



Metrics That Matter: Making a Difference in Student Success with the Postsecondary Data Partnership (PDP)

2021 Annual Conference

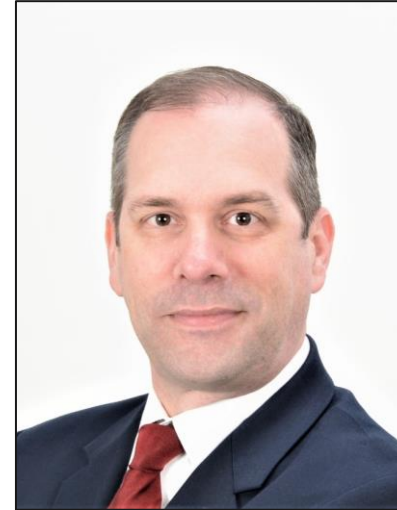


Your Presenters today



Dr. Lisa Stich
Senior Specialist, Data
Partnerships

Postsecondary Data
Partnership
National Student
Clearinghouse



Mr. Paul Turcotte
Director of Institutional
Research and Assessment

Texas A&M University-
Central Texas

Question

On a scale of 1-5, please type a number into the chat that indicates your level of familiarity with the PDP. 5 is high.

A Real Quick Question

8:57 Hey, going into a meeting with the President and I have a quick question????

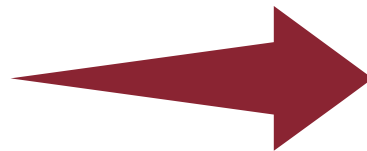
8:58 Sure, what's up?

8:58 Do you recall that study we discussed the other day?

8:58 Are you referring to the conversation we had in the parking lot last night on the way home?

8:59 Was that just last night?

8:59 Hey I need to show the President what a great job I am doing retaining our students.



The screenshot shows the 'Postsecondary Data Partnership User Portal' website. At the top, there is a navigation menu with links for 'About Us', 'Students', 'High Schools', 'Colleges', 'Educational Organizations', 'Workforce', 'News', 'Events', and a green 'Order-Track-Verify' button. Below the navigation is a breadcrumb trail: 'Home » Colleges & Universities » Postsecondary Data Partnership » Postsecondary Data Partnership User Portal'. The main heading is 'Postsecondary Data Partnership User Portal'. The introductory text states: 'The Postsecondary Data Partnership is your one-stop shop for easier analysis, explanation, and reporting of your institution's education outcomes. Access your dashboards, submit your data, and find support resources below.' Below this, there is a link: 'Don't have a login username and password yet? Contact the Clearinghouse for information on how to gain access from your system administrator.' The page features four main action items in a grid:

- Submit Your Data**: Represented by a lightbulb icon. Description: 'Submit your course, cohort, and financial aid files.' Includes a 'Submit' button.
- Check Status of Submitted Files**: Represented by a document icon. Description: 'Find out the status of your submitted files and when you'll gain access to your PDP insights.' Includes a 'Check File Status' button.
- Log In To Your Dashboards**: Represented by a grid icon. Description: 'Put the PDP's insights to work by exploring your institution's interactive dashboards.' Includes a 'Log In' button.

On the right side of the page, there is a 'Get PDP Support' section with the text: 'For all product-related issues and questions, please contact PDP customer support.' and a 'Contact Us' button. Below that is a 'SEE PRODUCT UPDATES:' section with a paragraph: 'The PDP continues to adapt to changing education needs, staying up to date on the metrics that institutions need for comprehensive evaluation of their student bodies. Find out about our latest product improvements.' and a 'Learn More' link. At the bottom right is a 'SUBMIT FEEDBACK:' section with a paragraph: 'We strive to send you insights that let you measure and improve student outcomes. And we're always innovating and improving to meet your needs. Let us know how the PDP can best serve you and your institution.' and a 'Send Us Your Feedback' link.

8:59 Sure, happy to help.
Let me run some data and
get back to you later this
week.

9:00 What can you get me
in the next five minutes?

9:01 Oh, wait, what?
Seriously?

9:02 Thanks friend. You are
the best.

9:02 Do you just want
headcounts? Or do you
need to know how many
came back the next fall?
Graduated? Do you need
any break outs?

9:02 That sounds perfect.
Did you send the email yet?

Log In

Have an account with us? [Log in here.](#)

User Name:

pturcotte

Password:

.....

Log In

[Forgot your user name or password?](#)

[System requirements](#)

[Service status](#)

Bookmarking this page will result in an error.

Perform a Verification

[Create an account for verification services only.](#)

Returning verification services customers registered
via social media, log in here: [Google](#) or [LinkedIn](#)

Looking for FTP?

[Secure FTP Login](#)



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Clearinghouse™

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Postsecondary Data Partnership Key Performance Indicators

Last Updated 11/16/2020 4:31:31 AM
Version 1.10.30

All

Executive Summary



Enrollment



Early Momentum Metrics

Credit Accumulation Rate

Institution-Level | Benchmarking



Credit Completion Ratio

Institution-Level | Benchmarking



Gateway Course Completion



Outcomes Over Time

Outcomes

Institution-Level | Benchmarking



Retention/Persistence

Institution-Level | Benchmarking



Retention/Persistence Term-to-Term

Transfer

Institution-Level | Benchmarking



Time to Credential/Credentials Completion



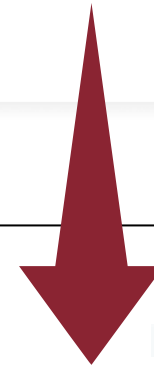
9:02 That sounds perfect.
Did you send the email yet?

9:03 How long is your meeting?

9:05 10 minutes.

9:05 We are wrapping up
and I really need that data.

9:05 Okay, let me see what I
can find.



Retention/Persistence

Institution-Level | Benchmarking





Retention / Persistence

Organizational Grouping: Institution Type: Four Year Select an Institution: TEXAS A&M UNIVERSITY- CENTRAL TEXAS

