California Community Colleges

Changes to the Community College Pipeline Dashboard

November 2022

This document describes changes to metric definitions and new metrics added as part of the 2021-2022 release of the Community College Pipeline Dashboard (CCP 4.0). For any questions or concerns, please email launchboard@cccco.edu.

Contents

NEW LOCALES: MADERA COLLEGE AND CALBRIGHT COLLEGE

Two new institutions have been added to the dashboard. Data will now appear for Madera College beginning in 2020-21. This new college is part of the State Center district in the South Central Valley-Mother Lode microregion in the Central/Mother Lode macroregion. Data will now also appear for CalBright College and the California Online district beginning in 2019-20. An "Unassigned" microregion and macroregion have been added as locales for the integration of this online only college into the dashboard.

NEW DRILLDOWN: PERKINS ECONOMICALLY DISADVANTAGED

A new drilldown has been added to all metrics where possible for the display of Perkins Economically Disadvantaged status.

NEW METRIC: ATTAINED THE VISION GOAL DEFINITION OF COMPLETION OR TRANSFERRED TO A FOUR-YEAR INSTITUTION

A new metric has been added to the Success View for the number of students who attained the Vision for Success definition of completion in the selected year or who exited and enrolled in a four-year institution in the subsequent year.

OFFERINGS: ENROLLMENTS

The code has been updated for Enrollments in the Offerings View. The metric has been updated to count the total number of enrollments on the selected TOP code instead of counting all enrollments on all TOP codes for students enrolled on the selected TOP code.

Impact of the change: Statewide, enrollments are lower by 2% to 3% depending on the year. At the college level, enrollments are also lower for all years, but the percentage change is much higher at some institutions.

STUDENTS: AGE GROUPS

A coding issue was discovered that led to an error in the calculation of a student's age to place that student in an age grouping. A student's age was not determined on Oct. 15th of the selected year per the Metric Definition Dictionary. So, students with birthdays after Oct. 15th of the selected year were incorrectly determined to be one year older potentially placing them in the incorrect age group.

Impact of the change: Statewide, the age category 19 or less is up by 10%-11% depending on the year compared to the prior version. Other age categories are lower by 1% to 4% depending on the age category and the year. Impacts are similar on all colleges with more students included in the 19 or less category and fewer in the other age categories. At the college level, impact is similar with more students assigned to the 19 or less category and less to other age groupings.

STUDENTS: LESBIAN/GAY/BISEXUAL/TRANSGENDER (LGBT) STUDENTS

Data elements from COMIS and CCCApply are used to determine whether a student identifies as LGBT. In prior builds, a combination of student ID and derkey was used to match students in the CCCApply data to identify whether a student identifies as LGBT. To

align with the LaunchBoard methodology to always use derkey (last name, first name, date of birth, gender) to match students except where only SSN is possible to match on, students are now matched on derkey with the CCCApply data for LGBT status.

Impact of the change: Statewide, 4% to 9% more students are flagged as LGBT depending on the year. At the college level, impact is similar with more students flagged as LGBT.

STUDENTS: FIRST-TIME STUDENTS

The definition for first-time students has been updated to align more closely with the first-time credit student cohort definition in Student Success Metrics by removing students who received all Military Withdrawal (MW) or Excused Withdrawal (EW) grades for SX04 Enrollment-Grade in all credit courses in their first term except if their first term was Spring 2020 or any term in academic year 2020-21 due to the onset of the COVID pandemic in 2020.

Impact of the change: Statewide, 4% to 5% less students are considered first-time. Percentages are slightly lower by one percentage point. At the college level, impact is similar with less students considered first-time.

STUDENTS: FIRST-TIME CREDIT STUDENTS

Due to the coding issue discovered for determining a student's age referred to above under "Age Groups," some students were considered a year older than they actually were. With the update, students, who were previously excluded because they were considered 18 or older and an enrollment was found in the transfer bucket, are no longer excluded since their true age was less than 18 when an enrollment was found in the transfer bucket.

Impact of the change: Statewide, 3% to 8% more students are considered first-time credit students. Percentages are slightly higher by one percentage point. At the college level, impact is similar with more students considered first-time credit students.

