Postsecondary Data Partnership
Tableau Dashboard Analysis Quick Guide

Credit Completion Ratio 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 completion ratio dashboard which provides the proportion of credits that students earned of the credits they attempted during their first year 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. You can reach the Postsecondary Partnership Research Center at 703-742-4427.

Credit Completion Ratio Dashboard

Description and Purpose

The credit completion ratio dashboard depicts patterns of credit completion during students' first year at the institution by cohort year. It allows you to evaluate how efficiently different student groups are completing credits on average. One way to think of this KPI is in a student cost context. If students are paying for credits they do not earn, they are not getting the most out of their tuition dollars.

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.

- How successful are your students at completing the credits they attempt in their first year?
- Which students are (and are not) finding success?
- How many credits do your students attempt on average, and how many do they complete in their first year?
- Are students who attempt more credits completing a larger share of the credits they attempt, or is this true for students who attempt fewer credits in their first year?

- Look at this dashboard in tandem with the credit accumulation rate dashboard.
  - Are students with lower credit completion ratios also less likely to meet credit accumulation thresholds?
  - Students may be completing the credits they attempt but may not be attempting enough to be on track for on-time completion. Do you observe a high credit completion ratio, but a low percentage of students meeting their credit accumulation threshold?
- Look at this dashboard in tandem with the time to credential/credentials conferred dashboard
  - If students at your institution are attempting more credits but completing only some, do you observe a shorter time to completion?
  - If students are attempting fewer credits and completing them all, do you also observe a longer time to credential?

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 Arlen University were interested in exploring how students' cumulative college GPA related to their credit completion ratio. Using *Select Dimension* to disaggregate by "GPA Range," they saw that, except for students in the highest GPA range (4.0 to 4.5), the higher the GPA range, the higher the average credits earned and the higher the credit completion ratio (Exhibit 1).

Exhibit 1. Credit Completion Ratio Dashboard: Arlen University, Credit Completion Ratio Versus Average Credits Earned by GPA Range
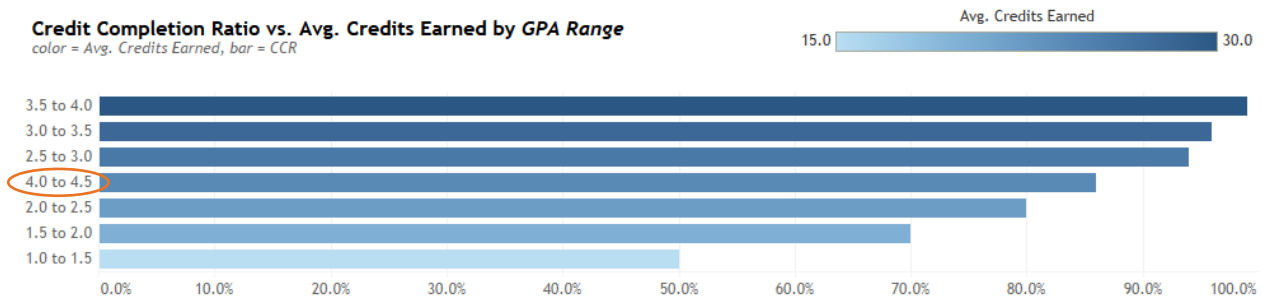
This use of the credit completion ratio dashboard led Arlen to investigate what was happening with credit completion for students in the highest GPA range. A subsequent look at course-taking data for these students revealed that a large proportion had withdrawn midway through the term from courses with historically high proportions of D, F, or W grades. The students had remained in and completed their other courses. They also noticed that in many cases, these students had entered Arlen University as science, technology, engineering, and mathematics (STEM) majors. However, they had switched to non-STEM majors after their first year. This discovery led Arlen to investigate the current suite of supports for first-year STEM majors.