Student Success Metrics
Technical FAQs for colleges

Where can I access information on the Student Success Metrics, including PowerPoints, white papers, and FAQs?
https://digitalfutures.cccco.edu/Projects/Student-Success-Metrics

Where can I access information on the development of adult education metrics that informed the Student Success Metrics?
In the Administrators section of the Adult Ed website (https://caladulted.org/Administrators), select Field Teams in the left navigation, then AEBG 2017.

Student Types

Adult Ed/ESL

All of our English as a Second Language (ESL) courses are credit. Would their student type be Adult Ed/ESL or Degree/Transfer?
Colleges should counsel students who are seeking language acquisition to select an Adult Ed/ESL goal. If the courses are part of a Vocational ESL (VESL) program, the student should be advised to select a Short-term Career Education goal.

How do other noncredit students who are not in Adult Basic Education (ABE)/Adult Secondary Education (ASE)/English as a Second Language (ESL) fit into this framework, such as parenting, disabilities, or older adults?
The educational goals that best fits is “lifelong learning”, which is part of the Undecided/Other group.

Are we making the assumption that ABE students are attending adult schools rather than the colleges? Given the AB 705 implementation guidelines received for English, our college may no longer offer this type of class.
Some colleges offer adult education-level English and math courses, especially in AEBG regions where there are no K-12 adult schools. The Student Success Metrics allow for colleges to track the outcomes for students who elect to take these courses (even though AB 705 means that students may not be required to take them).

Will you be able to use the Student Success Metrics to project students that might be in the pipeline for attainment metrics in the funding formula? For example, could you use them to identify adult ed students who might transition into transfer-level coursework?
Yes. By looking at the Adult Ed/ESL student journey metrics, you could see how many are transitioning to postsecondary to get a sense of adult ed pipelines into CTE and/or credit coursework. Also, by looking at the proportion of students declaring Short-Term Career Education and Degree/Transfer goals, you can get a sense of the number of students who might attain each specific metric in the funding formula.

Short-Term Career Education

Which category will CTE certificate students be assigned to?
Students who selected a goal relating to career advancement or indicated they had a goal of earning a certificate, are in the Short-Term Career Education group.

**Undecided/Other Students**

**How will undecided students be handled?**
Students who have a goal of “Undecided” or were missing data regarding their goal are in the Undecided/Other group.

**How should we assign students who are just taking one or two classes while already enrolled in a 4-year college?**
There is a student educational goal “4 year college student taking courses to meet 4 year college requirements” that is included in the Undecided/Other group.

**What happens when students don’t have an informed goal?**
The goal they listed in CCC Apply is used. If there is no goal listed in CCC Apply, then the student is assigned to the Undecided/Other group.

**All Students**

**What happens when students change their goals?**
In the snapshot view, metrics are calculated each year where students are evaluated based on the goal associated with them that year. In the cohort view that will be part of the May 2019 release, students are tracked based on their initial goal.

**Are credit, noncredit, and contract education student included?**
The metrics are calculated for both credit and noncredit students, but not contract education. Unfortunately, there is no state-level data available on contract education participants.

**Data Sources**

**Were any scenarios run examining the assumption that students have an informed goal? How reliable is this information?**
Colleges are required to report informed student goals as part of SSSP. An analysis by the Chancellor’s Office found that 97 percent of first-time students had an informed educational goal in the MIS system in 2015-16. However, some colleges have significant fluctuations in the numbers of students assigned to each goal from one year to the next.

**CCC Apply isn't working well for all students applying, especially adult ed/noncredit students. How will this be addressed?**
The Chancellor’s Office is working to improve CCC Apply, particularly for adult ed and noncredit.

**Will colleges receive funding to strengthen data collection for noncredit programs/students?**
Each Adult Education Program consortium received funding to improve data systems in 2016, with extensions granted this year so that funds were available through the end of 2018.

**Is there a CRM the state Chancellor's Office recommends to track students from outreach to employment?**
No, but all information required to populate the Student Success Metrics will come from data the Chancellor’s Office already collects. College will not need to report anything new and college-level results will be automatically populated on the Student Success Metrics dashboard.

