

# Postsecondary Data Partnership Tableau Dashboard Analysis Quick Guide

## Executive Summary 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 executive summary dashboard, which provides a comprehensive summary of KPI metrics and enrollment data.

For general information on using the [PDP Tableau dashboard tool](#), see the [https://sheeo.org/wp-content/uploads/2020/04/Quick-Guide\\_PDP-Tableau-Dashboard-Tool-Overview.pdf](https://sheeo.org/wp-content/uploads/2020/04/Quick-Guide_PDP-Tableau-Dashboard-Tool-Overview.pdf) *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.

## Executive Summary Dashboard

### Description and Purpose

The executive summary dashboard provides an overall summary of KPI and enrollment trends at the institution, offering a big-picture look at the status of student success outcomes. As such, this dashboard may be of particular use to stakeholders interested in top-line information on the state of the institution, such as senior leadership and higher level internal or external stakeholders.

### 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.

#### Enrollment

- How has the enrollment of undergraduate students changed from one cohort year to the next?

#### Early Momentum Metrics

- What proportion of students are reaching credit accumulation thresholds in their first year?
- What proportion of students are completing the credits they attempt in their first year?
- What proportion of students are completing required gateway math and English courses?

- What proportion of students retained, persisted, or were not enrolled after their first year?

### **Outcomes Over Time**

- What proportion of students have earned a credential, and what credentials are they earning?
- Are students earning credentials from my institution or another institution?
- How many credentials does my institution confer in an academic year?
- How long does it take students to earn a credential?

When exploring these questions, consider how trends have changed over time.

