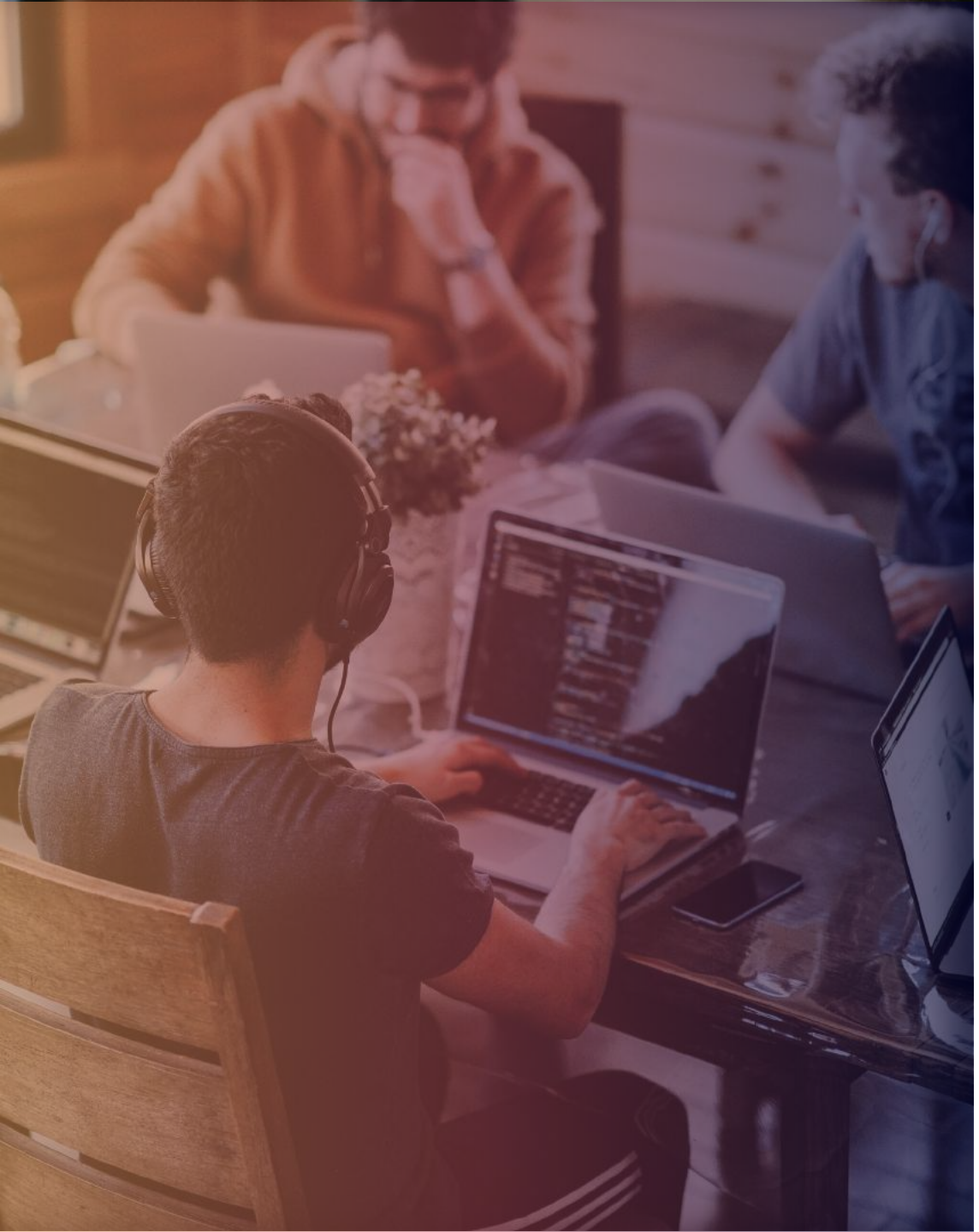
TIRED OF TABLEAU? TRY PAPER

Dashboards vs Infographics

North Orange Continuing Education
Office of Institutional Research and Planning

Dulce Delgadillo, M.P.P.
Jason Makabali
Harpreet Uppal, Ph.D.

