

METRICS SIMPLIFICATION INITIATIVE WHITE PAPER 3:

PROPOSED FRAMEWORK FOR MEASURING STUDENT OUTCOMES

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Introduction

This paper captures the outcomes of three meetings of the Metrics Simplification Initiative workgroup. Convened over the first quarter of 2018, this broadly representative group of community college practitioners met to develop system-level metrics that will be applied across all California Community College (CCC) initiatives to accelerate educational reform efforts.

During the third meeting, in April, the workgroup refined its final set of recommended metrics to foster momentum toward the system’s Vision Goals in the context of college planning. First, workgroup members examined framing questions such as the appropriate way to identify students educational pathways and data display options that would support continuous improvement conversations. Then they broke into small groups to look closely at a draft set of metrics selected from a broader list that was vetted in the second meeting, including identifying key issues for implementation and highlighting issues that need further examination. Finally, the workgroup discussed the full list of metrics and raised final concerns and opportunities.

Student Types

The group affirmed the need to measure outcomes differently for three distinct student populations based on their declared goal:

- Adult Education/English as a Second Language (ESL) Students
- Short-Term Career Technical Education (CTE)/Skills-BUILDER Students
- Award/Transfer Students

Students would be assigned to each group based on their most recent informed educational goal as reported in the Chancellor’s Office Management Information System (MIS) or, if the informed goal is not available, the most recent initial goal from CCC Apply.

TABLE 1: RELATIONSHIP BETWEEN STUDENT TYPE AND EDUCATIONAL GOALS

Adult Education/ESL	Short-term CTE/Skills-builders	Award/Transfer
Improve basic skills in English, reading or math	Discover/formulate career interests, plans, goals	Obtain an associate degree and transfer to a baccalaureate granting institution
Complete credits for high school diploma or GED	Prepare for a new career (acquire job skills)	Transfer to a baccalaureate granting institution without an associate degree
Move from noncredit coursework to credit coursework	Advance in current job/career (update job skills)	Obtain a two-year associate degree without transfer
	Maintain certificate or license (e.g. Nursing, Real Estate)	Earn a career technical certificate without transfer

Using these definitions, a student seeking to build foundational language, literacy, or numeracy skills would be considered Adult Education/ESL, a student seeking focused career training that could be accomplished in a year—in either a noncredit or credit context—would be in the Short-Term/Skills-

Builder group, and a student seeking any combination of an approved credit certificate, associate degree, and/or transfer would be considered Award/Transfer. While students may have multiple goals, their classification in this system will depend on the goal they identify as their primary goal at the time the metrics are calculated each year. For example, an ESL student who is also seeking to transfer may select ESL if that is their primary goal and then may later change that goal to transfer, or they may simply indicate transfer from the beginning.

Concerns and Opportunities

While the group agreed that these three pathways offer a reasonable way to group students, several expressed concerns about where to place students seeking CTE certificates without transfer. Many certificate programs do not have the same characteristics found in associate degree and transfer pathways, such as math and English requirements. Including certificate-seeking students in the Award/Transfer category will likely raise complex questions such as whether CTE certificates should include math and English requirements, how these outcomes can be measured if literacy and numeracy competencies are embedded in other coursework, and how to identify appropriate milestones for programs that can be of significantly different durations and depths. The Chancellor's Office will evaluate what might be most appropriate in the context of both Guided Pathways and AB705 implementation.

Other concerns discussed by the group included:

- While student types could be better assigned if colleges had reliable information about the specific programs that students were pursuing, information on students' program of study (captured in MIS as "course of study") was considered currently unreliable.
- The reliability of the data could be jeopardized if the colleges assign students to Short-Term CTE/Skills-BUILDER goals so that metrics on math and English milestones appear stronger.
- While the group recognized that students may change goals over time, such as advancing from a Short-Term CTE/Skills-BUILDER pathway to an Award/Transfer pathway, they felt that creating a dedicated metric for students with multiple certificates or degrees might incentivize the awarding of certificates with little labor market or educational value.
- Students may start in an Award/Transfer pathway but leave without a certificate or degree due to getting a living-wage job, which means that employment and earnings outcomes should be provided for all students, regardless of completion status or stated goal.

