



Changes to the Student Success Metrics Dashboard

April 2022

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

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NEW SUCCESSFUL ENROLLMENT ADDED TO THE COHORT VIEW

The Successful Enrollment metric has been added to the cohort view on the Student Success Metrics dashboard as an access metric to support 2022 Student Equity Plans (SEP). The denominator includes all prospective students who applied for the first-time to attend in the selected year through CCC Apply or through International CCC Apply. Since the Cohort View constructs and tracks first-time cohorts of students based on students' initial enrollment rather than students' initial application, the Chancellor’s Office has selected to not display this metric as the default view with the option to “Display Metric” on both the snapshot and cohort views.

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

A new metric has been added to both the Snapshot and Cohort Views to display the number of students who attained the Vision for Success definition of completion or who enrolled in a four-year institution.

NEW HOMELESS AND CREDIT ESL DISAGGREGATIONS ADDED TO THE COHORT VIEW

The disaggregations for Homeless and Credit ESL students, which are in the snapshot view, have been added to the cohort view.

FIRST-TIME COHORT DEFINITION FOR THE COHORT VIEW

The age requirement that a student must be 18 on Oct. 15th of the selected year to be included in the first-time cohort has been removed.

Impact of the change: More students are now included in the first-time cohort. Statewide values are higher by 4% to 8% depending on the year.

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.

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, 3% to 10% more students are flagged as LGBT depending on the year.

STUDENT JOURNEYS 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 code on TOP codes, 493009 Supervised Tutoring and 493014 Study Skills, have been removed from being included as valid noncredit enrollments.
3. A fix has been made to one TOP code 126000 Health Professions Transfer Core Curriculum that was incorrectly flagged as Career Technical Education.
4. 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 11% depending on the year. Other outcome metrics affected are slightly lower statewide by 0% to 3% depending on the metric and the year.

AVERAGE NUMBER OF QUARTER UNITS SUCCESSFULLY COMPLETED BY ALL COHORT STUDENTS

For colleges and district on the quarter system in the cohort view, an issue was discovered with the calculation of quarter units that improperly converted units earned for the display of quarter units.

Impact of the change: For colleges on the quarter system, units are much higher for all three- and four-year cohort timeframes.

MEDIAN EARNINGS

1. All median earnings are equated to 2021 wages instead of 2020 wages in 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 information for students 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 1% to 2% for 2015 through 2019.

MEDIAN CHANGE IN EARNINGS

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

Impact of the change: Statewide values or the median change in earnings range from one percentage point higher in 2015 to seven percentage points lower in 2018.

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% for all years, and the percentage of students who attained the living wage is down by 3 percentage points each year. Fewer students attained the living wage compared to the prior version for most colleges.