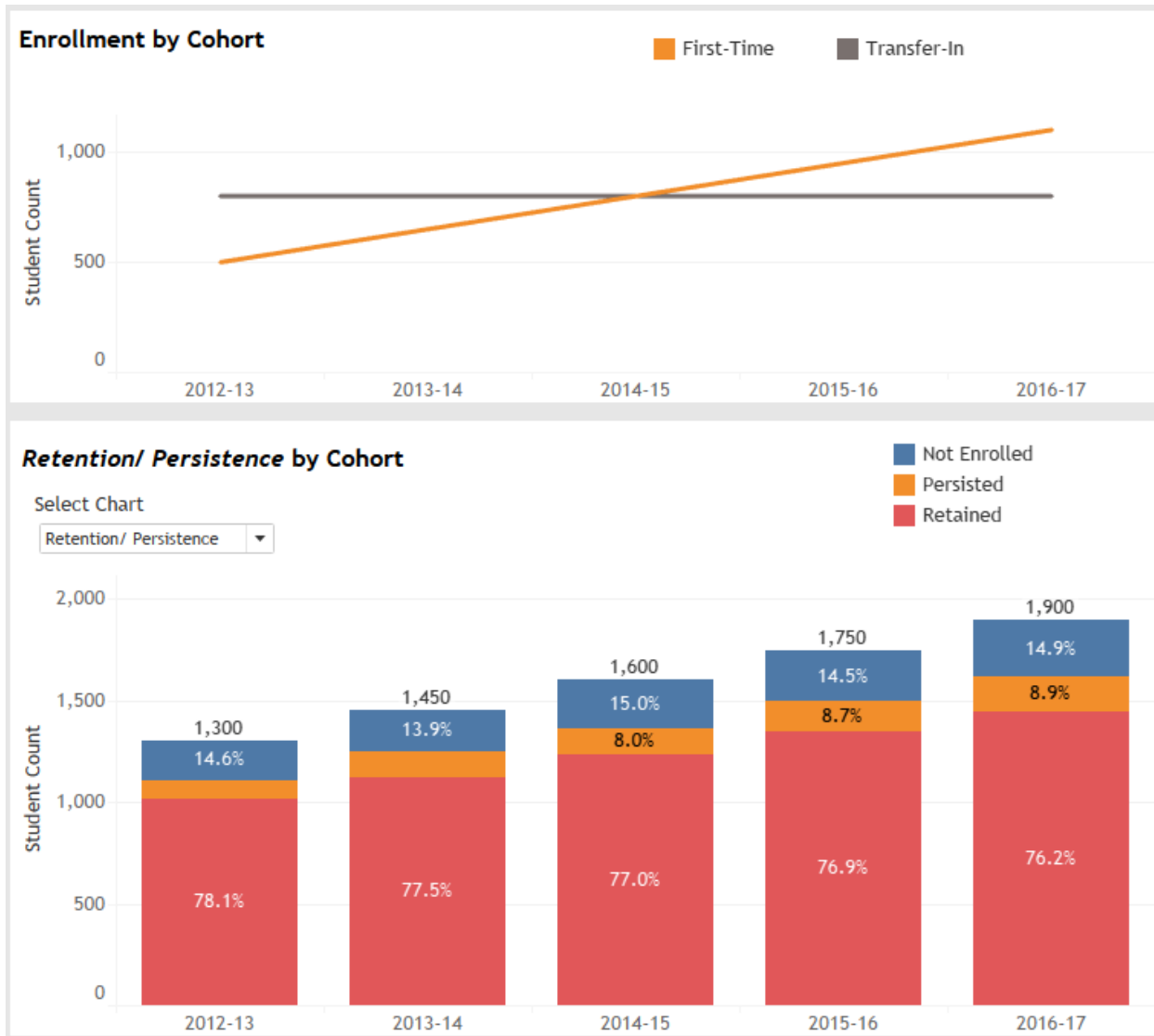
### **A Practical Application**

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.*

Metropolis University has experienced rapid growth in its first-time-entering, credential-seeking cohort over the last several years due to its aggressive recruitment practices and lowering of admission requirements. The timing of these first-time student admissions strategies coincided with a series of increased supports for transfer-in students. For example, during this time, Metropolis created a living learning community for transfer-in students. The purpose of this first-year residential community was to help transfer students develop a peer network, connect them with staff and faculty, and provide other resources. Stakeholders at the institution noticed, however, that over this same period, the first-to-second year retention rate began to decrease. They used the executive summary dashboard to investigate. As shown in the orange line in Exhibit 1, they found that first-time student enrollment increased from 500 students in the 2012–13 cohort to 1,100 students in the 2016–17 cohort, while transfer-in student enrollment (grey line) remained at 800 students each cohort year.

