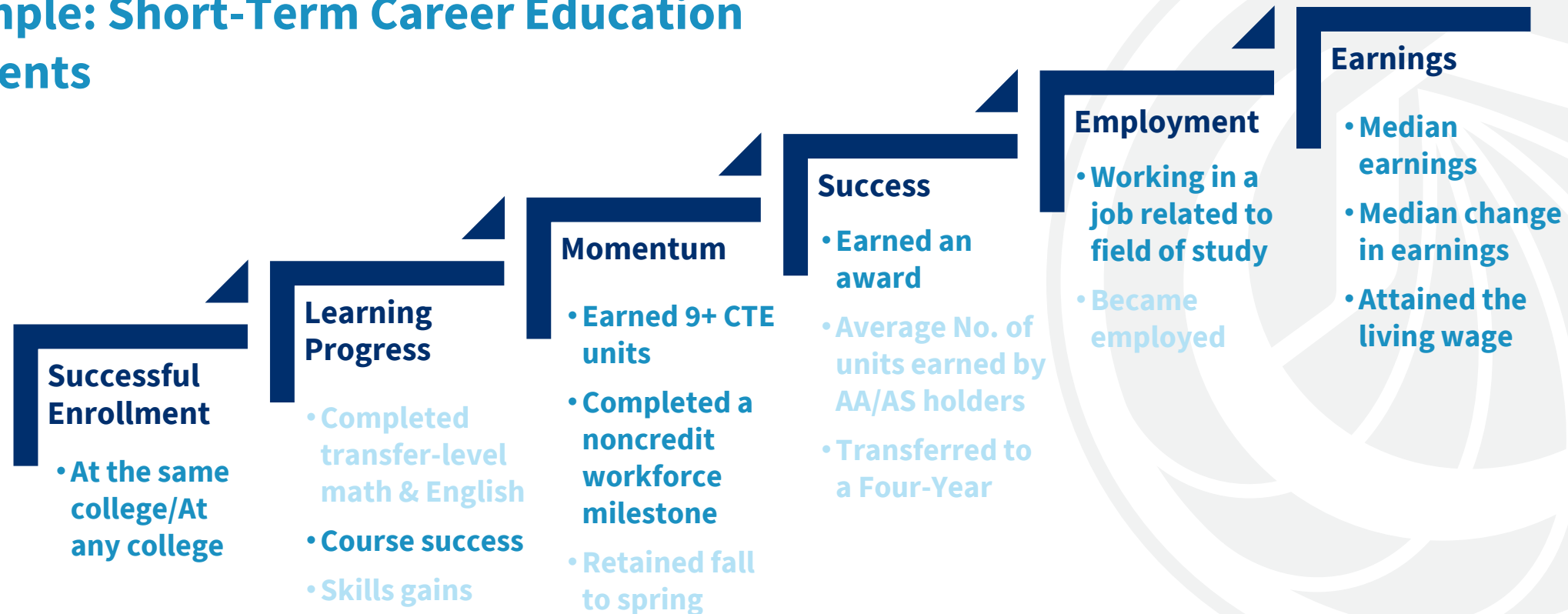
All Students	<ul style="list-style-type: none">➤ Students from all educational journeys
Adult Education or Noncredit ESL	<ul style="list-style-type: none">➤ Build foundational literacy, quantitative, and English-language skills➤ Move from noncredit to credit courses <p><i>Course-taking pattern: noncredit ESL, ABE or ASE courses</i></p>
Short-Term Career Education	<ul style="list-style-type: none">➤ Build skills to enter or advance careers <p><i>Course-taking pattern: noncredit CTE or workforce preparation courses</i></p>
Degree/Transfer	<ul style="list-style-type: none">➤ Earn a two- or four-year degree
Undecided/Other	<ul style="list-style-type: none">➤ Life-long learning➤ Fulfill requirements of four-year institution (while already enrolled in one)➤ Undecided

In Student Success Metrics, different metrics are included as appropriate for each student journey



In Student Success Metrics, different metrics are included as appropriate for each student journey

Example: Short-Term Career Education Students



The Short-Term Career Education Journey

What Do We Know About Short-Term Career Pathways?

Four common types:

- formal credit programs
- formal non-credit programs
- informal skills-builder pathways
- not-for-credit



What Do We Know About Short-Term Career Pathways?

- The types of pathways vary significantly by college and by discipline
- We have more information about some pathways than others
- Includes non-credit information, but the data is less consistent and comprehensive than credit
- No statewide source of information on not-for-credit offerings or participation

Positive student outcomes: In 2018-19, **63% of students** in the short-term career education students attained the living wage vs 48% of all students

Who are the students on a short-term career pathway?

- A manager whose restaurant closed down during COVID-19 taking graphic design courses to turn their hobby into a full-time career
- A healthcare interpreter taking legal interpretation courses to become certified and expand their career prospects
- An artist taking marketing classes to learn how to promote their new photography business
- Programming analyst taking three classes to complete a certificate in Cyber Security

Meet Francisco

- Student at American River College in the design technology program
- After leaving college in order to provide for his mom and two siblings, he re-enrolled seven years later
- Went on to work as a project manager at the Precision Design and Drafting Company, maintaining cellular towers



What his experience was like

- Benefitted from the real-life scenarios in the curriculum, particularly the State Fair Transformer hydraulics project in the Diesel Tech program
- Got a job in engineering as soon as he could, leveraging his new skills in AutoCAD
- Was promoted to project manager after just five months, to oversee a group of AutoCAD techs



A graphic of a spotlight hanging from the top left, casting a bright yellow beam of light towards the center of the slide.

