

Reports that Provide Useful Data for Program Management¹

NOTE: This document is designed to accompany the resources and tools presented in [MDRC's Tools for Postsecondary Schools Toolkit](#). It builds on information and concepts presented in the “Data Management for Student Success” videos. **Before reviewing this document, please use the link above to visit the web-based toolkit and watch those videos.**

The table below lists reports that student success programs may find useful for program-management purposes. Both coaches/advisers and program managers can use these reports to understand program-activity trends and student participation, and can use that information to continually improve their programs. For example, if an aggregate monthly report shows that adviser-meeting attendance is unexpectedly low, a program may decide to review student-level data to gain insight into the trend and design an out-reach campaign.

These reports may also be used to supplement external reporting. The bottom portion of the table lists the suggested audiences for the different reports, anticipating that reports showing long-term, aggregate trends will be applicable to a wider audience.

Ideally, all the reports below should be available both at the program level and at the individual coach/adviser level, so that coaches/advisers are able to review their own data (that is, data from their own caseloads). Data-informed program management works best when these reports are a part of routine, nonjudgmental conversations that begin before a semester even starts, allowing program staff members to use data to improve their own practice.

REPORT	Monthly Reports	Semester Reports
DUE	First Friday of the month	Two weeks after the census date
DATA ELEMENTS INCLUDED	<p>Aggregate</p> <ul style="list-style-type: none"> • Adviser meetings • Tutoring sessions • Career advising sessions • Incentive distribution² • Summaries of students' qualitative responses to requests for information <p>Student-level information³</p> <ul style="list-style-type: none"> • Students who have not been seen by an adviser • Program exits • Tutoring use • Incentive distribution • Withdrawals from courses 	<p>Aggregate (prior semester unless otherwise noted)</p> <ul style="list-style-type: none"> • Enrollment and enrollment intensity (new semester) • Program participation (new semester) • Average grade point average • Credits attempted/earned • Skills proficiency • Pass/fail for developmental education courses • Graduation • Summaries of students' qualitative responses to requests for information <p>Student-level information⁴</p> <ul style="list-style-type: none"> • Academic report (academic probation, credits earned, developmental education requirements, grade point average, projected graduation, FAFSA completion)
AUDIENCE	<ul style="list-style-type: none"> • Program staff members • Senior project advisers 	<ul style="list-style-type: none"> • Program staff members • Senior project advisers • Senior college leaders • Groups of colleges or other organizations that share a learning agenda

NOTES

- 1 Adapted from resources developed for the Scaling Up College Completion Efforts for Student Success (SUCCESS) project.
- 2 This information would apply to programs that provide financial incentives for students' program participation.
- 3 Student-level information should typically only be shared with program staff members.
- 4 Reviewing enrollment data at the start of the semester (before the census date) at the student level may help coaches support students who are at risk of leaving college.