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From Data to Action: 2025 CCA Data Days

July 28-29

Denver, CO

Agenda & Resources:
CompleteCollege.org/DataDays2025

Lead sponsor:

Nuventive™
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Beyond the Numbers: Turning Analytics into Actionable Educational Outcomes

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Former Executive Director, *Tennessee Higher Education Commission*

ANALYSIS → ACTION

What conditions must be present for this to happen?

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Jones et al.

A Multiple Streams Meta-Review

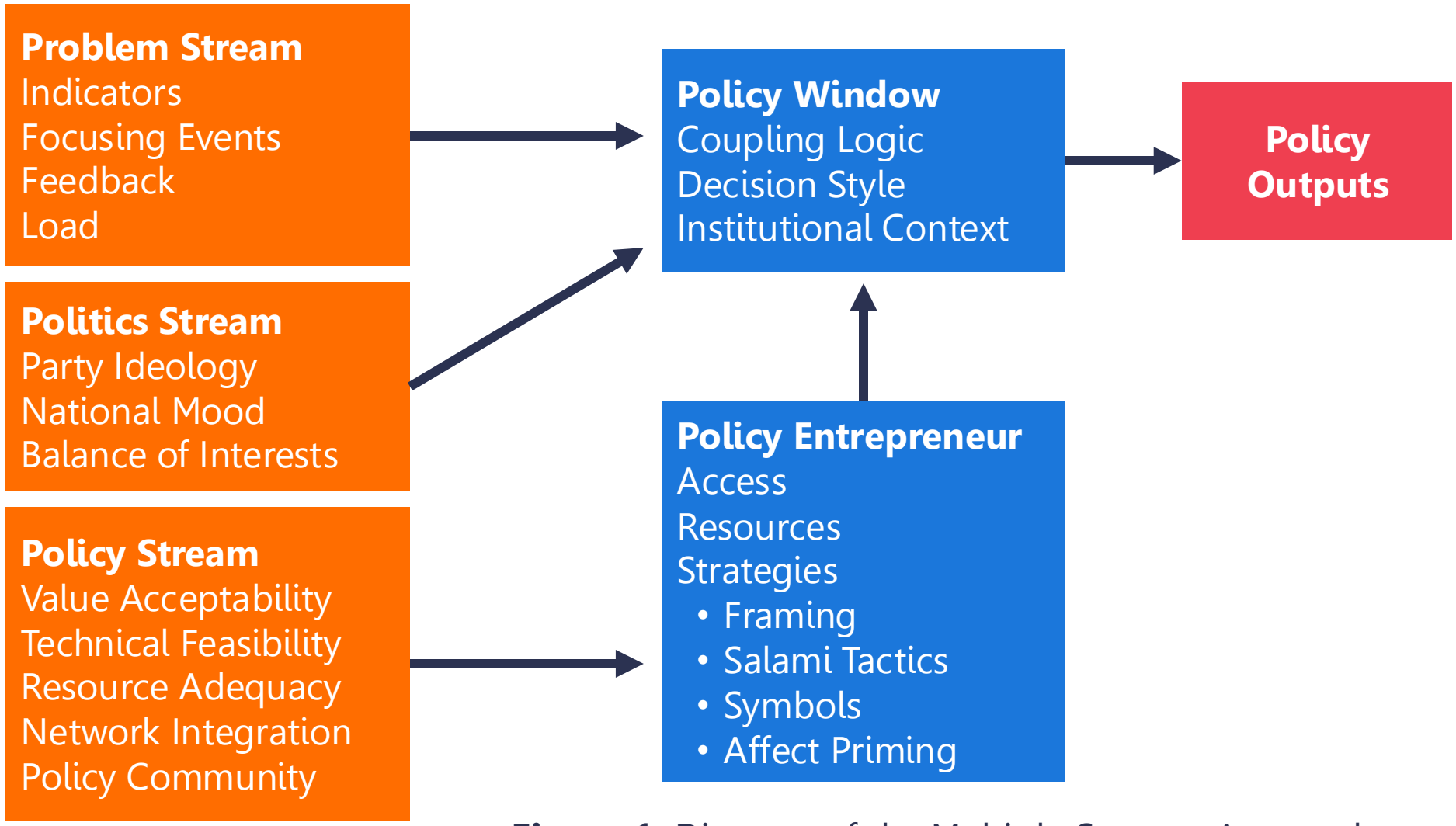
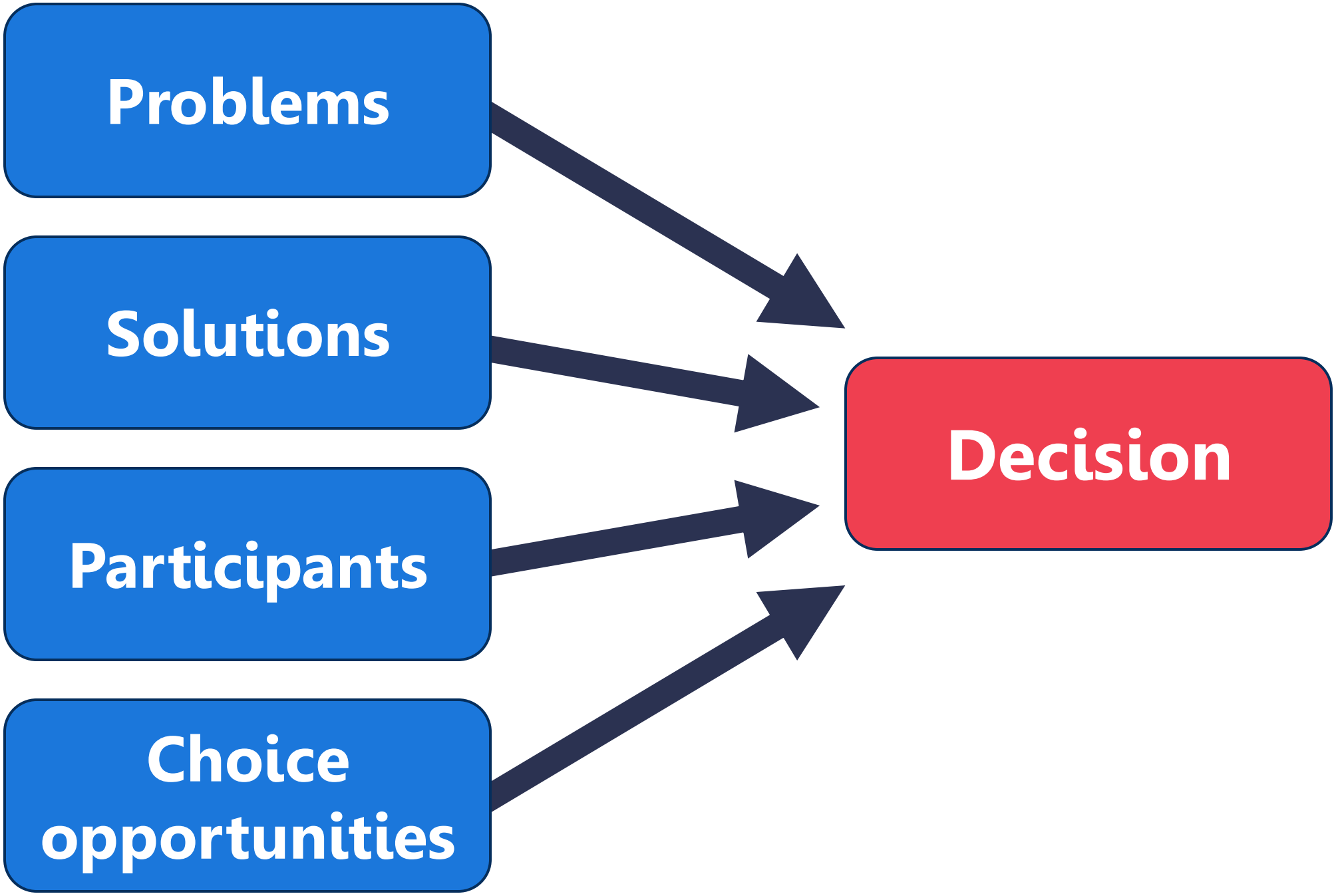


Figure 1. Diagram of the Multiple Streams Approach



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Data informs every stream, every step.

