Simplified Metrics Explained

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The Simplified Metrics

- The Simplified Metrics measure students' progression along their educational journey from recruitment to completion, transfer, and the workforce.

- The metrics provide a holistic approach to our work on student success, across funding streams and initiatives.

- This focus will benefit college performance on the Funding Formula Metrics and system performance on Vision for Success goals.

1. The focus will be strictly on students and their educational journeys from recruitment to completion. This approach will provide visibility on system-wide progress toward achieving the goals articulated in various initiatives including Guided Pathways, Doing What Matters for Jobs and the Economy, the Student Centered Funding Formula, Institutional Effectiveness, and the Vision for Success.

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Principles (2-4)

2. The outcome will be ONE set of metrics drillable for details. This set of metrics will displace all other student-specific metrics including the Scorecard and the IEPI Student Outcomes, except for Accreditation metrics and Federal metrics such as Perkins.

3. Equity will not be viewed as a separate activity. Instead, it will be observed across all metrics. Therefore, each metric will be drillable by gender, age, ethnicity, first generation, financial support, etc.

4. Metrics will be designed to align with the progression of students along various initiatives, and the number of metrics will be limited to ensure that we focus only on critical measures.

Principles (5-7)

5. Each metric will be closely reviewed to ensure it is valid, drillable, measurable, and critical. Additionally, the definitions will be shared with colleges to ensure that the metrics can be replicated at the college, district, and regional level.

6. An implementation plan will be created for when each metric can be put into production and which ones need legislative work. Extensive analysis and modeling of data will be performed before the presentation of the implementation plan.

7. The process of simplification does not destroy current data sources or MIS processes which provide additional data for continuous quality improvement, research, and evaluation.

Data Points and their Possible Uses

Simplified Metrics

Organized around student goals:

- **Adult education/ESL:** basic skills in English, reading or math; complete credits for high school diploma or GED; move from noncredit coursework to credit coursework [+ course-taking patterns in noncredit]

- **Short-term career education**: earn a career technical certificate without transfer; 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) [+ course-taking patterns in noncredit]

- **Degree/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

- **Undecided/Other:** undecided; life-long learning; four-year students earning credits with goal of meeting four-year requirements [+ no goal data available]

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Simplified Metrics

Focus on six critical points in students' journeys. The specific metrics within each point vary based on the students' goals.

- Successful Enrollment
- Learning Progress
- Momentum
- Success
- Employment
- Earnings

Simplified Metrics: Successful Enrollment

Adult Ed/ESL	Short-Term Career Education	Degree/Transfer	Undecided/Other & All
Successful enrollment	Successful enrollment	Successful enrollment	Successful enrollment

Data Conversations: Successful Enrollment

Aligns with the Guided Pathways Get on the Path Pillar

Supports Integrated Plans and enrollment planning

- Is our onboarding process helping students get into courses?

- Are some types of students more successful in enrolling?

- How could we ensure that more students who express interest in our college start taking courses?

- Why would our students elect to go to other community colleges?

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Simplified Metrics: Learning Progress

Adult Ed/ESL	Short-Term Career Education	Degree/Transfer	Undecided/Other & All
Math or English skills gain			Math or English skills gain
	Course success rate		Course success rate
		Completed transfer math and English	Completed transfer math and English

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Data Conversations: Learning Progress

Aligns with the Guided Pathways Get on the Path Pillar

Supports planning for Integrated Plans, AB705, the Adult Education Program, scheduling, and the Student Centered Funding Formula

- Which types of math, English, and ESL should you offer, and how many sections?

- Do you need to develop new courses that align with your metamajors?

- What professional development is needed to ensure faculty are prepared to teach these classes?

- How can you provide supports that enable part-time degree/transfer students to also take courses specific to their metamajor in their first year?

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Simplified Metrics: Momentum

Adult Ed/ESL	Short-Term Career Education	Degree/Transfer	Undecided/Other & All
Completed an adult ed or ESL level			Completed an adult ed or ESL level
	Noncredit workforce skills gain		Noncredit workforce skills gain
	Completed 9+ CTE units		Completed 9+ CTE units
		Fall to spring retention	Fall to spring retention
		Unit threshold first term	Unit threshold first term
		Unit threshold first year	Unit threshold first year

plified-Metrics

Data Conversations: Momentum

Aligns with the Stay on the Path and Ensure Learning Pillars

Supports planning for Integrated Plans, Adult Education Program, Strong Workforce Program, enrollment, scheduling, and the Student Centered Funding Formula

- What supports could you provide and schedule decisions could you make that would enable students in noncredit and short-term pathways to stay enrolled?

- How are you integrating adult education on-ramps and CTE into your program maps and metamajors?

