Student Success Metrics Dashboard

Changes between the November 2018 and January 2019 releases

Student Journey Type

1) In the second release of the Student Success Metrics dashboard, there is a fundamental change in how valid enrollments are calculated for the Student Journey Types. In the first release, the Student Success Metrics Dashboard calculate a valid enrollment based on a table created by the RP Group that lists specific grades. For the second release, valid enrollment is based on whether a student shows up in any of the Student Enrollment (SX) Data Element files in MIS.

   *Impact of the change:* Because students are included in the cohorts using different criteria, all figures in the dashboard will shift somewhat.

   *Alignment note:* This definition of a valid enrollment will also be used in the rebuild of the Adult Education Pipeline and the Strong Workforce Program dashboard in the first half of 2019.

2) In the first release, only students with informed educational goals, or who display noncredit adult/ed and short-term career education course-taking patterns, are included. In the second release, CCC Apply data is used to identify goals for students who do not have an informed goal.

   *Impact of the change:* Because students are included in the cohort using different criteria, all figures in the dashboard will shift. Overall figures will increase for degree/transfer, undecided/other, and “all students” views, and some outcomes may trend downward because students who did not benefit from educational planning will be included.

Noncredit Workforce Milestone

1) In the second release, the Noncredit Workforce Milestone metric is expanded to include students who completed a workforce prep course or who had 48+ contact hours in a workforce prep course.

2) In the second release, the denominator is adjusted to only included students who took noncredit career and technical education (CTE) or workforce prep courses.

3) In the second release, the methodology for identifying CTE courses is adjusted from using the list of TOP codes associated with Doing What Matters sectors to using vocational flags on TOP codes.

   *Impact of the changes:* The number of students represented in the rates will decline while the number of students meeting the milestone will increase, so rates are likely to increase.

   *Alignment note:* This definition will also be used in the rebuild of the Adult Education Pipeline and the Strong Workforce Program dashboard in the first half of 2019.
Course Success Rate

1) In the second release, the methodology for allowable grades is adjusted to align with Data Mart.

*Impact of the changes:* The differences are likely to be small.

Students Who Completed Both Transfer-Level Math and English

1) In the second release, the methodology for allowable grades is adjusted to align with Data Mart.
2) The methodology for identifying the first term of enrollment in a district is adjusted slightly in the second release to align with the Student Centered Funding Formula definition.

*Impact of the changes:* The differences are likely to be small.

Earned Nine or More Career Education Units

1) In the second release, the methodology for allowable grades is adjusted to align with Data Mart.
2) The methodology for identifying the first term of enrollment in a district is adjusted slightly in the second release to better align with the Student Centered Funding Formula definition.
3) In the second release, the methodology for identifying CTE courses is adjusted from using the list of TOP codes associated with Doing What Matters sectors to using vocational flags on TOP codes.

*Impact of the changes:* The differences are likely to be small.

Unit Attainment

1) In the second release, slight adjustments are made to the unit attainment metrics, so that 0.1 to 0.9 units are grouped with the current 1-5.9 units, and the 10-24.9 unit grouping changes to 10-23.9 to better align with the Guided Pathways Key Performance Indicators.

*Impact of the changes:* The differences are likely to be negligible.

Retained from Fall to Spring

1) In the first release, students who transferred to a four-year institution are excluded. In the second release, the definition is expanded to exclude students who transferred to any post-secondary institution outside of the California community colleges.

*Impact of the changes:* The differences are likely to be small.

Transitioned to Postsecondary

1) In the second release, only students who had noncredit Adult Basic Education, Adult Secondary Education, and ESL course-taking patterns are included in the Transitioned to Postsecondary calculation.
2) In the second release, students who enrolled in a noncredit Career and Technical Education course are also counted as enrolling in postsecondary, to align with federal definitions of postsecondary institutions.
3) In the second release, the methodology for identifying CTE courses is adjusted from using the list of TOP codes associated with Doing What Matters sectors to using vocational flags on TOP codes.

*Impact of the change:* The number of students represented in the rates will decline while the types of success will expand, so rates are likely to increase.

**Earned an Award**

1) In the first release, figures reflect an unduplicated count of students who were issued an award in the selected year. In the second release, students are only counted as having earned an award if they were enrolled in the same or previous year.

*Impact of the changes:* For colleges that auto-issue awards to students who enrolled in the past but left with petitioning for an award, rates will decrease.

**Average Number of Units Accumulated by Associate Degree Holders**

1) In the first release, students had to meet a threshold of earning 60 units at the selected institution to be included in the metric. In the second release, students are included if they met this threshold any California community college.

2) The 60-unit threshold also provides more specificity about the types of courses and allowable grades that are included.

3) In the first release, average number of units are calculated for all students who earned one or more associate degree in the selected year. In the second release, this definition is expanded to include students who earned an associate degree in the year after they were last enrolled, to account for institutions that require students to petition for awards.

*Impact of the changes:* The impact of whether units were earned at the local college will vary by institution. However, due to more courses potentially being included, figures may trend up slightly. More students will be included in the metric with the more expansive timeframe for completion.

**Job Closely Related to Their Field of Study**

1) In the first release, students who transferred to a four-year institution are excluded from the metric. In the second release, this definition is expanded to exclude students who transferred to any post-secondary institution outside of the California community colleges.

*Impact of the changes:* The differences are likely to be small.

**Median Earnings**

1) In the first release, median earnings were calculated by adding together earnings in each of the four fiscal quarters after the academic year of exit, covering the period of July-June. In the second release, the methodology has been changed so that earnings in the second fiscal quarter after the academic year of exit (covering the period of October-December) will be multiplied by four to
create an annualized figure. This change was made to allow earnings data to be posted with a shorter lag time.

2) In the first release, students who transferred to a four-year institution are excluded from the metric. In the second release, this definition is expanded to exclude students who transferred to any post-secondary institution outside of the California community colleges.

*Impact of the changes:* Earnings figures will trend up notably.

*Alignment note:* This definition will be also be used in the rebuild of the Adult Education Pipeline and the Strong Workforce Program dashboard in the first half of 2019.

### Median Change in Earnings

1) In the first release, students who transferred to a four-year institution are excluded from the metric. In the second release, this definition is expanded to exclude students who transferred to any post-secondary institution outside of the California community colleges.

2) In the first release, the timeframe for the pre-wages was based on the second fiscal quarter before the student's first-ever enrollment in the community college system. In the second release, an additional criterion was added for returning students, such that change in earnings is based on the second fiscal quarter before enrollment after a gap of one or more academic years in the community college system, rather than their first-ever enrollment.

*Impact of the change:* Numbers will shift downwards significantly, given that students often enroll over long timeframes.

*Alignment note:* This definition will be also be used in the rebuild of the Adult Education Pipeline and the Strong Workforce Program dashboard in the first half of 2019.

### Living Wage Attainment

1) In the first release, median earnings were calculated by adding together earnings in each of the four fiscal quarters after the academic year of exit, covering the period of July-June. In the second release, the methodology has been changed so that earnings in the second fiscal quarter after the academic year of exit (covering the period of October-December) will be multiplied by four to create an annualized figure. This change was made to allow earnings data to be posted with a shorter lag time.

2) In the first release, students who transferred to a four-year institution are excluded from the metric. In the second release, this definition is expanded to exclude students who transferred to any post-secondary institution outside of the California community colleges.

*Impact of the changes:* Living wage attainment will increase.

*Alignment note:* This definition will be also be used in the rebuild of the Adult Education Pipeline and the Strong Workforce Program dashboard in the first half of 2019.