While there are downsides to using educational goals to assign student types, this approach does have a number of advantages. Informed educational goal is a required reporting element under the Student Success and Support Program (SSSP). An analysis by the Chancellor's Office found that 97% of first-time students had an informed educational goal in the MIS system in 2015-16.

Using educational goal as a core element of the Simplified Metrics is likely to focus colleges on ensuring that this data element is as accurate as possible—which will benefit student advising as well as support accountability reporting. It would encourage colleges to implement Guided Pathway interventions that enable students to swiftly clarify whether they should be a) working on foundational language skills or a high-school-level credential, b) focusing narrowly on job training, or c) exploring longer-term programs of study.

Finally, because metrics can be recalculated each year based on students' most recently reported goal, flexibility can be provided for students who change their mind over time and colleges can get credit for students who earn additional awards from one year to the next.

Metric Themes

Because different student journeys may entail divergent milestones or outcomes, the group focused on finding appropriate metrics within seven broad themes:

1. Equitable Access
2. Enrolled after Application
3. Momentum
4. Foundational Coursework
5. Completion/Transfer
6. Employment
7. Earnings

Specific measures may vary based on the student type. For example, the Chancellor's Office would assess the Momentum theme differently for Adult Education/ESL students and Award/Transfer students. Progress for Adult Education/ESL students is represented through the framework of measurable skills gains and progress for Award/Transfer students is represented through unit attainment, as each representation is more meaningful for the separate student types.

Also, because each theme may not apply to all student types, metrics were only identified where appropriate. This is seen in the Foundational Coursework theme not being measured for Short-term CTE/Skills-Builders, given there is not a single consistent measure for pre-requisite skills for the diverse scope of short-term vocational programs.

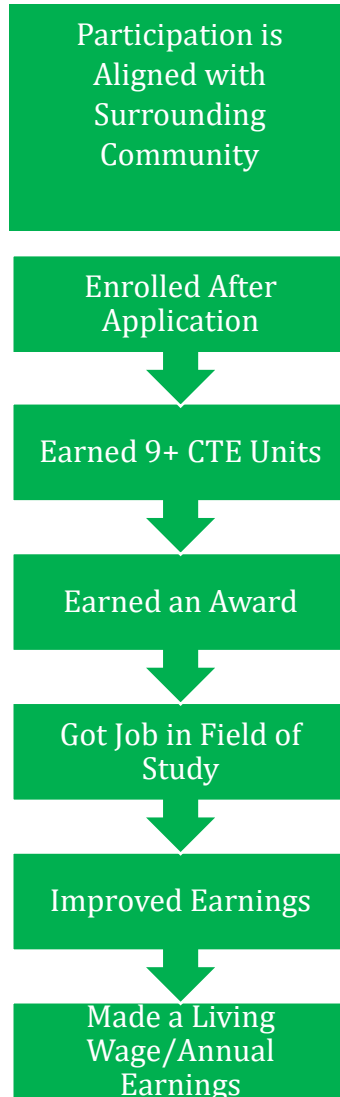
The specific metrics identified within each theme originated from the review of student journeys, both in the Simplified Metrics Initiative Workgroup and through a series of Adult Education Block Grant meetings that engaged K-12 adult education and college noncredit practitioners in summer 2017. However, in the final analysis, the metrics selected had significant overlap with concepts that have been measured in various Chancellor's Office initiatives, as well as accountability frameworks that have been implemented in other states. See the following page for a summary of the metrics by student type. Each measure is defined in greater detail, including key considerations and concerns, in the subsequent section.