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Jones et al.

A Multiple Streams Meta-Review

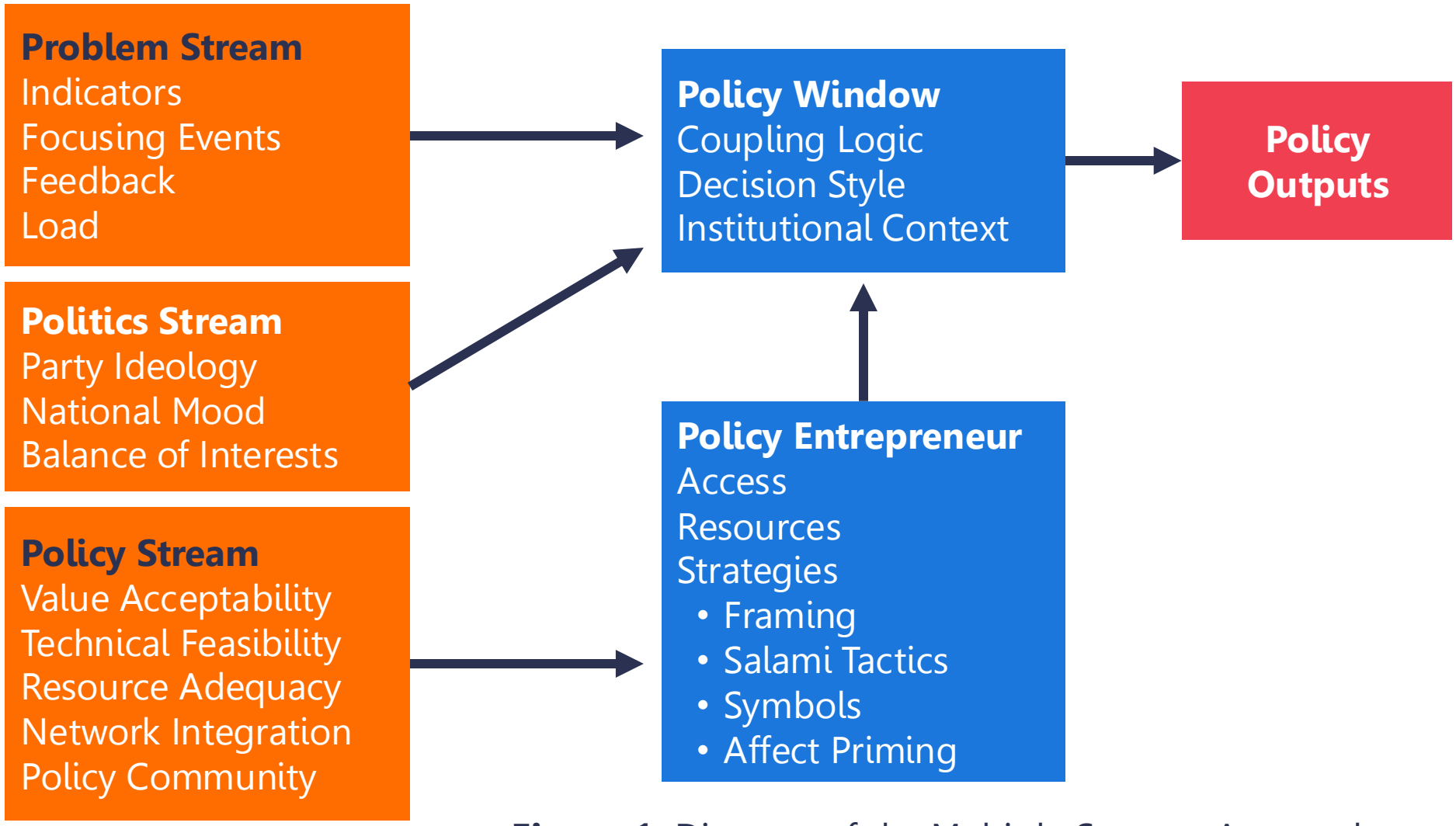

Figure 1. Diagram of the Multiple Streams Approach

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Is the problem a problem?

