

# Job in Field of Study and Other CTE Outcome Survey Metrics Incorporation into the Suite of LaunchBoard Dashboards

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## Overview

The Career and Technical Education Outcomes Survey (CTEOS) is a statewide study to assess employment outcomes of students who have participated in career technical education (CTE) coursework at California Community Colleges.

Each year for the annual cycle of LaunchBoard builds, a CTEOS file is received by Educational Results Partnership (ERP) for updating the Job in Field of Study metric contained in Student Success Metrics (SSM), Strong Workforce Program (SWP), and Community College Pipeline (CCP) with an additional year of survey data. In addition, the CTEOS file is used for updating many metrics displayed on the CCP dashboard on the Detailed Data views under “CTE Outcome Survey Responses (self-reported data).”

ERP integrates the CTEOS file with the Chancellor’s Office MIS data and other data sets used for the dashboard builds. Since each dashboard includes a unique set of students and displays data at levels required to meet the purpose of the dashboard, decisions are required to make sure that the CTEOS data is integrated and displayed in a manner that meets Chancellor’s Office expectations.

This brief provides a detailed explanation of how the CTEOS data is incorporated into each dashboard resulting from California Community College Chancellor Office decisions to help with the understanding of how data is displayed for CTEOS metrics in LaunchBoard.

## Background Information on CTE Outcomes Survey

The CTEOS is administered out of the research office of Santa Rosa Junior College but paid for by the Community College Chancellor’s Office. The information in this section can also be found on the [SJRC CTEOS website](#).

There are three types of data contained in the CTEOS data set: self-reported response data, COMIS data for student identification and Burning Glass data to match self-reported job titles to Standard Occupational Codes (SOC). The [codebook](#) contains the information needed to understand the CTEOS

data set including survey data variables and descriptions, survey response labels, and the COMIS variables contained.

Annually, SJRC requests student information from COMIS for those students included in the cohort definitions for credit and noncredit (see definitions below). Each institution is provided with a data file containing student name and social security number. The institution provides the latest contact information available for those students back to SJRC to begin the survey process. In 2020, students were surveyed by e-mail, text message (SMS), and telephone. As reported in the [2020 CTEOS Statewide Report](#), 158,566 students were surveyed and 44,875 (28%) students responded: 31% by email, 14% by SMS, and 55% by phone. A statewide data file, similar to the one provided to ERP for the build of LaunchBoard dashboards, is provided to COMIS. In addition, college's research offices are provided with an individual data set.

The CTEOS was first implemented as a pilot for credit CTE students enrolled in 2012-13. For the first several years of implementation, individual colleges or regional consortia paid to administer the survey. In 2016, the Chancellor's Office began underwriting the survey for all colleges. Following a pilot with five large noncredit programs, noncredit CTE students enrolled in 2017-18 were added to the annual survey.

### Key Measures

Job in field of study is a key metric for the California Community College system and is included in the Vision for Success Goals and in the 17% Strong Workforce Program Incentive Funding. Self-reported data from the CTEOS is the only possible mechanism for gauging whether community college CTE completers or skills builders are employed in a field that is close to their area of study. While the Chancellor's Office receives employment information from the state wage file, this data set does not indicate the occupation of a student. Instead, it records the industry sector in which the student is employed and the quarterly wages earned by the student.

The CTEOS includes many additional data points that were identified by CTE practitioners as being valuable for program review and improvement purposes. The content of the survey is reviewed each year by an advisory committee made up of CTE deans, faculty, and researchers to ensure it addresses emerging needs.

### CTEOS Credit and Noncredit Cohort

**Credit Cohort:** The CTEOS is sent to the following credit students

- **Completers:** Have received a vocational/CTE award that is Chancellor's Office approved and enroll in 0-5 units each semester the next year (not enrolled or only minimally enrolled).
- **Terminal Certificates:** Received a vocational/CTE award of at least 6 units that is not Chancellor's Office approved (such as certificates with less than 12 units) and are not enrolled the following year.
- **Skills Builders:** Have completed 9 units SAM coded A-D, with at least one course SAM coded A-C (within the prior 3 years), have not received a vocational/CTE award of 6 or more units, and are not enrolled the following year.