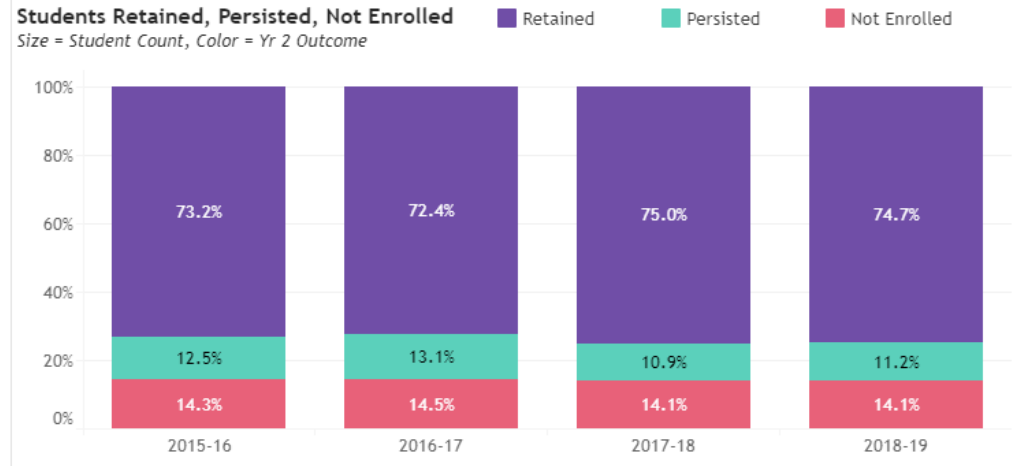
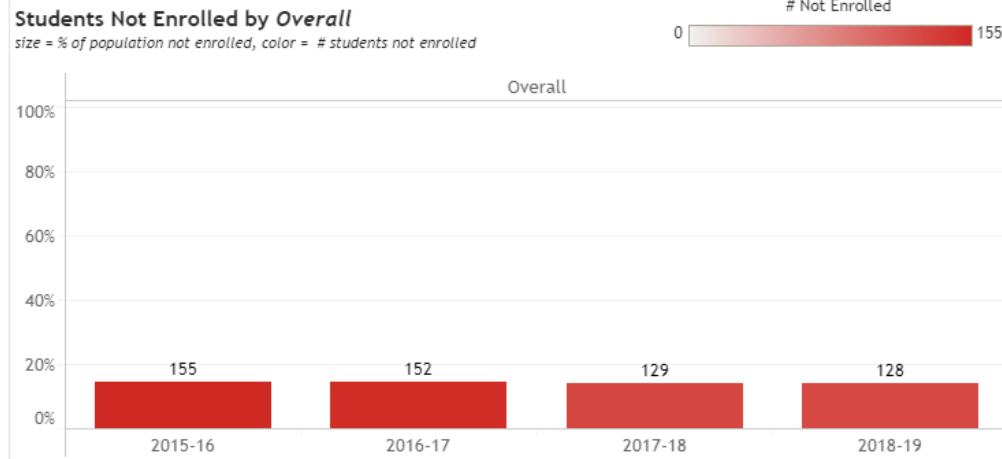
Cohort (All) Cohort Term (All) Credential Type Sought Bachelor's seeking Enrollment Type (All) Attendance (All) Dual/Summer Enrollme... Unknown Age Group (All) Race/Ethnicity (All) Gender (All) Pell Grant Recipient (All) First Generation (All) GPA Range (All) Math Prep (All) English Prep (All)

Select Dimension: Overall



What is the KPI measuring

1. What proportion of your students are enrolled or have completed a credential after one year at your institution (retention) or another institution (persistence)?
2. Which students have neither completed a credential nor are they enrolled after one year?



Selected Filters: Cohort: All Cohort Term: All Credential Type Sought: Bachelor's seeking Enrollment Type: All Attendance: All Dual/Summer Enrollment: Unknown Age Group: All Race/Ethnicity: All Gender: All Pell Grant Recipient: All First Generation: All GPA Range: All Math Prep: All English Prep: All

9:05 Check your email. We keep 3 out of 4 students.

9:06 Can you run that again? That is not the right answer. We do much better than that? Is that data validated? Did you check it?

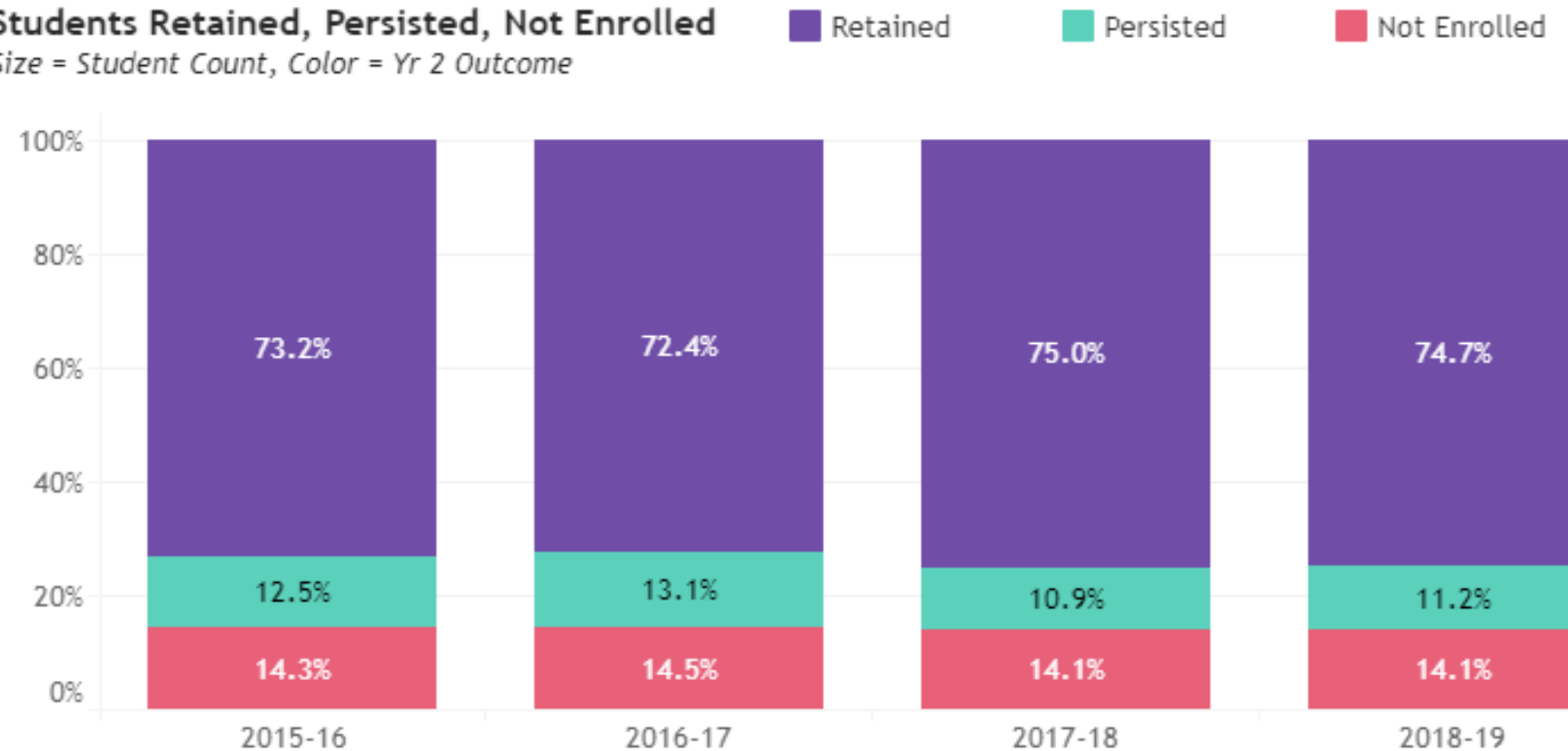
9:06 Yep, it is validated by the National Student Clearinghouse.

