Uploading Data and IR LaunchBoard Training

March 6, 2015
Training Outcomes

Understand:

• the components of the LaunchBoard
• which metrics need to be collected locally and who is responsible for collecting each metric
• data definitions, recommended data-collection processes, and timeframes
• resources to support data collection, uploads, and usage
LAUNCHBOARD COMPONENTS
LaunchBoard Contents

Go to www.calpassplus.org/launchboard

LaunchBoard
Data-Backed Decisions

The CTE LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor’s Office and hosted by Cal-PASS Plus, provides data to California community colleges and their feeder K-12 school districts on the effectiveness of CTE programs. This information is intended to facilitate local, regional and statewide conversations about how to improve student transitions from K-12 to college and on to the workforce. Try out a demo of the LaunchBoard.

LaunchBoard Features
The LaunchBoard includes several tools to support collecting and viewing information on student outcomes in CTE.

Program Snapshot
The Program Snapshot section includes program information and student outcomes that are grouped into categories such as enrollments, milestones, credentials, employment, and alignment with regional labor market demand.

Common Metrics
The Common Metrics section enables colleges to upload and view information on 34 indicators used to track progress on the California Community College Chancellor’s Office’s Doing What Matters framework.

Additional Tracking
The Additional Tracking tool allows colleges to gather information on contract education participants.

CTE Outcomes Survey Tool
The CTEOS Reporting Tool is intended to make Career and Technical Education Outcomes Survey (CTEOS) responses more broadly available to faculty and administrators.
Program Snapshot Tab

View program-level information in categories such as enrollment, employment, and demand.

<table>
<thead>
<tr>
<th>Milestones</th>
<th>5 Year Average</th>
<th>Current Metric</th>
<th>% Increase / Decrease</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course completion rate</td>
<td>85 %</td>
<td>87 %</td>
<td>2 %</td>
<td>↑</td>
</tr>
<tr>
<td>Course success rate</td>
<td>72 %</td>
<td>72 %</td>
<td>1 %</td>
<td>↑</td>
</tr>
<tr>
<td>Term to term retention</td>
<td>46 %</td>
<td>48 %</td>
<td>2 %</td>
<td>↑</td>
</tr>
<tr>
<td>GPA</td>
<td>2.87</td>
<td>2.78</td>
<td>-9 %</td>
<td>↓</td>
</tr>
<tr>
<td>Attained more than 8 higher-level CTE units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Took a basic skills course</td>
<td>41 %</td>
<td>48 %</td>
<td>6 %</td>
<td>↑</td>
</tr>
</tbody>
</table>

Alignment  
Credentials  
Employment  
Regional Labor Market Information
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>Associate's degrees</th>
<th>English Major</th>
<th>147</th>
<th>100</th>
<th>-32 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>30</td>
<td>22</td>
<td>-27 %</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>117</td>
<td>77</td>
<td>-34 %</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td>*</td>
<td>*</td>
<td>67 %</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td>*</td>
<td>*</td>
<td>9 %</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td>*</td>
<td>0</td>
<td>-100 %</td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td>26</td>
<td>16</td>
<td>-39 %</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td>36</td>
<td>10</td>
<td>-50 %</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td></td>
<td>39</td>
<td>46</td>
<td>17 %</td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td>*</td>
<td>*</td>
<td>400 %</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td></td>
<td>*</td>
<td>0</td>
<td>-100 %</td>
</tr>
<tr>
<td>Unknown / Non-Respondent</td>
<td></td>
<td>*</td>
<td>*</td>
<td>-74 %</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>32</td>
<td>12</td>
<td>-63 %</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 to 24</td>
<td></td>
<td>32</td>
<td>14</td>
<td>-56 %</td>
</tr>
<tr>
<td>25 to 29</td>
<td></td>
<td>50</td>
<td>45</td>
<td>-10 %</td>
</tr>
<tr>
<td>30 to 34</td>
<td></td>
<td>30</td>
<td>17</td>
<td>-43 %</td>
</tr>
</tbody>
</table>
## Common Metrics Tab

### General Education and Transfer Progress Cluster

<table>
<thead>
<tr>
<th>Metric Description</th>
<th>5 Year Average</th>
<th>Current Metric</th>
<th>% Increase / Decrease</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MP 19. Completed a work readiness soft skills training program (either stand-alone or embedded) within a CTE pathway</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MP 20. Completed college level English and/or math, for students in a CTE pathway</strong></td>
<td>613</td>
<td>595</td>
<td>-3%</td>
<td>❌</td>
</tr>
<tr>
<td><strong>MP 21. Completed the CSU-GE or IGETC transfer track/certificate for students in a CTE pathway</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MP 22. Completed requirements in a CTE pathway, but did not receive a certificate or a degree</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MP 23. Completed an associate degree in a CTE major</strong></td>
<td>46</td>
<td>46</td>
<td>-1%</td>
<td>❌</td>
</tr>
<tr>
<td><strong>MP 24. Completed an associate degree in a major different from student’s college CTE pathway</strong></td>
<td>45</td>
<td>41</td>
<td>-8%</td>
<td>❌</td>
</tr>
<tr>
<td><strong>MP 25. Transferred from community college to a four-year university in the same CTE pathway</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MP 26. Transferred from community college to a four-year university in a major different from their CTE pathway</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**View information on metrics for Doing What Matters braided funding and many CCPT metrics**
Create Event

Use this page to create a new event. Events may include any activity you would like to track as part of your Common Metrics such as trainings, career exploration workshops, etc. For details on how to use the system, click on the “Help” link at the top of the page.

