

North Santa Clara County Consortium

NSCAdultEd.com



Data

Dashboard:

Transitions, Pathways, Success



Presentation Outcome

Share our in-house Data Dashboard including:

- Why we explored its creation;
- What we found we were able to do;
- How it ties to persistence, transition and completion;
- How the results vary and complement the Launchboard results;
- The struggles and looming next steps.

About the North Santa Clara County Consortium

- Silicon Valley: Palo Alto to Cupertino/Sunnyvale
- Bordered by South Bay and San Mateo ACCELL
- Three Adult Schools (Palo Alto, Mountain View, FUHSD/Sunnyvale-Cupertino)
- Two Community Colleges (De Anza, Foothill)
- Poverty Level: 23\$/hour; low income: \$117,000; very low income \$73,000.
- Overarching goal: Increasing living wage by increasing CC enrollment, persistence and completion.



Transition, Persistence, and Completion Strategies



2019-2020 Annual Plan Specifics:

- Track a 2019-2020 cohort of transitioned students and analyze actions, attitudes, and behaviors that lead to success. Identify adjustments needed in support services & systems to increase total percentage in 2020-2021.
- Complete a deeper dive into ESL student data. Specifically, look at the retention, completion, and movement of students within the college **and between** our five agencies. Utilize the results to make programmatic changes and deliver resulting staff development.
- Finalize and implement a consortium-wide Student Transition Plan and have all adult school counselors use it with all students to establish a system of consortium-wide services that all students receive; implement by the end of winter quarter 2019-2020. Collect and process data on student completion of plan, student transition to college and success and student goal achievement



2017-2018: Is it possible?

Sought to see if we could create a Data Dashboard to...

- Merge Adult School (AS) and Community College (CC) Data?
- Identify the degree of AS transition success to CC?
- Drill down to identify how many transitions, to what students transition and with what results?



What we found out we were able to do

Merge data from Adult Ed. Program (AEP) with Community College (CC) district data.

- Matched on first name, last name, date of birth, gender.
- Merged AEP characteristics with CC academic history, per student, per term.

Answer some preliminary questions:

- How many AEP students enroll at the CC district and what are their demographics?
- What courses do AEP students take at the CC and how successful are they?
 - How do these outcomes differ based on the student's AEP program?
- What are the revenue generating implications for AEP students attending the CC?

The Data Dashboard and what we could do

Source

- FUSHD
- MVLA
- Palo Alto

College

- De Anza
- Foothill

Credit Status

- Credit
- Degree Applicable
- Non Credit

CTE

- N
- Y

Gender

- F
- M

Age Group

- 19 or less
- 20 - 24
- 25 - 29
- 30 - 34
- 35 - 39
- 40 - 49
- 50 - 59
- 60 +

Academic Year

- 2011
- 2012
- 2013
- 2014
- 2015
- 2016
- 2017
- 2018
- 2019

Academic Term

- Fall
- Spring
- Summer
- Winter

Adult Ed Program

- A
- B
- B,C
- B,C,E,I
- B,C,I
- B,C,K
- B,G,I
- B,I
- C
- C,D,E,X
- C,E
- C,G

Adult Ed Program Legend

- A= Adults w/ Disabilities
- B= Basic Skills (ABE)
- C= Career / Tech Ed
- D= Citizenship
- E= ESL/ELL
- F= Health & Safety
- G= High School Diploma
- H= Home Economics
- I= HSE
- J= Older Adults
- K= Other
- L= Parent Education
- M= Spanish HSE
- N= Workforce Readiness

Department

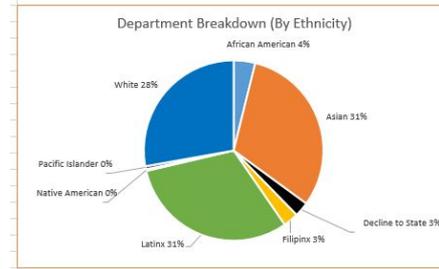
- Accounting-DA
- Accounting-FH
- Adapt Learn: Adapt Phys Ed-FH
- Adapt Learn: Community Bas-FH
- Adapt Learn: Computer Acc-FH
- Adapt Learn: Learn Disab-FH
- Adapt Learn: Trans to Work-FH
- Administration of Justice-DA
- Allied Health Sciences-FH
- Anthropology-FD
- Apprent, Electrical-FH
- Apprent, Pipe Trades-FH
- Art-FH
- Arts-DA
- Astronomy-FD

Ethnicity

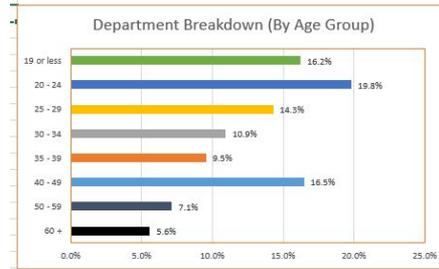
- African American
- Asian
- Decline to State
- Filipinx
- Latinx
- Native American
- Pacific Islander
- White