9:07 Is that for all students? Or just fall new admits? Does it include students who graduated in the first year?

9:06 That is for new admits all semesters. Let me send you fall and include completers.

Students Retained, Persisted, Not Enrolled

Size = Student Count, Color = Yr 2 Outcome





Retention / Persistence

Help Home Logout

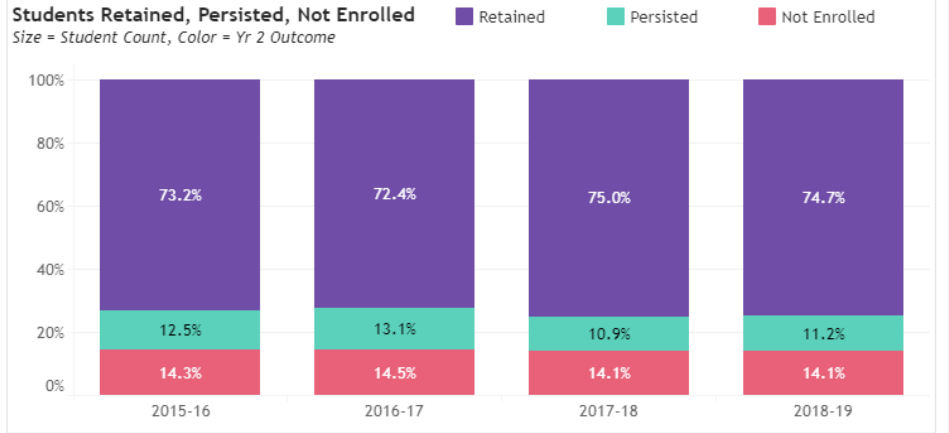
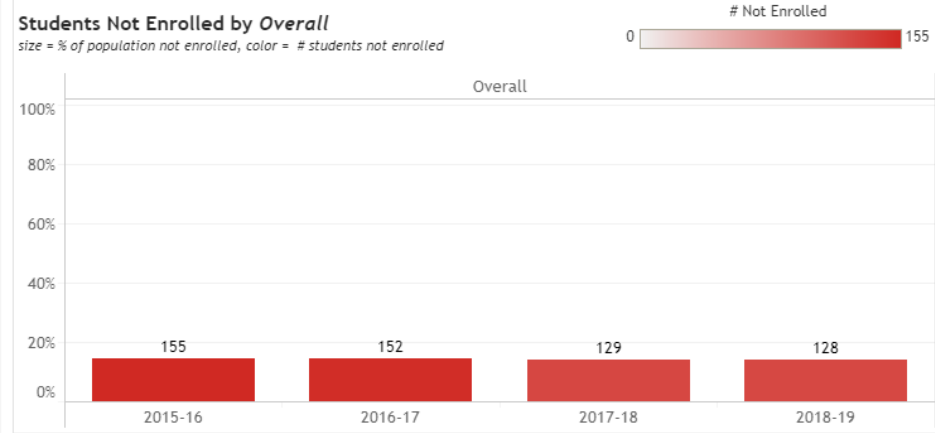
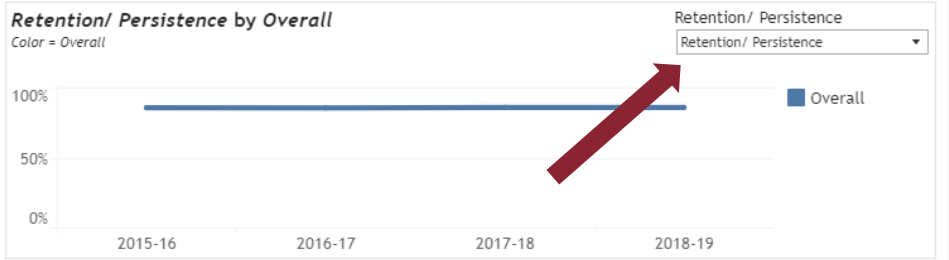
Organizational Grouping: [Dropdown] Institution Type: Four Year Select an Institution: TEXAS A&M UNIVERSITY- CENTRAL TEXAS

Cohort: (All) Cohort Term: (All) Credential Type Sought: Bachelor's seeking Enrollment Type: (All) Attendance: (All) Dual/Summer Enrollme...: Unknown Age Group: (All) Race/Ethnicity: (All) Gender: (All) Pell Grant Recipient: (All) First Generation: (All) GPA Range: (All) Math Prep: (All) English Prep: (All)

Select Dimension: Overall

What is the KPI measuring

1. What proportion of your students are enrolled or have completed a credential after one year at your institution (retention) or another institution (persistence)?
2. Which students have neither completed a credential nor are they enrolled after one year?



Selected Filters: Cohort: All Cohort Term: All Credential Type Sought: Bachelor's seeking Enrollment Type: All Attendance: All Dual/Summer Enrollment: Unknown Age Group: All Race/Ethnicity: All Gender: All Pell Grant Recipient: All First Generation: All GPA Range: All Math Prep: All English Prep: All

9:06 That is for new admits all semesters. Let me send you fall and include completers.

9:07 How is it going? It has been a bit.

9:07 Check your email for the rates of fall new admits who returned the next fall or completed their programs. Still 3 out of 4.

