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## Postsecondary Data Partnership Partner Toolkit Testimonial Quotes

The comments included in this document were provided by users of the Postsecondary Data Partnership (PDP). The quotes are direct transcriptions and available for you to include in your marketing materials (website, collateral, etc.) to show institutions how their peers have derived value from the PDP.

### Access to Richer Insights

“We are really excited about the PDP’s benchmarking capabilities because we don’t have access to that data for our region elsewhere. It’s always great to see where you are relative to peer institutions and to make goals based on that information.” — Ashley Richmond, Institutional Research Analyst at Indian River State College

“The dashboards really allow you to dig in and find data that is more specific, so you can work to tackle an issue.” — Ashley Richmond, Institutional Research Analyst at Indian River State College

“The one KPI that I really like a lot is the transfer rate, because the data goes through the Clearinghouse, and the PDP automatically includes that information. If we were to try and pull that information on our own, we’d have to do another step to go through the Clearinghouse, so that transfer rate is really great — having that information available quickly. We use all of the KPI dashboards pretty regularly. Time to completion is also interesting for us, because that’s not a part of our incentive model, so it’s nice to see the dashboard that shows, for example, the average length of time students take to graduate with an associate’s degree.” — Ashley Richmond, Institutional Research Analyst at Indian River State College

“We use the PDP a lot for disaggregation. The PDP is an easy way to be able to disaggregate, and you can see if, for instance, gateway course completion is lower for one subgroup of the student population. One of the features we use most on the dashboard is being able to disaggregate. I think that’s one of the tools that has helped us most on the PDP.” — Ashley Richmond, Institutional Research Analyst at Indian River State College

“We have also taken what we have seen in the dashboards — for instance, we saw a difference in completion rate for a certain group of students — and we’ve developed our own data to track

the progress on them. So when you are looking at the PDP dashboards, it's kind of looking back historically — but if we want to change something in the future, we look at their progress along the way and see how they are doing this year and make sure that, by the end of the year, we can close those gaps.” — Ashley Richmond, Institutional Research Analyst at Indian River State College

“The PDP is working to create a standardized language and conversation around data so that, no matter where you go, we have common definitions for talking about student success. The more education organizations use a standard data collection method, like with the PDP, the easier it will be to compare data across the education community to really identify what strategies are working to improve outcomes and where we're falling short.” — Eric Godin, Associate Vice President at State Higher Education Executive Officers Association (SHEEO)

“If you're an initiative that values the power of using data for informed decision-making, the PDP is an easy way to connect with the colleges that are your members to help them focus on student success and institutional change.” — Eric Godin, Associate Vice President at State Higher Education Executive Officers Association (SHEEO)

“We value that the PDP includes a broader range of students and not just the first-time, full-time fall freshman cohorts as reported in some data collections. Including all new students at an institution ... is incredibly important for community colleges because the majority of their students don't start full time during the fall term. Community colleges serve a majority of part-time students, many of whom are over 25, work while getting an education, and care for dependent children. Looking at just first-time, full-time fall freshmen makes these students invisible and doesn't tell a complete picture. Counting all new students in the data set provides a more comprehensive picture that allows colleges to tell a better story of their success and make better decisions for better outcomes.” — Laurie Heacock, Senior Advisor, Data and Analytics, at Achieving the Dream, Inc.

“A hallmark of the PDP is their Tableau dashboards, which are interactive and dynamic rather than static reports. The dashboards allow you to slice and dice the data and really dig into the information to find equity gaps and address them through structural, attitudinal, and process changes. The PDP supports a culture of inquiry and evidence by democratizing actionable data, by providing unlimited access to users across the institution, and through the download function that allows ease of incorporating professionally designed graphics into slide decks, emails, and briefs.” — Laurie Heacock, Senior Advisor, Data and Analytics, at Achieving the Dream, Inc.

“The broader the participation in the PDP, the more valuable the transfer data and benchmarks so we encourage all institutions to strongly consider joining and answering the call for better data.” — Laurie Heacock, Senior Advisor, Data and Analytics, at Achieving the Dream, Inc.