CAIR 2019



NORTH ORANGE CONTINUING EDUCATION

- Fifth largest community college based noncredit provider of adult education
- Programs offered:
  - Career Technical Education
  - Disability Support Services
  - English as a Second Language (ESL)
  - High school Diploma/ GED-HiSet Preparation
  - Lifeskills Education Advancement Program (LEAP)

Anaheim

Cypress

Wilshire

WHO WE SERVE

Gender

65% Female

30% Male

Race/Ethnicity

36% Hispanic

23% White

19% Asian/Pacific-Islander

2% Black/African American

Top 3 Education Goals

1. Basic Skills
2. Educational Enrichment
3. Transfer Seeking

Age

5% 0-17

25% 18-34

24% 35-54

46% 55+

WHO WE ARE

NOCE Office of Institutional Research and Planning

- Established in April 2016
- First time NOCE has had a formal process to gather, analyze and report out institutional data
- Small but MIGHTY team of 3 full-timers
- Noncredit Initiatives
  - California Adult Education Program
  - Student Equity and Achievement Program
  - Perkins
  - WIOA II
  - Strong Workforce Program

DIGESTIBLE DATA

How do we as IR offices do this?

WHAT'S THE DIFFERENCE?

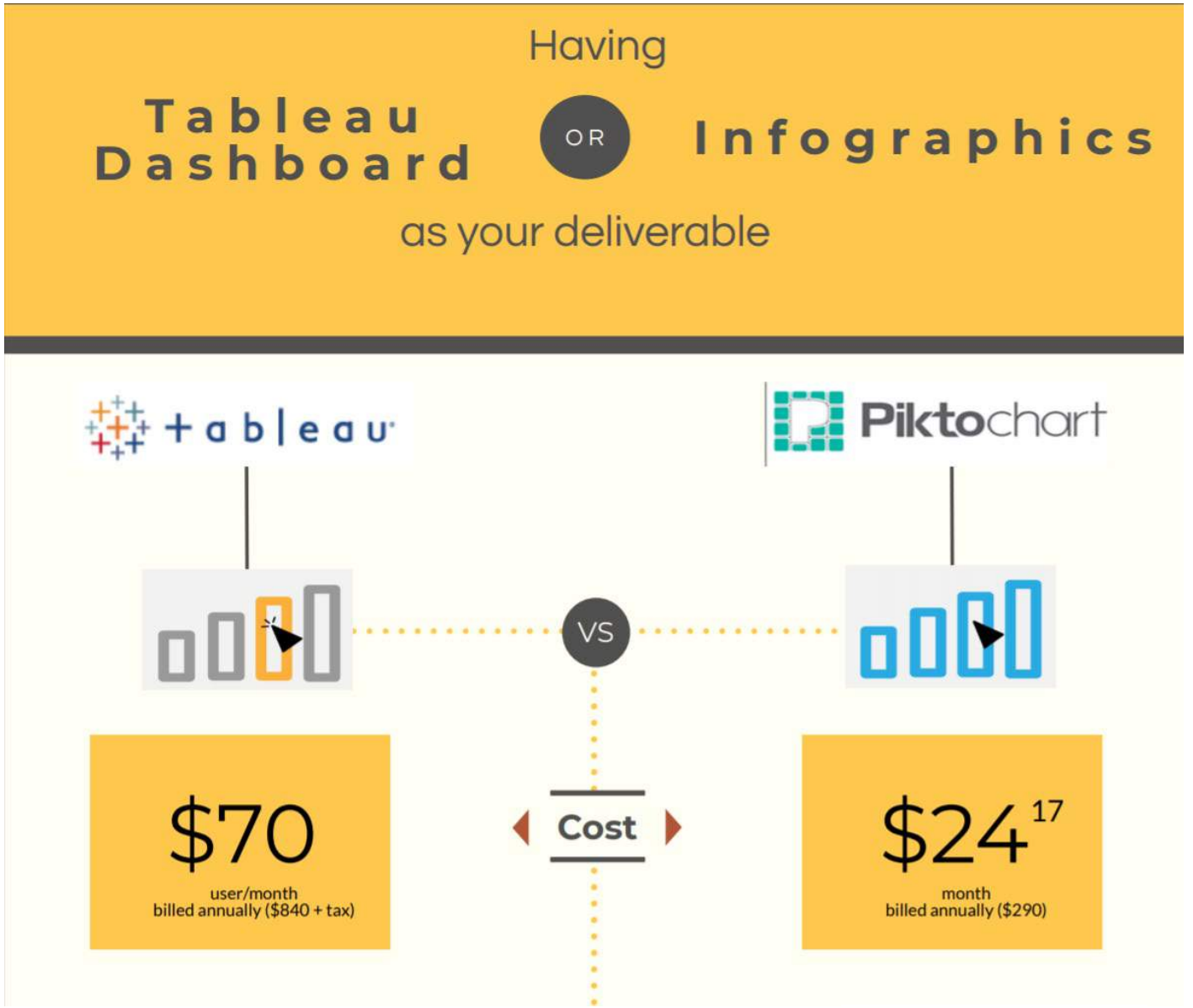
Data Visualization

- Interactive in some way
- Tableau
- Power BI
- Sinse
- Zoho Reports

Infographics

- Not interactive and usually image files
- Piktochart
- Canva
- Visme
- Vengage

LET'S START WITH WHAT YOU'RE FIRST THINKING ABOUT



User Driven

User has ability to interact with the data and can infer their own analysis by drilling down into the data as much as they desire.

Usability

Presenter Driven

Creator presents key findings from their own analysis in a visually appealing manner through the use of icons, numbers, and charts.

