# Student Success Dashboard Manual

Purpose

The Student Success Dashboard offers a summary of key performance indicators (KPIs) like retention rates, GPA, and credit momentum, which are linked to student program completion. It breaks down data by student populations (e.g., race/ethnicity, disability, economic disadvantage) to identify equity gaps. The dashboard also includes college benchmarking for sharing best practices within the WTCS community, promoting student success locally and statewide. It helps evaluate outcomes and the impact of larger college initiatives like guided career pathways.

Overview of Key Performance Indicators

The WTCS Business Intelligence Cross-functional Team identified the key performance indicators that are included in the College-wide Student Success Dashboard. These indicators are: (1) program completion, (2) 2.0 GPA or greater, (3) fall to spring retention, (4) general education course completion, and (5) new program students by successful post-secondary credits completed (i.e., early credit momentum). For a more detailed description of each indicator, please see the business rules at the end of this document.

These indicators can help assess college-wide reform that may influence student success (e.g., implementing early-alert programs or intensive student supports in general education gatekeeper courses). These indicators can be measured in just one year, allowing for quick feedback and evaluation of institutional reforms. In addition, the dashboard allows for assessing first-time college student experiences in their first year. These indicators can be thought of as **'early-momentum'** metrics. Research suggests that these early-momentum metrics are highly correlated with long-term student outcomes, i.e., program completion (Jenkins & Bailey, 2017).

Is First-Time College ...	
is True	
■ Select all	
☐ False	128
☑ True	128
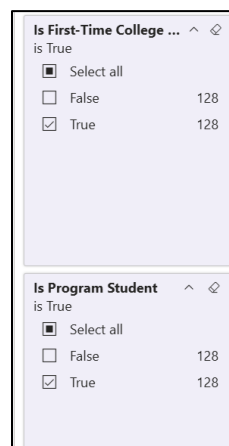
To replicate the early momentum indicators within the dashboard prompts, select "True" for both the "Is First-Time College Student" and "Is Program Student" filters.

Is Program Student	
is True	
■ Select all	
☐ False	128
☑ True	128

Importance of the Key Performance Indicators:

% of Students with a 2.0 GPA or Greater: For a student to remain eligible for financial aid, one of the requirements of satisfactory academic progress is maintaining a cumulative GPA of a 2.0 or better. Students who are unable to maintain financial aid may be at risk of dropping out.

% of Students Retained from Fall to Spring: Research suggests that first-time program students who maintain enrollment from fall to spring have higher rates of attaining a credential compared with students who do not maintain fall to spring enrollment in their first year (Belfield, Jenkins, & Lahr, 2016). This indicator also encourages colleges to monitor enrollment and offer courses based on students' academic plans.

% of Gatekeeper Courses Successfully Completed *i.e.,* general education course completion: Research suggests that program students who passed a college-level math or English course in the first

year are more likely to complete a credential compared with students who did not pass a college-level math or English course in their first year (Calcogno, Crosta, Bailey & Jenkins, 2007; Denley, 2016). The indicator also helps colleges monitor the guiding of students to enroll in the appropriate math and English courses based on the college placement process. The indicator can also provide insight into the importance of integrating academic support into gatekeeper courses.

% of Students Accumulating Postsecondary Credit: Research suggests that first-time program students who complete more credits in their first year have higher rates of attaining a credential compared with students who complete fewer credits in their first year (Attewell & Monaghan, 2016). In addition, program students who complete more credits in their first year paid less for their degree in tuition and fees (Belfield, et al., 2016).

Dashboard Filters

Within the filters pane on the right side of the dashboard, users can filter the data across the dashboard with the following options:

- **Academic Year**: the academic year a student outcome is derived and allows for longitudinal trending
- **District Name** allows for selection of a particular college or the entire WTCS system.
- **Race/Ethnicity**: American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Not Reported (unknown), Two or more races, White
- **Gender**: Female, Male, Unknown
- **Student with a Disability**: Disclosed Disabled (student has a reported disability), No Disclosed Disability and Unknown
- **Is First-Time College Student**: False (the student was enrolled in FTE generating courses at the college for at least one semester within the prior four years), True (the student was never enrolled in FTE generating courses in the college in the prior four years)
- **Is Program Student**: False (the student has not declared a program in the academic year assessed), True (the student has declared a program in the academic year assessed; programs include program aid codes: 10-Associate degree, 20-Liberal arts, 30-Short-term technical diploma, 31-One-year technical diploma, 32-Two-year technical diploma, 50-Apprenticeship, or 61-WTCS pathway certificate)
- **Economic Disadvantage**: the student is Pell-eligible and/or a member of a household that is struggling to afford one or more basic living needs.
- The 'Aligned General Education Completion' pages also include a '**Course Number and Title**' filter.