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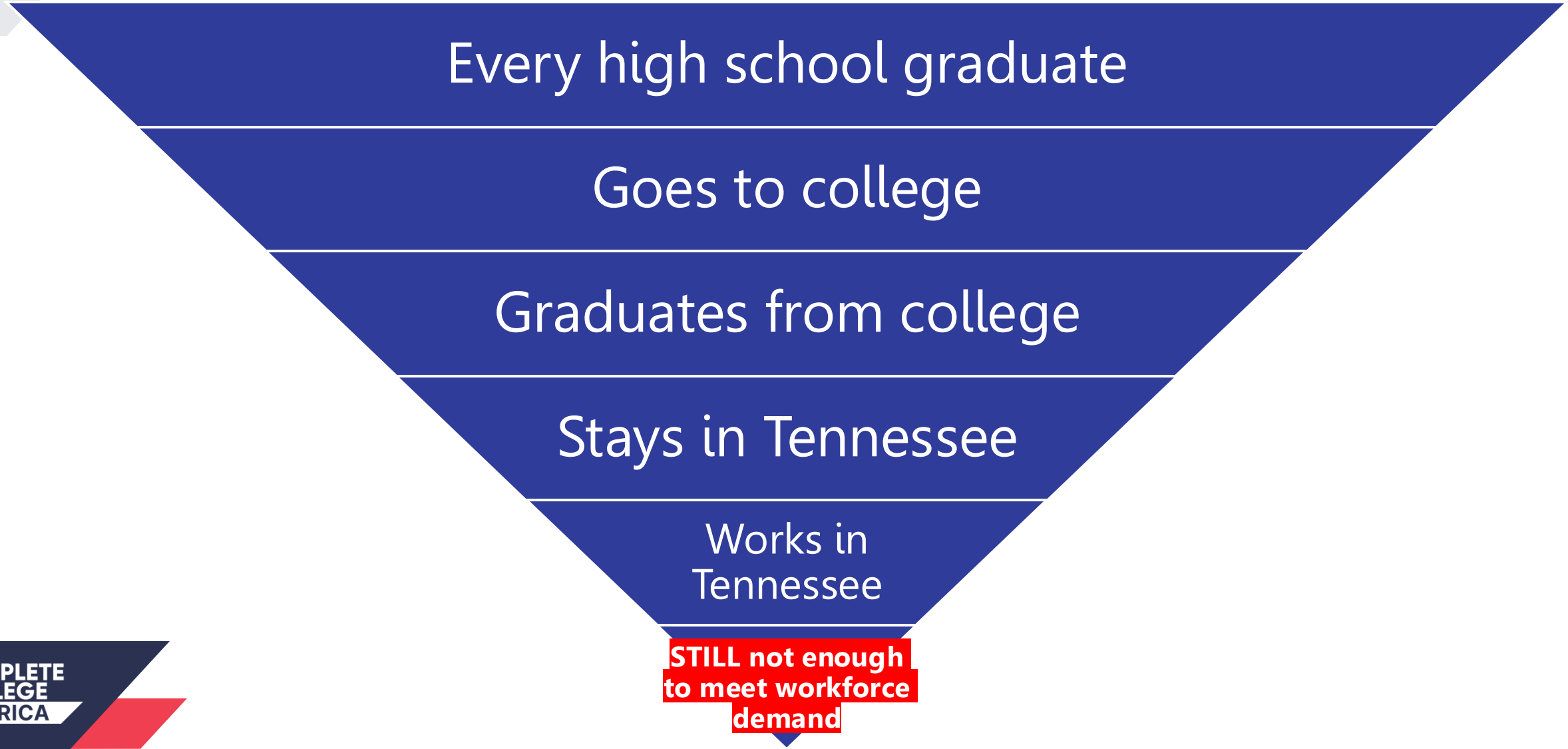
Is the problem a problem?



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Ok, so,
now what?

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A lot of “hey you!”

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Are the proposed solutions feasible?

- Are funds available?
- What will take up look like?
- What is the best way to design the intervention?
  - Limit to Some College, No Degree?
  - Part time? Three-quarters time?
- Who will champion the intervention?
  - And – what information do they need to do so?