STUDENTS: CURRENT SPECIAL ADMIT STUDENTS

In the prior version, students who were only ever special admit and who never had a non-special admit enrollment at any CA community college were not included in the count of special admit students.

Impact of the change: Statewide, 71% to 326% more students are flagged current special admit students depending on the year. Denominators are only slightly higher leading to higher percentages by one to seven percentage points. At the college level, impact is similar with many more students considered current special admit students.

STUDENTS AND MILESTONES: STUDENT GOALS AND NONCREDIT METRICS

1. The Student Metrics Advisory Committee noncredit subgroup flagged that as a result of the switch to online instruction in the spring 2020 term with the onset of the COVID pandemic, colleges did not consistently code noncredit courses using SX05 Positive Attendance Hours. After continued exploration and discussion with the field, the Chancellor's Office has decided to carry over the coding exception used in spring 2020 to all terms in 2020-21. Therefore, due to challenges noncredit community college

institutions face in reporting attendance hours for noncredit distance education courses, the hour threshold requirement is not enforced for noncredit community college students. Therefore, for noncredit students enrolled in the Spring 2020 term and in the 2020-21 academic year, the Chancellor's Office has removed the previous threshold of 12 hours. During this timeframe an enrollment record (SX) in an adult education program is used as a proxy for the hour threshold component of this metric. The Chancellor's Office recognizes that the challenges in reporting are a result of noncredit institutions' steadfast work in transitioning to noncredit distance education courses without an established reporting method or data element in the Chancellor's Office Management Information System (COMIS). As discussions continue, the Chancellor's Office welcomes feedback from the field.

2. For better alignment with the Adult Education Pipeline and to better reflect actual student journey, students enrolled in noncredit courses coded on TOP codes, 493009 Supervised Tutoring and 493014 Study Skills, have been removed from being included as valid noncredit enrollments.

3. Metrics affected: Adult Education/ESL student journey, Short-Term Career Education student journey, Undecided/Other student journey, Skills Gain, Completed a Level of Education, Completed a Noncredit CTE or Workforce Preparation Course, and Transitioned to Postsecondary.

Impact of the change: Statewide values are very similar for the Adult Ed or ESL student journey. However, statewide values for the Short Term Career Education student journey are lower by 7% to 8% depending on the year. Other outcome metrics affected are slightly lower statewide by 0% to 3% depending on the metric and the year. At the college level, impacts are similar for most colleges in most years.

MILESTONES: COMPLETED UNIT THRESHOLDS IN THE FALL TERM AND IN THE SELECTED YEAR

0 unit buckets have been added to the display of Completed Unit Threshold metrics in the Credit Momentum section of the Milestones View for both Completed Unit Thresholds in the Fall Term and Completed Unit Thresholds in the Selected Year. In prior builds, students who were enrolled and attempted units but who did not successfully complete degree-applicable credit courses were removed from the 0 unit bucket. Now, those students who attempted units but did not successfully complete any degree-applicable credit course units have been added to the display to align with the Student Success Metrics dashboard. Please also note that the display of the Completed Unit Threshold metrics has been updated to allow users to view disaggregated data for those unit thresholds.

Impact of the change: For the fall semester, statewide 29% to 31% of students completed 0 units. For colleges on the semester system in the selected year, statewide 27% to 29% of students completed 0 units. For colleges on the quarter system in the selected year, 14% to 22% of students completed 0 units depending on the college and the selected year.

MILESTONES: TRANSITION FROM NONCREDIT TO CREDIT

Two of the three metrics in the Noncredit Momentum section of the Milestones View on Transition from Noncredit to Credit have been updated to align more closely to definitions

in the MDD: Transitioned from Noncredit Course(s) in Any Pathway to Credit Course(s) in the Selected Pathway and Transitioned from Noncredit Course(s) in the Selected Pathway to Credit Course(s) in the Same Pathway.

Impact of the change: Statewide differences between prior and current versions of these metrics depends on the TOP code selection made. Overall, counts are much higher for both metrics compared to the prior versions of these metrics. Percentages are higher by four to five percentage points for both metrics depending on the year.