Event Type *
Select event type

Event Name *

Event Start Date / Time *
2/27/2015 8:00 AM

Registration Deadline Date / Time

Grant Number

Duration

Duration Hours / Days
Select duration type

Contact Info and Hours

Location

Colleges *
Click to select multiple values

Select Related Momentum Points *
Click to select multiple values

Custom Field Label 1

Custom Field Label 2

Custom Field Label 3

Comments (Above the registrant form)

FAQ (Below the registrant form)

Captures data on contract education participants
LAUNCHBOARD DATA AND IMPLICATIONS
Metric Definitions

• Wherever possible, the metrics are the same as those found in Data Mart

• Click on the “explain methodology” link by each metric for a description

• Select the “data element dictionary” link for detailed information on the data source elements, timeframe, and important caveats about the information shown
Metric Definitions

To get a picture of the scale, success, and labor market alignment of program areas, first indicate a specific program area and year using the drop down menus and hit the "refresh" button. Then, click on the down arrow by each of the headers to see related data points. Beginning in Fall 2014, colleges will also be able to upload specific groups of ten or more students (such as participants in a grant-funded activity) to see their outcomes.

Each metric compares data from specific years to a five year average to analyze trends. The trend arrows on the right for each data point show whether figures are increasing, decreasing, or remaining constant. You can also see results disaggregated by student characteristics by clicking the arrow to the left of each data point. For a technical description of the metrics, review the data dictionary.

View the complete Data Element Dictionary or view descriptions of each metric through pop-up links.
The LaunchBoard brings together data from many different sources. Find a complete summary of the source for each metric and how to collect it in the document “Data Collection and Reporting Strategies for Momentum Points” at: http://doingwhatmatters.cccco.edu/LaunchBoard/Resources.aspx

<table>
<thead>
<tr>
<th>Momentum Point (MP)</th>
<th>Chancellor’s Office</th>
<th>Cal-PASS Plus</th>
<th>External Tools</th>
<th>Campus Submitted File</th>
<th>Grantee Activity Tracking</th>
</tr>
</thead>
<tbody>
<tr>
<td>MF1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MF2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MF3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MF4</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MF5</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MF6</td>
<td></td>
<td>CATEMA</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MF6A</td>
<td></td>
<td>CATEMA</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MP7</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP9</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MP11</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MP14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MP15</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP16</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP17</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP18</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MP20</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MP22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MP24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MP25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MP26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MP27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP28</td>
<td></td>
<td></td>
<td>CTE Outcomes Survey</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MP29</td>
<td></td>
<td></td>
<td>CTE Outcomes Survey</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MP30</td>
<td></td>
<td></td>
<td>CTE Outcomes Survey</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MP31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MP32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MP33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Additional Tracking Tool</td>
</tr>
</tbody>
</table>
Understanding the Data

Automatically Calculated Metrics

• Items drawn from the Chancellor’s Office directly reflect what was submitted for ARCC reporting

• Items populated by Cal-PASS Plus include information from K-12 and four-year partners that submit their data

• Information on current and projected job openings and regional wages by occupation are provided by EMSI and are drawn from thousands of sources
Understanding the Data

Automatically Calculated Metrics

• Wage information from EDD, pulled directly from the Salary Surfer, are statewide, five-year averages

• Employment information from EDD

• Employment in field of study, wage gains in field of study, and third-party credentials are populated by the CTE Outcomes Survey

• Credit by exam, dual enrollment, and articulated courses are populated by CATEMA
Locally Gathered Metrics

• Appear only to the Common Metrics Tab (and total 10 of the 70 metrics in the LaunchBoard)

• Five K-12 activities are gathered by grantees and reported in aggregate in their annual reports
• Contract education is gathered through the Additional Tracking Tool
• One was not selected by any grantee
• One will be removed from reporting requirements in the upcoming year

• Local data upload people support data collection on two metrics (including college internships and work-based learning, soft skills training)
LaunchBoard Implications for IR/IT Offices

The Up Side

- Colleges will have more comprehensive information about CTE program outcomes and context, all in one place (with improvements planned on wage data, labor market information, and third-party certifications)

- Faculty and deans can review information in the LaunchBoard to drive conversations about program improvement both within colleges and across regions, without having to request reports from IR offices

The Down Side

- Reviewing data will likely trigger new types of questions, particularly around TOP codes and reporting non-Chancellor’s Office approved certificates