CHART 1. SIMPLIFIED METRICS BY STUDENT TYPE

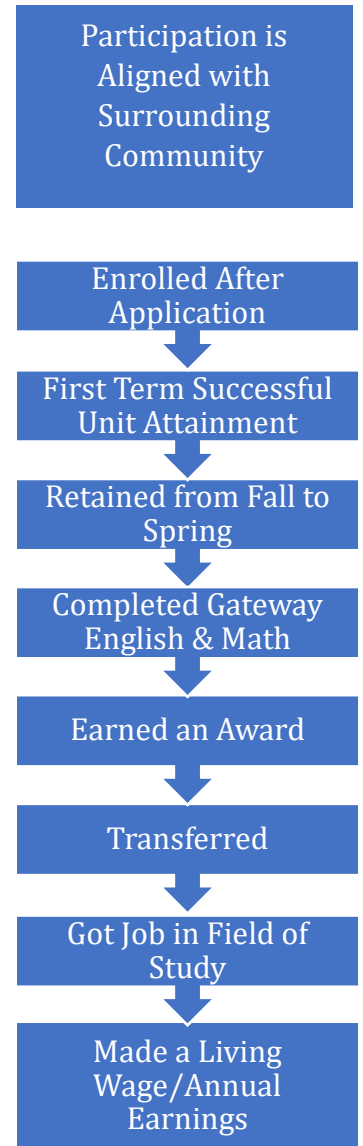
**Adult Ed Basic,
Secondary & ESL
Students**



**Short-Term CTE &
Skills-Builder
Students**



**Award & Transfer
Students**



Data Visualization

The workgroup emphasized the importance of effective data visualization and end-user experience that is consonant with “simplification” and urged the Chancellor’s Office to be creative in the way metrics are displayed. Multiple views should be available so that a user could easily see a high-level summary of outcomes, drill down into outcomes by student type, and then access analytics to discern the impact of student characteristics, such as seeing momentum outcomes for Award/Transfer Asian American men, or view scenarios for metric attainment such as the amount of time it took 80% of students to attain the Adult Education/ESL momentum metric. Some workgroup members suggested that metrics should be combined in the top-level display, so that the number of categories and themes could be streamlined.

The group also requested that multiple cohorts be captured, including following a group of first-time students over a period of years, as well as providing annual snapshots of outcomes each year. Having both options would enable colleges to have more recent data while still being able to track the impact of scaled campus interventions.

Finally, the workgroup encouraged the Chancellor’s Office to test both the metrics and the visualizations with multiple audiences, including various types of practitioners (e.g., instructional faculty, counselors, deans, researchers, and administrators), students, employers, and the legislators. In this way, the Simplified Metrics will be more likely to fulfil their intended goal of supporting institutional improvement efforts.

Disaggregated Data

The workgroup stressed the importance of designing Simplified Metrics that support ongoing efforts to close equity gaps in access and outcomes. For example, the group expressed concern that limiting disaggregated information to race/ethnicity, age, and gender separately was insufficient, given that appropriate interventions will require that practitioners examine factors found at the intersection of categories. Workgroup members also highlighted the significant impact of student characteristics that traditionally are not found in state data systems, such as whether students are single parents, homeless, or survivors of domestic violence. Therefore, they recommended that educators leverage available data to inform local research and conversations on student challenges and strengths.

In addition, the group indicated that the metrics would be more useful if examined in context. For example, by including comparison data over time and to other institutions, educators could better use the data points to inform planning, rather than reducing the metrics to false binaries.

Suggested disaggregation and comparison information includes:

How outcomes differ by equity categories (including more than one of these characteristics):

- Race/Ethnicity
- Age Group
- Gender
- Low Income (aligned with the funding formula definition)
- First Generation

How outcomes differ based on student experiences:

- Specific factors associated with lower success rates (foster youth, veterans, disabled, part-time students)
- Specific factors associated with higher success rates (completed comprehensive credit education plan/noncredit education plan, attempted 30 units/48 contact hours in first year, participated in support services/programs)

Comparison values to evaluate college outcomes:

- Time trends
- Comparison to the regional median, state median, peer group median, and top in state

Additional Sources of Information

While the workgroup felt it is important to create a more streamlined and consistent set of metrics for statewide initiatives, they also indicated that practitioners will need additional sources of information to better understand the complex factors that shape student outcomes. They urged the Chancellor's Office to create new or refine existing data querying and display systems that allow practitioners to perform some of the functionalities that are currently available through systems such as the Datamart, Data on Demand and the LaunchBoard.