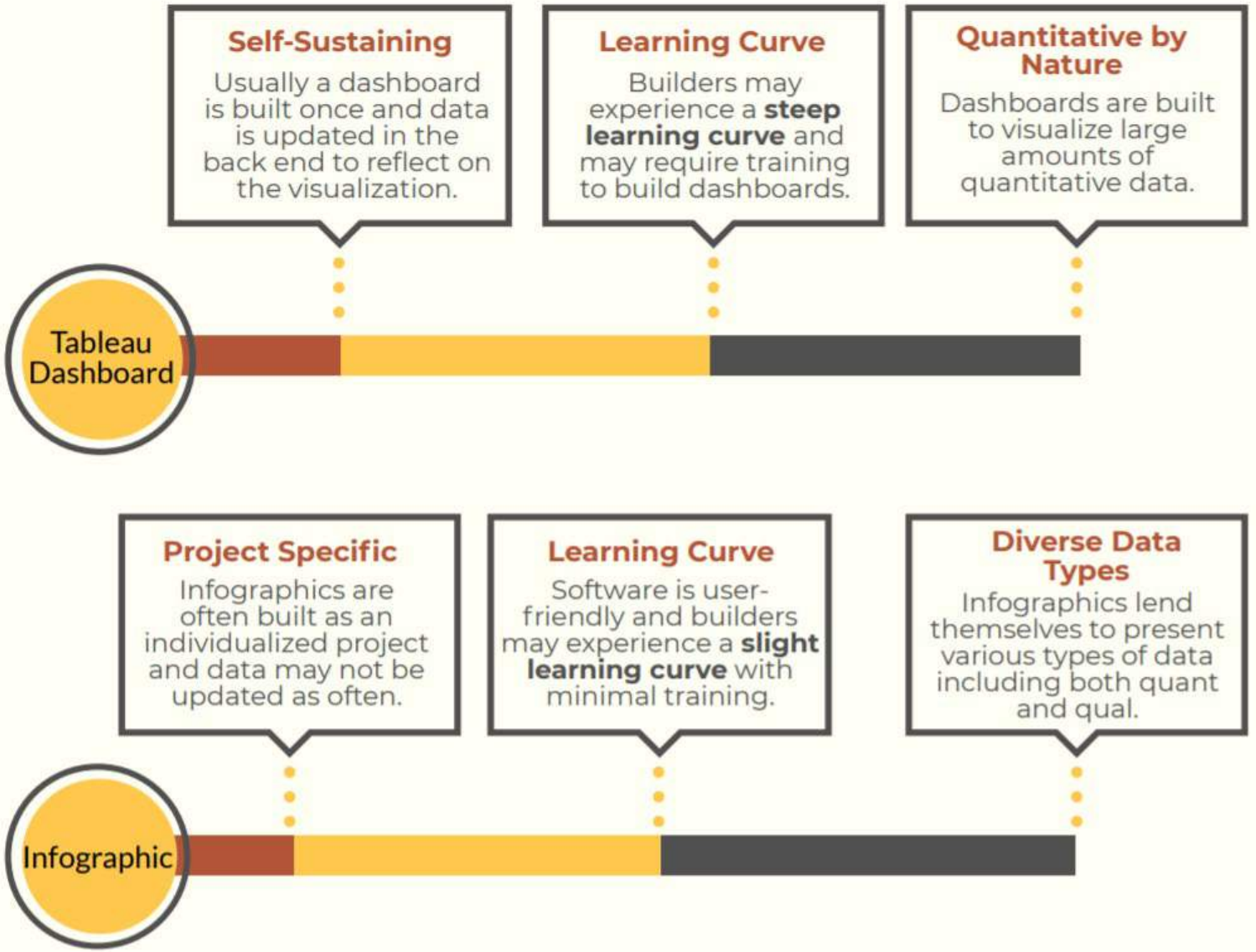
Accessibility

- Requires technology (computer, phone, tablet) and internet
- For certain functions users may need a specific type of license
- Data is dynamic
- May require training for user

- No need for user to have access to technology
- Can be printed out and shared to a wide audience, including students
- Data is static
- User can easily share deliverable

Both can be uploaded onto a website for distribution

Building Phase



Impact

Dashboard

- Can track data over time to identify trends
- Users have access to large amounts of quantitative data
- Users could have access to download raw data
- Potential to intimidate the user with too much data
- Ability to drill down through layers of data with filters

Infographic

- Can help break data into digestible pieces
- Users are presented with key findings
- Users could easily share with many constituent groups
- Could be less intimidating than a dashboard for some
- Ability to embed narrative, photos and icons into deliverable

Both are Powerful

Innovative

Both are innovative ways to present complex ideas and data

Data Culture

Both can be used to change institutional culture around data

Democratize Data

Both can democratize data for your campus and community

Empowers

Both empower the users and creators

TABLEAU EXPERIENCE AT NOCE

INFOGRAPHICS EXPERIENCE AT NOCE

BREAKING DOWN THE 320 REPORT

320 Report

State apportionment report based on attendance hours. California community college apportionment is primarily driven by the Full-Time Equivalent Student (FTES) workload measure.

Steps to Determining FTES

1 District

FTES targets are determined at the district level in collaboration between credit and noncredit institutions based on historical enrollment trends.