- Some Common Metrics require support from local colleges to report data
LOCAL DATA COLLECTION
The following metrics require support from local data upload point people, IR, or IT offices

- MP 19: College soft skills training
- MP 27: College internship or workplace learning
Local Data Upload Point People: flag all courses with embedded soft skills training and upload information on students who enrolled in these courses using the LaunchBoard template

Key Talent: provide support in engaging faculty in identifying which courses meet the definition of soft skills training
Definition of soft skills training:

Soft skills include: written, oral, and listening communication; enthusiasm and attitude; teamwork and collaboration; networking; problem solving and critical thinking; time management; organization; leadership; and professionalism.
Local Data Upload Point People: flag all courses with embedded internships or workplace learning and upload information on students who enroll in these courses using the LaunchBoard template

Key Talent: provide support in engaging faculty in identifying which courses meet the definition of workplace learning
Definition of workplace learning:

- Internships
- Apprenticeships
- Cooperative work experience education
- Mentoring
- Volunteering
- Clinical experience
- Work study programs
- Service learning

Note: California Career Pathways Trust (CCPT) grantees will be flagging work-based learning in college databases, so Key Talent may opt to partner with CCPT grantees to map which classes should be flagged.
Mapping Metrics to Colleges

Different regional or sector-based grantees picked different metrics, which affects what individual colleges need to collect.

Find a complete summary of which metrics need to be collected for which programs, broken out by individual colleges, in the document “Reporting Requirements By College” at:

http://doingwhatmatters.cccco.edu/Launchboard/Resources.aspx

Look under “Entering Data Into the LaunchBoard” in the section for Local Data Upload Point People
Data Collection Process

Upload the following information, using a spreadsheet-style template, on individual students:

- Last Name
- First Name
- Date of Birth
- Gender
- Local Student ID
- Academic Year
- 6-digit Taxonomy of Program (TOP) Codes
- Community College IPEDS ID
Data Collection Process

Links to Text (.txt) file templates.

MP19

MP27
https://www.calpassplus.org/MediaLibrary/calpassplus/launchboard/DataFileTemplates/CMSample27.txt
Data Collection Process

1. Data upload templates are available on the Common Metrics tab of the LaunchBoard.
2. Right-click to download the template
3. Enter information on students
4. Save as a .txt file
5. Upload using a drag-and-drop process on the Common Metrics tab
6. Links are provided at the end of this presentation
Data Collection Process

There are several data parameters displayed below this message in the File Contents section. Please take note of this. You can only upload data for this combination of the parameters. If you attempt to submit data for a different institution, it will be discarded. In the File Description section look for the file format and the potential data source from within your organization or from the outside sources. If you have questions or require further assistance, please call us at (916) 844-2223 or email launchboard.support(at)calpass.org.

File Contents
College Name: Mt. San Antonio College (IPEDS ID: 119164)
Current Year: 2012-2013
Momentum Point: MP 6a. Successfully completed a CTE dual enrollment course or credit by exam, with receipt of transcripted credits

File Description
For information on how to gather and submit data, please visit the LaunchBoard Help Desk.

Please use this file template: right-click here to download

Keep the header line with the field names and replace the 2nd sample row with your own data. Save the file in text (tab-delimited) (*.txt) format.

To submit your file, click “Select files…” button
Data Collection Timeline

• Data should be gathered on students participating in the 2014-15 academic year

• Data need to be uploaded in August 2015
LaunchBoard Resources

1. LaunchBoard Website

   • Visit the LaunchBoard-specific page on the Chancellor’s Office Doing What Matters website: http://doingwhatmatters.cccco.edu/LaunchBoard.aspx

   • Select the “Resources” under the LaunchBoard tab or go to: http://doingwhatmatters.cccco.edu/LaunchBoard/Resources.aspx
Once on the Resources page, select Entering Data into the LaunchBoard. This will provide a list of resources to support Data Upload Point People and Key Talents information and strategies for local data upload.

This list includes:
- An FAQ on data collection
- Overview documents on data collection
- A metric-by-metric guide for data uploads
- Tips on data validation strategies
- Information on the responsibilities of local data upload point people
- Reference documents described in this webinar
LaunchBoard Resources

• In the Resources section, select “Using the LaunchBoard for Program Planning” text for:
  • A presentation on how the LaunchBoard can be used to support accreditation and program review
  • Ideas for how to use the LaunchBoard to inform program planning, based on a case study from the field

• In the Resources section, select “About the LaunchBoard” for:
  • An FAQ
  • A presentation offering information on the history of the LaunchBoard and including screenshots
Other Resources

2. Receive one-on-one phone coaching from the RP Group on tracking and uploading MP19 and MP 27 by emailing: Alyssa anguyen@rpgroup.org or Aeron azentner@gmail.com

3. Schedule this workshop for a regional research group meeting by emailing: launchboard@ccccco.edu or share the recorded webinar

4. Enter your questions into the LaunchBoard help desk, which is accessible through the Doing What Matters LaunchBoard site or via this link: http://help.calpass.org/open.php