**Changes to the Guided Pathways Dashboard**

November 2021

This document describes changes to metric definitions and new metrics added as part of the 2020-2021 release of the Guided Pathways Dashboard (GP3.0). For any questions or concerns, please email launchboard@cccco.edu.

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## New Metrics for Completed Transfer Level Math and English

A new section has been added entitled “Metrics Under Development” with new metrics for an expanded definition for completion of transfer level math and English. The same metric, using a methodology that aligns with the Student Centered Funding Formula (SCFF), is included in the Learning Progress section.

The new or expanded definition of Completed Transfer Level Math and English metrics differ in several ways:

* *Students who do not start in fall have more time to attain the metric*: Since the Guided Pathways cohort definition requires that students start in fall, then there is no difference between the metric aligned with SCFF and the new expanded view in terms of this difference in the definition.
* *ESL students have more time to attain the metric:* Students who enroll in a credit ESL course at any point within their first three years in the district will have three years to attain the metric outcome. For example, a student who first enrolled in Fall 2016 and took a credit ESL course anytime between summer 2016 and Spring 2019 will have until Spring 2019 to finish requirements.
* *Students who start in the summer have more time to attain the metric:* Students who take summer courses before their first year of college will have until the end of the time period (one full academic year for non-ESL students and three full academic years for ESL students) to complete transfer level math and English. For example, a student who graduated from high school in Spring 2018 and took courses during Summer 2018 before enrolling part-time in Fall 2018 would have until Spring 2019 to finish requirements.
* *Students who attain the metric using new data points will be included:* Students will be included in the metric if they successfully complete courses that fulfill general education requirements for English composition and for math/quantitative reasoning. These students will be identified using the new data element [CB25 Course General Education Status](https://webdata.cccco.edu/ded/cb/cb25.pdf), excluding courses that are flagged as support courses using the new data element [CB26 Course Support Course Status](https://webdata.cccco.edu/ded/cb/cb26.pdf).

*Impact of the change:* Comparing to the Student Centered Funding Formula (SCFF) versions of these metrics, for completion of both transfer level math and English, statewide values are higher by 25% to 40% depending on the year or 2 to 3 percentage points. For completion of transfer level Math, statewide values are higher by 13% to18% or 2 percentage points. For completion of transfer level English, statewide values are higher by 10% to 15% or 3 percentage points. For all three metrics, all values are higher for all colleges.

## First-Time Cohort Definition

Since a cohort view was added as part of the 2020-21 Student Success Metrics (SSM) build, the definition for the first-time credit student cohort has been updated to align with the definition for the SSM cohort with the following changes to the Guided Pathways (GP) cohort:

* Students have a minimum credit enrollment of 0.5 units or more at the selected college in the selected academic year
* Students with an Excused Withdrawal (EW) or Military Withdrawal (MW) in ALL credit courses in their first-term are excluded from the selected college in the selected academic year
* Students have never enrolled at any postsecondary institution except California community colleges while the student was 18 or older

The only difference between the cohort in Guided Pathways and in SSM is that first-time students must start in the fall term while the SSM cohort also includes students who start in the winter term for schools on the quarter system or in the spring term. In both definitions, special admit students are included as long as they have a non-special admit enrollment in a primary term.

In the prior version of Guided Pathways, students were excluded if they were enrolled at any four-year institution up to and including the selected year while the new version excludes students who were enrolled at any two-or four-year postsecondary institution up to and including the selected year for any years in which the student was 18 or older.

*Impact of the change:* Statewide, the number of students included in the First-Time Cohort is lower by 4% to 9% depending on the year. 75% to 89% of the colleges are lower as well with a few colleges higher for all or some years.

## Gender

A new Non-binary data value is now displayed, effective as of summer term 2019.

*Impact of the change:* Fewer students will be shown as Unreported/Other.

## Age Groups

Based on a decision by the Chancellor’s Office for alignment with Datamart, age groupings for 40 to 54 and 55 and older have been changed to 40 to 49 and 50 and older.

*Impact of the change:* Counts for two new age groupings are affected.

## Course Success Rate

In order to align across dashboards, a Chancellor’s Office decision was made to identify unique courses by student, locale, [GI03 Term-Identifier](https://webdata.cccco.edu/ded/gi/gi03.pdf), [CB00 course-Control-Number](https://webdata.cccco.edu/ded/cb/cb00.pdf), and [XB00 Section-Identifier](https://webdata.cccco.edu/ded/xb/xb00.pdf) affecting the values and denominators for this metric. Previously in GP, [CB04 Course-Credit-Status](https://webdata.cccco.edu/ded/cb/cb04.pdf) was used instead of [GI03 Term-Identifier](https://webdata.cccco.edu/ded/gi/gi03.pdf).

