State Level Perspectives on the Postsecondary Data Partnership (PDP)

Eric Godin, Associate Vice President, SHEEO

Dhanfu Elston, Chief of Staff & Senior Vice President for Strategy, Complete College America
CCA AND THE POSTSECONDARY DATA PARTNERSHIP
WHEN IT COMES TO DATA, WE’VE MADE PROGRESS—BUT NOT ENOUGH.
AN EDUCATIONAL JOURNEY
No one wants to hear, “We’re going to give you data a decade from now.”

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Gregory DeSantis
Associate Vice President of Student Success and Academic Initiatives
Connecticut State Colleges and Universities
YOU HAVE NO WAY OF KNOWING WHAT’S WORKING—AND WHAT ISN’T.

TOO LITTLE TOO LATE

The typical lag between student enrollment and the reporting of most outcomes data.
YOU CAN’T BE SURE WHERE TO FOCUS YOUR TIME AND MONEY.

- Metrics that **exclude large numbers** of students
- **Data that can’t be sorted** according to unique student populations
- 10 million+ students who don't fit the "full-time first-time" mold, and who are **often overlooked** as a result.
YOU CAN’T QUANTIFY THE REAL LONG-TERM VALUE YOU PROVIDE TO STUDENTS.

MISSING METRICS MISREPRESENT SUCCESS

*Metrics measured by major data initiatives fail to consistently measure what matters most to students.*
YOU CAN’T IDENTIFY THE STATES AND INSTITUTIONS THAT ARE BLAZING NEW TRAILS.

- Inconsistent and disconnected data-reporting systems make it nearly impossible to make meaningful comparisons across institutions and across states.

- That limits your ability to learn from others.
Retention rate is a lagging indicator, meaning it can’t help you save an existing generation of students.

William Gammell
Director, Office of Research & System Effectiveness, Connecticut Colleges & Universities System
INNOVATION IS STIFLED AND INEQUITABLE OUTCOMES PERSIST.

MIND THE GAPS

Percentage of Americans with an associates degree or higher, by year.

Share of students who graduate from 4-year universities within six years, by the year they entered college.

Lumina Foundation

Washington Post
YOUR DECISIONS MATTER MORE THAN EVER.

65% of working-class Americans say that a bachelor’s degree isn’t worth the cost

20-40% higher unemployment rates for Latinx, Black and Asian workers than for white workers, as of June 2020

$765 Billion is the estimated cumulative state budget shortfall over the next three years

NBC News

Center for American Progress

Center for American Progress
When I heard about this project, my first response was ‘Hallelujah.’

William Gammell

Director, Office of Research & System Effectiveness, Connecticut Colleges & Universities System
THE POSTSECONARY DATA PARTNERSHIP

A NEW APPROACH

How the Postsecondary Data Partnership disseminates information, streamlining reporting, standardizing data and making insights more accessible.

- Spend fewer resources on data reporting and more time making informed decisions.
- Quickly assess and analyze current policies and priorities.
- Promote collaboration and learning with consistent metrics and standardized reporting.
- Easily spot and analyze equity gaps.
- Gain a more accurate and inclusive picture of the students you serve.
- Benefit from ongoing investment and improvements.

National Student Clearinghouse’s Postsecondary Data Partnership helps you...
A GOLDMINE FOR STATE POLICY LEADERS.

- Better policy requires **better data**
- Current economic crisis is creating new challenges that pose a threat to student success, making **every investment crucial**.
- PDP can track students across states, to **better track transfers**.
The return on investment is tremendous. If institutions retain even two students per year, it’s worth the cost.

Laurie Heacock
Senior Advisor, Data and Analytics, Achieving the Dream, Inc.
PARTNER WITH CCA & THE POSTSECONDARY DATA PARTNERSHIP.