2 NOCE

FTES targets are then distributed proportionately among NOCE programs based on program size and enrollment trends.

3 Target vs Actual

FTES targets are then assessed and factored based on current enrollment and class offerings into actual FTES.

FTES

FTES is not a headcount. Each FTES is equivalent to 525 hours of student instruction. One FTES can be generated by 1 student or multiple part-time students.

How does FTES help NOCE?

Student Hours → Actual Annual FTES for NOCE (320 Report) = $ NOCE MONEY

State Reimbursement Rates for 17-18

$5,320 for 1 enhanced noncredit FTES

$3,323 for 1 basic noncredit FTES

Timeline

The 320 report is submitted to the Chancellor's office 3 times a year. Timely and accurate submission is very important in order to maximize the amount of funding NOCE receives.

Summer / Fall / Winter / Spring

January

First period 320 report is submitted in January and captures FTES from students enrolled in Summer and Fall.

April

Second period 320 report is submitted in April and captures FTES from Winter and any carry over from Summer and Fall that were not captured in January.

July

Annual 320 report is submitted in July and captures FTES from Spring and any carry over from Summer, Fall and Winter.

Important Message!

If attendance hours are updated in iTendance AFTER June, NOCE does not receive money to account for those hours. It is vital to update student attendance hours in a timely manner as they are directly connected to NOCE receiving adequate funds from the state.

How can I help?

By setting up a checklist to review student enrollments for apportionment classes, NOCE staff can contribute to streamlining the process of accurately reporting FTES for the 320 reports.