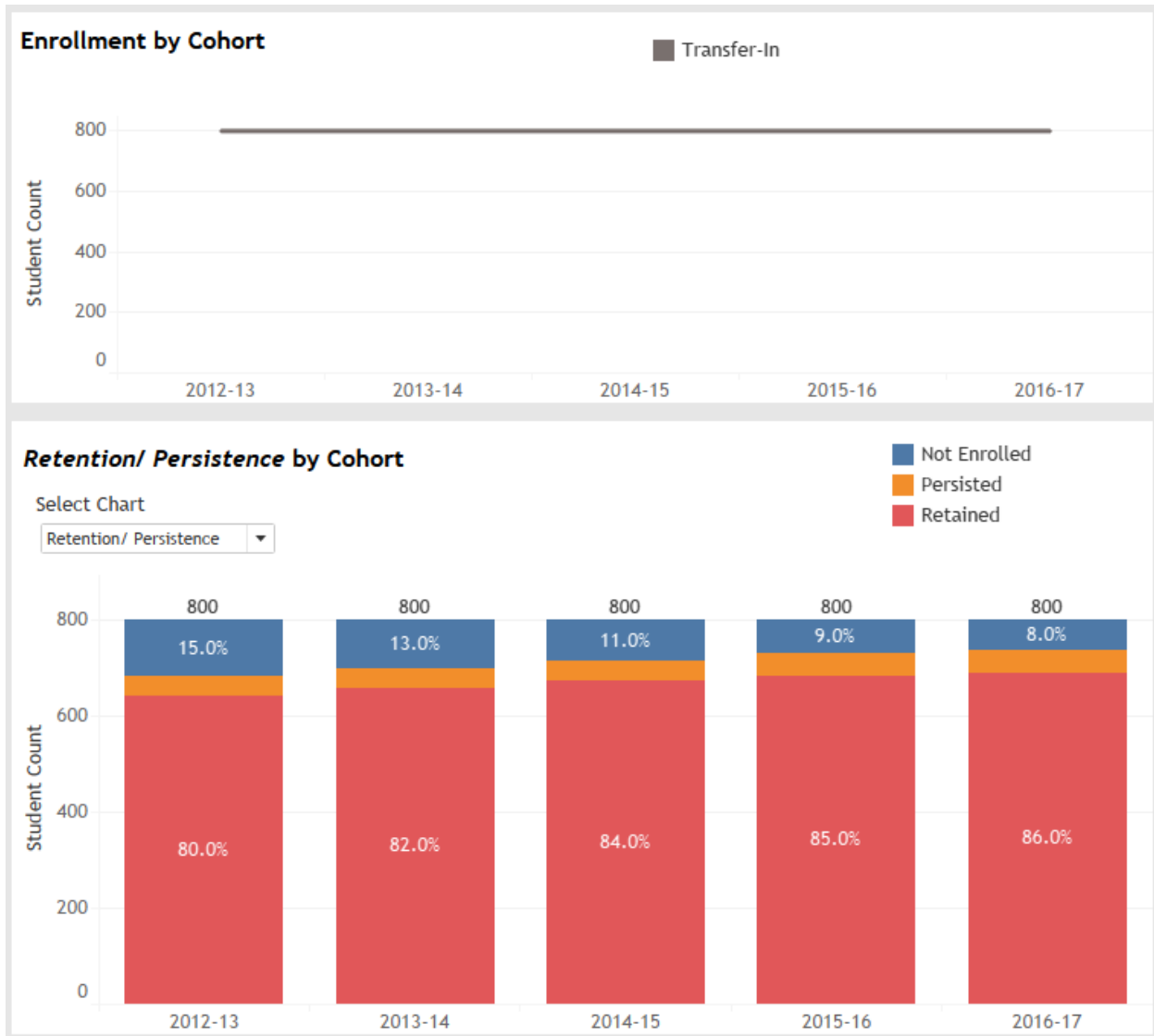
The bar sizes in Exhibit 1 represent the count of students in each cohort by their second-year enrollment status (i.e., retained [red], persisted [orange], not enrolled [blue]). The bars also provide the percentage of the cohort represented by each second-year enrollment status within each bar. As shown in the red bars, retention into the second year fell by nearly 2 percentage points over the period (78.1% for the 2012–13 cohort to 76.2% for the 2016–17 cohort). Therefore, even though the overall count of students who were retained increased over the 5 years, the percentage of students who were retained in each cohort decreased.