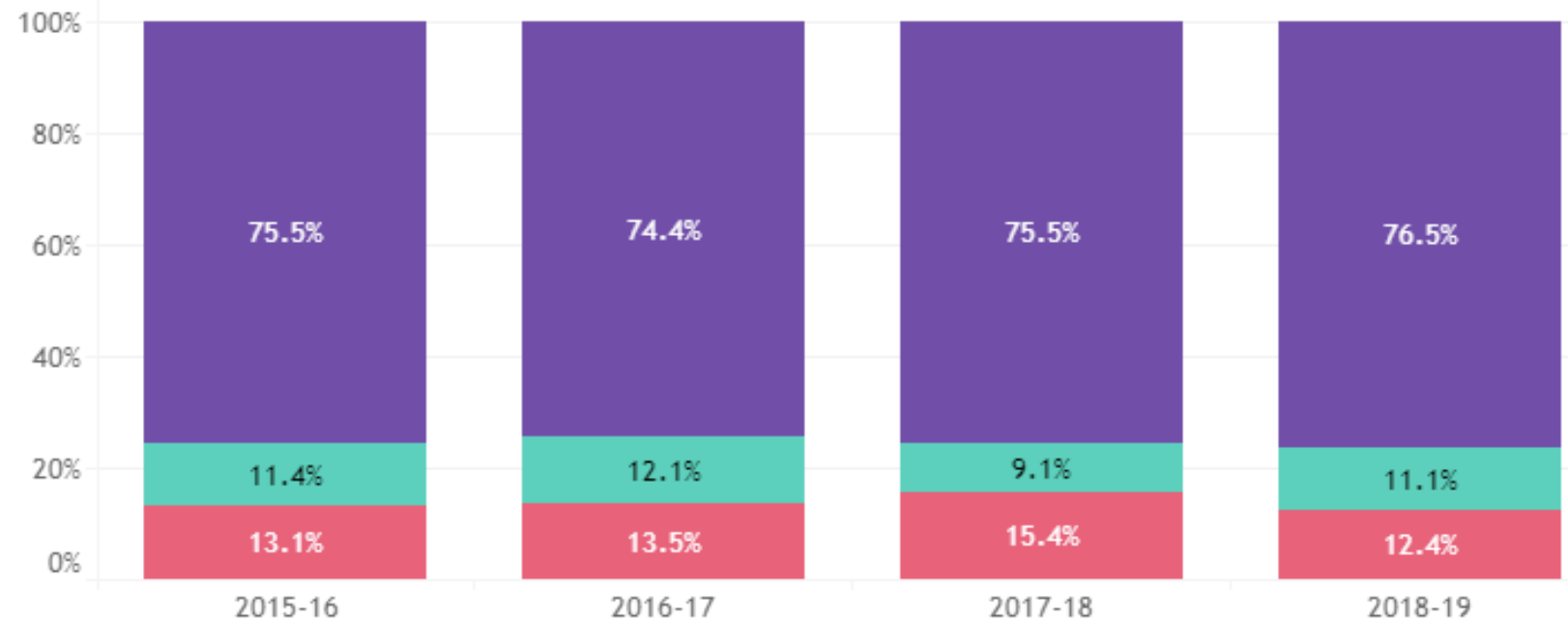
9:08 Are you sure you ran it again. It looks nearly the same? Did you forget to update the email? Can you run it for students above and below a GPA of 3.0?

9:08 Sure

Students Retained, Persisted, Not Enrolled

Size = Student Count, Color = Yr 2 Outcome

Retained Persisted Not Enrolled



Explore / PDP / Retention and Persistence / Retention/Persistence ☆

Retention/Persistence Subgroup Gap Analysis Retention/Persistence Details Dashboard Guide

Retention / Persistence

Organizational Grouping: [Dropdown] Institution Type: Four Year Select an Institution: TEXAS A&M UNIVERSITY- CENTRAL TEXAS

Cohort: (All) Cohort Term: FALL Credential Type Sought: Bachelor's seeking Enrollment Type: Transfer-in Attendance: (All) Dual/Summer Enrollment: Unknown Age Group: (All) Race/Ethnicity: (All) Gender: (All) Pell Grant Recipient: (All) First Generation: (All) GPA Range: (Multiple va... Math Prep: (All) English Prep: (All)

Select Dimension: Overall

What is the KPI measuring

1. What proportion of your students are enrolled or have completed a credential after one year at your institution (retention) or another institution (persistence)?
2. Which students have neither completed a credential nor are they enrolled after one year?

Retention/ Persistence by Overall
Color = Overall

Students Not Enrolled by Overall
size = % of population not enrolled, color = # students not enrolled

Students Retained, Persisted, Not Enrolled
Size = Student Count, Color = Yr 2 Outcome

Year	Retained	Persisted	Not Enrolled
2015-16	80.2%	8.4%	11.4%
2016-17	85.1%	7.8%	7.1%
2017-18	85.1%	7.7%	7.2%
2018-19	86.1%	6.9%	6.9%

Selected Filters: Cohort: All Cohort Term: FALL Credential Type Sought: Bachelor's seeking Enrollment Type: All Attendance: All Dual/Summer Enrollment: Unknown Age Group: All Race/Ethnicity: All Gender: All Pell Grant Recipient: All First Generation: All GPA Range: 3.0 to 3.5, 3.5 to 4.0, 4.0 to 4.5 Math Prep: All English Prep: All

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Year	Retained	Persisted	Not Enrolled
2015-16	70.2%	14.7%	15.1%
2016-17	63.4%	16.5%	20.1%
2017-18	67.1%	10.3%	22.6%
2018-19	66.2%	15.6%	18.2%

Selected Filters: Cohort: All Cohort Term: FALL Credential Type Sought: Bachelor's seeking Enrollment Type: All Attendance: All Dual/Summer Enrollment: Unknown Age Group: All Race/Ethnicity: All Gender: All Pell Grant Recipient: All First Generation: All GPA Range: 0.0 to 0.5, 1.0 to 1.5, 1.5 to 2.0 and 2 more Math Prep: All English Prep: All

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Data Sources | Search | Help | Home | Logout

Retention/Persistence Subgroup Gap Analysis Retention/Persistence Details Dashboard Guide

Retention / Persistence

Organizational Grouping: [Dropdown] Institution Type: Four Year Select an Institution: TEXAS A&M UNIVERSITY- CENTRAL TEXAS

Cohort: (All) Cohort Term: FALL Credential Type Sought: Bachelor's seeking Enrollment Type: Transfer-in Attendance: (All) Dual/Summer Enrollment: Unknown Age Group: (All) Race/Ethnicity: (All) Gender: (All) Pell Grant Recipient: (All) First Generation: (All) GPA Range: (Multiple va... Math Prep: (All) English Prep: (All)

Select Dimension: Overall

Retention/ Persistence by Overall
Color = Overall

Students Retained, Persisted, Not Enrolled
Size = Student Count, Color = Yr 2 Outcome

Year	Retained	Persisted	Not Enrolled
2015-16	70.2%	14.7%	15.1%
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Selected Filters: Cohort: All Cohort Term: FALL Credential Type Sought: Bachelor's seeking Enrollment Type: All Attendance: All Dual/Summer Enrollment: Unknown Age Group: All Race/Ethnicity: All Gender: All Pell Grant Recipient: All First Generation: All GPA Range: 0.0 to 0.5, 1.0 to 1.5, 1.5 to 2.0 and 2 more Math Prep: All English Prep: All

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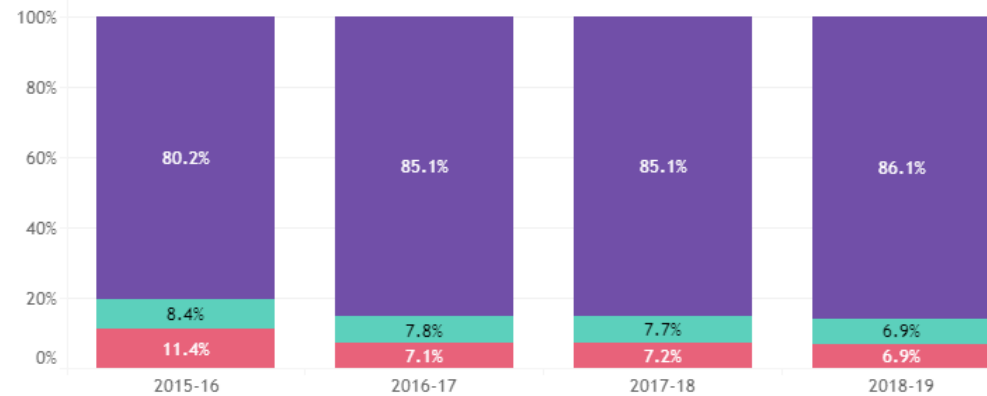
9:09 Check your email again. 85% of fall new admits with a GPA of 3.0 or higher return the next fall. 20 percentage points higher than those with GPAs below 3.0. No change in recent years.