Dashboard Slicers

On the Program Completion Pages, users can select the number of years in which to assess graduation rate from 1 to 6 years.

On the 2.0 GPA or Greater Pages, users can select the GPA threshold that students must meet to be a part of the metric (percent of students with a GPA at or above threshold) from 2.0 to 3.5.

Dashboard Page Format: System-wide Overview Pages

System-wide overview pages allow for benchmarking across WI Technical Colleges. This example highlights Program Completion (others include: 2.0GPA or Greater, Fall to Spring Retention, & Aligned General Education Course Completion).
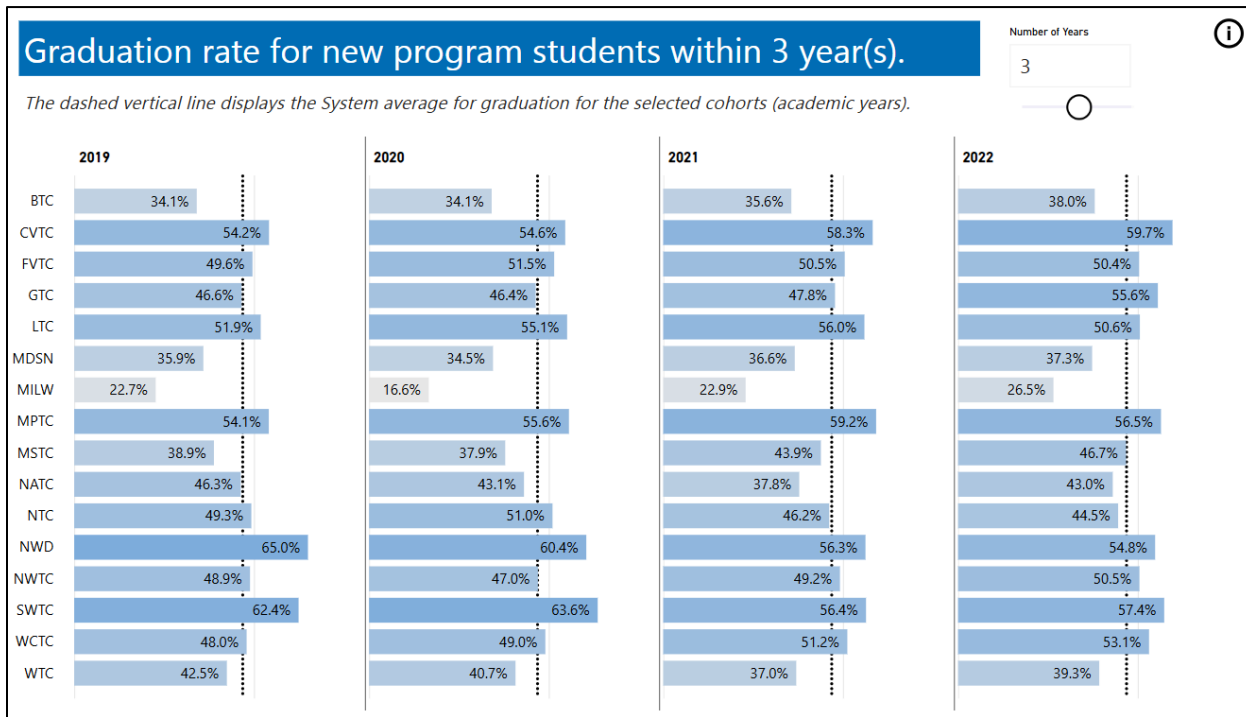

The data for the **system-wide overview** are shown as a series of bars. Each bar represents the percent of students who have (in this example) completed a program within 3 years for a given college in a particular academic year. When hovering your mouse over the bar, the tooltip will appear and also display the number of students assessed in the KPI. For details on how the KPI is calculated please refer to either the 'Information' Page within the dashboard or the Business Rules section of this manual.