Spotlight on SSM Dashboard updates

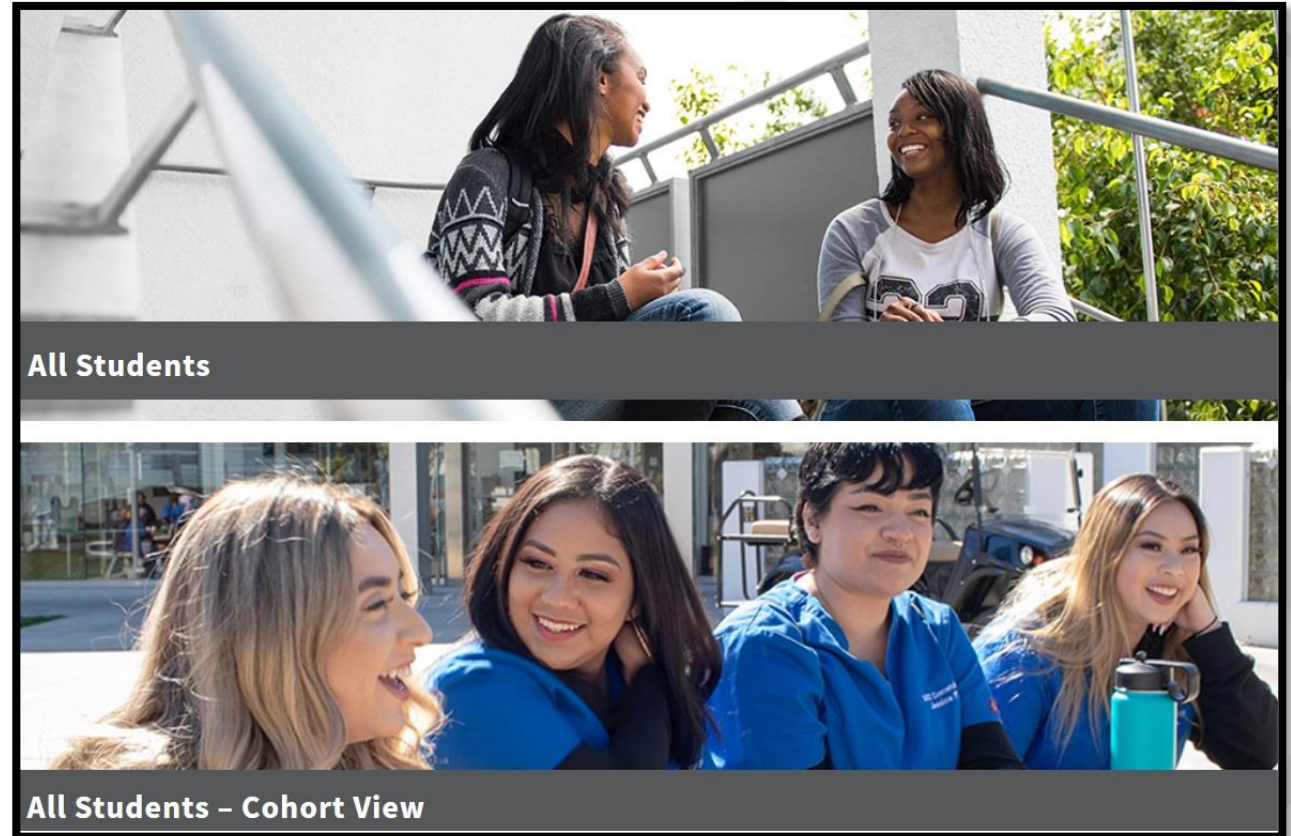
A large, faint, light gray circular logo in the background, featuring a stylized white arrow pointing upwards and to the right, resembling a compass rose or a stylized 'S'.

Highlights of the updated SSM dashboard

- Added a cohort view to All Students tracking first-time credit non-special admit students for 3, 4, 6 years
- Created a new section for metrics under development to include an expanded version of Completed Transfer-Level Math and English
- Added a Homeless disaggregation
- UI Improvements: Increased size of text, etc.
- Added latest year of data available
- Updated definitions to better align across data tools including (but not limited to):
 - Successful Enrollment
 - Average No. of Units Earned by AA/AS Holders
 - First Generation
 - Please see the [Changes in Definitions document](#) for more details.

New Cohort View

- Prototype version that will continue to evolve. Please provide feedback to launchboard@cccco.edu
- For All Students only
- April 14th webinar to focus on cohort view and understanding the data that is and *is not* displayed



Revision: universe of students included in the dashboard

- In prior versions of the SSM dashboard, all students with special admit or dual enrollment at any point in the year **were excluded**, excluding community college student that had fully transitioned into our system
 - In the 2021 SSM release, **all students with a non-special admit enrollment** in any term in the selected year are included
- **As an example**, students who enrolled in a summer intersession as a dual-enrollment student **but then enrolled** in fall or spring as a college student would now be included
- The same update will be made to **Strong Workforce Program** and **Community College Pipeline**

Revision: Average Number of Units Earned by Associate Degree Holders

1. Includes only units earned before a student's **first** associate degree in the system in each category (any, for transfer, not for transfer)
2. Students **no longer need to have been enrolled** at the college in the year in which they received their first associate degree
3. Students **no longer need to have taken at least 60 semester units** (90 quarter units) before earning an associate degree
4. Excludes students who **enrolled in any college outside the California community college system** when they were 18 or older

What do these changes mean for our work?

- Unfortunately, baselines for the metrics have to change with the metrics as they also go through a continuous improvement cycle.
 - We all need to navigate these changes with our institutions
- Given the pandemic, the Chancellor's Office is not currently requiring any updating of college reporting to the CO for Local Vision Goals or on Student Equity Plans
- Nevertheless, the work persisted
- Four approaches to updating Local Vision Goals in response to changes
 - Use the new baseline and the percentage improvement
 - Use the new baseline and the numerical improvement
 - Use the new baseline but keep the same goal
 - Use this as an opportunity to revisit and revise goals.