9:10 Yes, those numbers look good. I know they are correct. Thanks for taking the extra time to get it right.

9:10 Interesting assessment. Looking forward to hearing how it goes. Good luck!

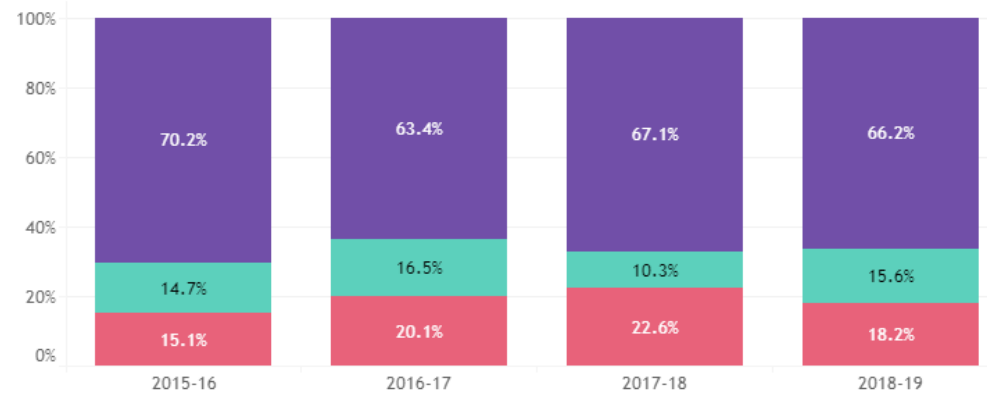
Retention/Persistence Rates – GPA Above 3.0

Students Retained, Persisted, Not Enrolled
Size = Student Count, Color = Yr 2 Outcome



Retention/Persistence Rates – GPA Below 3.0

Students Retained, Persisted, Not Enrolled
Size = Student Count, Color = Yr 2 Outcome



20%

10:00 Hey, thanks for the help this morning.

10:06 Sure, was the President pleased?

10:06 No.

10:06 Sorry, what happened?

10:07 He wants to know why 1 out of 3 students with low GPAs don't return and what is causing the downward trend.


10:12 Is there anything I can do to help?

10:12 Is there a way to find out what other institutions numbers look like?

10:15 Yes.



← Explore / PDP / PDP Key Performance Indicators / Landing Page ☆

← Undo → Redo ↶ Revert ↻ Refresh ⏸ Pause




 Postsecondary Data Partnership Key Performance Indicators

Last Updated 11/16/2020 4:31:31 AM
Version 1.10.30




All



Executive Summary  **Enrollment** 

Early Momentum Metrics

Credit Accumulation Rate Institution-Level | Benchmarking  **Credit Completion Ratio** Institution-Level | Benchmarking  **Gateway Course Completion** 

Outcomes Over Time


Outcomes Institution-Level | Benchmarking  **Retention/Persistence** Institution-Level | Benchmarking  **Retention/Persistence Term-to-Term** 

Transfer Institution-Level | Benchmarking  **Time to Credential/Credent** 

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Retention/Persistence

Institution-Level | Benchmarking





Retention / Persistence

* Due to the high volume of benchmarking data, you may experience delays in dashboard loading time. Please be patient.

Cohort: (All) Cohort Term: FALL Credential Typ...: Bachelor's ... Enrollment Ty...: Transfer-In Attendance: (All) Dual/Summer w...: (All) Age Group: (All) Race/Ethnicity: (All) Gender: (All) Pell Grant Rec...: (All) First Generati...: (All) GPA Range: (Multiple v...: (All) Math Prep: (All) English Prep: (All)

Select Institution: Texas A&M University- Central Texas- Four Year

Texas A&M University- Central Texas- Four Year

What is this dashboard measuring?

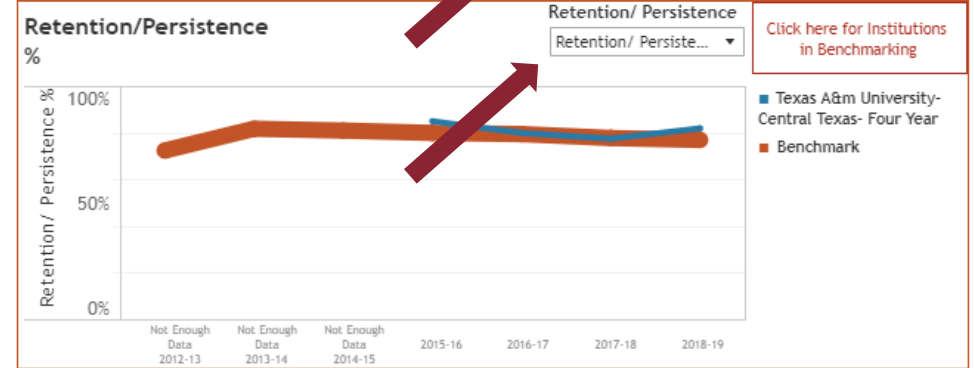
1. What proportion of my students are enrolled or have completed a credential after one year at my institution (retention) or another institution (persistence)?
2. How do my institution's retention/persistence rate compare to the benchmark grouping's retention/persistence rate over the cohort years?
3. How does my institution's distribution of Retained and Persisted students compare to the benchmark groupings?

The order of filtering in Tableau matters, in order to ensure data in the benchmarking, please follow below steps when filtering:

- Step 1:** Always use the global filters at the very top first.
Step 2: Select Benchmark filters when you are done with the global filters.
 If you would like to change any global filter selections after you have selected Benchmark filters. Please click on the Revert button (top left) to remove everything selected and start again following above steps.