**PDP METRICS**

**Enrollment**
Count of new first time and transfer students

**Credit Accumulation Rate**
% of full-time students who complete sufficient credits each year

**Gateway Course Completion**
% of full-time students who complete required gateway courses by grade

**Credit Completion Ratio**
Average ratio of credits attempted to credits earned

**2-Year Retention**
% of students enrolled (or completed a credential) at any institution by their 2nd year

**Term-to-Term Retention**
Proportion of students enrolled (or completed a credential) at any institution on a term-to-term basis

**Transfer**
The rate at which students transfer to another institution and whether they earn a credential before or after they transfer

**Credential**
% of students completing a credential at any institution

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**CCA STRATEGIES**

**Returning Adult Outreach** PURPOSE

**Concurrent Enrollment** MOMENTUM

**Career Advising** PURPOSE

**Credit for Competency** MOMENTUM

**15 to Finish** MOMENTUM

**First-Year Experience** PURPOSE

**Corequisite Support** MOMENTUM

**Math Pathways** STRUCTURE

**Meta Majors** STRUCTURE

**Academic Maps & Milestones** STRUCTURE

**Proactive & Purpose-Driven Advising** SUPPORT

**360˚ Coaching** SUPPORT

**Smart Scheduling** STRUCTURE

**Active Academic Support** SUPPORT

**Student Basic Needs** SUPPORT

**Stackable Certificates & Credentials** STRUCTURE

**Academic & Career Alignment** PURPOSE
A NATIONAL MOVEMENT

Leading national organizations are bolstering PDP’s momentum by identifying it as the ideal platform for disseminating higher-education data.
The meticulous data we’ve been able to gather has helped us make better decisions about where to invest resources at a time when we literally can’t afford to make a bad decision.

Tony Scinta
Executive Provost, Nevada State College
State-Level Benefits of the PDP

• Ease of access to state-level and institutional-level data and reduces system level IR/IE burden for data analysis

• Data visualization for state legislators and policymakers

• States can submit data on behalf of institutions, or institutions can submit and provide access to the state

• Reduced reporting burden
5 Specific State Policy Data Needs

1. Early Momentum Metrics
2. State Strategic Plans
3. State Educational Attainment Models
4. The Impact of Covid-19 on Student Enrollment
5. Equity & Subgroup Gap Analyses
Importance of Early Momentum Metrics

1. **Credit momentum**—defined as attempting at least 15 semester credits in the first term or at least 30 semester credits in the first academic year.

2. **Gateway momentum**—defined as taking and passing pathway-appropriate college-level math and college-level English in the first academic year.

3. **Program momentum**—defined as taking and passing at least nine semester credits in the student’s field of study in the first academic year.

https://ccrc.tc.columbia.edu/media/k2/attachments/early-momentum-metrics-college-improvement.pdf
Integrate PDP Metrics into State Strategic Plans

- PDP data definitions are based on the Institute for Higher Education Policy’s (IHEP) Postsecondary Metrics Framework

- Utilizing common data definitions increases the ability for benchmarking, as well as state/national conversations

- The PDP includes data on all students, regardless of enrollment intensity and entry term

PDP Metrics for State Educational Attainment Models

The Education Pathway
Where students in the public high school class of 2006* went by age 25
*Sophomores in 2003-04

- 41,655 sophomores
- 74% graduated from high-school in Oregon
- 68% started post-secondary education
- 27% received postsecondary credential by age 25

- 29% enrolled in 4-year institution
- 22% 4-year degree
- 4% 2-year degree
- 1% certificate
- 49% high school diploma
- 39% enrolled in 2-year institution
- 16% graduated high school but went no further
- 25% no known credential

*When student characteristic filters are applied, the resulting visual may not include all students due to disclosure requirements. Further explanation can be found in the Methodology section.

http://data.oregonlearns.org
Better Understand the Impact of Covid-19 on Student Enrollment

• How is enrollment/retention changing not just year to year, but term to term?

• How is enrollment intensity changing? Are more students enrolling part-time?

• How is the age distribution changing?

• Are you accepting more transfer students?
Equity & Subgroup Gap Analyses

How have credit completion gaps between student subgroups changed from cohort to cohort?

Subgroup Gap Analysis by Gender

Please select a second value to compare