Simplified example

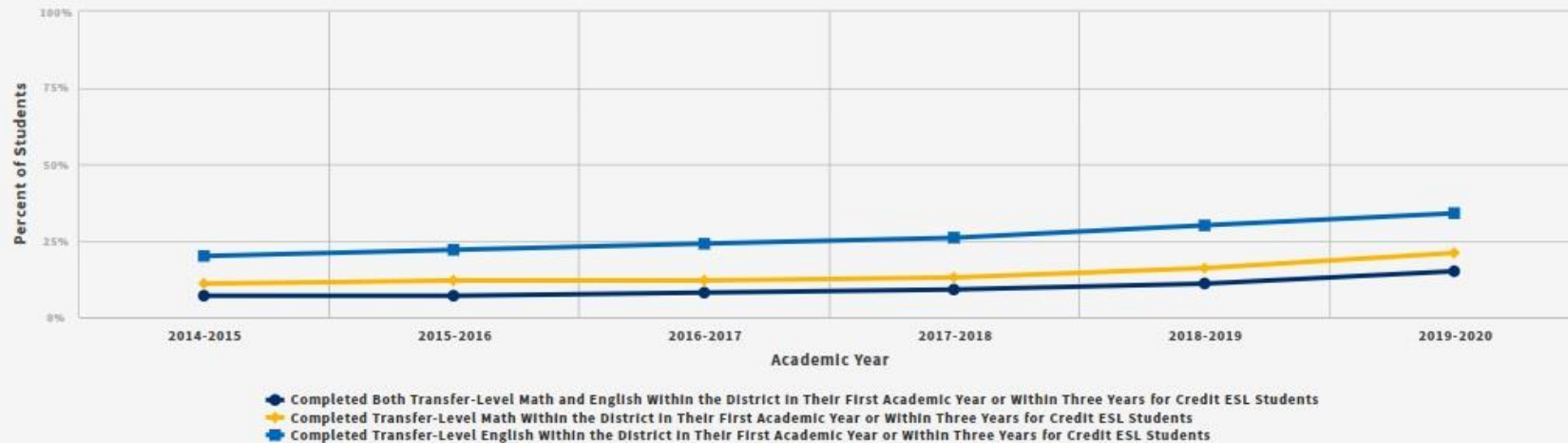
- Kings College set a goal of decreasing their units per associate degree from 100 units to 85. The revision reduced the units in the baseline year to 94 They could:
 - Consider their goal to have been a 15% reduction, creating a new goal of 80 units.
 - Consider their goal to have been a 15 unit reduction, creating a new goal of 79 units
 - Consider their goal to have been to get to 85 units, leaving it the same.
 - Re-examine their goal setting and what's possible given the new information.

New Section in Snapshot View: Metrics Under Development

METRICS UNDER DEVELOPMENT

Completed Transfer-Level Math and English (Expanded)

Among students in selected student journey, the proportion who completed transfer-level math and/or English in their first academic year of credit enrollment from their first term within the district allowing for students who enrolled in credit ESL to complete transfer-level math and English within three complete years from first term



Source: Chancellor's Office Management Information System

Technical Definition

Note: The new Completed Transfer-Level Math and English (expanded view) counts students who complete within one year from their first term of non-special admit enrollment while Credit ESL students can complete within three years from their first term of enrollment. Therefore, depending on the academic year as data becomes available, values and percentages for these metrics will update over time as more students complete within the applicable timeframes from their first enrollment. If you have any feedback or questions on this metric under development, please email launchboard@cccco.edu.

Metrics Under Development: New Completed Transfer Level Math and English (Expanded View)

Definition	Student-Centered Funding Formula	Metrics Under Development on SSM	Implications
Full year to complete	All students must complete in the selected academic year	Students who do not start in fall have a full year to complete from their first term of credit enrollment in the district	Since students starting in winter or spring terms have a full academic year to complete, more students will complete. Additionally, values will be updated for 2019-20 in the next release when Fall data is available for Spring

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Credit ESL	All students must complete in the selected year	Credit ESL students have 3 full years to complete both math & English from their first term of credit enrollment in the district	Since credit ESL students have 3 full years to complete, more students will complete. Similarly, values will be updated for 2017-18 through 2019-20 in the next release

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New Data Elements	Only transfer-level courses coded on one math TOP code and two English TOP codes are included	In addition to transfer-level courses on those TOP codes, courses on any TOP code flagged with CB25, excluding those flagged as support courses with CB26, are included	Since more courses on any TOP code fulfilling general education requirements for English composition and math/quantitative reasoning that are not supportive courses will be included, more students will complete

Summary of Additions and Revisions: download the Changes in Definitions or MDD from the dashboard



DID YOU KNOW? You can access the **Changes in Definitions** for a summary view of changes made to each metric and summary of impact AND the **Metric Definition Dictionary** in the upper right-hand corner

Interested in the changes in metric definitions for the March 2021 release? See the **Changes in Definitions** document

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

Link to download:
[Changes in Definitions Mar 2021](#)

Link to download:
[Metric Definition Dictionary](#)



What information is included and why?

How do I navigate to find the information I need?

Questions we'll explore

- How do I think about how my college is doing on Vision Goals?
- How are our regionwide efforts to get Economically Disadvantaged Students into Living Wage Jobs progressing?
- Are credit ESL students completing at higher rates as part of targeted AB 705 interventions?

LIVE DEMO

Resources

^ Find Out More About the Data in the Student Success Metrics Dashboard

- [Summary of Metrics by Journey Type](#)
- [Alignment of Student Success Metrics to Other Initiatives](#)
- [Metric Definition Dictionary for March 2021 SSM Release](#)
- [Changes in Definitions on SSM March 2021](#)
- [Download this document to see which colleges are assigned to which district and regions](#)
- [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 CO 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](#)

