

Early Momentum Matters: Using PDP Data for Summits to Improve Persistence and Completion

Tanya Ternes

Senior Director of Data Quality
Elgin Community College

About ECC:

- Located in Elgin, Illinois
- Founded in 1949
- Hispanic Serving Institution
- AtD Leader College
- Military Friendly
- Joined the PDP in 2019

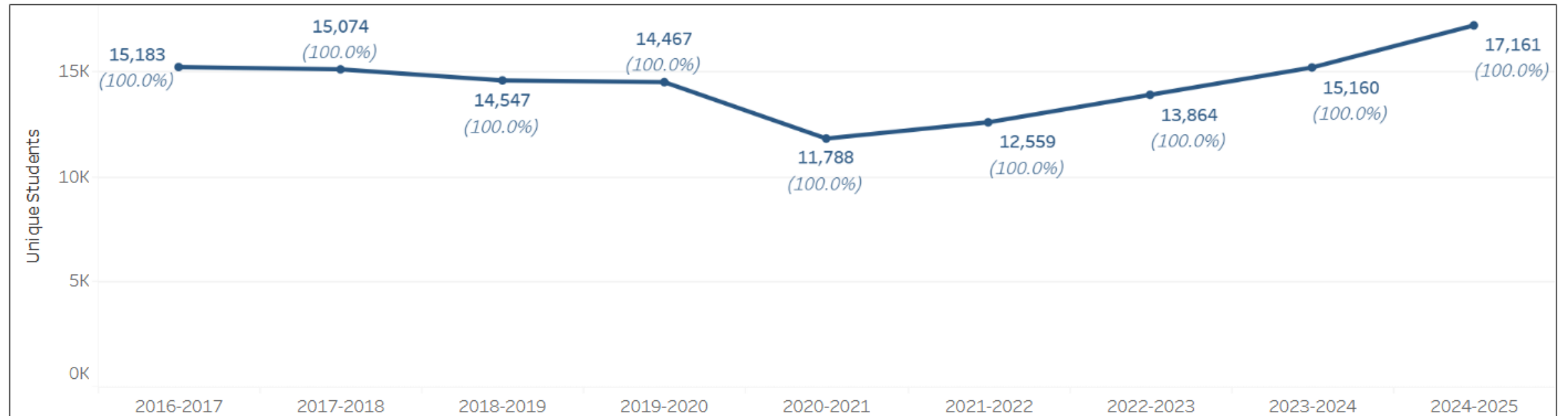


IGNITE YOUR FUTURE



The Enrollment Story at ECC

By All Students



The Students We Serve

(FY 2025 data)



Turning Data Into Conversations

- Build data literacy
- Create meaningful campus conversations
- Turn data into action

Data Summit #1

What Predicts Long-Term
Student Success at ECC?



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Literal Data Literacy

- **Degree-Seeking Students**

- Students who self-declare a university transfer or career-technical (i.e., non-ABEC) program of study during their first term at ECC.

- **Student Success**

- Degree-seeking students who earn their first award (certificate or degree) at ECC AND/OR transfer to a 4-year institution within 5 years of their first semester at ECC.

- **Significant Predictor**

- Any characteristics found to be associated with a statistically significant change in the likelihood of student success while, theoretically, everything else is held constant.

- **Equity Parity**

- Difference in success rates for any given subgroup compared to the overall average, paired with the level of increase needed to raise the subgroup rates to that overall aggregate level

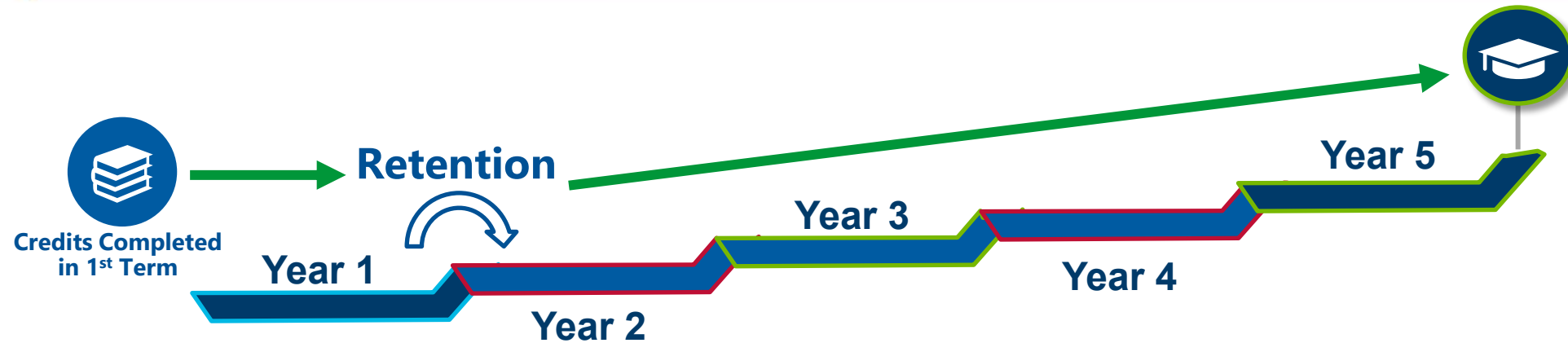
- **Aggregate Data**

- Any outcome data of interest summarized across all subgroups to present overall data trends.