“With the PDP, the return on investment is tremendous ... The cost after the introductory free period is very reasonable, and if institutions retain even two students per year, it is worth the annual cost. An added benefit: PDP partner institutions also have a voice in the evolution of future dashboards and benchmarks.” — Laurie Heacock, Senior Advisor, Data and Analytics, at Achieving the Dream, Inc.

“The National Student Clearinghouse, Postsecondary Data Partnership (PDP) was a timely addition that provided institutional assessments of college mission attainment. In particular, the PDP affords NLC enhanced analytical resources to assess performance of the Northeast Lakeview College (NLC) Student Success agenda. NLC’s Institutional Research and Effectiveness (IRE) office plans to utilize the PDP platform for decision support, contextual insights, college effectiveness, and data literacy. In support, NLC’s IRE office provides PDP access to the Executive Team, College Council, and mission critical units that require readily available performance metrics data.” — Martin Fronter and Brandi Solar, Institutional Research and Effectiveness Office at Northeast Lakeview College

### Grow Student Success and Close Equity Gaps

“The PDP’s data has been really helpful to our cabinet. They work with the Aspen Institute to track our institution’s goals, measure our progress, create goals for the coming year.” — Ashley Richmond, Institutional Research Analyst at Indian River State College

“The PDP’s Tableau dashboards are useful for education organizations. Often organizations help the institutions, and especially institutional leadership, see the data in different ways. When organizations have access to the PDP dashboards, they can look at a college’s information in a visually compelling format and present that data to presidents or other senior leaders in a way that can drive meaningful discussion. Education organizations can take a broader view of an institution’s success because they’re national initiatives working with many institutions. Their insights are valuable if they can be expressed clearly to institutional leadership, which the PDP helps with.” — Eric Godin, Associate Vice President at State Higher Education Executive Officers Association (SHEEO)

“The PDP allows you to conduct a subgroup gap analysis and easily visualize equity gaps to understand what’s really going on. The visual format makes equity gaps clear, even to people not used to working with data.” — Eric Godin, Associate Vice President at State Higher Education Executive Officers Association (SHEEO)

“The PDP is the first national data collection to include all new students at an institution. The PDP includes first-year students, transfer students, full-time students, and part-time students, irrespective of if they start in the fall or in the spring semesters.” — Eric Godin, Associate Vice President at State Higher Education Executive Officers Association (SHEEO)

“The PDP includes characteristics that the education community hasn’t fully utilized before. There’s over 15 different filters for student characteristics that you can look at with the dashboards. The PDP lets you really dig down ... into the information to compare student populations.” — Eric Godin, Associate Vice President at State Higher Education Executive Officers Association (SHEEO)

“Traditional measures of student success aren’t providing an accurate picture of institutions’ student bodies, and especially minority and lower-income students. The PDP is a much better measure of student success than similar data collections. The traditional measures of student success have always focused on full-time students starting in the fall, but we know that for many institutions — like community colleges — that can be a minority of their student population.” — Eric Godin, Associate Vice President at State Higher Education Executive Officers Association (SHEEO)

“The PDP’s early momentum metrics are the most actionable metrics that an institution can use to help students that are currently enrolled. These metrics can help inform policy changes and program creation to help current students succeed.” — Eric Godin, Associate Vice President at State Higher Education Executive Officers Association (SHEEO)

“The PDP provides a healthy mix of both leading indicators — information on the progress of currently enrolled students — and lagging indicators — information on student outcomes.” — Laurie Heacock, Senior Advisor, Data and Analytics, at Achieving the Dream, Inc.

“The PDP enables us to look at outcomes disaggregated by student characteristics, including race/ethnicity, gender, Pell grant status, and first-generation-student status, and to explore the intersectionality of those characteristics. Students bring their whole selves to the college, not segments of themselves, and we must look at them holistically to identify and eliminate any barriers to their success.” — Laurie Heacock, Senior Advisor, Data and Analytics, at Achieving the Dream, Inc.