The group noted that additional dashboards may also be necessary for federal reporting requirements such as the Workforce Innovation & Opportunity Act (WIOA) Title II and Perkins.

It is the intent of the Chancellor's Office to merge/aggregate the current data repositories into a single source of data for the system. It also plans to converge the current data display systems into a single data query and display system to provide consistent user interface and reduce/eliminate inconsistency of data across multiple systems.

Specific Metrics

This section describes the proposed metrics for each of the seven themes, including the student type(s) that would be included in the metric, a plain-language definition of the metric, the source of the data, the purpose of the metric, and concerns identified by the workgroup that should inform the final definition of each data point.

Equitable Access

All Student Types

Metric: Student headcounts compared to the service area indicators such as race/ethnicity, socio-economic demographics, AB-540 status, Pell recipient, and Promise Grant recipient.

Purpose:

- Identify whether historically under-represented groups have sufficient access to higher education

- Support analysis of the relationship between student demographics and the types of educational goals that students select

Data Source: Chancellor's Office MIS and US Census

Concerns: How to establish the appropriate geographic boundaries for the service area, especially for dense urban areas with numerous colleges and rural regions with large catchment zones

Enrolled After Application

All Student Types

Metric: Percentage of applicants who enrolled, with disaggregated data on:

- enrolled in the same community college
- enrolled in a different community college
- enrolled in a four-year institution
- did not enroll in any college

Purpose:

- Identify whether students who express interest in college ultimately enroll in community college
- Support analysis of whether the matriculation process is supporting students in transitioning from interest to enrollment

Data Source: CCC Apply, Chancellor's Office MIS, and the National Student Clearinghouse

Concerns:

- Current noncredit CCC Apply and enrollment data is incomplete and would need to be strengthened to support this metric
- While statewide data can only capture enrollment in the form of being enrolled at census, colleges may want to look at more granular data points, such as whether students enrolled in a course but dropped before the census date

Momentum

Adult Education/ESL Students

Metric: Percentage of students who had one or more skills gains within the academic year:

- Measurable skills gain as measured in CASAS
- Improved by one or more CB21 levels

Purpose:

- Determine whether students are mastering discrete skills
- Supports analysis of whether students are able to improve skills in a reasonable period of time

Data Source: Chancellor's Office MIS

Concerns: none identified

Short-Term CTE/Skills-Builder Students

Metric: Earned 9+ CTE units

Purpose:

- Determine whether students are moving beyond taking one or two courses to meet their career goals
- Support analysis of student engagement and the volume of course-taking needed to address career-related training needs

Data Source: Chancellor's Office MIS

Note: this metric was added after to workgroup meeting by the Chancellor's Office to align the Simplified Metrics with the Chancellor's proposed funding formula

Award/Transfer Students

Metric 1: Percentage of students who successfully completed the following degree-applicable unit thresholds in their first term:

- 0 units
- 1-5 units
- 6-8 units
- 9-11 units
- 12-14 units
- 15+ units

Metric 2: Percentage of students retained from fall to spring

Purpose:

- Identify the distribution of course-taking intensity (metric 1)
- Determine whether students stay continuously enrolled within the year (metric 2)
- Support analysis of student engagement and issues that may hamper completing/transferring in a timely manner

Data Sources: Chancellor's Office MIS

Concerns:

- Including momentum metrics may distract colleges and dilute conversations about students' ultimate completion, employment, and earnings outcomes
- It will be important to look at retention in the context of whether students gain skills
- Focusing on fall-to-spring retention will miss students who begin in the spring term

Foundational Coursework

Adult Education/ESL Students

Metric: Percentage and count of students who completed one or more levels of adult education by:

