

# Postsecondary Data Partnership Tableau Dashboard Analysis Quick Guide

## Credit Accumulation Rate Dashboard

American Institutes for Research

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## Overview

The [Postsecondary Data Partnership \(PDP\) Tableau dashboard tool](#) reports key performance indicator (KPI) and other key data. The dashboards are intended to aid in the discovery of notable trends and insights in the data and to facilitate communicating these findings to institutional stakeholders, identifying areas for improvement, setting goals, and designing and implementing initiatives. Each dashboard allows you to look at an institution's progress toward student success through the lens of a different KPI or other important metric. The dashboards also allow you to filter and disaggregate the data across a variety of relevant student-level characteristics.

This quick guide focuses on the credit accumulation rate dashboard which provides the proportion of students meeting select credit accumulation thresholds during their first 4 years of enrollment by cohort year.

For general information on using the [PDP Tableau dashboard tool](#), see the [Postsecondary Data Partnership Tableau Dashboard Analysis Quick Guide: Dashboard Tool Overview](#) document. This document contains the general purpose of the dashboards, a menu of the available suite of dashboards, definitions for KPIs and other important PDP concepts, information on the student-level filters and dimensions available to refine and disaggregate the dashboards, subgroup gap analysis, and important considerations to keep in mind when using the dashboards.

For questions regarding technical support for the [PDP Tableau dashboard tool](#) (e.g., login issues), contact PDP customer support at [PDPService@studentclearinghouse.org](mailto:PDPService@studentclearinghouse.org). You can reach the Postsecondary Partnership Research Center at 703-742-4427.

## Credit Accumulation Rate Dashboard

### Description and Purpose

Identifying points where students lose momentum in credit attainment allows institutions to provide on-time interventions. The credit accumulation rate is a useful marker, especially in the first year, for student progress toward on-time credential completion. Full-time students are typically expected to earn 24 to 30 credential-bearing credit hours each year, while part-time students are typically expected to earn 12 to 15 hours. Many circumstances may affect students' ability to enroll in a certain number of credits (e.g., working adults with family commitments). Therefore, disaggregating this dashboard may be of particular use. In the case of working adults with family commitments, for example, you may want to disaggregate by age and/or enrollment type.

### Key Questions

This section provides a list of key questions to ask as you begin to use the dashboard. These are intended as a jumping-off point to facilitate your use of the dashboard tool.

- What proportion of your students are progressing toward completion by earning sufficient credits in their first year? Their second year? Their third year? Their fourth year?

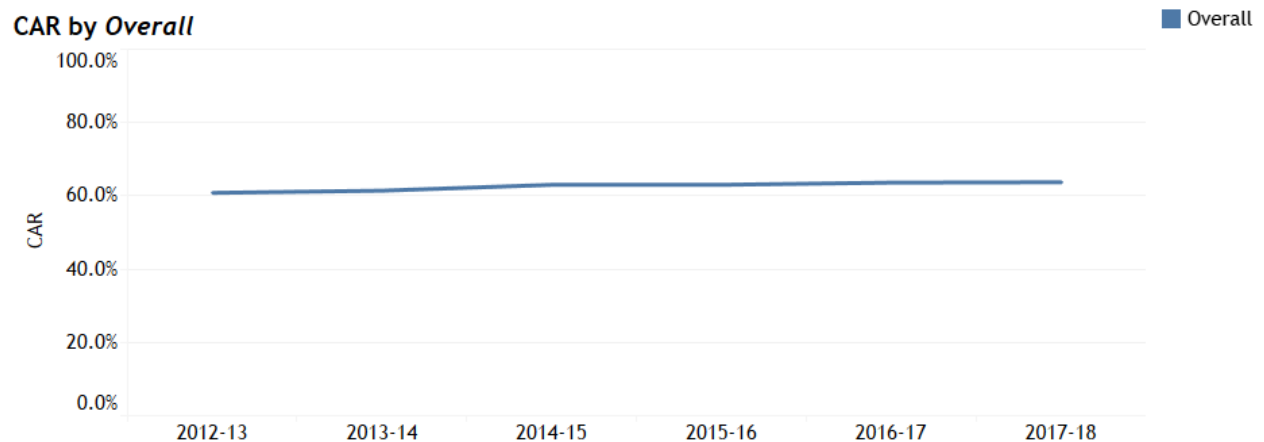
- Are full-time students earning 24 to 30 credits, and are part-time students earning 12 to 15 credits in their first year? Their second year? Their third year? Their fourth year?
- Which students are (or are not) gaining academic momentum early to help determine interventions to help them succeed?

## A Practical Application

This section provides a look at how a fictitious institution of higher education successfully used the dashboard data to inform a student success initiative. The example uses fabricated data for illustrative purposes only.

Stakeholders at another institution, Hearst College, suspected that students “not ready in English” were struggling to meet their first-year 15/30 credit accumulation threshold. Hearst was considering investing in a new intervention targeted at this student group but wanted to confirm the suspicion with empirical evidence. As shown in Exhibit 1 (blue line), the credit accumulation rate dashboard revealed that only about 60% of the overall entering student population for the past several cohorts met the 15/30 credit accumulation threshold in their first year.<sup>1</sup>

**Exhibit 1. Credit Accumulation Rate (CAR) Dashboard View 1: Hearst College, CAR by Overall**



Disaggregating the dashboard by “English Prep” using *Select Dimension* confirmed a significant disparity by English Prep status (Exhibit 2). For the past several cohorts, only about one-third of those students not ready in English (orange line) met the threshold, while this was true for over two-thirds of those ready in English (red line). This evidence prompted Hearst College to move forward with developing the intervention.

<sup>1</sup> Note that the dashboard allows you to select credit accumulation rates for either the 12/24 or 15/30 credit accumulation rate threshold. Typically, a larger share of students will meet the lower threshold; however, meeting the 15/30 threshold better positions students for on-time completion.

**Exhibit 2. Credit Accumulation Rate (CAR) Dashboard View 2: Hearst College, CAR by English Prep**