Pre-term

-> Review course enrollments to determine courses with enrollment below class minimums

1st week of term

-> Review course enrollments

-> Faculty should indicate "no show" for students not attending the first class meeting

-> Reach out to students on the waitlist for classes with available seats

2nd week of term

-> Determine whether to cancel the class

3rd week of term

-> Run attendance by Part of Term

-> Review Write-In Summer Report sent by Student Accounting

Remainder of Term

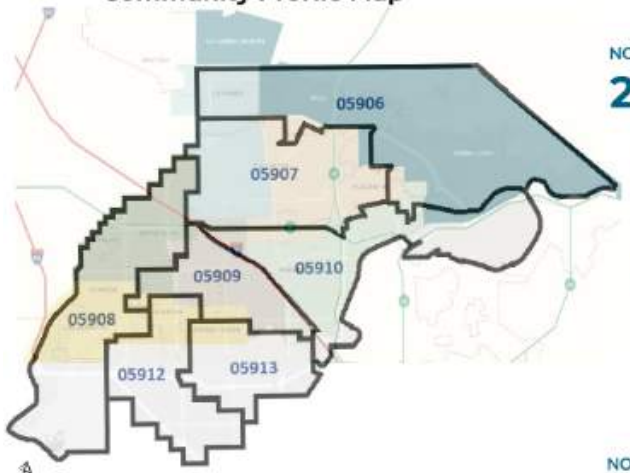
-> Review Write-In Summer Report sent by Student Accounting and follow-up with faculty regarding unresolved attendance

NOCRC
NORTH ORANGE COUNTY REGIONAL CONSORTIUM FOR ADULT EDUCATION

NOCE
NORTH ORANGE
CONTINUING EDUCATION

COMMUNITY PROFILE

Community Profile Map



The community profile is based on the U.S. Census Bureau's 2017 American Community Survey (ACS) 1- Year Public Use Microdata Samples (PUMS) estimates.

Seven micro-regions encompassing 13 cities within the NOCCCD district boundaries were included:
05906 - Yorba Linda, La Habra, & Brea Cities
05907 - Fullerton & Placentia
05908 - Buena Park, Cypress & Seal Beach (including La Palma and Los Alamitos)
05909 - Anaheim City (West)
05910 - Anaheim City (East)
05912 - Westminster*, Stanton & Garden Grove (West)
05913 - Garden Grove City (East)

Employment

NOCE 15/16 Data:

23%

Proportion of program exiters in the selected cohort year that were employed two fiscal quarters after exiting adult school. Statewide employment is 35%.

Earnings

NOCE 15/16 Data:

$25,860

Median annual earnings of exiting participants one year after exiting adult school. Statewide the median is $20,420.

Population (18+)

NOCE 17/18 Data:		Community Data:
27,807		981,279
29%	Males	49%
65%	Females	51%

Highest Level of Education

NOCE 17/18 Data:		Community Data:
17%	Less than High School	17%
18%	High School Diploma or HSE	22%
13%	Associate's or above	38%

Race and Ethnicity

NOCE 17/18 Data:		Community Data:
36%	Hispanic or Latinx	34%
24%	White	32%
19%	Asian	27%

Produced by: Office of Institutional Research and Planning

CAEP Outcome Goals

The data gathered from students served by NOCRC will assist the California Community Colleges Chancellor's Office, administrators, and program staff in tracking participants' progress in attaining the following outcome goals:

Adults Served

Adults served by members of the consortium will be disaggregated into three categories:

- Service only students.
- Students receiving 1-11 instructional contact hours in any of the seven program areas.
- Participants who received 12 or more instruction contact hours over a single program year in any of the seven program areas.

Progress

Adults served by members of the consortium who have demonstrated the following measure of progress:

- Improve literacy and basic skills: includes completion of a course in ABE, ASE, or ESL for levels below transfer or CDCP certificate in basic skills or ESL.
- Transition to a new program: From ABE to ASE or from ESL to ASE or from ABE/ESL/ASE to CTE.

Completion

Adults served by members of the consortium who have demonstrated the following measure of completion:

- Completion of high school diplomas or recognized equivalents.
- Completion of postsecondary certificates, degrees, or training programs: CDCP CTE certificates (48+ hrs), locally approved certificates eligible for inclusion on the Eligible Training Provider List (ETPL), any credit college award, certificate, degree that is not developmental.

Placement into Jobs

Adults served by members of the consortium who have demonstrated the following measure:

- Employment after two or four quarters post exit.

Improved Wages

Adults served by members of the consortium who have demonstrated the following measure:

- Wage gain four quarters after exit.
- Median wage attainment two quarters after exit.
- Attainment of a living wage.