Resources

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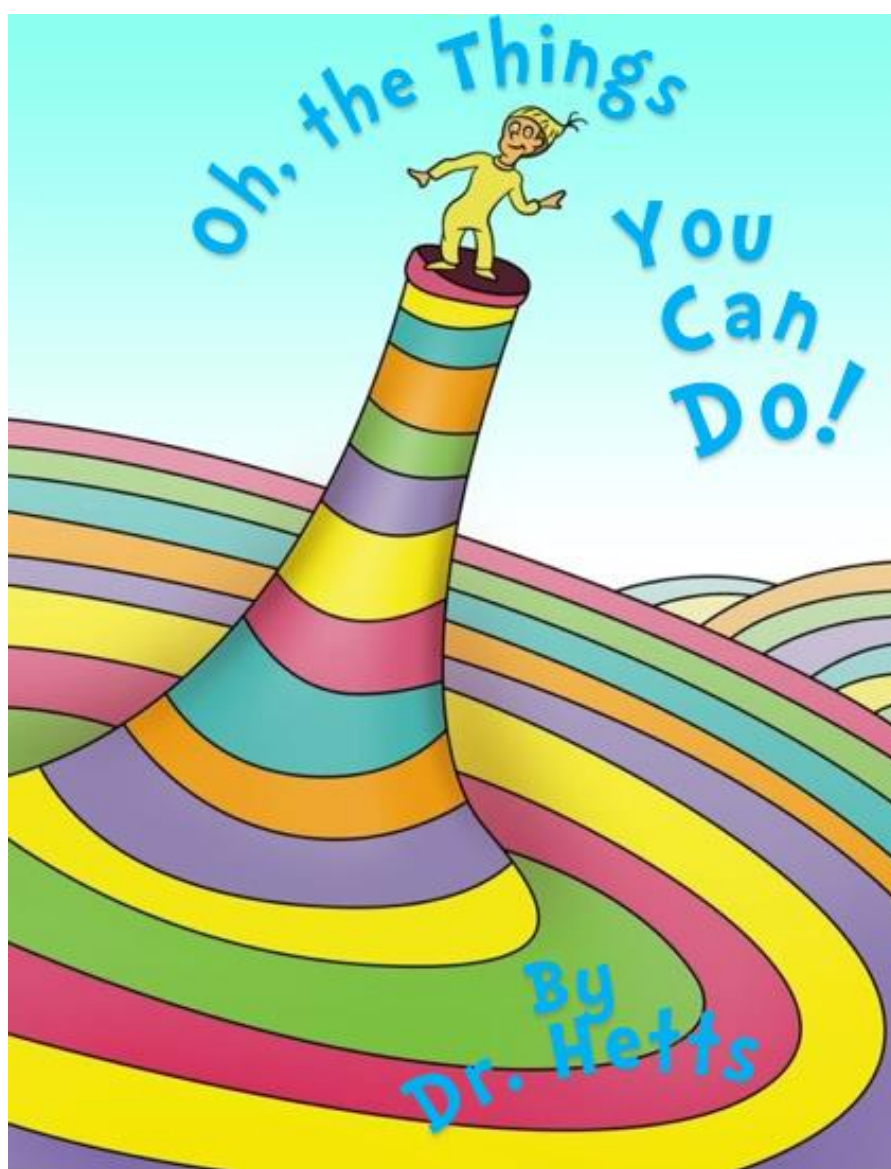
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The
Value

**How do I put the information to
use?**



There are many things *you* can do with the Student Success Metrics Dashboard

- But first - **it's a dashboard** – not a query tool
- Quick understanding of how your college is doing on a small set of key indicators and ability to dive in a little via disaggregation
 - Districts, regions, the state, different subpopulations
- Simple comparison opportunities
- Goal setting/prioritization and progress checking
- Shaping and contextualizing the work

Q&A



Wrap-up

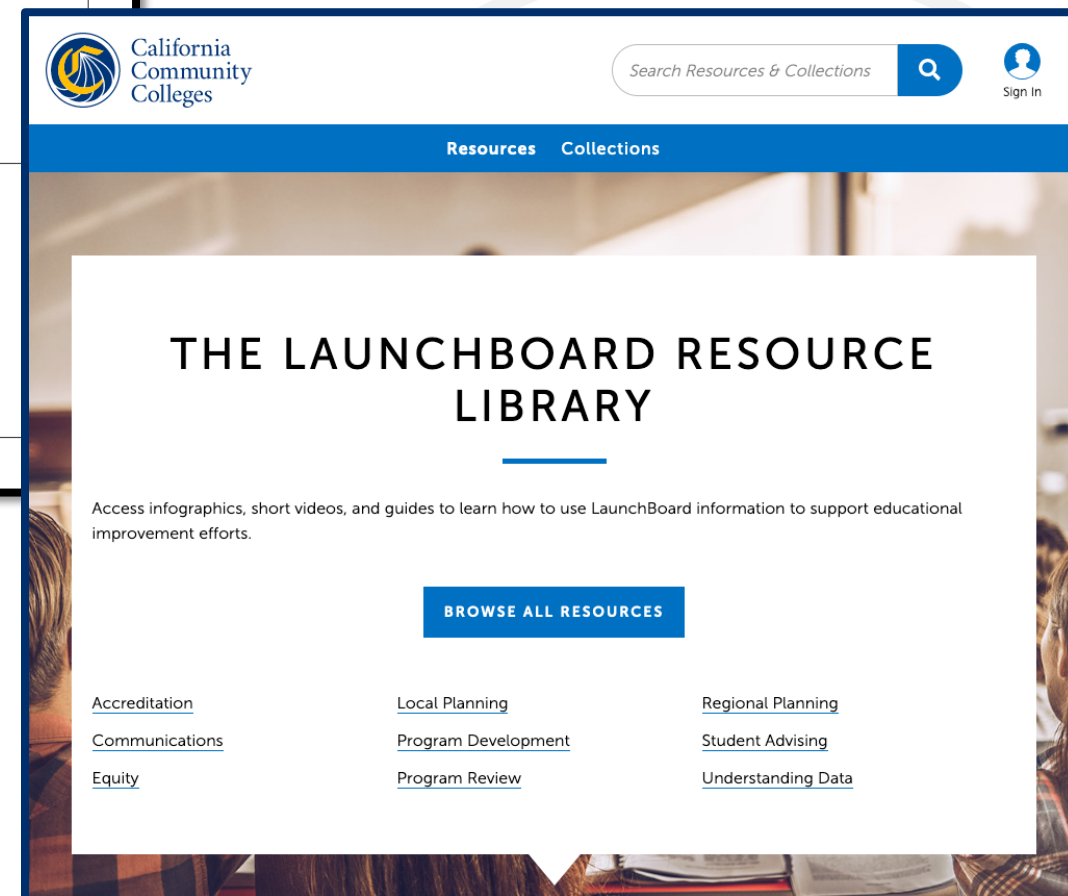
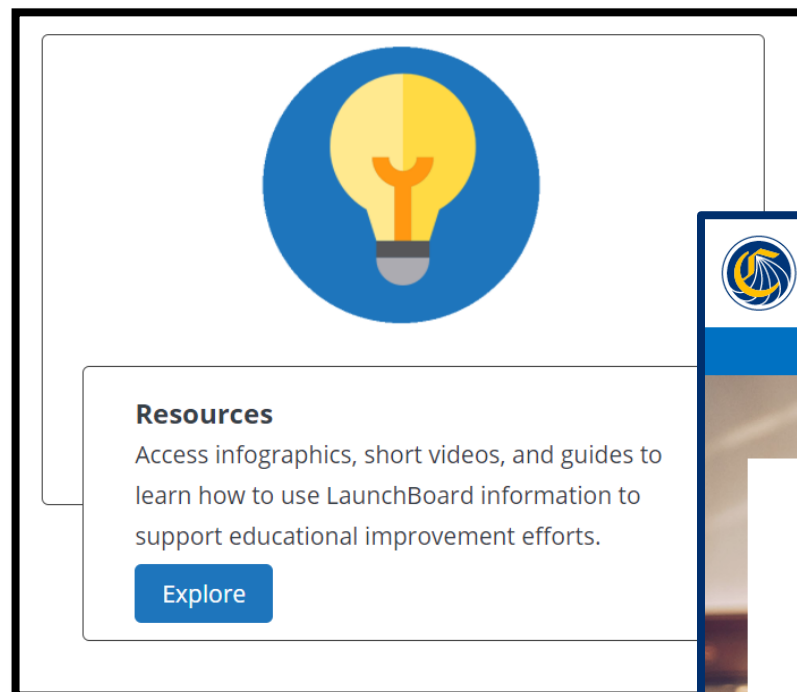