SUCCESS: STUDENTS WHO ATTAINED APPRENTICESHIP JOURNEY LEVEL STATUS

Previously, CCP students were assigned a unique identifier or derkey based on enrollments for the years included in the dashboard or 2011-12 through the latest year. As part of an update to how students are identified for all dashboards that was made for the Student Success Metrics, students were assigned a unique identifier based on enrollments in any year available including years prior to 2011-12. However, Students who Attained Apprenticeship Journey Level Status are only required to have an enrollment when they start the apprenticeship program but not in the year that they complete the program. Previously CCP students, who completed in 2011-12 or later but who did not have an enrollment in 2011-12, were not included for the metric outcome. With this update, those CCP students, who completed in 2011-12 through 2020-21 with an enrollment found prior to 2011-12, will be included. Therefore, values are much higher in 2011-12 since a lot of those students who completed in 2011-12 had an enrollment prior to that year. The differences become less significant in later years as those students who completed were more likely to have had an enrollment in 2012-12 or later.

Impact of the change: Statewide, values are higher by 72% in 2012, 32% in 2013, 20% in 2014, 9% in 2015 and drops down to 2% in 2021. At the college level, values are higher or the same for nearly all colleges with apprenticeship programs.

SUCCESS: AVERAGE TIME TO ATTAIN AN ASSOCIATE OR BACHELOR'S DEGREE

Coding issues discovered for the dominator of this metric have been corrected to only count students once who earned an Associate or Community College Bachelor's degree in the selected year.

Impact of the change: Statewide, denominators are lower by 29% to 50% depending on the year while average time to attainment is very slightly affected by 0.2% to 0.3%. At the college level, denominators are lower with varied impact to the average time to attainment.

EARNINGS: MEDIAN EARNINGS

1. All median earnings are equated to 2021 wages instead of 2020 wages in the prior build.
2. While testing this metric, it was discovered that the EDD UI wage file has the following data quality issues:

a. there are instances where EDD has changed historical student information for in the UI wage file that is delivered to the Chancellor's Office each year to determine student earnings

b. the data received from EDD contains duplicate records

These two issues manifest in three distinct ways:

I. Halving of wages – student records previously in the EDD file with different locations now have the same location and are now deduplicated (both a. and b. issues present).

II. Doubling - duplicate student records for the same SSN, year, quarter, NAICS, wage, and location including zip code are corrected and now are in the file twice (only issue b. present)

III. Other slight variances (only issue a. present).

Student records for colleges in Los Angeles County seem to be most affected by the first scenario where wages are now half what they were previously for that student record in the EDD UI wage file. However, there are instances where student records are also doubled. *Impact of the change:* Statewide values are higher by 1% to 2%. For most colleges, median exiting student earnings are higher by similar percentages except for colleges in LA County which are down by slightly over 0% to 5% for 2012 through 2018.

EARNINGS: MEDIAN CHANGE IN EARNINGS

1. All median post earnings are equated to 2021 wages instead of 2020 wages.
2. See changes noted for Median Annual Earnings.

Impact of the change: Statewide values or the median change in earnings range from two to three percentage points higher in 2019 and 2020.

EARNINGS: ATTAINED THE LIVING WAGE

1. All median earnings are equated to 2021 wages instead of 2020 wages in prior build.
2. See changes noted for Median Annual Earnings.
3. Based on a Chancellor's Office decision, the living wage for a single adult has been updated to 2021 values. The Student Centered Funding Formula for 2021-22 will also be updated to use 2021 living wages for a single adult.

Impact of the change: Statewide values are down by 6% to 8% depending on the year, and the percentage of students who attained the living wage is down by three to four percentage points each year. Fewer students attained the living wage compared to the prior version for most colleges.

EARNINGS: LONGER TERM EARNINGS

1. All longer-term earnings metrics are equated to 2021 wages instead of 2020 wages in the prior build.
2. See changes noted for Median Annual Earnings.

Impact of the change: Statewide values are higher by 1% to 7% depending on the year. For most colleges, wages are higher by similar percentages except for colleges in LA County which are down slightly for some years for some of the longer term earnings metrics due to the issue described above under "Median Earnings."