**Exhibit 1. Executive Summary Dashboard View 1: Metropolis University, Overall**



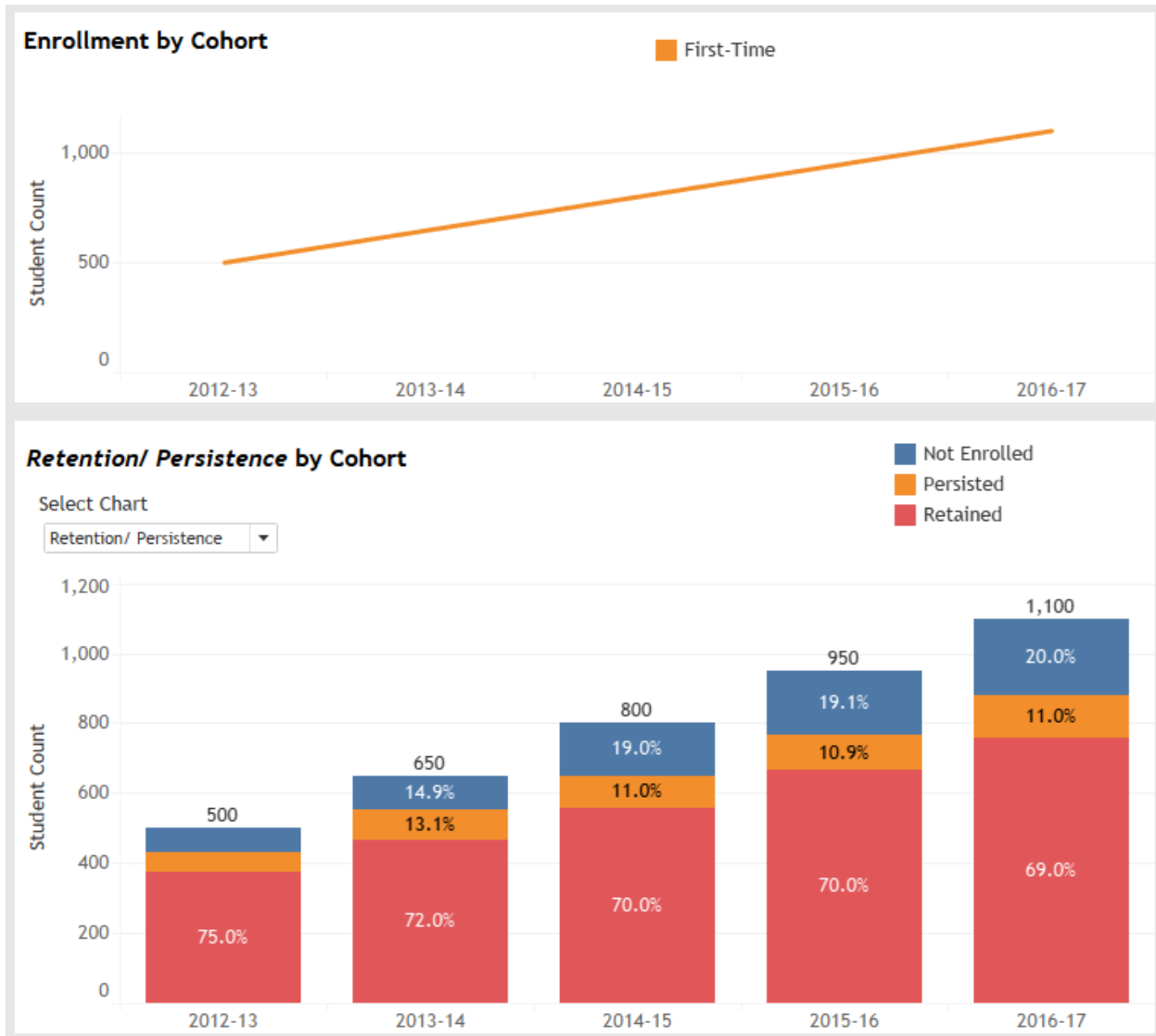
Stakeholders at Metropolis next investigated whether this trend differed by student enrollment type. Using *Enrollment Type* to filter the dashboard to “Transfer-In” students, they saw that the first-to-second-year retention rate was higher in each cohort year for transfer-in students than the overall rate. They observed that the retention rate had increased by 6 percentage points, from 80% for the 2012–13 cohort to 86% for the 2016–17 cohort (see red bars in Exhibit 2).

Exhibit 2. Executive Summary Dashboard View 2: Metropolis University, Transfer-In Students



Once more using *Enrollment Type*, stakeholders filtered the dashboard to “First-Time” students. They saw that the first-to-second-year retention rate was lower for first-time students than students overall. They observed that although the count of retained students had nearly doubled over the period, the retention for first-time students had decreased by 6 percentage points, from 75% for the 2012–13 cohort to 69% for the 2016–17 cohort (see red bars in Exhibit 3).

**Exhibit 3. Executive Summary Dashboard View 3: Metropolis University, First-Time Students**



In this case, the executive summary dashboard helped alert the institution to an unanticipated ramification of the recent changes they made to their enrollment practices and policies that were affecting first-year students but not transfer-in students. Stakeholders hypothesized that the additional supports they put in place for transfer-in students during this time might be contributing to the increased retention for this group, and it would be worth considering expanding them to support first-time students.