Benchmarking: State Subcategory: (All) Institution Type: Four-Year Public/Private: Public

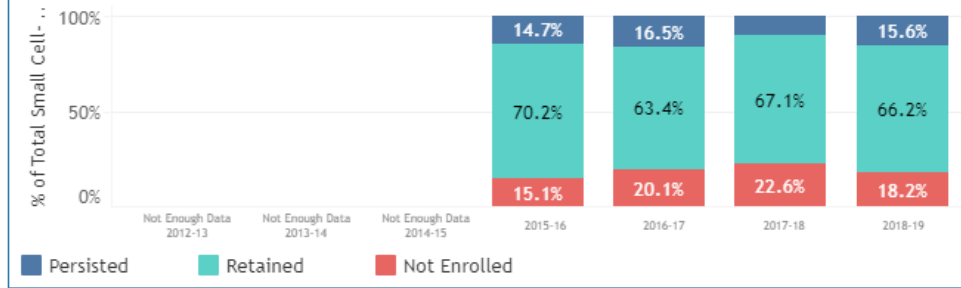
Benchmarking across 72 Schools



[Click here for Institutions in Benchmarking](#)

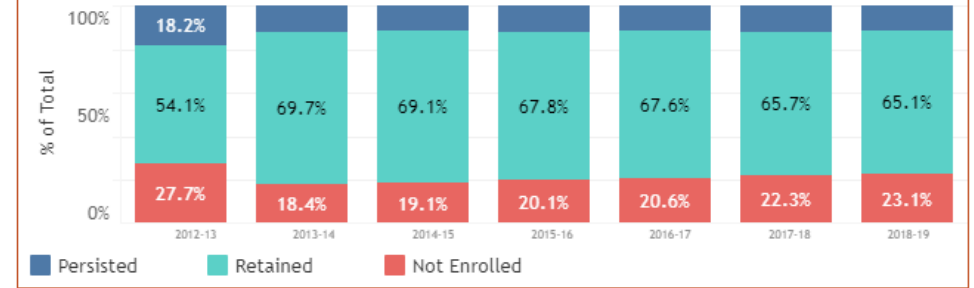
Students Retained, Persisted, Not Enrolled

Size = Student Count, Color = Yr 2 Outcome



Students Retained, Persisted, Not Enrolled

Size = Student Count, Color = Yr 2 Outcome



10:20 If we look at students who transferred in to public 4-year institutions seeking bachelor degrees, we see 23% do not return the following year, 5% more than us.

10:20 This is awesome, I am going back in there and ask for a raise.

10:21 He might still be interested in readmitting our stop outs.

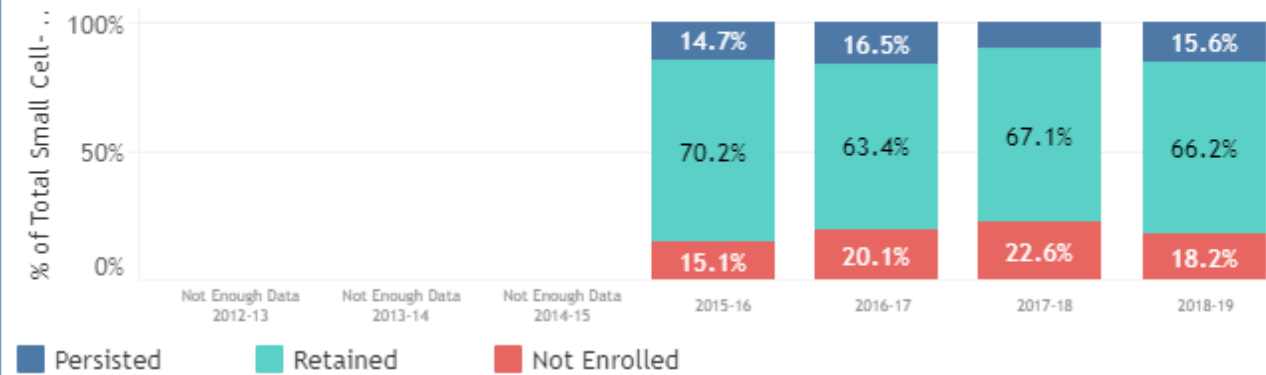
10:25 Oh, right. How do you find good strategies for recovering stop outs?

10:25 And hey, can you give this to me broken out a bunch of different ways?

Our Institution

Students Retained, Persisted, Not Enrolled

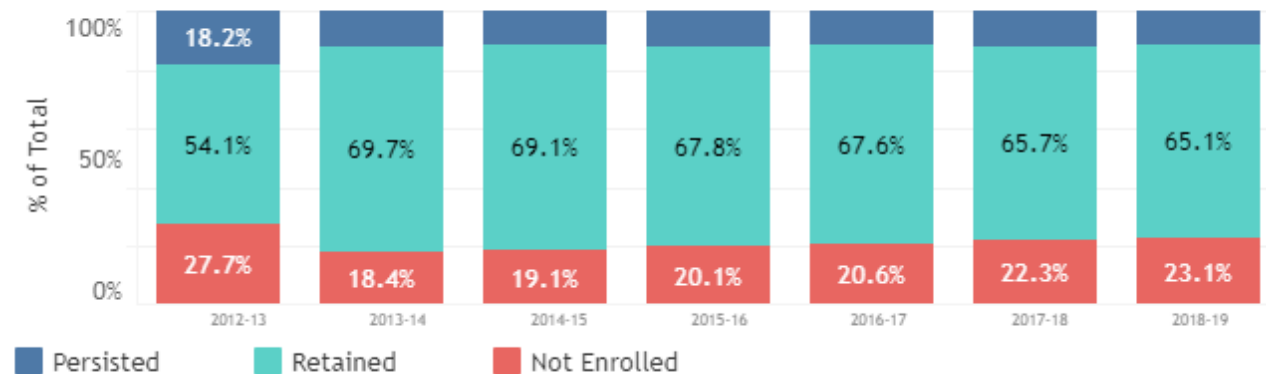
Size = Student Count, Color = Yr 2 Outcome



All other Public 4-Year

Students Retained, Persisted, Not Enrolled

Size = Student Count, Color = Yr 2 Outcome



5%

Data Informed Decision Making

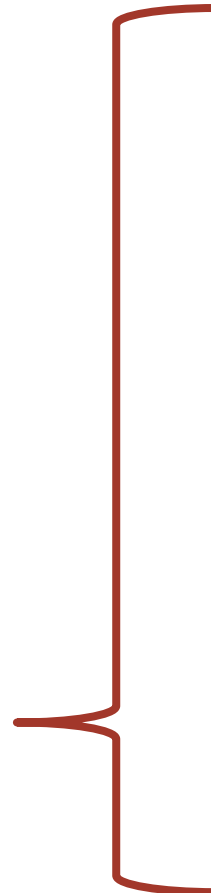
“Clearly, no single strategy works everywhere. . . .
No longer just the stuff of institutional reports to
various government agencies, **data are used
throughout institutions to mobilize actions.**”