- Completing a workforce preparation course or certificate
- Transitioning from adult basic education/ESL to adult secondary education using CB21 levels or CASAS scores
- Transitioned from adult basic education, adult secondary education, or ESL to noncredit CTE

Purpose:

- Determine whether students are mastering foundational skills
- Supports analysis of whether students have the necessary literacy, numeracy, and career preparation skills to be successful within their chosen pathway

Data Source: Chancellor's Office MIS

Concerns: none identified

Award/Transfer Students

Metric: Percentage and count of students who completed goal-appropriate math and English in the first year of enrollment:

- Students who are transfer-directed who completed both transfer-level math and English
- Students who are award-directed who completed both degree-applicable math and English

Purpose:

- Determine whether students are mastering foundational skills
- Supports analysis of whether students have the necessary literacy and numeracy skills to be successful within their chosen pathway

Data Source: Chancellor's Office MIS

Concerns:

- It may not be appropriate to include students seeking to earn CTE certificates but not transfer, given that many certificates do not include math and English requirements and there are no MIS flags for contextualized math and English courses

Notes:

- While the Chancellor’s proposed funding formula focuses on transfer-level coursework within the first year, it will be useful to see if non-transfer students are completing the degree-applicable course instead, which may be more appropriate for their pathway

Completed/Transferred

Adult Education/ESL Students

Metric: Percentage of students who earned an award and/or transferred to credit coursework, with disaggregated results showing the number who:

- Earned a high school diploma/high school equivalency
- Earned a noncredit CDCP certificate
- Transitioned from noncredit coursework to college credit coursework

Purpose:

- Determine whether students are mastering a coherent grouping of skills
- Supports analysis of the types of awards students are earning and whether they are moving to the next level of educational attainment

Data Source: Chancellor’s Office MIS and a data match for high school equivalencies

Concerns: none identified

Award/Transfer Students

Metric 1: Percentage and count of students who earned an award, with disaggregated results showing the number who:

- Earned a Chancellor’s Office approved credit certificate
- Earned an associate degree
- Earned an associate degree for transfer
- Earned a CCC bachelor’s degree
- Attained apprenticeship journey status

Metric 2: Percentage of students who transferred to a four-year institution, with disaggregated results showing the number who:

- Transferred without an award
- Transferred with an award

Purpose:

- Determine whether students are mastering a coherent grouping of skills

- Supports analysis of the types of awards students are earning and whether they are moving to the next level of educational attainment

Data Source: Chancellor’s Office MIS, the National Student Clearinghouse, and data matches with the Universities of California, the California State Universities, and the Department of Apprenticeship Standards

Concerns: Do not want to incentivize awards without clear educational or labor market value, so may want to only recognize the highest-level award a student received in a given year.

Employment

Adult Education/ESL Students

Metric: Percentage of unemployed students who became employed

Purpose:

- Determine whether unemployed students were able to enter employment
- Supports analysis of regional job markets and whether appropriate supports are being provided to help students secure employment

Data Source: survey associated with AEBG

Concerns: none identified

Short-Term CTE/Skills-Builder Students and Transfer/Award Students

Metric: Percentage of students who report they are working in a job very closely or closely related to their field of study (note: metric will only apply to students who were in CTE programs)

Purpose:

- Determine whether students are mastering the skills necessary to secure a job in their chosen field
- Supports analysis of the content of CTE programs related to regional job markets and whether appropriate supports are being provided to help students secure employment in their field

Data Source: CTE Outcomes Survey

Concerns:

- Students who transferred to a four-year institution should be excluded
- Timeframes for capturing employment data are not currently aligned across sources (data points from the state wage file are calculated immediately upon exit and the CTE Outcomes Survey examines earnings 1.5 years after exit)

Earnings

Adult Education/ESL Students

Metric 1: Median annual earnings of students

Metric 2: Median change in hourly earnings

Purpose:

- Determine whether students are able to improve their economic standing
- Supports analysis of the impact of programs on students' economic opportunities, ways to foster greater short-term financial stability, and build connections to longer-term pathways that would support further economic and educational opportunity