The bars are color coded based on the KPI value with light gray for lower values and medium blue for higher values.

The dashed vertical line displays the average level for the KPI for all data displayed on the page. In the example above, this would include the graduation rate data for all WI Technical Colleges for the selected academic years (2019-2022).

Dashboard Page Format: Student Demographic Pages

Student characteristic pages allow for identifying equity gaps across student populations. This example highlights Program Completion (others include: 2.0GPA or Greater, Fall to Spring Retention, & Aligned General Education Course Completion).
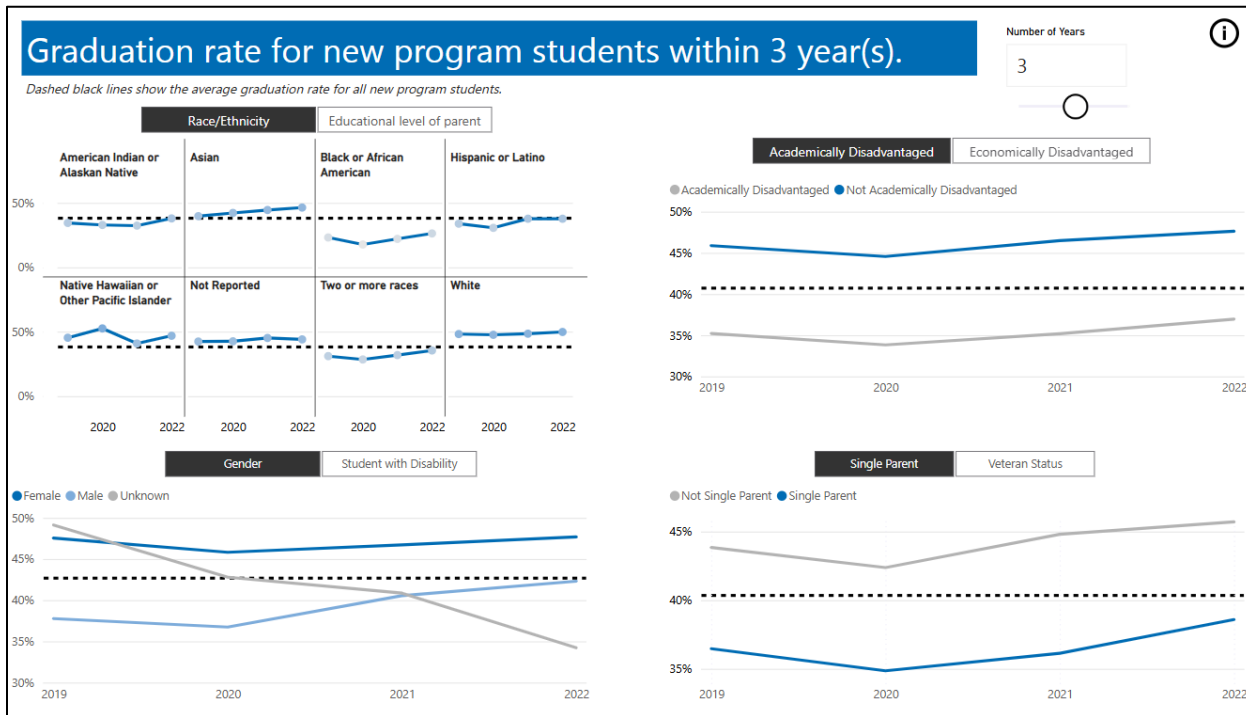

The lines show the KPI for each student population over the selected academic years. When hovering your mouse over the bar, the tooltip will appear and also display the number of students assessed in the KPI and the student population. For the visuals the have different colored lines, see the legend directly above for identifying which line color corresponds to which student population. For details on how the KPI is calculated please refer to either the 'Information' Page within the dashboard or the Business Rules section of this manual.

The dashed horizontal line displays the average level for the KPI for all data displayed in the data visual (i.e., combination of all student groups in the visual across all selected academic years).

On the Demographics Pages, users can toggle between different student populations for each visual using the toggle buttons directly above the visual. The selection for each button will then automatically sync with the other student demographic pages.

