Simplified Metrics Work Group

Webinar | April 30, 2018

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Meeting Three Outcomes

- Determined a set of recommended metrics
- Identified key issues for implementation
- Highlighted issues that need further examination

Next Steps

- Align the Simplified Metrics with the final set of the Funding Formula metrics.
- Acquire approval from the CCC Chancellor for the proposed Simplified Metrics
- Prepare and execute to an implementation plan that may include:
  - Create the data model and presentation of the new metrics: simplifying/unifying the data portals and presentation dashboards.
  - Outline 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, clarify how the new metrics will be aligned/combined with other required metrics such as Perkins and Accreditation.
  - Identify where legislative work may be required to retire or change current metrics.
  - Determine how the various metric advisory groups and future initiatives align around the Simplified Metrics.
  - Prepare resources, training, and technical assistance to help practitioners use the Simplified Metrics to support local planning, learn about effective practices, and address equity gaps.

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Overview

Student Journey-Based Metrics

Student progress and outcomes should be measured based on their informed educational goals:

- Adult education/ESL
- Short-term CTE/skills-builders
- Award/transfer

Student Types Based on Goals

Adult Education/ESL

- Improve basic skills in English, reading or math
- Complete credits for high school diploma or GED
- Move from noncredit coursework to credit coursework

Short-term CTE/ Skills-builders

- Discover/formulate career interests, plans, goals
- Prepare for a new career (acquire job skills)
- Advance in current job/career (update job skills)
- Maintain certificate or license (e.g. Nursing, Real Estate)

Award/Transfer

- Obtain an associate degree and transfer to a baccalaureate granting institution
- Transfer to a baccalaureate granting institution without an associate degree
- Obtain a two-year associate degree without transfer
- Earn a career technical certificate without transfer

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Metrics Focus on Seven Themes

1. Equitable access
2. Enrolled after application
3. Momentum
4. Foundational coursework
5. Completion/transfer
6. Employment
7. Earnings

Metrics Focus on Seven Themes

- Specific measures may vary based on the student type (Momentum is measured differently for Adult Education/ESL than Award/Transfer)

- Each theme may not apply to all student types (Foundational Coursework is not measured for Short-term CTE/Skills-builders)

- Adult Education/ESL measures are based on extensive work with K-12 and college practitioners last summer
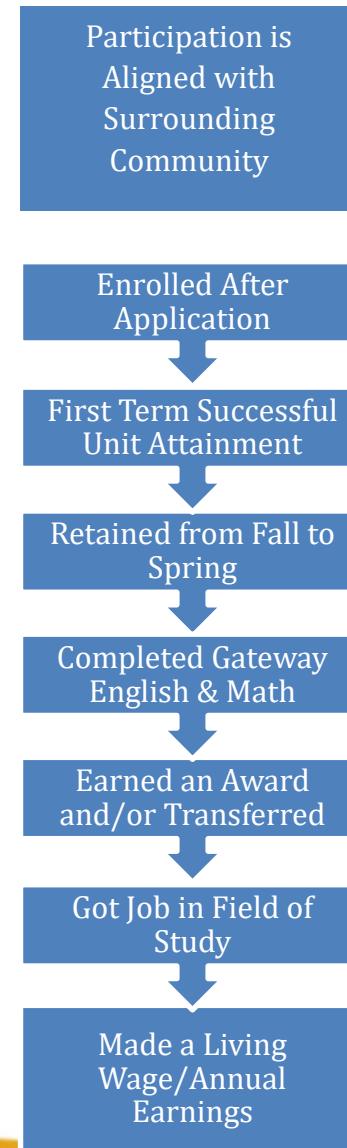
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Adult Ed Basic, Secondary & ESL Students

Participation is Aligned with Surrounding Community

Enrolled After Application

↓

Demonstrated a Skills Gain

↓

Completed Foundational Coursework

↓

Earned a High School Diploma, Certificate, or Transitioned to Credit

↓

Placed into a Job

↓

Improved Earnings/Annual Earnings

Short-Term CTE & Skills-Builder Students

Participation is Aligned with Surrounding Community

Enrolled After Application

↓

Retained from Fall to Spring

↓

Earned an Award

↓

Got Job in Field of Study

↓

Improved Earnings

↓

Made a Living Wage/Annual Earnings

Award & Transfer Students

Participation is Aligned with Surrounding Community

Enrolled After Application

↓

First Term Successful Unit Attainment

↓

Retained from Fall to Spring

↓

Completed Gateway English & Math

↓

Earned an Award and/or Transferred

↓

Got Job in Field of Study

↓

Made a Living Wage/Annual Earnings

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Disaggregated Data

Information should be displayed showing the following categories of students, including the ability to look at several categories at once.

How do outcomes differ by equity categories?
- race/ethnicity
- age group
- gender

How do outcomes differ based on student experiences?
- Factors associated with lower success rates (economically disadvantaged, foster youth, veterans, first-generation, disabled, part-time students)
- Factors associated with higher success rates (completed comprehensive credit education plan or noncredit education plan, attempted 30 units or 48 contact hours in first year, participated in support services/programs)

How can I evaluate my college's results?
- time trends
- comparison to the regional median, state median, peer group median, and top in state

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Student Types

Concerns:

- It is unclear where to put students who have a goal of a CTE certificate without transfer. Should they be with the Award/Transfer group so that first-term successful unit attainment and completing math and English gateway courses are included?

Student Types

Concerns:

- Individuals may start in one student type and change their educational goal over time to pursue further certificates, degrees, or transfer. We need to ensure this type of nested progress is also recognized without incentivizing the awarding of certificates with little labor market or educational value.

Student Types

Concerns:

- A student who started in an Award/Transfer pathway but left without an award due to getting a job should still be recognized as a success, so it will be important to examine employment and earnings as well as completion.