Student Success Metrics offers you information about **students' progress** at your college and across the state to **identify local priorities** and **inform strategies** for improving student success

More Resources

Access a
searchable
database of
resources, or find
related resources

<https://launchboard-resources.wested.org/>



Upcoming SSM Cohort webinar

2021 Student Success Metrics

Cohort View Walkthrough

April 14, 2021

9:00am – 10:30am

Register: <http://bit.ly/SSMCohortWebinar>



We want your feedback

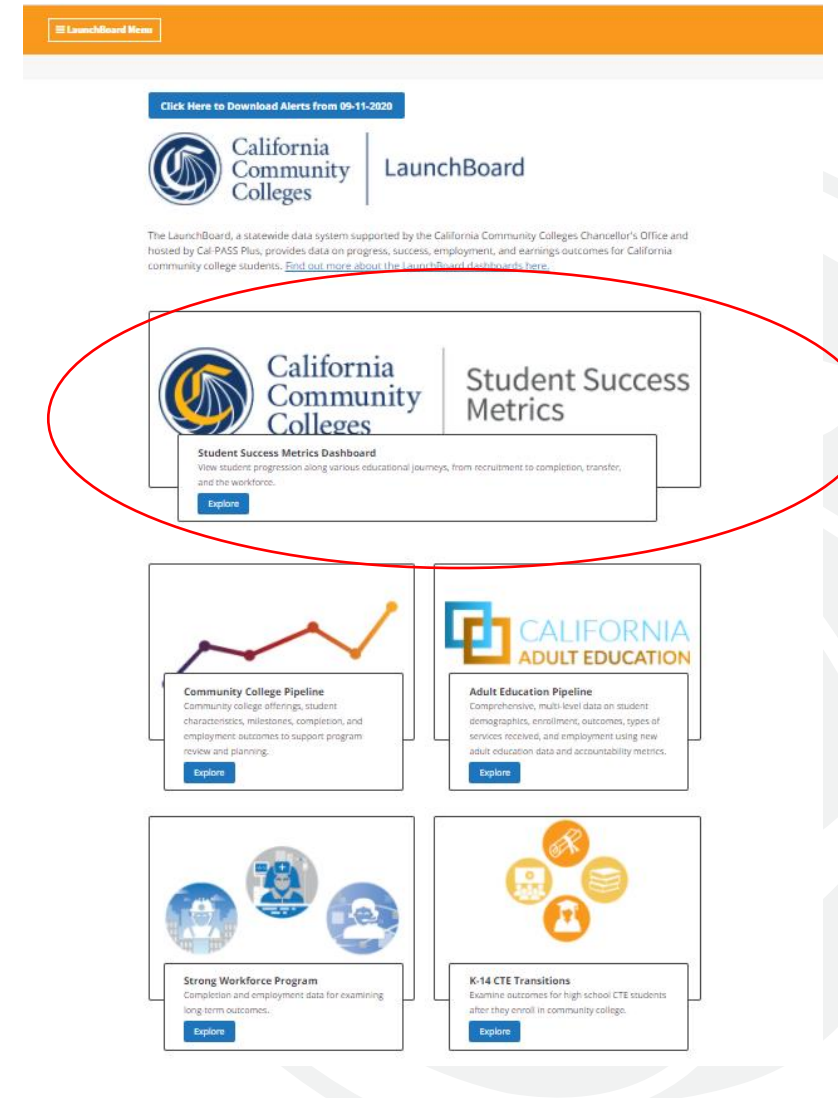
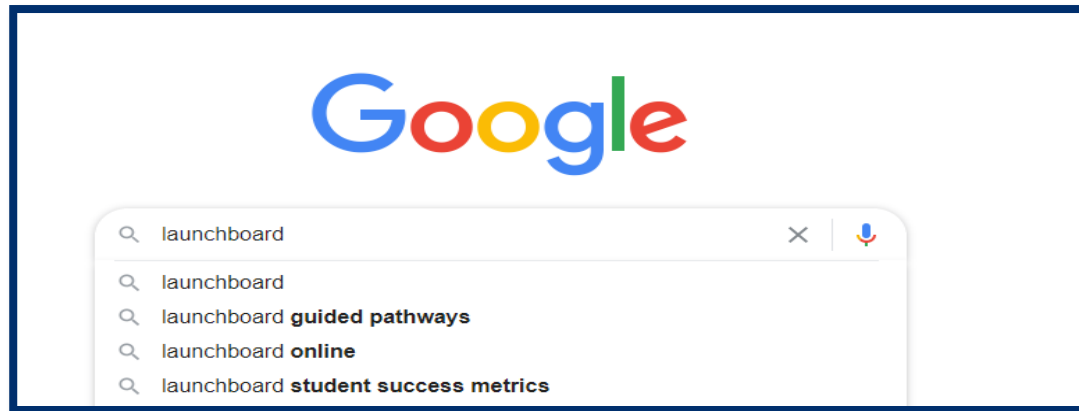
Please complete our survey!



