



INSTITUTIONAL SELF-ASSESSMENT FOR
POSTSECONDARY DATA PARTNERSHIP
(PDP) ADOPTION

ACKNOWLEDGMENTS

This technical brief was developed in partnership with the Seamless Strategies Group (SSG) and Achieving the Dream (ATD) and was informed by the Institutional Data Capacity Survey done by Dr. Jess Stahl of the Northwest Commission on Colleges and Universities. SHEEO is especially grateful to Scott Monsefan from SSG and Bobbie Frye from ATD for their technical expertise that informed the creation of this document.

This paper is based on work funded in part by the Bill & Melinda Gates Foundation. The information contained within is that of the author(s) and does not necessarily reflect the positions or policies of the Bill & Melinda Gates Foundation.

INTRODUCTION

This document is part of SHEEO's efforts to support the higher education community with technical assistance¹ related to the National Student Clearinghouse's (NSC) Postsecondary Data Partnership (PDP).² The PDP is a national partnership to support system- and institution-level data use and reduce reporting burden. By providing additional data files to the NSC, institutions and systems have access to Key Performance Indicator (KPI) Tableau dashboards with a specific emphasis on early momentum metrics, an analysis-ready file with PDP submitted, and NSC calculated fields that include NSC's enrollment and degree data, as well as decreased data reporting requirements for institutions and systems participating in initiatives that are also PDP partners.

While the amount of time required to submit PDP data varies by institution, on average, it can take up to 40 hours for the first submission. However, much of this time is often spent organizing institutional staff to define specific variables, such as Gateway Courses or Academic Prepares. This Institutional Self-Assessment for Postsecondary Data Partnership (PDP) Adoption was designed to assist institutions during the planning phase of PDP adoption to identify areas that need further attention quickly. It highlights the importance of dedicating resources to the implementation of the PDP and a suggested approach. It also includes questions on the institution's data systems, reporting and data submissions, and the ability to submit data based on PDP defined variables.

¹ <https://sheeo.org/postsecondary-data-partnership-toolkit/>

² <https://www.studentclearinghouse.org/colleges/pdp/>

This assessment is an ideal starting point for any institution looking to join the PDP. It can identify critical questions/concerns an institution will need to address during the initial data submission process. It helps the institution identify key stakeholders in the PDP adoption process, a PDP Submission Team, and organizes important information about the institution's ability to submit PDP data that can be easily shared with institutional staff. This document can also be shared with experts assisting the institution in the PDP data adoption and submission process.

If you are interested in learning about technical assistance and support or are interested in implementation strategies to join the PDP, please contact Scott Monsefan at SSG: (support@pdpdata.com).

PRE-ASSESSMENT: ASSEMBLING A DEDICATED PDP TEAM

Part of the self-assessment process is determining whether the PDP is the right solution for your organization. The key to successful adoption of the PDP is for key members from across your campus to come together and have a sound plan in place for the adoption and usage of the PDP reports.

Consider creating a working group that is composed of members from the following groups and others on your campus:

- Admissions
- Academic Affairs
- Equity & Inclusion Office
- Institutional Effectiveness

- Institutional Research
- Information Technology
- Registrar
- Student Affairs

By drawing upon this campus-wide group, you can ensure that the data you provide to the PDP is up to date, relevant, and, most importantly, defined in such a way as to fit within the context of your organization.

SELF-ASSESSMENT: INQUIRY AND PLANNING FOR SUCCESS

Use the questions within this self-assessment to begin thinking through the people, structures, and processes connected with your data and its use and to identify any associated challenges, levers, or solutions. Answers to these questions can be used to talk through data submission with PDP professionals or as a part of technical assistance meetings.

1. What drives your interest in joining the Postsecondary Data Partnership, and how do you envision using the various features it provides?³
2. What is the name and role of the person with primary responsibility for overseeing your institution's PDP adoption process and ensuring it stays on schedule and receives the appropriate resources?

