Draft LaunchBoard Program Review Tool Model 2.0

The goal of the LaunchBoard program review tool is to provide information that would support local program review processes. The preliminary design focuses on visually displaying information that helps to address key questions about supply and demand, as well as program completion and employment outcomes. Community college practitioners are invited to provide feedback about both the content and format of the information, so the tool provides the greatest possible utility to local college processes. This document describes a second iteration of a program review tool, based on feedback from the field through a statewide call and a survey.

The draft model involves two components:
1) a “wizard” that allows users to select the types of desired information and then see relevant data
2) benchmarking data for the top ten colleges in the state, based on the highest outcomes

In the future, the Chancellor’s Office could identify colleges that have the highest outcomes on these goals and determine the elements that they have in common. This could be used to create case studies about effective practices that could be linked to the program review reports.

Finally, the report could be paired with guides that provide suggestions for how to use the information in program review processes and in discussions within departments or across colleges.

Draft Program Goal Wizard

To help tailor the information that shows in the LaunchBoard program review tool, users would access a wizard that helps identify which metrics they would like to see. For example, a program that provides training for incumbent workers might want to see job retention and wage increases, whereas a program that is aligned with a four-year degree might want to see transfer outcomes.

Users would specify the types of students to include in the charts, including:
- All students who enrolled
- Students who took at least one non-introductory course
- Students who took more than 8 units
- Students who completed a certificate, degree, or transferred
- Students included in the Perkins report
- Students included in the Student Success Scorecard

Users could also specify what level of data to see (note: all information would be displayed at the six-digit TOP level):
• College data
• District data

Users could select multiple charts to see, from the following list:
• Are the number of students being educated in alignment with available jobs?
• Are students succeeding in their courses?
• How many units are students taking?
• How many students are completing their program or transferring?
• How long does it take for students to complete their program?
• How many students are getting third-party credentials?
• Are students getting jobs?
• Once students get jobs, do they stay employed?
• How much more money are students making after college?
• Are students making reasonable wages?
• How do earning gains compare to program expenses?
• How much money is being spent per completer?
• Are students satisfied with their program?

Data would be displayed in both a graphical format (see the next pages) as well as in tables showing the data included in each chart that include counts and percents.

Note on data sources: Transfer data would come from the National Student Clearinghouse. Employment and earnings data would be drawn from the Unemployment Insurance wage database. Data on employment in field of study, third-party credentials, self-employment, starting a business, and student satisfaction data would be drawn from the CTE Outcomes Survey or data uploaded by the college to the LaunchBoard. Regional occupation openings and median earnings data would be from EMSI. Regional living wages would be from the Self Sufficiency Standards designated by the Living Insight Center for Community Economic Development. All other data would come from files uploaded to the Chancellor’s Office MIS system by community colleges.
Are the number of students being educated in alignment with available jobs?

Trend lines showing college/district enrollments, enrollments at other community colleges in the region, local completions, regional completions, and job openings within a 6-digit TOP code, for the past three years, and including projected job openings for the next five years.

Are students succeeding in their courses?

Chart showing the median courses success rate within a 6-digit TOP code, for the past three years.
How many units are students taking?

Chart showing the median number of credits ever taken within a 6-digit TOP code by students, for the past three years.

How many students are completing their program or transferring?

Trend lines showing the number of completions of degrees, certificates, transfers, and transfer-prepared students for the past three years.
How long does it take for students to complete their program?

Trend lines showing the number of years it takes students to complete certificates, degrees, become transfer-prepared, and transfer, for the past three years

How many students are getting third-party credentials?

Trend lines showing the number enrollments, completions, and third-party credentials, for the past three years
Are students getting jobs?

Trend lines showing enrollments, completion, employment, employment in field of study, self-employment, and starting a business for the past three years.

Once students get jobs, do they stay employed?

Trend lines showing enrollments, completion, and job retention, for the past three years.
How much more money are students making after college?

Chart showing median pre- and post- wages for completers and non-completers one year after they stop taking courses over the past three years (inflation adjusted)

Are students making reasonable wages?

Chart showing median wages of completers and non-completers, median wages for related occupations in the region, and the regional standard of living wage over the past three years
How do earning gains compare to program expenses?

Chart showing median wage gains, compared to the per-student program expenses, over the past three years

How much money is being spent per completer?

Chart showing the per-student program expense per students who completed a certificate, degree, became transfer-prepared, or transferred, over the past three years
Are students satisfied with their program?

Chart showing the number of students reporting their satisfaction rates with the program, over the past three years