“The PDP supports colleges in fulfilling their mission for equitable student outcomes through its inclusiveness in counting more students and including filters that allow for drilling into detailed information on those students who are, and those who are not, succeeding. The PDP provides actionable data that enables you to monitor the impact of implementing ... reforms for an intentionally designed student experience — whether that experience is face to face or virtual. The inclusiveness is also important for monitoring transfer outcomes. The PDP allows institutions to monitor transfer across state lines and to both public and private universities and readies them to participate in reverse transfer agreements.” — Laurie Heacock, Senior Advisor, Data and Analytics, at Achieving the Dream, Inc.

“If an educational organization has wide-scale adoption from the institutions they work with, and the institutions agree to share their data, organizations can access the PDP dashboards and

analysis-ready files to gain a comprehensive picture of progress in achieving equitable student outcomes — where there are still gaps that need addressing — and tell a story about the impact of the organization.” — Laurie Heacock, Senior Advisor, Data and Analytics, at Achieving the Dream, Inc.

### Reduce Administrative Burden

“The PDP just makes everything so easy — and all in one spot. We can dive into whatever student outcome data we want to look at. I think the PDP will be beneficial, and give consistency to the data our institution is presenting, by using the same definitions that other colleges around the country are also using.” — Ashley Richmond, Institutional Research Analyst at Indian River State College

“For organizations already collecting data as part of their work, they can outsource their data collection process to the PDP and get the same valuable data. That means one less submission that a college needs to do and less work for the organization. Colleges and universities can just submit their information to the PDP and the PDP will share it with the initiative, so it decreases the institutional burdens for both parties.” — Eric Godin, Associate Vice President at State Higher Education Executive Officers Association (SHEEO)

“For organizations that aren’t already collecting data from the institutions they work with, the PDP is a really easy way to get access to that rich information. Sharing data with the organization doesn’t require any additional work for the colleges already submitting to the PDP, so it’s an easy way to get more information.” — Eric Godin, Associate Vice President at State Higher Education Executive Officers Association (SHEEO)

“At SHEEO, one of our priorities is trying to figure out a way that ATD, CCA, SHEEO, and other national education organizations can come together and coordinate our use of data and measurement of success, rather than everybody doing it in their own silo.” — Eric Godin, Associate Vice President at State Higher Education Executive Officers Association (SHEEO)

“For many years, Achieving the Dream required our network colleges to report data to us every year. The colleges we work with expressed that reporting data can be a burden, especially if the data is for compliance versus for decision support. We wanted rich data insights from our network colleges to support our mission — equitable student outcomes at scale — but wanted to build institutional capacity for data-informed decision-making, not bury them in extra work. When we were looking for a robust data set to be able to measure student success, we landed on the National Student Clearinghouse. Ninety-nine percent of colleges in our network were already reporting to the Clearinghouse, so it was easy for us to access that and analyze that data. Joining the Postsecondary Data Partnership was a logical extension of that agreement and added the ability for us to track early momentum indicators for currently enrolled students, which are predictive of longer-term outcomes like completion and transfer with baccalaureate

degree attainment. For institutions, joining requires the submission of two additional files to the Clearinghouse: a cohort file and a course file.” — Laurie Heacock, Senior Advisor, Data and Analytics, at Achieving the Dream, Inc.

### **Tell Your Institution’s Story of Growth**

“Many data collections focus on historical descriptive trend data, essentially forensic, rear-view data, that is not able to be actively used for decision-making. The PDP, on the other hand, includes early momentum indicators that enable measurement of current students so that colleges can monitor and evaluate the impact of their policies and reforms. The early momentum indicators are also predictive of completion, so they are helpful across the board: to track student progress, to measure the success of reforms, to predict completion, to improve transfer rates, and more.” — Laurie Heacock, Senior Advisor, Data and Analytics, at Achieving the Dream, Inc.

“For institutions implementing large-scale reforms ... the PDP can provide actionable information on the impacts of reforms ... because it includes early outcome data ... that are predictive of future outcomes.” — Laurie Heacock, Senior Advisor, Data and Analytics, at Achieving the Dream, Inc.

“In addition to using the PDP to monitor the impact of reforms and support continuous improvement, institutions are using the PDP to monitor progress in achieving state goals and performance-based funding and to share data with their boards of trustees, accreditors, and other third-party organizations, such as Achieving the Dream.” — Laurie Heacock, Senior Advisor, Data and Analytics, at Achieving the Dream, Inc.