³ <https://www.studentclearinghouse.org/colleges/pdp/pdp-data-submission-process/>

3. What are the names and roles of the people at your institution who will be the primary contacts for the PDP project, including staff responsible for data submission, data analysis, and data use?
4. What are the names and roles of the people at your institution who may not be part of the primary team but may be called upon for assistance?
5. What are the names and roles of the individuals who contributed to the completion of this assessment?

INSTITUTIONAL CHARACTERISTICS

Understanding and documenting your **institutional** characteristics will allow you to better analyze whether the PDP is the right solution for your institution and whether the data it collects and the results it reports will serve your needs. Further, you can utilize this information when working with other parties, whether participating in a grant funded program or seeking technical assistance from a vendor.

6. What is the primary student population you serve? How does your institution's mission and location impact the type of students who apply and enroll? For example, what percentage of your students are Pell recipients, first-generation students, or undocumented students? Do you have a high ratio of incoming or outgoing transfer students? What percentage of your students work full-time or are caregivers?
7. What was your full-time equivalent (FTE) enrollment for the most recent academic year?

8. Relevant designations for your institution (choose all that apply):

- Associates-granting College*
- Baccalaureate-granting College*
- Doctoral-granting University*
- Faith-based Institution
- Historically Black College or University (HBCU)*
- Hispanic Serving Institution (HSI)*
- Master's College & University*
- Military Colleges
- Native American, Non-Tribal Institutions
- Predominantly Black Institutions (PBI)
- Special Focus Four-Year*
- Technical schools and colleges
- Transfer-focused Institutions
- Tribal College*
- Women's Colleges
- Other Please list

*Indicates that these institution designations can be utilized in the PDP benchmark reports.

Please list others here:

INSTITUTIONAL DATA SYSTEMS

Taking inventory of your data systems and the act of collecting this information should paint you a solid picture of the individuals or departments that may need to participate in the implementation of the PDP. Additionally, you can ask the Clearinghouse whether they have resources or information that can be helpful to an institution that uses systems such as yours.

9. Does your institution use a Student Information System (SIS)? If so, consider reaching out to your SIS representative and ask if modules exist to report directly to the PDP.

Yes

No

If yes, please list the SIS here (examples: Banner (Ellucian); Colleague (Ellucian); Jenzabar; CAMS, PowerCampus, etc.):

10. If applicable, has your institution's SIS changed in the last 3-5 years?

Yes

No

If yes, what was the previous SIS?:

11. Does your institution maintain a data warehouse? A data warehouse acts as a central repository storing historical data from one or more sources.

Yes

No

If yes, please list the type here (examples: MarkLogic, Oracle, Amazon RedShift, etc.):

12. Does your institution use any tool(s) for data analytics?

Yes

No

If yes, please list the tool(s) here (examples: Google Data Studio, SAP BusinessObjects, SAS Business Intelligence, Microsoft Power BI, Tableau, Jenzabar Analytics, etc.):

13. Does your institution use any tool(s) for data visualization?

Yes

No

If yes, please list the tool(s) here (examples: Tableau; Microsoft Power BI; Microsoft Excel; Qlik; etc.)

14. Does your institution use any tools for benchmarking?

Yes

No

If yes, please list the type here (examples: IPEDS; NSC; VFA):

15. Is your institution exploring any tools to assist with the analysis, reporting, and dissemination of data that have not been identified in the previous questions?

REPORTING AND DATA SUBMISSIONS

Take inventory of reports your organization produces or data you submit to various programs. You may identify opportunities for gaining efficiency by leveraging previously defined data, data sources, or code, among other things.

16. Which departments or individuals on your campus currently submit data to other programs or produce reports for on-campus use?
17. If different departments and individuals are responsible for various reports, how would you rate your collaboration between those entities?
- Collaborate often to ensure common data definitions are shared
 - Collaborate when changes are made to IT systems and/or data sources
 - Collaborate when need for a new report is identified
 - Collaborate sometimes

Please additional details here:

18. In addition to the Integrated Postsecondary Education Data System (IPEDS) and accrediting agencies, what additional entities does your institution submit data to?