**How are students followed over time? Through alumni groups and polls?**
Information on the metric sources are included in the [third white paper](#) and in the Data Element Dictionary. Most metrics are tracked using data uploaded to the Chancellor’s Office Management Information System (MIS). Transfer outcomes comes from the National Student Clearinghouse and direct matches with UC and CSU. Employment information comes from a combination of data from employers from the state wage file and student surveys that are funded by the Chancellor’s Office.

**Metric Definitions**

**Student Type**

**Why is headcount on the Student Success Metrics dashboard different than the one on Data Mart?**

In the second release of the Student Success Metrics dashboard, the calculation for headcount was aligned with the Student Centered Funding Formula, which counts students who had any record in the SX: STUDENT-ENROLLMENT-DATA-RECORD field but excludes students who are currently a special admit. Data Mart uses a different enrollment table that is constructed by the Chancellor’s Office using STD7: STUDENT-HEADCOUNT-STATUS, which includes current special admit students but excludes students who are exclusively in noncredit and very low-unit skills-builders. Enrollment numbers will continue to be different between Data Mart and the Student Success Metrics dashboard, as the Data Mart calculation is used for federal reporting.

**Successful Enrollment**

**Will enrollment at a private four-year be included?**

Not at this time, but the Chancellor’s Office will determine whether it can use the National Student Clearinghouse to obtain reliable information.

**What happens if we receive fraudulent applications to CCCApply?**

CCCApply has new controls to flag potential fraudulent applicants for further evaluation to ensure the data is more reliable.

**What happens when students choose not to attend, even after going through SSSP services?**

There will always be students who choose not to attend, but this information is still useful. Knowing the rate of students who enroll in your college or any college in the community college system can inform improvements in onboarding services and program offerings.

**Learning Progress**

**Are the metrics time-bound and does it vary depending on where student begins? For example, an ESL student who is illiterate in their first language and has virtually no English will take longer to progress than a college-educated immigrant.**
For Adult Ed/ESL, students are flagged if they improved by one or more CB21 level in a year. The outcomes can be evaluated in the context of the populations served by the college when discussing the metrics within the college or with the broader community.

Looking to the future, we may want to consider accounting for foundational skills gains through the ABE/IET model, which would account for double gains in foundational skills and CTE awards. This issue is under examination through the Adult Education Program. For now, colleges could look at both attainment of skills gains and noncredit workforce milestones to see evidence of improvement as integrated education and training models are implemented.

**Momentum**

Will summer or winter courses be included in the unit attainment metric?
Leading summers are included for the fall term and year-round metrics. Winter courses will be included in year-round metrics.

**Success**

Will you be able to see if students obtained a CTE certificate and transferred to a four-year institution?
Transfer data will only be displayed for students with a Degree/Transfer goal, Undecided/Other students, and the All Students view. Attainment of all types of community college awards and apprentice journey status will be displayed for every student type.

When looking at units to AA/AS or ADT, are the results excluding students with a prior degree? that is, are the units to degree just units to first degree, or if a student earns a second AA in 2018 will it look at all the previous units including those used for the student’s first AA in 2016, for example.

It is looking at all units that the student ever earned, at any college in the state. If a student earns more than one associate degree over time, the units will be cumulative since their first enrollment in the system.

**Employment & Earnings**

For the Short-Term Career Education student type, would getting promoted be counted in the employment metric?
There is no specific metric on getting a promotion. However, if the student got a promotion, they would likely report that they are employed in a job that is closely related to their field of study, and they are also likely improve their earnings, which would be captured in the change in earnings metric.

For the Adult Ed/ESL student type, if they transition to credit, they might not be placed into a job or have improved earnings. Would this count against them in the metrics?
Students who are still enrolled in a K-12 adult school, community college, or four-year institution are not included in employment and earnings measures.