Data Source: survey associated with AEBG

Concerns:

- Data display should make clear that employment and earnings are only reported for students who are no longer enrolled in any community college or K12 adult education institution

Short-Term CTE/Skills-Builder Students

Metric 1: Median change in hourly earnings

Data Source: CTE Outcomes Survey

Metric 2: Median annual earnings of students

Data Source: The state Unemployment Insurance wage file

Metric 3: Percentage of students whose annual earnings met the regional living wage threshold

Data Source: The state Unemployment Insurance wage file and the Insight Center for Community Economic Development (living wage will use regional figures for a single adult)

Purpose:

- Determine whether students are able to improve earnings and see if those earnings provide a minimum level of economic stability
- Supports analysis of the types of jobs that are available in the region, how much those jobs pay, and the types of economic outcomes students are likely to attain based on their program of study and level of educational attainment

Concerns:

- Data display should make clear that earnings are only reported for students who are no longer enrolled in any community college or four-year institution

- Data should include disaggregations for type of completion and skills-builder status
- Timeframes for capturing employment data are not currently aligned across sources (data points from the state wage file are calculated immediately upon exit and the CTE Outcomes Survey examines earnings 1.5 years after exit)

Transfer/Award Students

Metric 1: Median annual earnings of students

Data Source: The state Unemployment Insurance wage file

Metric 2: Percentage and count of students whose annual earnings met the regional living wage threshold

Data Source: The state Unemployment Insurance wage file and the Insight Center for Community Economic Development (living wage will use regional figures for a single adult)

Purpose:

- Determine whether students are able to secure a minimum level of economic stability
- Supports analysis of the types of jobs that are available in the region, how much those jobs pay, and the types of economic outcomes students are likely to attain based on their program of study and level of educational attainment

Concerns:

- Data display should make clear that earnings are only reported for students who are no longer enrolled in any community college or four-year institution
- Data should include disaggregations for type of completion
- It would be helpful to examine longer-term earnings outcomes for students who earn a bachelor's degree as well
- Timeframes for capturing employment data are not currently aligned across sources (data points from the state wage file are calculated immediately upon exit and the CTE Outcomes Survey examines earnings 1.5 years after exit)

Next Steps

A number of tasks still remain in order to socialize and institutionalize the Simplified Metrics. With CCC Chancellor's approval, the workgroup may be reconvened to achieve the following activities:

- 1) Align the Simplified Metrics with the final set of the Funding Formula metrics.
- 2) Acquire approval from the CCC Chancellor for the proposed Simplified Metrics
- 3) Prepare and execute an implementation plan that may include:
 - Creating the data model and presentation of the new metrics: simplifying/unifying the data portals and presentation dashboards.
 - Outlining how/when existing student-centered metrics will be confirmed/modified/replaced with existing metrics for existing funding streams such as

SSSP, Equity, Basic Skills, Strong Workforce, Adult Ed, and Guided Pathways. Also, clarifying how the new metrics will be aligned/combined with other required metrics such as Perkins and Accreditation.

- Identifying where legislative work may be required to retire or change current metrics.
- Determining how the various metric advisory groups and future initiatives align around the Simplified Metrics.
- Preparing resources, training, and technical assistance to help practitioners use the Simplified Metrics to support local planning, learn about effective practices, and address equity gaps.

Simplified Metrics FAQ

May 1, 2018

On May 1, 2018, the Chancellor's Office held a webinar to outline the recommendation from the Metrics Simplification Initiative workgroup. This section provides answers to the questions that were raised by practitioners during the webinar.

Q: Where can I access information on the Simplified Metrics Initiative, including PowerPoints, white papers, and FAQs?

A: <https://drive.google.com/drive/folders/1Tsn2-gr7yzNiRgPmuWBG9Qscp74x8cMD?usp=sharing>

Q: Where can I access information on the development of adult education metrics that informed the Simplified Metrics?

A: <http://aebg.cccco.edu/About/Adult-Ed-Block-Grant-Framework/AEBG-Field-Teams>

Student Types

Q: All of our ESL courses are credit. Would their student type be Adult Ed/ESL or Award/Transfer?