Transition to Postsecondary

Adults served by members of the consortium who have demonstrated the following measure of completion:

- Transition to noncredit or credit CTE program.
- Transition to credit courses that are not developmental.

NOCE Campus Climate Student Survey Characteristics

NOCE NORTH ORANGE CONTINUING EDUCATION

Office of Institutional Research and Planning

Survey conducted in October 2017

647 NOCE students completed the Campus Climate Survey in October 2017.

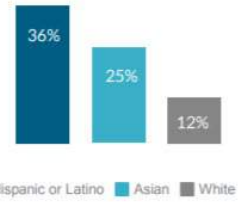
63% Female **29%** Male — This proportion is reflective of the overall NOCE student body.

A quarter of the participants indicated their last year's family income fell below poverty line (less than $20K).

Age

24%	22%	21%	22%
18-24	25-34	35-44	44+

Top three ethnic groups represented in the survey



4 out of 10 students indicated they have been attending NOCE for less than one year.

First Generation Student

28% indicated they are the first person in their family to go to a post-secondary school

Employment Status

42% not working

23% working 30 or more hours a week

Education

34% did not finish High School

31% Holds an Associate Degree or higher

Students were enrolled in the following NOCE programs:

Campus

Students were asked what campus they primarily attended.

40% Anaheim Center

25% Wilshire Center

19% Cypress Center

More than 2/3 of the students indicated they are U.S. citizens or permanent residents.

Less than 1/3 of the students surveyed indicated English is their primary language.

Student Campus Climate Results

Students shared experiencing an **overall positive climate** while attending NOCE!

Contact with NOCE staff

92% AGREE

NOCE staff members encourage me to learn

Student Support Services

79% AGREE

Know where to get help at NOCE for my education/career needs

Quality of Education

85%

Felt NOCE courses are preparing them to reach their education/career goals

indicated feeling that NOCE staff members do not have an interest in their academic development.

Institutional Climate

80% AGREE NOCE is committed to promoting diversity.

51% of students felt excluded from the decision making at NOCE.

External Factors

Students missed class due to:

65% Personal/Family Responsibilities

41% Issues with Transportation

31% Job Responsibilities

Student Voices

"Maybe a little more info for new students. Didn't know about access card required for keyboarding class or USB drive required for other computer classes. These could be included in a brochure."

"I'm glad to be here and be part of this community. Thank you for all the support you provide!"

"I am grateful for NOCE and the opportunity to get myself in a program that would help stable my life and set me on a parth for a lifelong career..."

"We need more support from the school about programs, advice, information about our education after ESL classes, college eduation, FAFSA, major, schedule, paperwork, and registration."

Physical Environment

Had a negative feeling about the availability of parking on campuses.

Campus Safety

1 in 5

NOCE students indicated not knowing where Campus Safety was located on campus.

KNOW YOUR AUDIENCE

THANK YOU

North Orange Continuing Education

Office of Institutional Research and Planning

WWW.NOCE.COM

Dulce Delgadillo: Ddelgadillo@NOCE.edu Jason Makabali: Jmakabali@NOCE.edu Harpreet Uppal: Huppal@NOCE.edu

Accredited by the
Accrediting Commission for Schools,
Western Association of Schools and Colleges
533 Airport Blvd, Suite 200
Burlingame, CA 94010
Website: www.acswasc.org

The North Orange County Community College District's (NOCCCD) North Orange Continuing Education (NOCE) Administrative Offices are located at 1830 W. Romneya Drive in Anaheim, California 92801. For more information, call 714.808.4645 or visit www.noce.eu. It is the policy of NOCCCD to provide an educational, employment, and business environment in which no person shall be unlawfully subjected to discrimination or sexual harassment, nor unlawfully denied full and equal access to the benefits of District programs or activities on the basis of ethnic group identification, national origin, religion, age, gender, race, color, ancestry, sexual orientation, marital status or physical or mental disability as defined and prohibited by state and federal statutes. The District is also committed to maintaining campuses that are free of harassment, drugs and alcohol. To read the entire NOCCCD nondiscrimination statement, see the policy in the General Information section in the back of the NOCE class schedule.

FABRIKAM