Note: When asked for the pseudo code used to produce the cohort for CTEOS, Vinod Verma from COMIS passed along this [requirement document](#) used to produce the credit CTEOS cohort.

**Noncredit Cohort:** Beginning in 2019-20, CTEOS is sent to the following noncredit students

- **Completers:** Students who enrolled and received a noncredit vocational/CTE award and enrolled 0 hours in CTE\* each semester the next year (not enrolled in CTE anywhere in the system).
- Students who did not earn an award in 2018-19. These students enrolled in noncredit CTE\* coursework, completed at least 48 hours in that year, and enrolled 0 hours in CTE each semester the next year (not enrolled in CTE anywhere in the system).

\*For the first official year of the CTEOS survey for noncredit programs in 2019-20, noncredit CTE students were included if they were no longer enrolled in the community college system. For the 2020-21 survey year, noncredit CTE students will now be included if they are no longer enrolled in CTE courses in the system. This decision was based on input from specialists as part of a noncredit research workgroup. Because noncredit students may continue to enroll in the community college system to receive support and/or services after completion of a CTE certificate or CTE course work, the recommendation was to survey those students once they have exited CTE and not fully exited the community college system.

### Integration of CTEOS Data into LaunchBoard

For all LaunchBoard dashboards, the Chancellor's Office has decided to only display employment and earnings metrics for students who have exited all postsecondary institutions.

The integration of the CTEOS data differs somewhat across dashboards depending on the level of data displayed and the universe of students included.

- **Student Success Metrics:** it is not necessary to map student enrollment on a CTE Taxonomy of Program (TOP) code or any TOP code when including students from the CTEOS data set since information is not displayed at the TOP code level. However, a student has to have a value in the Student Enrollment Data Elements (SX) file in order to be included in the SSM dashboard. In addition, enrollment information or course taking behavior is used to place students in the Short-Term Career or Undecided/Other student journeys for which this metric is included.
- **Strong Workforce Program:** it is necessary to map student enrollment on a CTE TOP code since only CTE students are included in this dashboard and since information is displayed at the TOP code and sector levels. Unlike SSM, a minimal course taking threshold is required with 0.5 credit units or 12 or more positive attendance hours anywhere in the year.
- **Community College Pipeline:** it is necessary to map student enrollment on a CTE TOP code for several reasons. The All CTE Programs and sector selections are the same sets of students displayed in SWP, with the same minimal enrollment requirement. In addition, information is displayed for each TOP code. Because many CTE students are also enrolled on non-CTE TOP codes, information for this metric may be displayed for non-CTE TOP codes.

### Breakdown of Differences Between CTEOS Raw Data and LaunchBoard Display of Job in Field of Study Metric

- LaunchBoard uses a derived key to track students across colleges and districts whereas CTEOS uses Student ID
- Differences between raw CTEOS data and CTEOS data integrated into LaunchBoard:
  - For completers, minimal enrollment is allowed in the raw CTEOS data.

- For terminal certificate earners and skills builders, exit from community college system is only required and not exit from all postsecondary in the raw CTEOS data.
- For skills builders, the calculation does NOT exclude students who complete a non-CTE award but may have earned 9+ CTE units over the last three years in the raw CTEOS data.
- For completers and terminal certificate earners, enrollment is not required in the year that the student earned the CTE award in the raw CTEOS data.
- For the LaunchBoard, a student must exit from all postsecondary to be included. If an enrollment for a student is found in the transfer bucket in the subsequent year, then the student is not included in the metric outcome.
- Community College Pipeline includes enrollments on all TOP codes. Some students may not have a CTE enrollment but were included in the credit CTEOS cohort (see explanations above). However, those students had enrollments on non-CTE TOP codes. Therefore, more students are included in Community College Pipeline for All Programs compared to Strong Workforce Program for All CTE Programs.