Appendix

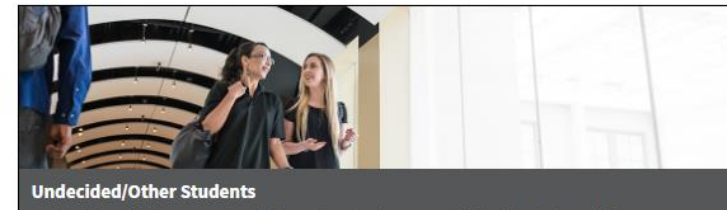
The following slides were not part of SSM Webinar presentation but created in place of the live demo

www.calpassplus.org/Launchboard



College Goal

- All Students
- Adult Ed/ESL Students
- Short-Term Career Ed Students
- Degree/Transfer Students
- Undecided/Other Students



View information by the location

- Statewide
- Macroregion
- Microregion
- District
- College

The screenshot displays the 'Student Success Metrics' dashboard for California Community Colleges. The top navigation bar includes a 'LaunchBoard Menu' button and the college logo. The main header area contains the title 'Student Success Metrics' and two informational links: 'Interested in the current metric definitions? See the 2020 release? See the Definitions document' and 'Interested in how the metrics are calculated? See the Definition Dictionary'.

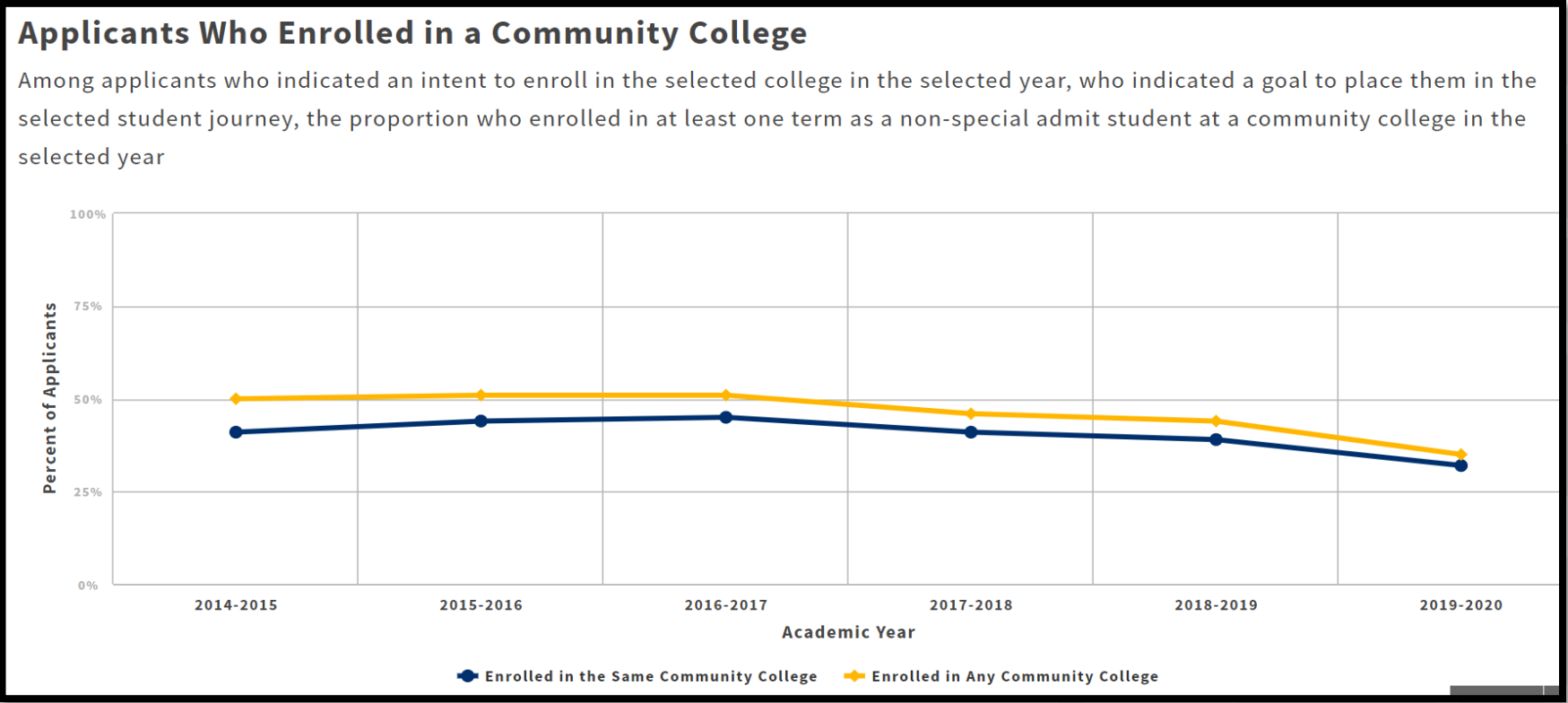
The dashboard features several filter sections:

- Journey Type:** A dropdown menu currently set to 'All Students'.
- Location:** A dropdown menu with radio buttons for 'Statewide', 'Macroregion' (selected), 'Microregion', 'District', and 'College'. The dropdown list shows 'San Diego/Imperial Counties' at the top, followed by a search bar and a list of regions: 'Bay Area', 'Central/Mother Lode', 'Inland Empire/Desert', 'Los Angeles/Orange County' (highlighted), and 'North/Far North'.
- Year:** A dropdown menu currently set to 'All'.
- Drill Down:** A dropdown menu currently set to 'None'.

Below the filters, there is a 'VIEW' button and an 'Export Data to CSV' button. The main content area is titled 'SUCCESSFUL ENROLLMENT' and includes a sub-header 'Applicants Who Enrolled in a Community College'. Below this, a paragraph explains the metric: 'Among applicants who indicated an intent to enroll in the selected college in the selected year, who indicated a goal to place them in the selected student journey, the proportion who enrolled in at least one term as a non-special admit student at a community college in the selected year'.