- Top left: Race/Ethnicity or Educational level of parent
- Top right: Academically disadvantaged or Economically disadvantaged
- Bottom left: Gender or Student with Disability
- Bottom right: Single Parent or Veteran Status

Aligned General Education Courses
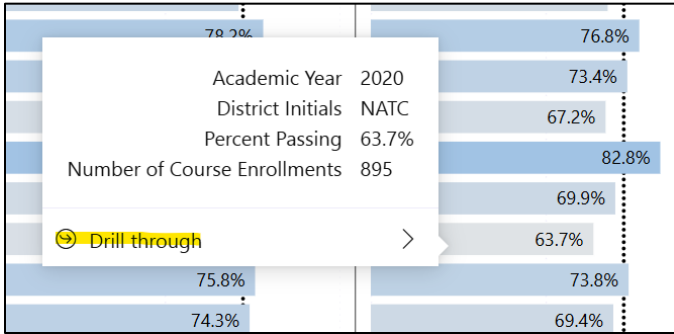
For the 'Aligned General Education Course Completion' and 'Aligned General Education by Demographics' pages, the tooltip will also display a 'drill through' option to the 'Aligned General Education Courses' page. Using this drill through option will apply the filters from the main page to the detailed page that displays data by the aligned general education course number.

Once on the detailed page (shown below), you can use the back arrow button (top left) to get back to the prior page. You can also clear the drill through filters using the green reset button.
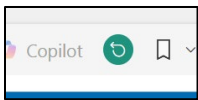
Percent of aligned general education course enrollments with a passing grade.

Academic Year	2019		2020		2021		2022		Total
Instructional Area Code	Percent Passing	Num Enrollments	Percent Passing	Num Enrollments	Percent Passing	Num Enrollments	Percent Passing	Num Enrollments	Percent Passi
⊟ 801	71.0%	26401	69.9%	26800	67.9%	27725	68.1%	26501	69.
10-801-136	65.9%	8473	64.6%	8987	64.1%	8928	65.3%	8474	65.
10-801-141	81.1%	106	83.7%	98	92.3%	104	81.8%	121	84.
10-801-195	67.4%	3997	66.0%	4226	59.2%	5229	60.4%	4907	62.
10-801-196	75.4%	8608	76.0%	8057	73.2%	7959	74.0%	7582	74.
10-801-197	74.1%	1878	74.1%	1665	74.8%	1653	72.0%	1670	73.
10-801-198	75.1%	3339	71.9%	3767	73.5%	3852	70.6%	3747	72.
⊟ 804	69.8%	14421	68.4%	15173	67.7%	13966	68.3%	13733	68.
10-804-107	68.5%	4188	71.9%	3397	70.6%	2810	72.4%	2442	70.
10-804-113	75.5%	793	72.3%	882	70.5%	852	73.2%	801	72.
10-804-114	78.9%	227	75.5%	196	79.7%	197	87.7%	171	80.
10-804-115	63.4%	462	64.1%	404	61.5%	296	62.3%	220	63.
10-804-116	78.3%	180	86.6%	112	83.9%	112	83.3%	84	82.
10-804-118	59.6%	1133	66.3%	1071	70.9%	907	61.7%	884	64.
10-804-123	70.9%	3425	69.2%	2936	69.5%	2762	70.3%	2866	70.
10-804-133	73.3%	816	70.8%	921	66.3%	870	65.8%	900	69.
10-804-134	69.1%	1250	63.8%	1662	62.0%	1881	65.9%	1919	64.
10-804-135	60.0%	5	54.7%	1487	56.3%	1351	58.1%	1333	56.
10-804-144	73.9%	533	73.0%	518	68.0%	419	65.5%	464	70.
10-804-189	73.8%	867	75.6%	930	73.8%	904	71.9%	1061	73.
10-804-195	61.4%	184	73.3%	206	67.9%	184	70.5%	183	68.
10-804-196	73.8%	141	69.1%	152	70.4%	186	72.5%	142	71.
Total	73.1%	104253	73.0%	103658	71.6%	100531	71.4%	93088	72.

The Aligned General Education Courses page provides the percent of course enrollments that resulted in a passing grade by course instructional area and number. The cells are color coordinated with light gray corresponding with low passing rates and medium blue corresponding with high passing rates.

