Understanding the LaunchBoard
March 12, 2014
Introducing the LaunchBoard

• The importance of data in measuring student success is trending stronger than ever

• The LaunchBoard is a tool that will help CTE practitioners in all 112 colleges to make data-backed decisions

• The LaunchBoard can also help CIOs with tasks like accreditation and program review
Understanding the LaunchBoard

- Student characteristics, progress, and completion from the CCCCDO database

- Wage data from Employment Development Department

- Employment outcomes from the CTE Outcomes Survey

- Labor market information from EMSI

- Local information such as work-based learning
LaunchBoard Contents

Go to [www.calpassplus.org/launchboard](http://www.calpassplus.org/launchboard)
Program Snapshot Tab

View program-level information in categories such as enrollment, employment, and demand.
### Program Snapshot Tab

Drill down to see how outcomes vary for student characteristics such as demographics or DSPS and EOPS status.

<table>
<thead>
<tr>
<th>Category</th>
<th>5 Year Average</th>
<th>Current Metric</th>
<th>% Increase / Decrease</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chancellor’s office approved certificates</strong></td>
<td>152.0</td>
<td>184</td>
<td>21.1 %</td>
<td></td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>*</td>
<td>13</td>
<td>62.5 %</td>
<td>↑</td>
</tr>
<tr>
<td>Female</td>
<td>126.0</td>
<td>160</td>
<td>27.0 %</td>
<td>↑</td>
</tr>
<tr>
<td>Unknown</td>
<td>17.0</td>
<td>11</td>
<td>-35.3 %</td>
<td>↓</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>*</td>
<td>*</td>
<td>300.0 %</td>
<td>↑</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>*</td>
<td>*</td>
<td>100.0 %</td>
<td>↑</td>
</tr>
<tr>
<td>Asian</td>
<td>18.0</td>
<td>21</td>
<td>10.7 %</td>
<td>↑</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>26.0</td>
<td>32</td>
<td>23.1 %</td>
<td>↑</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>*</td>
<td>*</td>
<td>100.0 %</td>
<td>↑</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0.0</td>
<td>*</td>
<td>0.0 %</td>
<td></td>
</tr>
<tr>
<td>Unknown / Non-Respondent</td>
<td>*</td>
<td>*</td>
<td>-75.0 %</td>
<td>↓</td>
</tr>
<tr>
<td>White</td>
<td>81.0</td>
<td>109</td>
<td>34.6 %</td>
<td>↑</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 or Less</td>
<td>23.0</td>
<td>23</td>
<td>0.0 %</td>
<td></td>
</tr>
<tr>
<td>20 to 24</td>
<td>39.0</td>
<td>76</td>
<td>28.8 %</td>
<td>↑</td>
</tr>
<tr>
<td>25 to 20</td>
<td>25.0</td>
<td>33</td>
<td>32.0 %</td>
<td>↑</td>
</tr>
</tbody>
</table>
Common Metrics Tab

View information on metrics for Doing What Matters braided funding and many CCPT metrics.
Additional Tracking Tab

Capture data on learners who are not enrolled as students, such as contract education participants or for one-time activities.
## How the LaunchBoard Supports Accreditation

<table>
<thead>
<tr>
<th>Accreditation requirements</th>
<th>LaunchBoard features</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify outcomes for each core mission</td>
<td>numerous metrics related to CTE milestones and outcomes</td>
</tr>
<tr>
<td>set improvement goals</td>
<td>view the most recent year’s numbers and five year trends, plus see labor market information to inform appropriate goals</td>
</tr>
<tr>
<td>establish mechanisms for measuring performance</td>
<td>CTE data are available to all colleges, broken out at the program level, with most metrics automatically calculated</td>
</tr>
<tr>
<td>disaggregated data by different student types</td>
<td>disaggregated results for gender, race/ethnicity, age, DSPS and EOPS status</td>
</tr>
<tr>
<td>demonstrate the use of this information to inform program implementation</td>
<td>easy-to-use dashboard format makes it easy for faculty, deans, and directors to see student outcomes</td>
</tr>
</tbody>
</table>
Using the LaunchBoard to Set Goals

Office Technology

- **Credentials**: Trending up: +35 people a year

- **Regional Labor Market Information**: Trending upward faster: hundreds of openings, especially office managers & secretaries
Using the LaunchBoard to Set Goals

Example: Office Technology

- **Wages:** Given that wages are much higher for office managers than secretaries, and demand is still strong, you might prioritize these skills in your program.
Using the LaunchBoard to Set Goals

What does this show?
• You could consider expanding programs that train office managers

However...
• Need to examine output of other Office Technology training programs to set appropriate goals
• Use the LaunchBoard to share numbers with others, without violating FERPA
Analyze Performance: Job Retention

Administration of Justice

- **Credentials**: Most credentials are locally-issued—25

- **Employment**: More than three-quarters of participants retain their jobs
Analyze Performance: Job Retention

Administration of Justice

• **Employment:** Significant wage gains over time for certificate holders—$22,972 to $70,520

• **Regional LMI:** Wages are in sync with regional averages
Analyze Performance: Job Retention

What does this show?