A: Colleges should counsel students who are seeking language acquisition only to select an Adult Ed/ESL goal. If the courses are part of a vocational ESL (VESL) program that students are likely to complete in a year or less, they should select Short-Term CTE/Skills-Builders.

Q: How do other noncredit students who are not ABE/ASE/ESL fit into this framework, such as parenting, disabilities, or older adults?

A: Students pursuing parenting-related skills and older adults taking lifelong learning courses will not be tracked in the Simplified Metrics. Students with disabilities should be counseled to select a goal that is in alignment with the type of program they are in. For example, if the student is enrolled in a noncredit CTE program and is disabled, then they should have a Short-Term CTE/Skills-BUILDER goal. If they are in a special program for the profoundly disabled, they should select an Adult Ed/ESL goal related to building fundamental skills.

Q: Are we making the assumption that ABE students are attending adult schools rather than the colleges? Given the AB 705 implementation guidelines received for English, our college may no longer offer this type of class.

A: Some colleges offer adult education-level English and math courses, especially in AEBG regions where there are no K-12 adult schools. The Simplified Metrics allow for colleges to track the outcomes for students who elect to take these courses (even though AB 705 means that students may not be required to take them).

Q: How should we assign students who are just taking one or two classes while already enrolled in a 4-year college?

A: There is a student educational goal that is specific to this circumstance, and students should be counseled to select it as their informed goal. However, these students will not be tracked in the Simplified Metrics.

Q: What happens when students don't have an informed goal?

A: The goal they listed in CCC Apply will be used.

Q: What happens when students change their goals?

A: For the snapshot view of the Simplified Metrics, each metric will be calculated each year, so students will be evaluated based on the goal associated with them in that year. For the cohort view, students will be tracked based on their initial goal, but visualizations can be created to show movement across goals.

Data Sources

Q: Were any scenarios run examining the assumption that informed goals are related to students' ultimate outcomes? How reliable is this information?

A: Colleges have been required to report on informed student goals for three years as part of SSSP, and in 2015-16, 97% of students had an informed goal in the MIS system.

Q: CCCApply isn't working well for all students applying, especially adult ed/noncredit students. How will this be addressed?

A: The Chancellor's Office is working to improve CCCApply. There is an effort underway to simplify the non-credit application process through CCCApply.

Q: Will colleges receive funding to strengthen data collection for noncredit programs/students?

A: Each AEBG consortium received funding to improve data systems in 2016, with extensions granted this year so that funds are available through the end of 2018.

Q: Is there a CRM the state chancellor's office recommends to track students from outreach to employment?

A: The Chancellor's Office is reviewing onboarding and CRM solutions. But no recommendations are available at this time. However, all information required to populate the Simplified Metrics will come from data that the Chancellor's Office already has. College will not need to report anything new and college-level results will be automatically populated in the appropriate reporting systems.

Q: How are students followed over time? Through alumni groups and polls?

A: Information on the source for each metric is included in the third white paper. Most outcomes are tracked using data uploaded to the Chancellor's Office Management Information System (MIS). Transfer outcomes will come from the National Student Clearinghouse and direct matches with UC and CSU.

Employment information will come from a combination of data from employers through the state wage file and student surveys that are funded by the Chancellor's Office and the Adult Education Block Grant.

Q: Has there been any discussion with EDD about releasing unitary wage information back to the colleges through resource such as Data on Demand and referential files?

A: Not at this time.

Metric Definitions

Equitable Access

Q: What is meant by “participation is aligned with surrounding community”?

A: It is a measure of whether the racial/ethnic profile and socio-economic profile of students in the college is in alignment with the college service area, with a focus on whether under-represented groups are getting access to higher education.

Q: How can we measure access consistently across all three student types?