- **Disaggregated Data**

- Any data that is broken into smaller categories or subgroups to assist with understanding underlying trends in outcomes of interest

A Brief Intro to the Data Analyses....



Hypothetical Student College Career Timeline

- Start with the longest-term outcome (5 years out) to identify short-/intermediate-term predictors that can then become outcomes in later analyses to see what key factors influence *those* predictors
- First of potentially many other analyses looking at additional outcomes and predictors for future conversations

Common Significant Predictors Across Groups

- Gateway English and Math* progress during 1st year**

Characteristic	Subgroup**	All Students		Afr.-Amer. Students		LatinX Students		First Gen. Students	
		Students in Subgroup	% of Subgroup "Successful"	Students in Subgroup	% of Subgroup "Successful"	Students in Subgroup	% of Subgroup "Successful"	Students in Subgroup	% of Subgroup "Successful"
Attempted Gateway English (Year 1)	Yes	6,008	50%	220	36%	2,137	43%	2,690	45%
	No	1,697	24%	113	12%	704	19%	860	21%
	Not Needed	2,174	45%	117	46%	647	50%	965	45%
Completed Gateway English (Year 1)	Yes	4,738	58%	144	47%	1,597	51%	2,048	54%
	No	2,967	22%	189	14%	1,244	18%	1,502	19%
	Not Needed	2,174	45%	117	46%	647	50%	965	45%
Attempted Gateway Math (Year 1)	Yes	3,089	64%	84	54%	890	61%	1,158	62%
	No	5,013	32%	296	25%	2,043	27%	2,528	29%
	Not Needed	1,777	44%	70	40%	555	51%	829	46%
Completed Gateway Math (Year 1)	Yes	2,373	73%	60	67%	652	71%	858	73%
	No	5,729	32%	320	25%	2,281	28%	2,828	29%
	Not Needed	1,777	44%	70	40%	555	51%	829	46%

Common Significant Predictors Across Groups

- Enrollment Opportunities During 1st Year Matter**

Characteristic	Subgroup*	All Students		Afr.-Amer. Students		LatinX Students		First Gen. Students	
		Students in Subgroup	% of Subgroup "Successful"	Students in Subgroup	% of Subgroup "Successful"	Students in Subgroup	% of Subgroup "Successful"	Students in Subgroup	% of Subgroup "Successful"
Initial Math Placement	College-Level	3,885	57%	117	44%	1,000	55%	1,409	45%
	Developmental	4,842	39%	246	27%	2,202	34%	2,563	21%
	Unknown	1,152	25%	87	32%	286	27%	543	45%
Initial Overall Placement	Entirely Coll-Rdy	4,074	56%	129	43%	1,022	55%	1,427	54%
	Any Dev. Ed.	5,052	38%	269	28%	2,267	33%	2,698	19%
	Unknown	753	23%	52	33%	199	27%	390	45%
Full-Time/Part-Time Enrollment Status (1 st Term)	Full-Time	5,364	57%	237	37%	1,697	53%	2,218	62%
	Part-Time	4,514	29%	213	28%	1,790	26%	2,296	46%
Active in Program of Study in 1 st Year	No	3,221	39%	186	30%	1,186	33%	1,528	35%
	Yes	6,658	47%	264	35%	2,302	42%	2,987	43%

* "Active in Program of Study" is an attempt to align course enrollment behavior with self-declared program of study at application. Students in the "Yes" subgroup are those who enrolled in at least 1 course in a department that aligned with their program of study on record (CTE) or who attempted at least 1 ENG and 1 MTH course, regardless of level, during their 1st year.

Common Significant Predictors Across Groups

- **Early Momentum Metrics** were the most impactful significant predictors

Characteristic	Subgroup	All Students		Afr.-Amer. Students		LatinX Students		First Gen. Students	
		Students in Subgroup	% of Subgroup "Successful"	Students in Subgroup	% of Subgroup "Successful"	Students in Subgroup	% of Subgroup "Successful"	Students in Subgroup	% of Subgroup "Successful"
GPA in 1 st Term	Below 2.50	3,537	28%	229	22%	1,501	24%	1,788	25%
	2.50 and Higher	6,342	53%	221	44%	1,987	51%	2,727	51%
Credit Completion Ratio* (1 st Year)	<75%	3,364	21%	219	16%	1,361	19%	1,681	19%
	75%+	6,515	56%	231	48%	2,127	52%	2,834	53%
Fall-to-Fall Retention	Did Not Enroll	3,073	19%	192	13%	1,013	11%	1,433	12%
	Enr. Next Fall	6,806	56%	258	48%	2,475	51%	3,082	54%

* "Credit Completion Ratio" is the total credits earned in the first year divided by the total credits attempted in the first year

Data Summit #2

What Helps Students
Successfully Complete
Gateway English and Math?