*Impact of the change:* Statewide values and denominators are slightly lower with percentages higher by 1 percentage point. For nearly all colleges, values and denominators are slightly lower with no or slight impact to percentages.

## Completed Transfer Level Math and English (aligned with SCFF)

To correct a coding error, the data element [SXD2 Enrollment-Credit-Status](https://webdata.cccco.edu/ded/sxd/sxd2.pdf) has been included in the denominator calculation for all non-special admit students who enrolled in credit courses for the first-time in the district in order to align with SCFF more closely.

*Impact of the change:* Statewide values are higher by 12% to 18% and denominators are lower by 4% to 9% with percentages higher by 1 to 3 percentage points. Values are the same or higher for 83% of colleges on average with denominators lower for 77% of colleges on average. Percentages are higher for nearly all colleges.

## Completed Transfer Level Math

To correct a coding error, the data element [SXD2 Enrollment-Credit-Status](https://webdata.cccco.edu/ded/sxd/sxd2.pdf) has been included in the denominator calculation for all non-special admit students who enrolled in credit courses for the first-time in the district in order to align with SCFF more closely.

*Impact of the change:* Statewide values are higher by 2% to 10% and denominators are lower by 4% to 9% with percentages higher by 1 to 2 percentage points. Values are the same or higher for 61% of colleges on average with denominators lower for 79% of colleges on average. Percentages are higher for 86% of colleges on average.

## Completed Transfer Level English

To correct a coding error, the data element [SXD2 Enrollment-Credit-Status](https://webdata.cccco.edu/ded/sxd/sxd2.pdf) has been included in the denominator calculation for all non-special admit students who enrolled in credit courses for the first-time in the district in order to align with SCFF more closely.

*Impact of the change:* Statewide values are higher by 7% to 13% and denominators are lower by 4% to 9% with percentages higher by 3 to 6 percentage points. Values are the same or higher for 74% of colleges on average with denominators lower for 80% of colleges on average. Percentages are higher for nearly all colleges.

## Retained Fall to Spring

In the previous version, the denominator for this metric had additional restrictions on the cohort by making sure that the student did not earn an award and did not transfer to any four-year postsecondary institution in the selected year. In the current version, the metric has attempted to align with a similar metric in the Student Success Metrics (SSM) cohort view for All Cohort Students Who Were Retained from First Primary Term of Enrollment to the Subsequent Primary Term, and the denominator is the first-time cohort without any additional restrictions. In Guided Pathways, first-time students must start in the fall term as a non-special admit, allowing for preceding summer enrollment, while SSM allows fist-time students to start as a non-special admit in any primary term.

*Impact of the change:* Statewide values are higher by 1% to 4% with a very slight decrease in 2013, and denominators are slightly lower resulting in percentages higher by 3 to 4 percentage points depending on the year. Values are higher on average for 54% of colleges with lower denominators on average for 69% of colleges. Similar to statewide, percentages are higher for nearly all colleges in nearly all years.

## Successfully Completed Unit Thresholds in the Fall

1. Previously, fall units at colleges on the quarter system were displayed using groupings that reflect the different weight assigned to quarter units versus semester units. For example, rather than having a grouping of 0.1-5.9 units, the grouping was 0.1-8.9 units. Based on a decision by the Chancellor’s Office, colleges on the quarter system will have the same unit groupings as semester colleges. In the prior version, semester units were displayed for quarter unit schools in quarter unit buckets.
2. Based on a decision by the CO, students enrolled only in the Winter or Spring terms at the selected college will not be included if that student does not have a fall enrollment at that college. In the prior version, students at college A, enrolled only in Winter or Spring terms, who had a Fall enrollment at college B in the selected year were also included at college A.

*Impact of the change*: Colleges on the quarter system will see different groupings. Statewide, denominators are lower, and values are higher for all buckets except for 0.1-5 unit and 5-6.9 unit buckets with differences of 0 to 8 percentage points depending on the bucket and the year.

## Successfully Completed Unit Thresholds in the Selected Year

1. To correct a coding error, colleges will be credited for all units that their students earned in a selected year at all colleges that they attended. For example, if a student was enrolled in Fall and Spring at college A but only enrolled in Spring at college B, then units earned at college A in the fall will now be included in the student’s total for college B for the selected year.
2. Based on a Chancellor’s Office decision, for completed unit thresholds in the selected year, semester units will be displayed unless a college or district on the quarter system is selected. The unit buckets, title and description will also be updated to replace “semester” units with “quarter” units. In the prior version, semester units were displayed for quarter unit schools in quarter unit buckets.

*Impact of the change*: Statewide denominators are lower. Values are lower except for the 6-8.9 unit, 9-11.9 and 15-19.9 unit groupings with differences of 0 to 9 percentage points depending on the bucket and the year.