Department Breakdown (By Ethnicity)

Ethnicity	Headcount
African American	50
Asian	401
Decline to State	34
Filipinx	35
Latinx	399
Native American	4
Pacific Islander	7
White	358
Grand Total	1,288



Ethnicity	Headcount
African American	50
Asian	401
Decline to State	34
Filipinx	35
Latinx	399
Native American	4
Pacific Islander	7
White	358
Grand Total	1,288



Age Group	Headcount
60 +	72
50 - 59	92
40 - 49	212
35 - 39	123
30 - 34	141
25 - 29	184
20 - 24	255
19 or less	209
Grand Total	1,288

Look at student characteristics with the ability to filter by CC course characteristics, and AEP program.

The Data Dashboard and what we could do

The dashboard interface includes the following filter sections:

- Source:** FUSHD, MVLA, Palo Alto
- College:** De Anza, Foothill
- Credit Status:** Credit, Degree Applicable, Non Credit
- CTE:** N, Y
- Gender:** F, M
- Age Group:** 19 or less, 20 - 24, 25 - 29, 30 - 34, 35 - 39, 40 - 49, 50 - 59, 60 +
- Academic Year:** 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019
- Academic Term:** Fall, Spring, Summer, Winter
- Ethnicity:** African American, Asian, Decline to State, Filipinx, Latinx, Native American, Pacific Islander, White
- Adult Ed Program:** A, B, B,C, B,C,E,I, B,C,I, B,C,K, B,G,I, B,I, C, C,D,E,X, C,E, C,G
- Adult Ed Program Legend:**
 - A= Adults w/ Disabilities
 - B= Basic Skills (ABE)
 - C= Career / Tech Ed
 - D= Citizenship
 - E= ESL/ELL
 - F= Health & Safety
 - G= High School Diploma
 - H= Home Economics
 - I= HSE
 - J= Older Adults
 - K= Other
 - L= Parent Education
 - M= Spanish HSE
 - N= Workforce Readiness
- Department:** Accounting-DA, Accounting-FH, Adapt Learn: Adapt Phys Ed-FH, Adapt Learn: Community Bas-FH, Adapt Learn: Computer Acc-FH, Adapt Learn: Learn Disab-FH, Adapt Learn: Trans to Work-FH, Administration of Justice-DA, Allied Health Sciences-FH, Anthropology-FD, Apprent, Electrical-FH, Apprent, Pipe Trades-FH, Art-FH, Arts-DA, Astronomy-FD

Headcount	Source			
Category Name	FUSHD	MVLA	Palo Alto	Grand Total
Mathematics-FD	46	248	16	310
Psychology-FD	28	165	13	206
English-FH	14	175	10	199
Non Credit: ESL-FH	28	86	50	161
Physical Education-FH	9	110	28	147
Biology-FD	19	120	7	146
History-FD	22	112	10	144
Non-Credit: Language Arts-FH	12	93	28	132
Engl as Second Lang-FH	8	83	38	127
English as a Second Lang-FD	73	43	10	125
Non-Credit, Parenting Educ-FH	9	89	12	109
Anthropology-FD	16	86	6	108
Non-Credit: Basic Skills-FH	10	89	5	104
Counseling-FH	6	93	5	104
English/Writing-DA	26	71	3	100

Look at enrollment with the ability to filter by student characteristics, CC course characteristics, and AEP program.

*** Can also drill down to the individual course section and look at grades or success rates.*

The Data Dashboard and what we could do

The dashboard includes the following filters:

- Source:** FUSHD, MVLA, Palo Alto
- College:** De Anza, Foothill
- Credit Status:** Credit, Degree Applicable, Non Credit
- Academic Year:** 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019
- Academic Term:** Fall, Spring, Summer, Winter
- CTE:** N, Y
- Gender:** F, M
- Age Group:** 19 or less, 20 - 24
- Adult Ed Program Legend:** A= Adults w/ Disabilities, B= Basic Skills (ABE), C= Career / Tech Ed, D= Citizenship, E= ESL/ELL, F= Health & Safety, G= High School Diploma, H= Home Economics, I= HSE, J= Older Adults, K= Other, L= Parent Education, M= Spanish HSE, N= Workforce Readiness, FH: Foothill only, DA: De Anza only, FD: Foothill AND De Anza
- Adult Ed Progr...:** C, C,G,K, D,E,K, E, E,I, E,K, G, G,I, G,K, I, K, L
- Department:** Library Science-FH, Mandarin-DA, Mathematics-FD, Media Studies-FH, Meteorology-FD, Music Technology-FH, Music-DA, Music-FH, Non Credit: ESL-FH, Non-Credit, Parenting Educ-FH

Headcount	Source		
Category Name	FUSHD	MVLA	Grand Total
Mathematics-FD	11	114	125
CALCULUS	1	39	40
Y	1	21	22
Unrecorded		21	21
N	1	6	7
ELEMENTARY STATISTICS	2	32	34
Y	1	15	16
Unrecorded	1	10	11
N	1	11	12
INTERMEDIATE ALGEBRA	1	17	18
Y	1	11	12
Unrecorded		2	2
N		8	8
PRECALCULUS I		15	15
Y		7	7
Unrecorded		6	6
N		5	5

For AEP students in the High School Diploma and/or HSE programs, Mathematics had the highest enrollment. Here you can see what courses had the highest enrollment and whether or not students were successful in those courses.