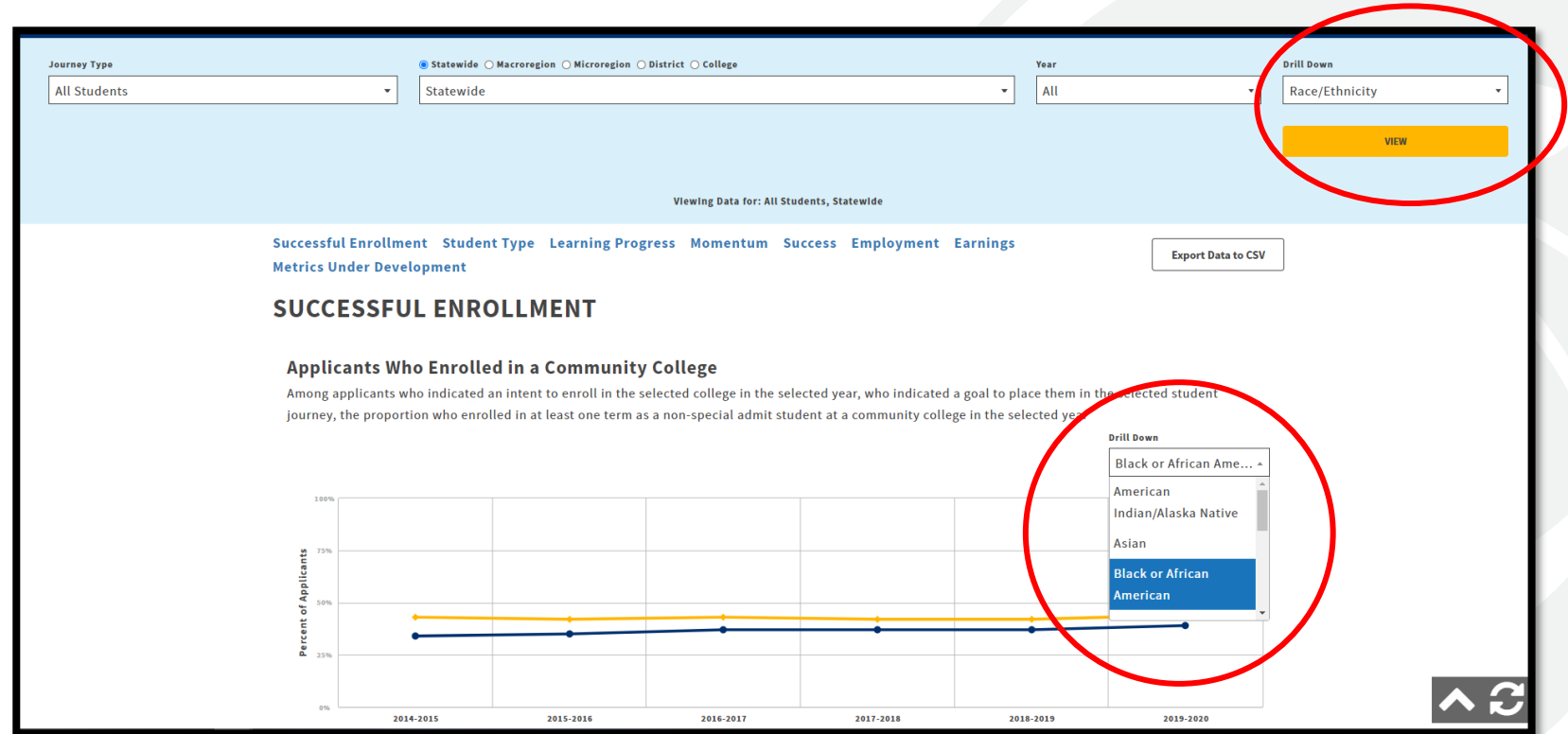
View changes over time

- From 2014-15 to 2018-19



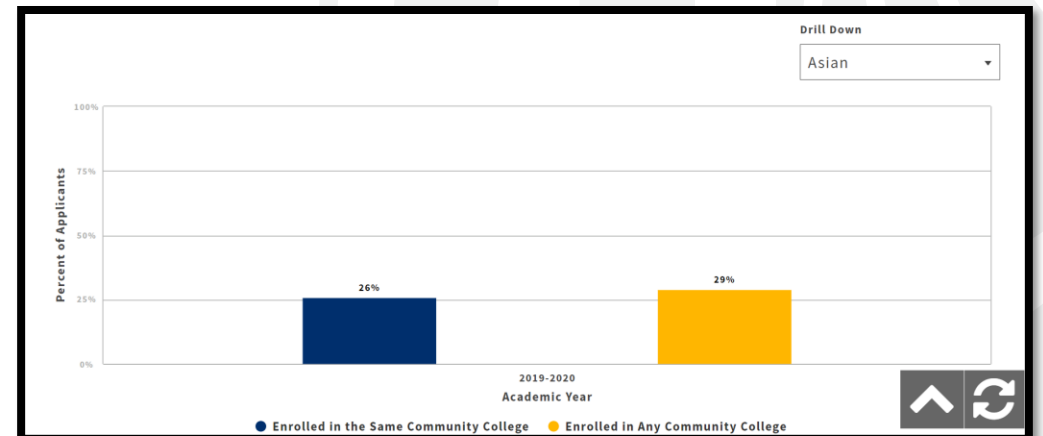
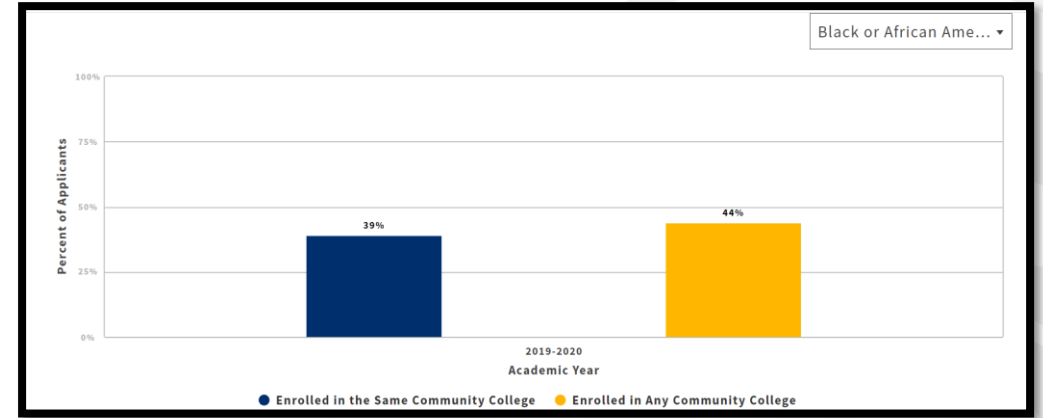
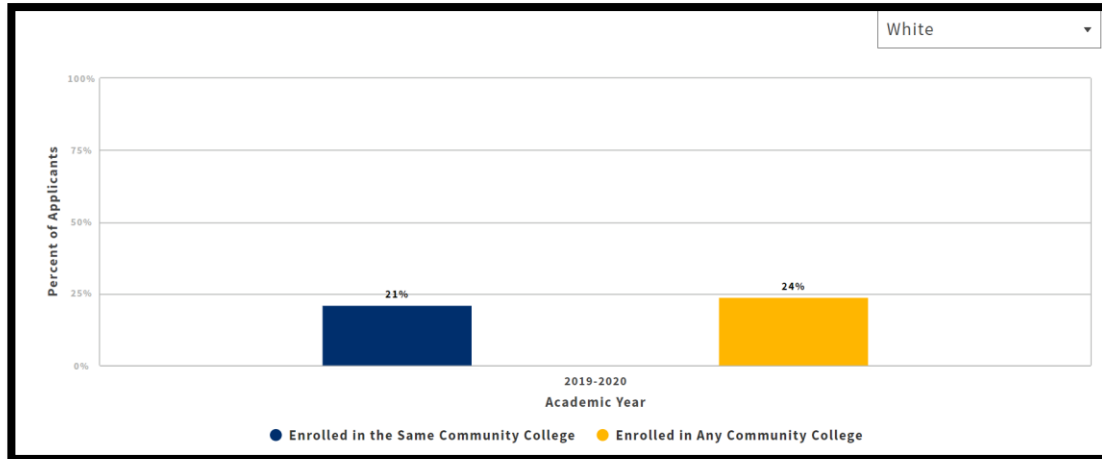
Disaggregate data by student demographics

- Age group
- Gender
- Race/ethnicity
- Economically disadvantaged
- Other characteristics



Use the Drill Down to see comparisons across groups


Applicants Who Enrolled in a Community College



Export data to .csv file type

LaunchBoard Menu

LOGOUT



California Community Colleges

Student Success Metrics

Interested in the changes in metric definitions for the March 2021 release? See the Changes in Definitions document

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

Journey Type

All Students

Statewide ☒ Macroregion ☐ Microregion ☐ District ☐ College

Statewide

Year

All

Drill Down

None

VIEW

Viewing Data for: All Students, Statewide

Successful Enrollment

Student Type

Learning Progress

Momentum

Success

Employment

Earnings

Metrics Under Development

Export Data to CSV

Export to csv

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	localeName	academic\metricID	title	description	source	categoryID	categoryLabel	disagg	subgroup	value	denom	perc		dataType	missingFlag	ferpaFlag
1	Statewide	2015 SM 122	All Studen	All studen	Chancellor's Office Managemer	Overall	Overall		2151947					Number	0	0
2	Statewide	2015 SM 122	All Studen	All studen	Chancellor's Office Managemer	Age	19 or Less		412661					Number	0	0
3	Statewide	2015 SM 122	All Studen	All studen	Chancellor's Office Managemer	Age	20 to 24		714801					Number	0	0
4	Statewide	2015 SM 122	All Studen	All studen	Chancellor's Office Managemer	Age	25 to 29		315031					Number	0	0