Does the employment measure apply to all students, even those who did not indicate employment as their goal (ex: ABE/ASE/ESL student who is supporting their children in school but not interested in employment)?
For Adult Ed/ESL, Undecided/Other, and All Students, information will be available on the proportion of students who were not employed but obtained a job after leaving college.
Disaggregated Data and Equity Reporting

What types of disaggregation are available?
Gender, race/ethnicity, age group, received a California College Promise Grant (formerly the Board of Governors Fee Waiver), received a Pell grant, met Perkins economically disadvantaged definition, first-generation, foster youth, disabled students, veterans, and LGBT.

Will the source data for the SSM be available for local research offices to download? That would allow us to match the data back to our research database so we can add more analysis.

There is an export feature on the dashboard that allows users to download a CSV file with aggregate data, including overall and disaggregated results for each metric. Work is underway to provide student-level information to districts through Data on Demand.

Will the SSM show the calculations for disproportionate impact for us, or will we need to do those calculations locally?

In addition to the export feature, for the Student Equity and Achievement reporting, the Chancellor’s Office will provide each college with the numerators, denominators, and disproportionate impact figures using the percentage point gap methodology for successful enrollment, transfer math and English completion, and fall to spring retention. In addition, it will provide results for these metrics as well as completion and transfer using the proportionality index. Students will be flagged as experiencing disproportionate impact if either methodology shows a gap. This information will be shared with districts through Data on Demand no later than the end of February 2019. This information will also be autopopulated into NOVA to support Student Equity and Achievement reporting.

There are a number of equity categories that appear to be missing, or I only see one gender and another category called “Masked.” Why is that?

Results have been suppressed in cases where there are fewer than ten students. In addition, the next largest category is also suppressed, so that a user could not extrapolate the suppressed category using arithmetic. In the case of either/or disaggregations like foster youth and veterans, if you’ve got only a handful of students who attained a metric like Completed Both Transfer Level Math and English, then no data would appear for either category. In cases like gender, if you’ve got fewer than ten people in the unknown/other category, then the next category up (such as male) will be suppressed.

Alignment of Metrics Across Initiatives

How do the Student Success Metrics compare to other measures used by the Chancellor’s Office?
To see a side-by-side comparison of the Student Success Metrics with the Vision Goals, Student Centered Funding Formula, Student Equity & Achievement Program, Strong Workforce Program, Adult Education Program, and the K12 Adult Education Program, click on the link that says “Alignment of the Student Success Metrics” under the “Find out more about the data in the Student Success dashboard” section at the bottom of the Student Success Metrics dashboard, or visit the Digital Futures website at https://digitalfutures.cccco.edu/Projects/Student-Success-Metrics.

Can we use the Student Success Metrics to reconstruct the Student Centered Funding Formula (SCFF)?
The SCFF are district metrics, with some metrics requiring special MIS data runs, so you will not be able to recreate SCFF metrics using the Student Success Metrics. However, if you get more students to progress on their journey (as outlined in the Student Success Metrics), you could see improvement in your SCFF metrics.

**How do the Student Success Metrics align with AB705?**
Like AB705, Student Success Metrics examine whether students complete transfer-level math and English in their first year. However, the timeframe for that year is different. In AB705, it is within one year of taking classes in the relevant area (i.e., English). In the Student Success Metrics, it is within the first year of enrolling in a district. The Student Success Metrics use the Student Centered Funding Formula definition.

**Will IEPI metrics that are not student-related, such as accreditation standing, be changed?**
Only the IEPI metrics pertaining to student outcomes have been addressed at this time.

**Discrepancies Across Dashboards**

You can view a technical document that explains discrepancies between specific Student Success Metrics and data found on other dashboards by clicking on the link that says “Discrepancies Between Student Success Metrics and Other Dashboards” under the “Find out more about the data in the Student Success dashboard” section at the bottom of the Student Success Metrics dashboard. Below are answers to common questions about lack of alignment.