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Literal Data Literacy

- **Our “Universe of Students”**

- Only students who were required to complete a college-level math or English course for their particular program of study on record at the start of their 1st year (excludes all BVS certificates and many VS certificates)

Program Type	% with ENG Requirements	% with MTH Requirements
Degree	100%	100%
VS Certificate	33%	37%
BVS Certificate	0%	0%

- **College-Level Math**

- Any 100-level math course completed during 1st year (also includes BUS-101 and IMT-107) with a C or better

- **College-Level English**

- Any 100-level English course completed during 1st year (also includes BUS-120) with a C or better.

Highlights from ENG Analysis

Significant Historical Predictors of ENG Completion:

- **Gender**
 - Females significantly more likely to complete in 1st year (65% vs. 56%)
- **Dual Credit**
 - More likely to complete if student had dual credit experience (67% vs. 59%)
- **MTH Requirement**
 - More likely if in program that also requires MTH (61% vs. 49%)
- **Visited Write Place or Math Lab**
 - More likely to complete if had at least 1 visit to Math lab (70% vs. 61%) or to Write Place (77% vs. 60%)
- **Attempted College-Level MTH**
 - If student also attempted a college-level MTH course during 1st year, they were much more likely to complete ENG than those who didn't (80% vs. 50%)

Highlights from MTH Analysis

Significant Historical Predictors of MTH Completion:

- Visited Tutoring Center

- More likely to complete if had at least 1 visit to Tutoring Center (52% vs. 28%)

- Attempted College-Level ENG

- If student also attempted a college-level ENG course during 1st year, they were much more likely to complete MTH than those who didn't (35% vs. 7%)

Highlights from Overall Analysis

Significant Historical Predictors of Both ENG and MTH Completion:

- **Dependency**
 - Independent Students least likely to complete either than dependent
- **Enrollment Type**
 - Full-time students much more likely to complete MTH & ENG
- **Major Area**
 - Transfer majors more likely to complete MTH & ENG than CTE
- **1st Term GPA**
 - Higher GPA associated with higher completion rates for MTH & ENG
- **Credit Completion Ratio in 1st Year**
 - Higher % of credits completed associated with higher completion rates for MTH & ENG

**Factors in
Common with
Long-Term
Success Analysis**

Highlights from Overall Analysis

Significant Historical Predictors of Both ENG and MTH Completion:

- **Enrollment Type**

- First-time-in-College students more likely to complete MTH & ENG than transfer-in students

- **Math Placement**

- College-level placement associated with higher likelihood of completing MTH than dev. ed or unknown placement

- **Writing Placement**

- College-level placement associated with higher likelihood of completing ENG than dev. ed or unknown placement

- **Visited Advisor During 1st Year**

- At least 1 visit during 1st year (outside of visits prior to enrollment) associated with higher completion rates of both MTH & ENG

**Factors Unique
to College-Level
MTH & ENG
Analysis**

Data Summit #3

Do Students Actually
Complete the Programs They
Initially Select?

Literal Data Literacy

- **Our “Universe of Students”**

- All students enrolled in any given year
- Discussion about student success and gateway course completion focused on new students

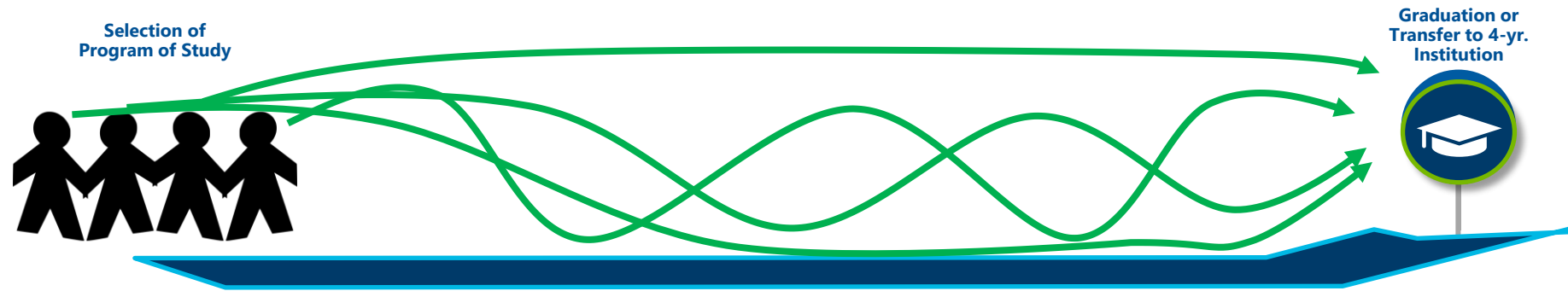
- **Program of Study**

- The major that a student tells us they’re interested in (“I plan to enroll in....”)
- Important to note that “initial” major or program of study is identified on the application