A: By looking at which racial/ethnic and socio-economic groups are represented in each student type, the college can evaluate not only overall access, but what type of access. For example, a college might learn that Latinos are represented more strongly in Adult Ed/ESL and Short-Term CTE/Skills-Builder student types, as compared to Award/Transfer. This in turn might spark a conversation about pathways from ESL to longer-term awards, or about whether Latinos need additional information about the long-term economic benefits of obtaining an associate's or bachelor's degree.

Enrolled After Application

Q: Will enrollment at a private 4-year be included?

A: Yes. The Chancellor's Office can use the National Student Clearinghouse to get this information.

Q: What happens if we receive fraudulent applications to CCCApply?

A: The college should report these types of issues directly to the CCCApply support team. If there is a significant issue, the Chancellor's Office can work with the college to identify the scale of the problem and explore solutions as appropriate. The Butte Technology Center has recently implemented several significant new fraud defeating updates to CCCApply with more to follow in the June 2018 update.

Q: What happens when students choose not to attend, even after going through SSSP services?

A: There will always be students who choose not to attend. But by looking at the rate at which students enroll at your college (as opposed to other colleges), or if a large number of students who apply never enroll in any college, each institution will have information that can inform improvements in their SSSP services and in their program offerings.

Momentum

Q: Are the metrics time-bound and does it vary depending on where the student begins? For example, an ESL student who is illiterate in their first language and has virtually no English will take longer to progress than a college-educated immigrant.

A: For Adult Ed/ESL, students are flagged if they obtained one or more skills in a year. The outcomes can be evaluated in the context of the populations served by the college, when discussing the metrics within the college or with the broader community.

Q: Will summer or winter courses be included in the unit attainment metric?

A: The metric is based on the first primary term of enrollment. For semester systems, this would be either fall or spring. For quarter-based systems, the number of units would be prorated appropriately and be for one primary quarter.

Foundational Coursework

Q: Looking to the future, we may want to consider accounting for foundational skills gains through the ABE/IET model, which would account for double gains in foundational skills and CTE awards.

A: This issue is under examination through AEBG, including how best to flag occupational skills gains in the context of new MIS data elements. This metric will be reviewed and updated in the future to reflect the findings.

Completed/Transferred

Q: Will you be able to see if students obtained a CTE certificate and transferred to a 4-year institution?

A: If the student selected an informed goal associated with the Award/Transfer student type, yes.

Employment

Q: For the Short-Term CTE/Skills-Builder student type, would getting promoted be counted in the employment metric?

A: Most likely yes, given that the metric is based on a survey that asks students to identify whether they are employed in a job that is closely or very closely related to their field of study.

Q: For the Adult Ed/ESL student type, if they transition to credit, they might not be placed into a job or have improved earnings. Would this count against them in the metrics?

A: Students who are still enrolled in a K-12 adult school, community college, or four-year institution are not included in employment and earnings measures.

Q: Does the employment measure apply to all students, even those who did not indicate employment as their goal (ex: ABE/ASE/ESL student who is supporting their children in school but not interested in employment)?

A: Students in this specific example will not be included in the Simplified Metrics.

Disaggregated Data

Q: Is there a measure on economic need?

A: Economically disadvantaged status is included as a disaggregation factor.

Q: I'm confused by the description of categories associated with higher success rates—how does 30 units in the first year relate to 48 hours?

A: There are two possible thresholds that will be tracked. For credit students, those who attempted 30 units in their first year (including trailing summers). For noncredit students, attaining 48 contact hours.

Implementation

The following issues will be further explored in the implementation plan which is under development now:

- Whether IEPI Metrics that are not student-related, such as accreditation standing, will be changed
- How the Simplified Metrics will align with AB705
- Which category CTE certificate students should be assigned to (Short-Term CTE/Skills-Builders or Award/Transfer)
- How undecided students will be handled
- How service areas for colleges will be defined
- The final list of disaggregation characteristics (such as whether it will include veterans, foster youth, and homeless students)
- Whether results will be disaggregated by program
- Whether results can be disaggregated by class modality (online, face to face)
- Whether the Simplified Metrics data be available for download through Data on Demand (like the Scorecard)