**Why are completion figures on the Student Success Metric dashboard different from those on Data Mart and in the Student Centered Funding Formula?**
The Data Mart element on "Earned an award" is a count of awards issued by a college, which means it is a duplicate count. If a college gives students multiple awards in the same year, they will be counted more than once. This is a fairly common practice at California community colleges. For example, 15% of students earned both an ADT and an AA/AS last year. Or, colleges might give students both an associate degree and an IGETC certificate. This practice is likely to increase, given that the funding formula incentives awards.

In the Student Success Metrics, the figures will be lower for two reasons. First, the metric displays the unduplicated count of students who earned awards. To help clarify the types of awards that being issued, in addition to showing the unduplicated count of students who attained the Vision Goal definition of completion (earned a Chancellor's Office approved credit certificate or associate degree), you see unduplicated counts of students who earned various types of awards. So if a student earned two AA/AS degrees in the same year, they would only be counted once, but if they earned both a certificate and an ADT, they would appear once in each column.

The second reason that the Student Success Metrics will display lower figures is because students are only counted if they were enrolled the year they received the award or the prior year. Given that many colleges are auto-awarding certificates and degrees to students who had met award requirement but never petitioned for them, it is likely that award counts will be significantly larger in the next year or two, which will distort time trends for completion. The metric does give students a grace period of a year to petition for the award, given that many students don't complete this paperwork within the term.
Why are transfer figures different from those posted on the UC and CSU websites?

The Chancellor’s Office uses the Transfer Bucket in calculating transfer figures in contexts such as the Student Success Scorecard and the State of the System report. The Transfer Bucket has three data sources: a custom match provided by the National Student Clearinghouse using social security numbers, a match done with the UC system using social security numbers, and a match done with the CSU system using social security numbers. Transfer numbers that are calculated from the Transfer Bucket will be different from those available directly from the National Student Clearinghouse or from transfer destinations for two reasons: students are only included in the metric if they have earned at least 12 units in the California community college system (at any point) and were enrolled in a California community college the previous year. Another factor in the figures being different is that all colleges where a student was enrolled in the year before they transferred to a four-year institution will receive credit for the transfer.

We’ve noticed that the Guided Pathways LaunchBoard tab includes the trailing summer--but the SCFF does not include tracking through the trailing summer. How are trailing summers handled in the Student Success Metrics?

The Student Success Metrics are aligned with the funding formula. The Guided Pathways tab no longer aligns to the definitions that have been adopted for the Student Success Metrics and the funding formula. Discussions are underway at the Chancellor’s Office regarding next steps for the Guided Pathways tab.

Student Success Metrics Dashboard

Who will be able to access the dashboard?
The dashboard is not behind a firewall, so anyone can view it.

Will data be displayed at the district level, in addition to the college level?
Yes. District-level data will be available in the May 2019 release.

Will results will be disaggregated by program?
Not at this time.

Will results be disaggregated by class modality (online, face to face)?
Not at this time.

Will the Student Success Metrics data be available for download through Data on Demand (like the Scorecard)?
This feature is being developed and should be implemented no later than the end of March 2019.

Will student-level data from sources outside of MIS, such as the state wage file, be shared with college/district IR offices?
Given current memoranda of understanding, these data cannot currently be shared.

Will actual code be available, or will the logic only be available via the data element dictionary?
Given that code is often specific to the server environment, we have elected to include information in the metric dictionary that can be used to reconstruct code locally. If colleges are unable to replicate the
figures, they can work directly with the Student Success Metrics development team to address gaps in results.

**For students who attend multiple colleges/districts, will the cohort definitions for the Student Success Metrics include a clear logic as to when a student gets attributed to one college versus another?**

Yes. The logic for how we handle swirling students is spelled out in the Metric Dictionary.

For the first and second releases which only include a snapshot view of results, data is displayed for students who had any SX record at the institution, with the “locale” notation in the dictionary specifying whether the student had to attain the metric at the same institution, district, or statewide.

When the cohort view is released in May 2019, it will be based on first-time students, enrolling in the fall. If a student attends two difference colleges their first semester, they will be shown in both institutions at the college-level view. For the roll-ups to regions and statewide, we will deduplicate results so that the dashboard displays the outcomes that students attained across all of the colleges they attended within those geographies.