- National Student Clearinghouse
- State system
- Voluntary Framework of Accountability (VFA)
- Other entities

Please list others here:

19. Is your institution part of any of the following organizations/initiatives:

- American Association of State Colleges and Universities (AASCU)
- Association of Public and Land-grant Universities (APLU)
- Achieving the Dream (ATD)
- Complete College America (CCA)
- Jobs for the Future (JFF)
- National Association of Student Personnel Administrators (NASPA)
- Yes We Must Coalition (YWMC)
- Other initiatives

Please list others here:

20. What are the most challenging aspects of working with data (collection, analysis, reporting) for your institution? What levers exist to improve working with data (collection, analysis, reporting)?

The data elements referenced in the questions of this section reflect data fields that are important and prominently used in the PDP reports. Additionally, this provides you with an opportunity to determine where this data is located in your institution's data systems.

21. Does your institution have a definition of a Gateway Course?

Yes

No

If so, what is it? Please provide your institution's definition here.

22. Does your institution have a definition of academic preparedness to determine if a student is college English and math "ready"?

Yes

No

If so, what is it? Please provide your institution's definition here.

23. What does your institution consider a passing grade for developmental education and gateway courses?

24. Select ALL the characteristics of your students for which your institution could currently provide student-level data. The variable names below correspond to the names of the

variables in the PDP Submission Guide.⁴ The Submission Guide also includes the applicable data values.

Cohort Data File Variables	Yes	No	If no, do you have a plan for collecting this information in the future?
Date of Birth			
Gender			
Ethnicity			
Race			
First Gen			
Math Placement			
English Placement			
Gateway Math Status			
Gateway English Status			
Military Status			
Employment Status			
Course Data File Variables			
Pell			
Complete Dev Math			
Complete Dev English			
Math Or English Gateway			

⁴ <https://www.studentclearinghouse.org/pdphelp/wp-content/uploads/PDP-Data-Submission-Guide-v2.0.pdf>

POST-ASSESSMENT: APPROACH AND SUGGESTED SCHEDULE

The end goal of the self-assessment exercise is not just improved ability to submit data to the PDP, but also improved results in the reports generated from the PDP that you are satisfied with, help better inform your work, and help you convey your effectiveness and success. A part of self-assessment and, ultimately, successful implementation of the PDP is the establishment of dedicated personnel to the project. Assign key members who will:

- Manage the project
- Be hands-on with data
- Provide IT support
- Be available to provide input to definitions

These team members will drive each of the phases below, at the conclusion of which your PDP reports will be produced by the Clearinghouse. They should also be included in self-assessment determinations and planning efforts.

Data Mapping

The first step is to identify and document the data requirements. That means tying your specific data fields to the Clearinghouse PDP data. Take inventory of the data that you have available against the requirements of the PDP. As you go through this exercise, it should elicit questions about how you can meet the PDP data definitions. This documentation, in turn, will help you plan for the next phase, data file creation.

Data Files Creation

The next phase is the creation of the data files. This is where you want to think about how to make this a repeatable and sustainable process. Your initial submission will always be the most difficult one because, not only are you building your infrastructure, you are also compiling your biggest data set, which is that historical data. Build your process in a way that allows you to insert some parameters—for example, a given year and term—to produce your data files.

Data Testing

There are two aspects of testing your data prior to submission. The first is to iteratively test the structure and data of the files you are developing prior to your first submission to the PDP application. Solely relying on the PDP application to identify your file and data errors is simply not efficient. The second aspect of testing is to review a sample set of records from each of your files to ensure the quality of the data.

Data Submission

Once your files are ready, your team will submit the respective files to the PDP. If you currently utilize other Clearinghouse products, you should be familiar with that process. Check with your institutional research office or registrar's office. For assistance with this process, see Seamless Strategies, Inc. 3-Stages of Data Submission document.

Suggested Implementation Schedule

The suggested schedule below encourages a staggered approach to creating the two required file types for the PDP. This approach assumes that there are multiple members on the team and builds in time for testing of data files.

Tasks	Weeks						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Cohort File							
Data Mapping	█						
Data File Creation		█			TEST		
Data Submission				█			
Course File							
Data Mapping		█					
Data File Creation				█			TEST
Data Submission						█	