EDUCATION TRUST HIGHER EDUCATION PRACTICE GUIDE #2

**Using Data to Improve Student Outcomes:
Learning From Leading Colleges**

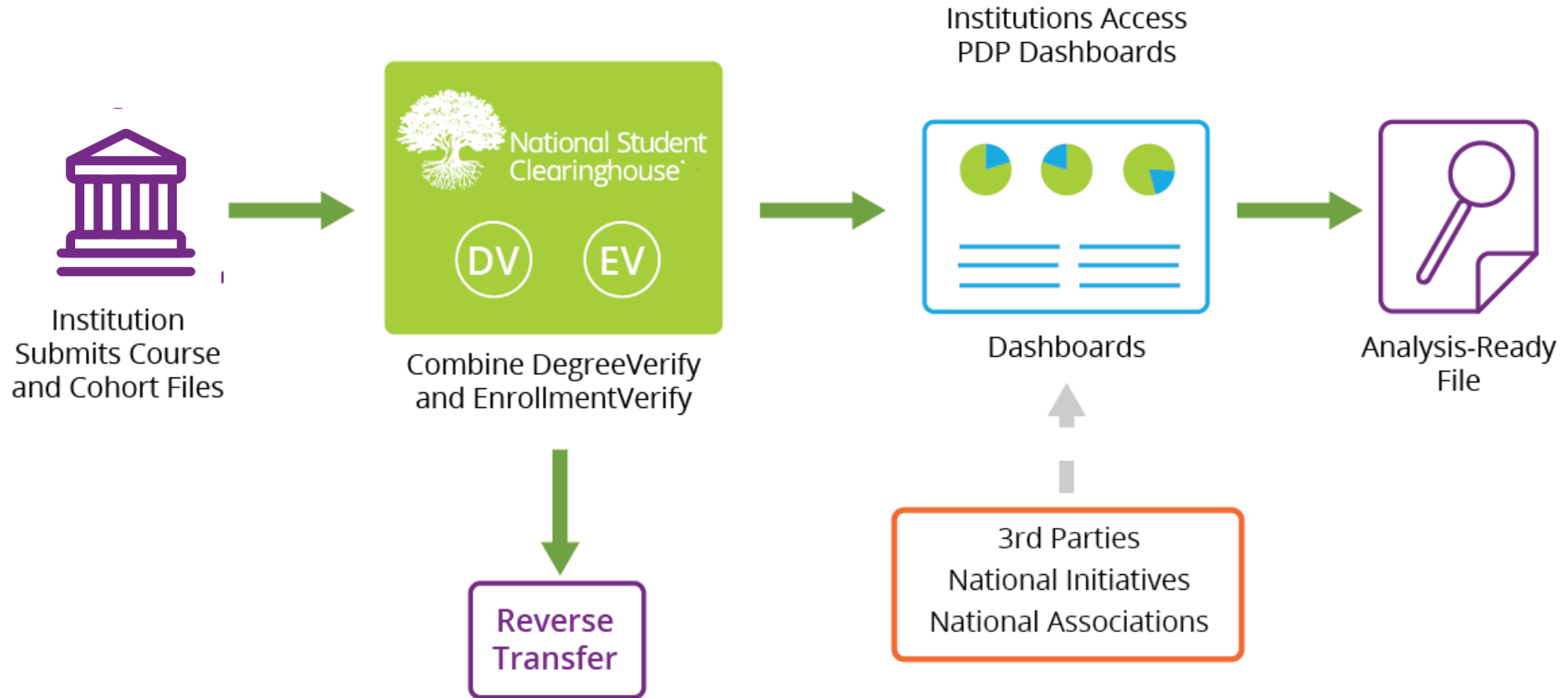
The PDP

- Count *all* new students
- Democratize access
- Identify Equity & Achievement Gaps
- Assess progress in closing gaps
- Consistent metrics
- Benchmarking



Enrollment	• Count of new undergraduate students
Gateway Course Completion	• Proportion of students who completed required gateway courses in math and English in year one
Credit Accumulation Rate	• Proportion of students who complete sufficient credits in each of their first four years
Credit Completion Ratio	• Ratio of credits attempted to credits earned
Retention Persistence	• Proportion of student enrolled (or completed) by their second year at cohort or another institution
Transfer	• Rate students transfer to other institutions, and whether they earn a credential before/after transfer
Outcomes	• Proportion of students completing a credential at the cohort or other institution

The PDP Process –



Examples of Data File Elements

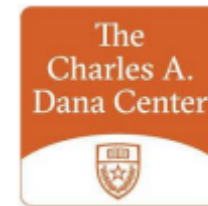
Cohort File

- Math & English readiness
- Entry status
- High school completion & GPA
- First-generation status
- Race/ethnicity
- Dual enrollment
- Number credits attempted & transferred

Course File

- Pell status
- Program Intent (degree type, transfer)
- GPA (term, cumulative)
- Course identifiers
- Course credits, grade, etc.
- Gateway Math & English
- Degree type sought
- Reverse Transfer information

Our Current Partners



Supported by the
Bill & Melinda Gates Foundation & The Lumina Foundation

Interactive Dashboards

Dig into the data to look at equity gaps

Filters:

- Cohort
- Cohort Term
- Credential Type Sought
- Age
- Race/Ethnicity
- Gender
- Enrollment Type
- Attendance
- Dual/summer Enrollment
- Pell
- First Generation
- GPA
- Prepared for College Math and English



The Analysis Ready File Provides Deeper Analysis



Analysis ready file with one row per student



Data from course file, cohort file, and NSC enrollment/degree data 50 fields (columns)



Includes derived metrics from the dashboards



Create college defined cohorts- such as matching to early alert measurements and predictive analytics

The Process of Joining the PDP

Join

Make Determination to join the PDP – this step can take anywhere from 1 day to 2 months

- Sign Data Sharing Agreement
- Begin mapping data for data submission, agree on data definitions

Submit

Submit your data – this step takes approximately 40 hours of work the first time; some more, some less