5	Statewide	2015 SM 122	All Studen	All studen	Chancellor's Office Managemer	Age	30 to 34		186686					Number	0	0
6	Statewide	2015 SM 122	All Studen	All studen	Chancellor's Office Managemer	Age	35 to 39		124936					Number	0	0
7	Statewide	2015 SM 122	All Studen	All studen	Chancellor's Office Managemer	Age	40 to 49		177739					Number	0	0
8	Statewide	2015 SM 122	All Studen	All studen	Chancellor's Office Managemer	Age	50 and Ol		220093					Number	0	0
9	Statewide	2015 SM 122	All Studen	All studen	Chancellor's Office Managemer	Gender	Female		1140972					Number	0	0
10	Statewide	2015 SM 122	All Studen	All studen	Chancellor's Office Managemer	Gender	Male		986869					Number	0	0
11	Statewide	2015 SM 122	All Studen	All studen	Chancellor's Office Managemer	Gender	Non-Binary							Number	1	1
12	Statewide	2015 SM 122	All Studen	All studen	Chancellor's Office Managemer	Gender	Unknown,		23760					Number	0	0
13	Statewide	2015 SM 122	All Studen	All studen	Chancellor's Office Managemer	Gender	Multiple V		346					Number	0	0
14	Statewide	2015 SM 122	All Studen	All studen	Chancellor's Office Managemer	Ethnicity	American		9021					Number	0	0
15	Statewide	2015 SM 122	All Studen	All studen	Chancellor's Office Managemer	Ethnicity	Asian		227792					Number	0	0
16	Statewide	2015 SM 122	All Studen	All studen	Chancellor's Office Managemer	Ethnicity	Black or A		147241					Number	0	0
17	Statewide	2015 SM 122	All Studen	All studen	Chancellor's Office Managemer	Ethnicity	Filipino		62157					Number	0	0
18	Statewide	2015 SM 122	All Studen	All studen	Chancellor's Office Managemer	Ethnicity	Hispanic		897192					Number	0	0
19	StudentSuccessMetrics_AllStuden															

All metrics, all years and all drill downs will be exported for the locale level and student journey selected