The Data Dashboard and what we could do

Source	Academic Year	Adult Ed Program	Adult Ed Program Legend
FUSHD	2011	E, I	A= Adults w/ Disabilities
MVLA	2012	E, K	B= Basic Skills (ABE)
Palo Alto	2013	E, K, N	C= Career / Tech Ed
	2014	G	D= Citizenship
	2015	G, I	E= ESL/ELL
	2016	G, J, K	F= Health & Safety
	2017	G, K	G= High School Diploma
	2018	I	H= Home Economics
	2019	J	I= HSE
		K	J= Older Adults
		K, L	K= Other
		L	L= Parent Education
		N	M= Spanish HSE
			N= Workforce Readiness
			FH: Foothill only
			DA: De Anza only
			FD: Foothill AND De Anza
College	Term	Department	
De Anza	Fall	Allied Health Sciences-FH	
Foothill	Spring	Anthropology-FD	
	Summer	Apprent, Electrical-FH	
	Winter	Apprent, Pipe Trades-FH	
		Art-FH	
Credit Status		Arts-DA	
Credit		Astronomy-FD	
Degree Applicable		Athletics-FH	
Non Credit		Automotive Technology-DA	
CTE	Ethnicity		
N	African American		
Y	Asian		
	Decline to State		
	Fillipinx		
	Latinx		
	Native American		
Gender			
F			
M			
Age Group			
19 or less			

FTES Value	Source			
Category Name	FUSHD	MVLA	Palo Alto	Grand Total
MATH	\$69,236	\$425,295	\$32,987	\$527,518
ESL	\$153,163	\$104,932	\$22,780	\$280,875
BIOL	\$24,672	\$249,274	\$6,918	\$280,864
ESLL	\$15,355	\$172,316	\$48,334	\$236,005
ENGL	\$13,547	\$194,278	\$10,996	\$218,821
SPED	\$10,889	\$186,616	\$920	\$198,424
PSYC	\$23,246	\$149,056	\$15,395	\$187,697
PHED	\$15,697	\$105,327	\$40,421	\$161,445
NCEL	\$27,513	\$74,602	\$52,129	\$154,244
CHEM	\$6,348	\$131,959	\$6,583	\$144,890
EWRT	\$25,368	\$83,841	\$2,834	\$112,043
ART	\$3,288	\$76,859	\$24,770	\$104,917
C D	\$56,397	\$30,053	\$2,018	\$88,468
HIST	\$12,654	\$68,741	\$6,348	\$87,743
CIS	\$39,402	\$41,614	\$1,814	\$82,831
COMM	\$6,802	\$69,038	\$5,101	\$80,941
HTEC	\$11,894	\$62,872	\$5,327	\$80,092
CHLD	\$13,052	\$60,558	\$3,854	\$77,465

Revenue estimates shown here are based solely on the FTES generated by course enrollment. Revenues using the new statewide Student Centered Funding Formula are more difficult estimate, but models suggest comparable funding outcomes.

Comparing All the Data Possibilities

	Launchboard	Data Dashboard	
Transition	Aggregate of how many transition	Drill down: From what program to what courses by individual	
Persistence	Tracks aggregate non-credit EFLs and benchmarks	Track credit and non-credit; “persistence” can be “tailored”	
Completion	Completion of certificate or degree	Student pathway to completion	
Positive Elements	State does the work Employment and wage data	Student level data Custom reporting “real time”	
Negative Elements	Limited drill down Delayed data	Manual data prep “Fuzzy” data match	



What we are now thinking

Answers usually bring more questions. And so now we are thinking about:

- Retention and persistence rates
- Student pathways
- Cohort tracking
- Multiple AEP <-> CC transitions
- Common elements of success



The Struggle with Data: Where we are stuck

Data we wish we had versus need to have

Varying views of sample size

Expense for an analyst

Micro versus Macro—need for granular analysis

Goal of one-stop shop

Access consortium wide for members

Real time versus delayed (e.g. 2018-2019 Launchboard data in spring 2020)

Small data samples versus comprehensive



Questions about Next Steps

If we don't have someone to put data into dashboard then what do we do?

Is what we need available in the breadth of sources already available to us without the Dashboard?

How do we mediate the differing views about data including the “wish for” versus “need”?

How do we plug the gap of needing a trained data analyst skill set that can be dedicated to our Consortium data?