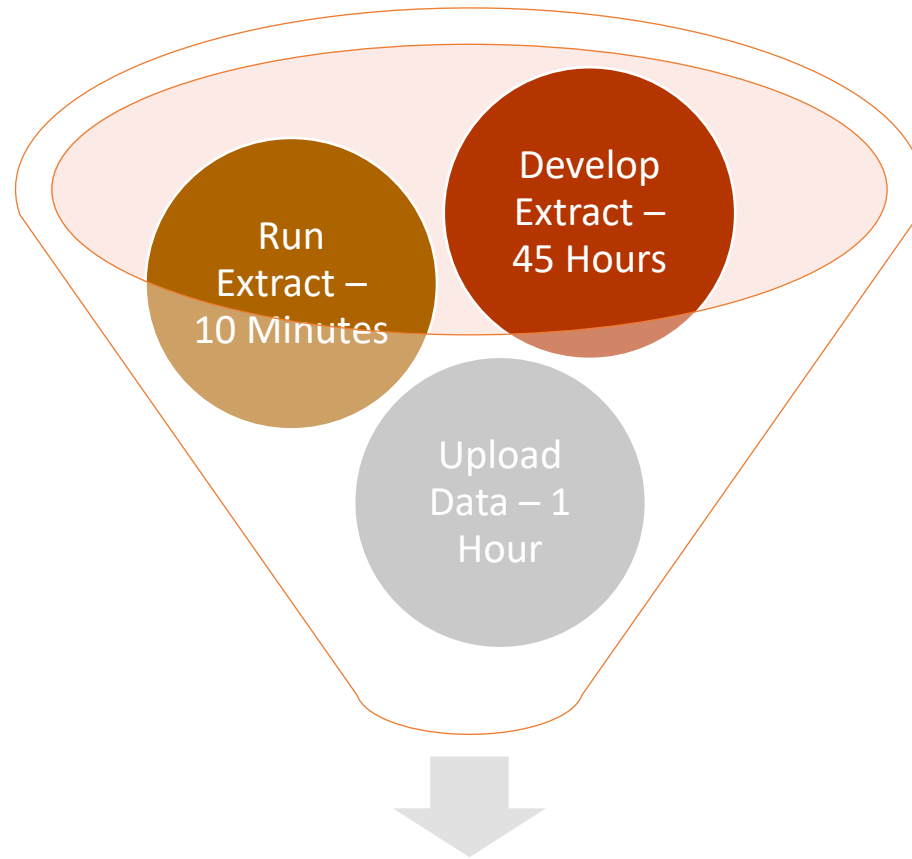
- Submit
- Verify & Certify

Receive

Receive your dashboards & AR file – our goal is that you receive your dashboards 30 days after certification

- Give permissions to users
- Begin using the dashboards

Providing the Data



Wait – A few weeks

Current PDP Participation



426 institutions



Includes 10 State Systems (3 include all publics 2 & 4 year), 14 HBCU, 25 Tribal



4.4 million students



~20% of 2- and 4-year postsecondary undergraduate students



47 states, plus DC and PR

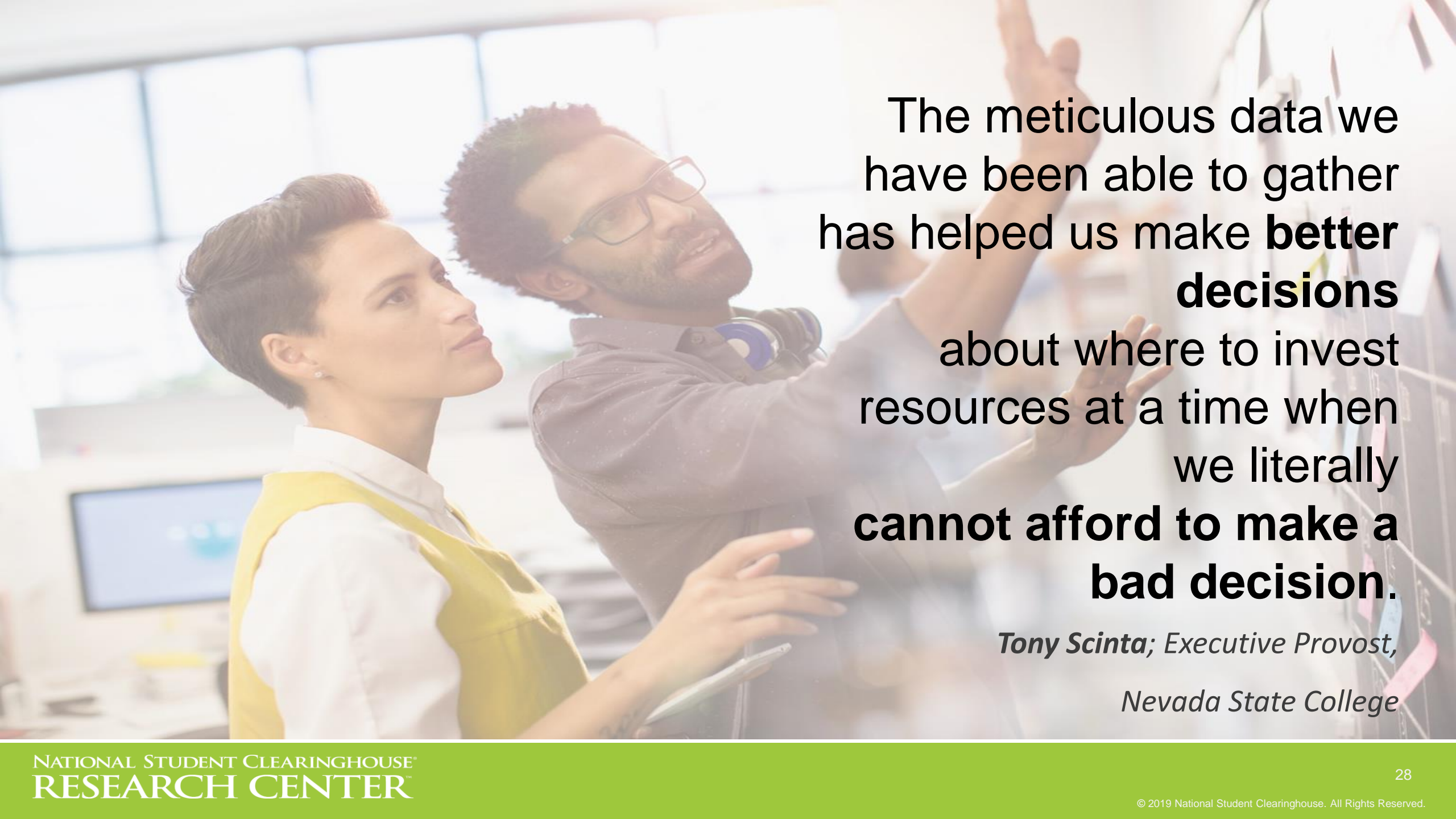
Estimates as of February 22, 2021

Annual Fee Structure

Value Created

Size of Institution (by FTE Enrollment)	Fee Structure
<4,000	\$2,695
≥4,000 to 9,999	\$3,295
≥10,000	\$3,995

- **Builds a more complete picture of your students**
 - **Insights** to help build urgency for change and identify where to focus resources
 - **Identify** and close equity gaps with intersectionality
 - **Evaluate** areas of concern and impact of student success efforts
- **Early Momentum** indicators
- **Transfer** out insights
- **Benchmark** your institution against peers
- **Encourages** improved data quality, transparency and access across campus
- **Analysis ready file** that includes derived metrics
- **Reduces** your reporting burden

A man and a woman are in a meeting, looking at a screen. The man is pointing at the screen with his right hand. The woman is looking at the screen with a focused expression. The background is a bright, modern office with large windows.

The meticulous data we
have been able to gather
has helped us make **better
decisions**
about where to invest
resources at a time when
we literally
**cannot afford to make a
bad decision.**

Tony Scinta; Executive Provost,

Nevada State College

Thank you!

To Learn More:

studentclearinghouse.org/colleges/pdp/

Contact us at:

Paul Turcotte

paul.Turcotte@tamuct.edu

or

Lisa Stich

stich@studentclearinghouse.org

