Understanding Display of Complete and Incomplete Years of Data in the Student Success Metrics Dashboard
April 2022

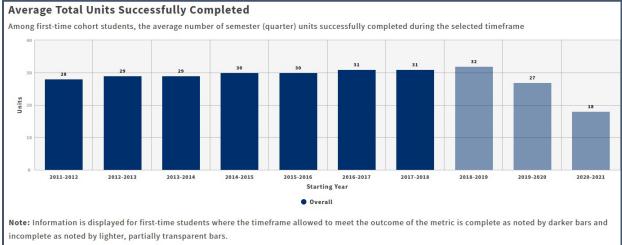## Overview of Metrics with Incomplete Data in Student Success Metrics

A cohort view for first-time credit students was added to the Student Success Metrics (SSM) dashboard in 2020-21 and displayed only *complete* years of data for the timeframe selected: three-, four- or six-years. As part of the 2021-22 build of the cohort view in the SSM dashboard, the Chancellor's Office has decided to also display *incomplete* years of data for cohorts. When first-time cohort students, starting in the selected academic year have not had the full timeframe per metric definition (e.g., in the first full year) or per cohort length selection (three-, four- or six-years) to attain a metric outcome, then the data displayed for those first-time cohorts is *incomplete*.

In addition, the snapshot view of SSM also has a Metrics Under Development section that contains three metrics for Completed Both Transfer Level Math and English, Transfer Level Math Only and Transfer Level English Only. Those expanded view metrics allow students who start in spring a full year to complete the transfer level courses and a full three years for credit ESL students to complete. Therefore, for students who start in 2020-21, data is *incomplete* since students who start in spring 2021 term would have until the end of fall 2021 term to complete transfer level math and English or until the end of spring 2024 term to complete for credit ESL students.

UI Display of Complete vs Incomplete Data for First-Time Cohorts

Example 1: Average Total Units Successfully Completed After Three Years in the cohort view
The SSM cohort view displays bar charts for time trends. Information is displayed for first-time students where the timeframe allowed to meet the outcome of the metric is *complete* as noted by darker bars and *incomplete* as noted by lighter, partially transparent bars. Notes will appear below the chart to explain the lighter bars displaying *incomplete* years of data which will update over time as more students attain the metric outcome within the applicable timeframe from their first term of enrollment.

Average Total Units Successfully Completed

Among first-time cohort students, the average number of semester (quarter) units successfully completed during the selected timeframe

Note: Information is displayed for first-time students where the timeframe allowed to meet the outcome of the metric is complete as noted by darker bars and incomplete as noted by lighter, partially transparent bars.

Source: Chancellor's Office Management Information System

Technical Definition

Note: Depending on the display option selections made, as data becomes available, values and percentages for incomplete years of data will update over time as more students attain the metric outcome within the applicable timeframe from their first term of enrollment.
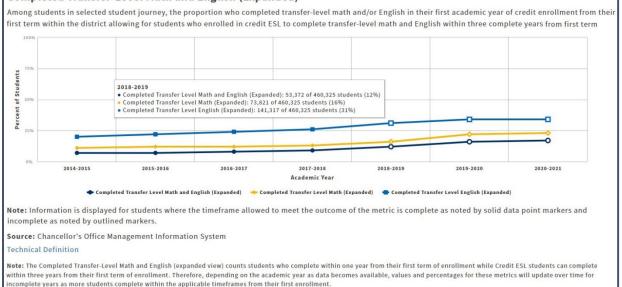
The graph above indicates that students who started in 2018-2019 have completed an average of 32 units within three years, but the data for those students is not complete since students who started in spring 2019 would have until spring 2022 pass to include in the average unit calculation over three years. The next build of the SSM dashboard to bring in the 2021-22 data would update the 2018-19 cohort average with the units earned for those students who started in spring 2019. Even without those units earned in spring 2022 for those students, the average at 32 units is already higher than the average for any prior first-time cohort. Similarly, those students who began in 2019-20 completed 27 units within two years, and those who enrolled in 2020-21 completed an average of 18 units in one year.

Example 2: Completed Transfer Level Math and English (Expanded View) in the snapshot view
The chart in the Metrics Under Development section in the SSM snapshot view displays lines for time trends. Information is displayed for first-time students where the timeframe allowed to meet the outcome of the metric is *complete* as noted by solid data point markers and *incomplete* as noted by outlined markers. Notes will appear below the chart to explain the outlined data point markers displaying *incomplete* years of data

As the graph indicates, data is incomplete and will update overt time as more years of data are incorporated for students who started in spring term of 2018-19 and in later academic years. The data for credit ESL students who started in spring 2019 is not complete since those students would have until spring 2022 to complete the metric outcome per the metric definition. However, the students who started in 2018-19 have already completed transfer level math and English at a rate that is higher than any group of first-time students who started in any prior year with a rate of 12% compared to 9%, which is the highest completion rate for students who started in any prior year. Further breaking down this metric, students who started in 2018-19 have already completed transfer level math at a rate of 16% compared to 13% which is the highest completion rate for students who started in any prior year. Similarly, students who started in 2018-19 completed transfer level English have completed at a rate 31% compared to 26% which is the highest completion rate for students who started in any prior year.
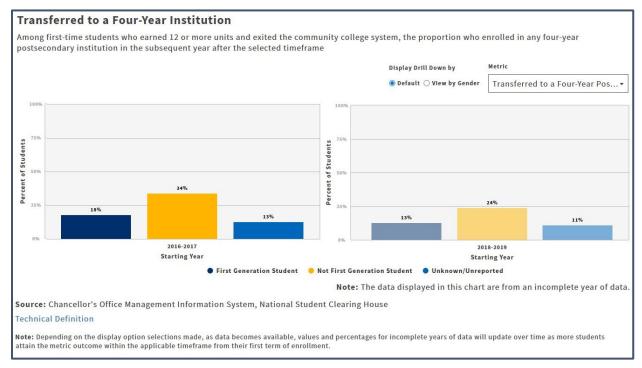
While the first-time students included in the denominators have decreased by 21% between 2016-17 to 2020-21, a higher percentage of students are completing transfer level math and English in their first full year or in three years from their first enrollment for credit ESL students.