- **Student Intent**

- Response to “Primary Reason of Enrollment” question on application
 - Transfer to 4-year institution
 - Improve skills for current job
 - Prepare for future job
 - Personal interest or self-development

Driving Conversations with Data



Hypothetical Student College Career Timeline

- This data summit – **Outcomes** of interest are overall enrollment and student progress in their chosen major and intent
- ... but rather than look at factors impacting future outcomes, we're taking a step back to just look at changing trends in our student population and what that might mean, looking forward, in relation to their paths to success (*circling back to 1st data summit*)

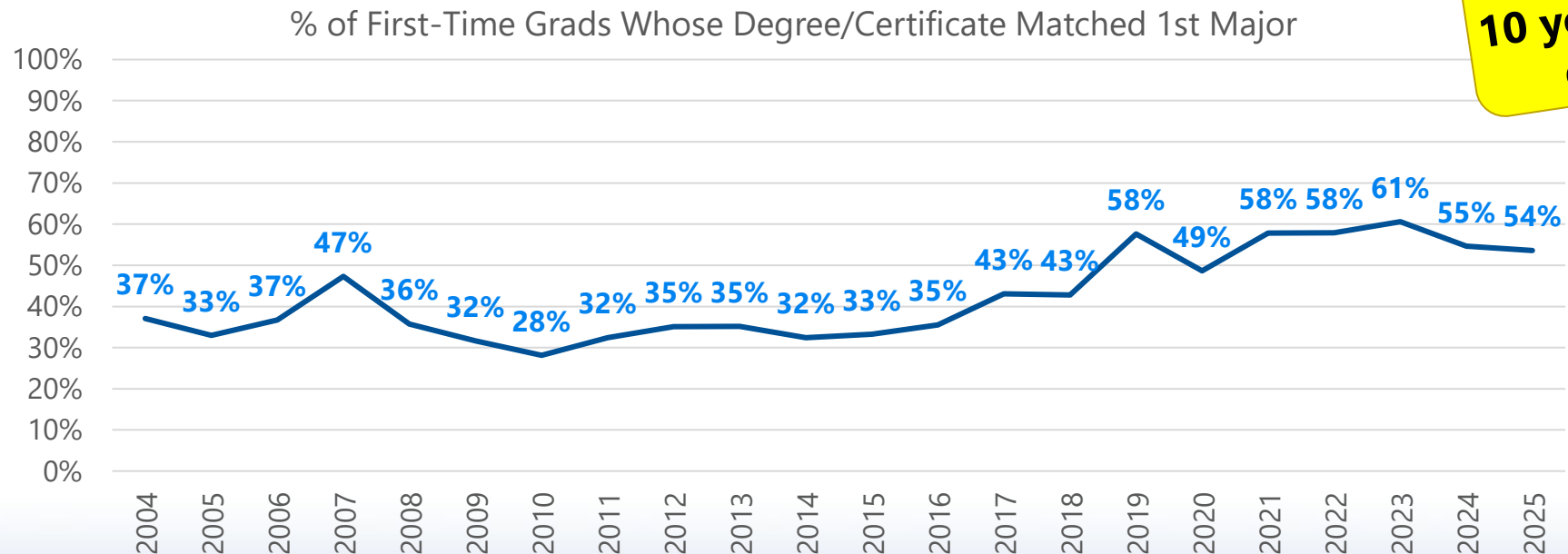
Do you remember from last time...

- Primary drivers of long-term student success:
 - **Fall-to-Fall Retention**
 - **1st Year Credit Completion**
 - **1st Semester GPA**
 - **"Active" in Initial Major**
 - **College-Level MTH completion**
 - **College-Level ENG completion**
- Primary drivers of Math/English Completion:
 - **Gender**
 - **Completion of coursework in OTHER area**
 - **Visits to student services (advising, tutoring, math lab, write place)**
 - **"Active" in Initial Major**



Do Students Actually Complete the Programs They Initially Select?

- On average, what % of 1st-time ECC grads in a given year are earning a certificate/degree in their INITIAL program of study?



51% avg. for last 10 years-worth of graduates

What Started with PDP Became a Campus Conversation

Tanya Ternes

Elgin Community College

Senior Director of Data Quality

tternes@elgin.edu

<https://www.linkedin.com/in/tternes/>