- Many Administration of Justice training programs are focused on mandatory retraining that is required to stay in the field
- The LaunchBoard allows you to quantify the benefits of “re-skilling”
CTE non-completers get significant wage gains in some fields (Bahr 2013 and 2014, Chancellor’s Office 2013, and RP Group 2013):

• particularly in fields that require “up-skilling”
  o Information Technology
  o Water & Wastewater Technology
  o Manufacturing & Industrial Technology
  o Public Safety
Analyze Performance: Wage Gains

Automotive Technology

- **Credentials**: Almost no completions

- **Employment**: High rate of wage gain in field of study and decent wages
Analyze Performance: Wage Gains

Automotive Technology

- Employment & Regional Labor Market Information: Look at the content of the program to see if students’ wages are on target for the specific occupation.
Analyze Performance: Wage Gains

What does this show?

• In some fields, targeted skills-building can translate into better wages, even without a community college credential
Locally-issued certificates

• 2/3 of CTE programs lead to short-term certificates, but only 40% of awards are in short-term certificates (IHELP, 2012)
• If colleges don’t report locally-issued certificates to MIS we can’t count these completions
• If you do report these awards, they will show in the LaunchBoard, which can help clarify whether these programs contribute to employment gains
Analyze Performance: Low-Unit Certificates

Fire Technology

- **Credentials**: Overwhelmingly locally-issued certificates (253)
- **Employment**: High rate of retention and sizable wage gains - $20,804 to $50,389
Access to Better Data: Examining Accuracy

- California’s comprehensive data system is only as good as the information we put in

- You can find blatantly missing numbers (why are no students on financial aid this year?)
Access to Better Data: Examining Accuracy

<table>
<thead>
<tr>
<th>Credentials</th>
<th>5 Year Average</th>
<th>Current Metric</th>
<th>% Increase / Decrease</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locally issued certificates</td>
<td>42.0</td>
<td>0</td>
<td>-100.0 %</td>
<td>🔴</td>
</tr>
<tr>
<td>Noncredit certificates</td>
<td>43.0</td>
<td>*</td>
<td>-97.7 %</td>
<td>🔴</td>
</tr>
<tr>
<td>Chancellor’s office approved certificates</td>
<td>67.0</td>
<td>63</td>
<td>-6.0 %</td>
<td>🔴</td>
</tr>
</tbody>
</table>

• You can also catch more subtle errors (did this college discontinue their certificate programs?)
The LaunchBoard is integrated with most state CTE grants:
• all Workforce & Economic Development Division grants
• California Career Pathways Trust

Starting next fall—cohort upload tool:
• examine the impact of specific interventions (do summer bridge participants get better term-to-term retention or course success rates?)
• compare groups of students (do students get stronger wage gains after aligning curricula to industry needs?)
Almost all LaunchBoard metrics are automated, but there are a few that have to be collected locally:

- Interventions that make meaningful impacts (work-based learning, summer bridge programs, and contract education)
- Outcomes that we need to understand but don’t track (completing requirements but not credentials)
How You Can Help: Gathering Specific Metrics

- All grantees are picking 5 Common Metrics to report on (most are automated)
- Help ensure a data upload point person is designated from your college by April 1 for any local metrics
- Point people will be trained in May (with support available throughout the year)
- Grantees work with point people to create data upload plans by July 31
- Data collection during 2014-15
- Reporting due August 2015
How You Can Help: Gathering Specific Metrics

• Simple, consistent requirements for data collection

• Processes already documented (both for researchers and non-researchers)

• Asking for support for uploads, but are offering enhanced data access that may reduce demands on research offices
Find Out More

• Request a log in and test out a demo of the LaunchBoard
  www.calpassplus.org/Launchboard/LaunchboardDemo.aspx

• Find resources on the LaunchBoard – including a brief on how to use labor market and employment information for planning
  http://doingwhatmatters.cccco.edu/launchboard.aspx

• Send your questions and comments
  launchboard@cccco.edu
What are your questions?