- How will you ensure that students receive financial aid in a timeframe that supports their ongoing enrollment?

- How will you address the issue that College Promise & Pell grants won't cover the cost of living, which makes it difficult for students to stay in school and enroll full time?

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Simplified Metrics: Success

Adult Ed/ESL	Short-Term Career Education	Degree/Transfer	Undecided/Other & All
Transitioned from noncredit to credit			Transitioned from noncredit to credit
		Average # of units for associate degree earners	Average # of units for associate degree earners
Earned a certificate, degree, or journey status	Earned a certificate, degree, or journey status	Earned a certificate, degree, or journey status	Earned a certificate, degree, or journey status
		Transferred to a four-year institution	Transferred to a four-year institution

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Data Conversations: Success

Aligns with the Clarify the Path, Stay on the Path, and Ensure Learning Pillars

Supports planning for the Vision for Success, Integrated Plans, Adult Education Program, Strong Workforce Program, and the Student Centered Funding Formula

- How will you provide ongoing support that helps more students complete program requirements?

- What types of programs are your students most likely to complete?

- How can you ensure that students are taking the right courses, so they are less likely to amass excess units?

- How will you ensure that the awards you give out are meaningful and aligned with both transfer and employment opportunities?

- How are you building transfer opportunities for CTE?

- How can you build on existing work that ensures your college's credit transfers to four-year institutions?

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Simplified Metrics: Employment

Adult Ed/ESL	Short-Term Career Education	Degree/ Transfer	Undecided/Other & All
Entered employment			Entered employment
	Job closely related to field of study	Job closely related to field of study	Job closely related to field of study

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Data Conversations: Employment

Aligns with the Clarify the Path and Ensure Learning Pillars

Supports planning for the Vision for Success, Adult Education Program, and Strong Workforce Program

- How are you mapping each program and metamajor to related occupations, including for non-CTE programs?

- How are you ensuring that you are teaching the skills necessary for those jobs?

- What support will your college provide to help students secure jobs, and specifically jobs in their field of study?

Simplified Metrics: Earnings

Adult Ed/ESL	Short-Term Career Education	Degree/ Transfer	Undecided/Other & All
Median annual earnings	Median annual earnings	Median annual earnings	Median annual earnings
Median change in earnings	Median change in earnings		Median change in earnings
	Living wage	Living Wage	Living wage

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Data Conversations: Earnings

Aligns with the Clarify the Path and Ensure Learning Pillars

Supports planning for the Adult Education Program, Strong Workforce Program, and Student Centered Funding Formula

- How are you documenting the expected earnings associated with your certificate, degree, transfer, and skills-builder pathways?

- How are you going to address programs with high social value that lead to lower earnings?

- How are you going to keep a focus on the longer-term earnings afforded by bachelor's degrees and apprenticeship?

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Data Conversations: Equity

Disaggregated data supports planning to ensure your college is addressing equitable access, success, and social mobility.

- Gender
- Race/ethnicity
- Age group
- Received a College Promise grant/BOG waiver
- Received a Pell grant
- Met Perkins economically disadvantaged definition

- First-generation
- Foster youth
- Disabled students
- Veterans
- LGBT
- Homeless

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Next Steps

- Determine how Simplified Metrics will be implemented in the context of each Chancellor's Office initiative, including reviewing changes to legislation

- Determine how existing data tools can be aligned with definitions developed for Simplified Metrics

- Continue to meet with the Simplified Metrics Workgroup to collect detailed input from practitioners.

- Continue to hold webinars to collect input.

- Continue to review feedback on this work submitted by the field to research@cccco.edu

Dashboard Roll Out Phase 1: October 2018

- Five student types—all, adult ed/ESL, short-term career education, degree/transfer, undecided/other

- College level data

- Academic years 2014-15, 2015-16, 2016-17

- Snapshot of annual data

- Top-level metrics only, no disaggregations

- All metrics except equitable enrollment

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Dashboard Roll Out Phase 2: December 2018

- Successful enrollment metric added

- Disaggregated data added:
  - Gender
  - Race/ethnicity
  - Age group
  - Financial support status (College Promise grants, Pell grants, and Perkins economically disadvantaged)

Dashboard Roll Out Phase 3: February 2019

- 2017-18 data added
- Additional disaggregated data:
  - First Generation
  - Foster Youth
  - Disabled Students
  - Veteran
  - LGBT
  - Homeless

Dashboard Roll Out Phase 4: May 2019

- ## Districts, regions, and statewide levels added

- ## Cohort view added

- ## Additional data points added:
  - Transfer English completion
  - Transfer math completion
  - Retention at another college
  - Transfer with or without award