Specific Metrics,
Their Purpose, and Concerns

Equitable Access

Applies to all three student types:

- Student headcounts compared to the service area race/ethnicity and socio-economic demographics

Metric will be based on US Census data and MIS submissions

Equitable Access

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

Equitable Access

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 cachement zones

Enrolled After Application

Applies to all three student types:

- 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

Metric will be based on CCC Apply, MIS, and the National Student Clearinghouse

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Enrolled After Application

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

Enrolled After Application

Concerns:

- Current noncredit CCC Apply and enrollment data is incomplete and would need to be strengthened to support this metric

Momentum

Applies to Adult Education/ESL

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

Metric will be based on MIS submissions

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Momentum

Applies to Adult Education/ESL

Purpose:

- Determine whether students are mastering discrete skills

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

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Momentum

Applies to Short-Term CTE/Skills-builders

Percentage of students retained from fall to spring

Metrics will be based on MIS submissions

Momentum

Applies to Award/Transfer

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

2) Percentage of students retained from fall to spring

Metrics will be based on MIS submissions

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Momentum

Applies to Short-Term CTE/Skills-builders and Award/Transfer

Purpose:

- Identify the distribution of course-taking intensity (Award/Transfer only)

- Determine whether students stay continuously enrolled within the year

- Support analysis of student engagement and issues that may hamper completing in a timely manner

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Momentum

Applies to Award/Transfer

Concern:

- 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

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Foundational Coursework

Applies to Adult Education/ESL

Percentage of students who completed one or more levels of adult education:

- Completed a workforce preparation course or certificate

- Transitioned from adult basic ed/ESL to adult secondary ed using CB21 levels or CASAS scores

- Transitioned from adult basic ed, adult secondary ed, or ESL to noncredit CTE

Metric will be based on MIS submissions

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Foundational Coursework
Applies to Award/Transfer

Percentage of students who completed goal-appropriate math and English:

- 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

Metric will be based on MIS submissions

Foundational Coursework

Applies to Adult Education/ESL and Award/Transfer

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

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Foundational Coursework

Applies to Award/Transfer

Concerns:

- Should students seeking to earn CTE certificates but not transfer be included in this measure, given that many certificates do not include math and English requirements?

- If colleges could flag contextualized math & English courses, would it be more appropriate to include this metric for CTE students?

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Foundational Coursework

Applies to Award/Transfer

Concerns:

- Should this measure be time-bound, such as within the first year of enrolling, or the first year of attempting a math or English course?

Completed/Transferred

Applies to Adult Education/ESL

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

Metric will be based on MIS submissions and a data match for high school equivalencies

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Completed/Transferred

Applies to Short-Term CTE/Skills-Builders and Award/Transfer

Percentage of students who earned an award and/or transferred to a four-year institution, with disaggregated results showing the number who:

- – Earned a noncredit certificate
- – Earned a Chancellor's Office approved credit certificate
- – Earned an associate degree
- – Earned an associate degree for transfer
- – Transferred without an award
- – Transferred with an award
- – Attained apprenticeship journey status

Metric will be based on MIS submissions and a data match with the Department of Apprenticeship Standards

Completed/Transferred

Applies to all student types

Purpose:

- Determine whether students are mastering a coherent grouping of skills

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

Completed/Transferred

Applies to all student types

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

Employment
Applies to Adult Education/ESL

Percentage of unemployed students who became employed

Metric will be based on a survey associated with AEBG

Employment
Applies to Adult Education/ESL

Purpose:

- Determine whether unemployed students were able to get jobs

- Supports analysis of regional job markets and whether appropriate supports are being provided to help students secure employment

Employment
Applies to Short-Term CTE/Skills-Builders and Award/Transfer

Percentage of students who report they are working in a job very closely or closely related to their field of study

- Metric will be based on the CTE Outcomes Survey
- Metric will only apply to students who were in CTE programs
- Students who transferred to a four-year institution will be excluded

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Employment
Applies to Short-Term CTE/Skills-Builders and Award/Transfer

Purpose:

- Determine whether students are mastering the skills necessary to secure a job in their chosen field

- Supports analysis of the content of programs related to regional job markets and whether appropriate supports are being provided to help students secure employment in their field

Employment

Applies to all students

Concerns:

- Timeframes for capturing employment and earnings data are not currently aligned across sources (state wage file and surveys)

Earnings
Applies to Adult Education/ESL

1) Median annual earnings of students

2) Median change in hourly wages

Metric will be based on AEBG survey data

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Earnings
Applies to Adult Education/ESL

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

Earnings
Applies to Short-Term CTE/Skills-Builders

1) Increase in earnings

2) Median annual earnings of students

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

- Earnings and living wage metrics will be based on the state wage file and the Insight Center for Community Economic Development.
- Change in earnings will be based on the CTE Outcomes Survey.
- Living wage will be based on regional figures for a single adult.
- Students who transferred to a four-year institution will be excluded.

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Earnings
Applies to Short-Term CTE/Skills-Builders

Purpose:

- Determine whether students are able to improve earnings and 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

Earnings
Applies to Award/Transfer

1) Median annual earnings of students

2) Percentage of students whose annual earnings met the regional living wage threshold

- Metric will be based on the state wage file and the Insight Center for Community Economic Development.
- Living wage will be based on regional figures for a single adult.
- Students who transferred to a four-year institution will be excluded.

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Earnings
Applies to Award/Transfer

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

Earnings

Applies to all students

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 four-year institution

- Data should include disaggregations for type of completion and skills-builder status

- Excluding students who transfer from employment and earnings outcomes may be more methodologically sound, but ignores the long-term economic benefits of earning a bachelor's degree

Next Steps

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