Business Rules

Indicator	Definition/Calculation	Notes
Program Completion Percent of new program students who graduated from/completed any WTCS approved program	**Denominator**: Number of new program students (not reported in any program in the prior four years) who were enrolled in an FTE generating post-secondary course during fiscal year 20XX **Numerator**: Of those in the denominator, the number of program students who graduated from/completed any WTCS approved program within X number of years (e.g. for 3rd year program completion, the denominator would be tracked three years to see if the student completed any WTCS approved program during academic year 20XX, 20XX+1, and 20XX+2)	Post-secondary courses include course aid codes 10-Associate, 20-Liberal Arts, 30-Short-term Tech, 31-One-year Tech, 32-Two-year Tech, and 50-Apprentice Program students included those reported in program aid codes 10-Associate, 20-Liberal Arts, 30-Short-term Tech, 31-One-year Tech, 32-Two-year Tech, 50-Apprentice, and 61-Pathway Certificates Data Source: Client Reporting System
2.0 GPA or Greater Percent of students who have a 2.0 GPA or greater at the end of the academic year	**Denominator**: Number of students with known post-secondary course grades earned (grades A, A-, AB, B+, B, B-, BC, C+, C, C-, CD, D+, D, D-, DF, F) **Numerator**: Of the students in the denominator, the number who have a cumulative GPA of a 2.0 (or other selected threshold) or greater at the end of the academic year	Post-secondary courses include course aid codes 10-Associate, 20-Liberal Arts, 30-Short-term Tech, 31-One-year Tech, 32-Two-year Tech, and 50-Apprentice Pass/fail grades and withdrawal grades are not included in the calculation Cumulative GPA data are calculated within the academic year and not summarized from all years a student is enrolled Data Source: Client Reporting System

Indicator	Definition/Calculation	Notes
Fall to Spring Retention Percent of students retained in courses from the fall semester to the spring semester or who graduate from/complete any WTCS approved program within the year	**Denominator**: Number of students who were enrolled in an FTE generating post-secondary course during the fall semester of the fiscal year **Numerator**: Of those in the denominator, the number of students who graduated or completed a WTCS approved program in the academic year or who were enrolled in an FTE generating post-secondary course during the spring semester of the academic year	Post-secondary courses include course aid codes 10-Associate, 20-Liberal Arts, 30-Short-term Tech, 31-One-year Tech, 32-Two-year Tech, and 50-Apprentice Data Source: Client Reporting System
General Education Successful Course Completion Percent of WTCS System-wide General Education courses successfully completed by students	**Denominator**: Number of known post-secondary course grades earned in WTCS System-wide General Education courses (all grades A, A-, AB, B+, B, B-, BC, C+, C, C-, CD, D+, D, D-, DF, F, PP, FF and withdrawals) **Numerator**: Of the course records in the denominator, the number of successful course grades earned (numerical value of 2.0 or higher or a PP grade in pass/fail courses)	Post-secondary courses include course aid codes 10-Associate, 20-Liberal Arts, 30-Short-term Tech, 31-One-year Tech, 32-Two-year Tech, and 50-Apprentice; only courses with a Course Completion Status of 01-Pass, 02-Fail, and 04-Withdrawal are included; only FTE generating courses are included Data Source: Client Reporting System

References

- Attewell, P., & Monaghan, D. 2016. How many credits should an undergraduate take? Research in Higher Education, 57(6), 682–713.
- Belfield, C., Jenkins, D., & Lahr, H. 2016. Momentum: The academic and economic value of a 15-credit first-semester course load for college students in Tennessee (CCRC Working Paper No. 88). New York, NY: Columbia University, Teachers College, Community College Research Center.
- Calcagno, J. C., Crosta, P., Bailey, T., & Jenkins, D. 2007. Stepping stones to a degree: The impact of enrollment pathways and milestones on community college student outcomes. Research in Higher Education, 48(7), 775–801.

- Denley, T. 2016. Choice architecture, academic foci and guided pathways. Presentation to the AACC Pathways Institute, Denver, CO.
- Jenkins, Davis and Thomas Bailey. 2017. <u>Early Momentum Metrics: Why They Matter for College Improvement</u>. CCRC Research Brief.