Example 3: Transferred to a Four-Year Institution After Three Years for First Generation Drilldown
For both snapshot and cohort view, when a disaggregation is selected in the drilldown menu in the header, and the chart updates to a single year display, then information is displayed for first-time students where the timeframe allowed to meet the outcome of the metric is *complete* as noted by darker bars and *incomplete* as noted by lighter, partially transparent bars. Notes will appear above and below the chart to explain the lighter bars displaying incomplete years of data.

Data is complete for students who started in 2016-17 and transferred within a three-year cohort length. Students who started in spring 2017 will have had a full three years to complete the following requirements by spring 2020 to be considered for transfer. In addition, academic year 2020-21 data is available to see if students who started in 2016-17 have exited the CA community college system after the three-year timeframe and are found enrolled at a four-year institution within the three-year timeframe or subsequent year:

- Earned 12 or more units at any college within a full three years
- No longer enrolled in the California community college system in the fourth year after the three-year timeframe in academic year 2020-21
- Enrolled in a four-year institution within the four-year timeframe that includes the three-year cohort length and an additional subsequent year to be counted for transfer

Transferred to a Four-Year Institution

Among first-time students who earned 12 or more units and exited the community college system, the proportion who enrolled in any four-year postsecondary institution in the subsequent year after the selected timeframe

Display Drill Down by ● Default ○ View by Gender   **Metric** Transferred to a Four-Year Pos... ▼

Legend: ● First Generation Student ● Not First Generation Student ● Unknown/Unreported

Note: The data displayed in this chart are from an incomplete year of data.

Source: Chancellor's Office Management Information System, National Student Clearing House

Technical Definition

Note: Depending on the display option selections made, as data becomes available, values and percentages for incomplete years of data will update over time as more students attain the metric outcome within the applicable timeframe from their first term of enrollment.

The graph on the left shows transfer data for students who started in 2016-17, which is the first year that data is complete for a three-year timeframe selection. First generation students transferred at an 18% rate compared to not first generation students who transferred at a 34% rate. That 16-point gap in transfer rates between first generation and not first generation students could be narrowed with

intentional focus on first generation students to provide them with additional services that could close that gap. The graph on the right shows an incomplete year of data for the difference in transfer rates between first generation and not first generation students who started in 2018-19. Currently, that gap for students who started in 2018-19 is 11 points. While this gap is smaller for first generation students who started in 2018-19 compared to the 16-point gap for students who started in 2016-7, there is still work to do to close that gap in transfer rates for first generation students.

Why were incomplete years of data added

In the Student Success Metrics dashboard, there are metrics that exist that indicate the timeframe allowed to meet the outcome of the metric in the definition. For example, Completed Transfer Level Math and English to align with the Student Centered Funding Formula (SCFF) requires that all students complete within their first academic year. Therefore, in the cohort view the selection of "Cohort Length" as three-, four- or six- years will not change the metric outcome. Similarly, Successful Enrollment also specifies that a student must apply and enroll in the selected year to be included in this metric. For these metrics, there are no incomplete years of data.

In the cohort view, for those metrics where the three-, four- or six-year timeframe selection does apply and for metrics that require subsequent year data per the metric definition, then incomplete data is displayed. For example, the Persisted from First Primary Term to Subsequent Primary Term requires fall 2021 data for students in the 2020-21 cohort who started in spring 2021. Because 2021-22 data *is not* available, but information for students who started in fall 2020 *is currently available*, then incomplete data for the 2020-21 cohort is displayed.

As noted in the examples above, this new display of incomplete years of data allows users to see how cohorts are progressing in terms of attaining a metric outcome in a more recent timeframe understanding that data displayed for incomplete years will change over time. This feature helps institutions proactively target students in a first-time cohort based on currently available outcomes data. As an example, if a college launched a new first-year experience program in 2017-18 to get students on a clear pathway to completion or to transfer in their chosen field of study, the data for incomplete years compared to prior complete years of data for other cohorts allows the college to see if completion or transfer rates are higher compared to previous cohorts for that 2017-18 cohort who benefitted from the new first-year experience program. Additionally, disaggregations allows colleges to see which groups are benefitting the most and which groups might need additional support to complete or to transfer that could be integrated into the first-year experience program.

By providing incomplete data for cohorts when the timeframe to meet the metric outcome has not ended, colleges can evaluate progress in relation to prior year cohort metric outcomes who have been given the full cohort length to achieve the metric outcome. With this additional data in hand, colleges can develop strategies to help first-time students achieve their goals rather than waiting for the entire cohort time frame to be complete (three-, four- or six-years).