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TENNESSEE

Reconnect

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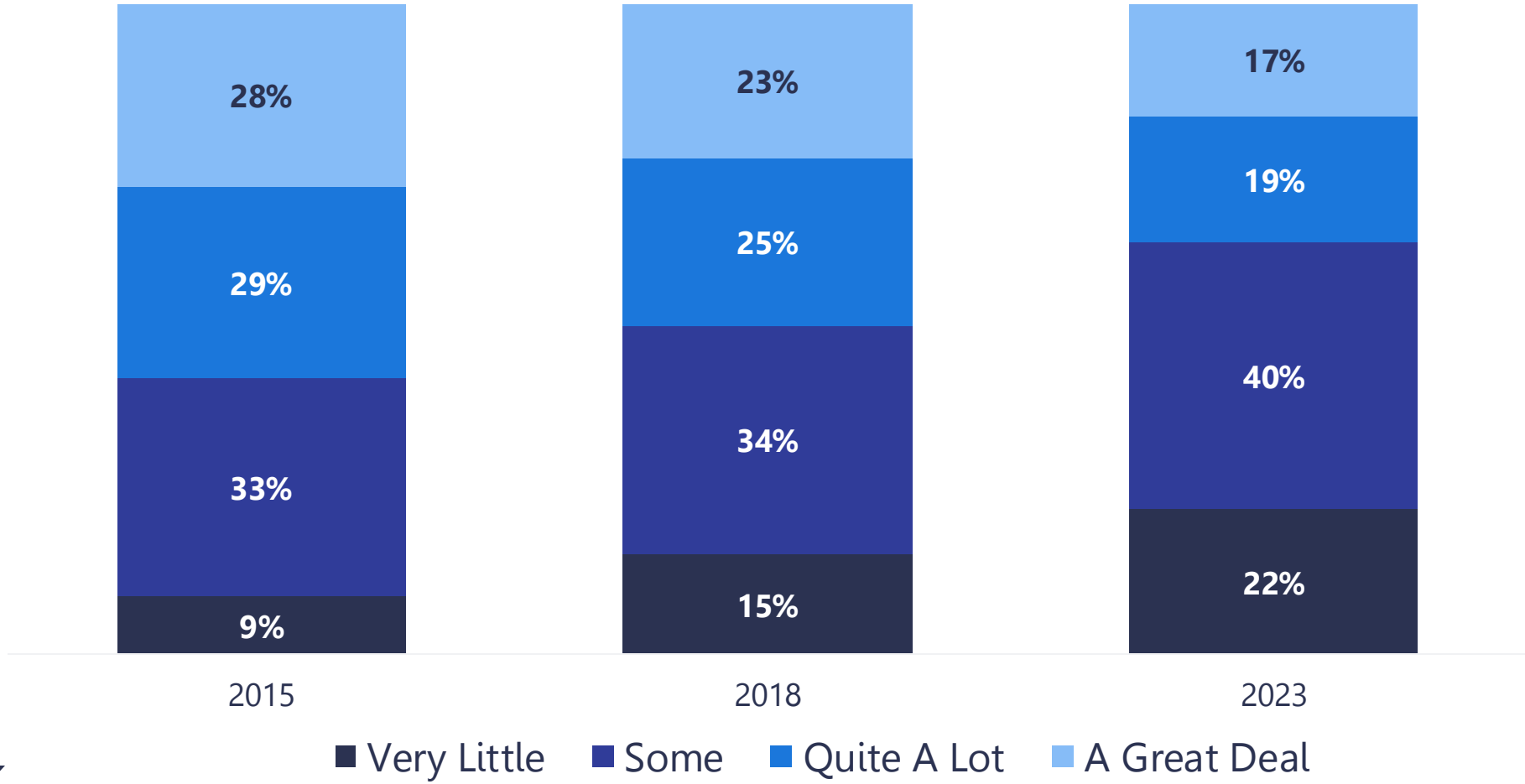
Timely higher ed issues: A data-driven Eras Tour

PERCEPTIONS OF HIGHER EDUCATION

Public confidence in higher education is decreasing.



Source: Gallup

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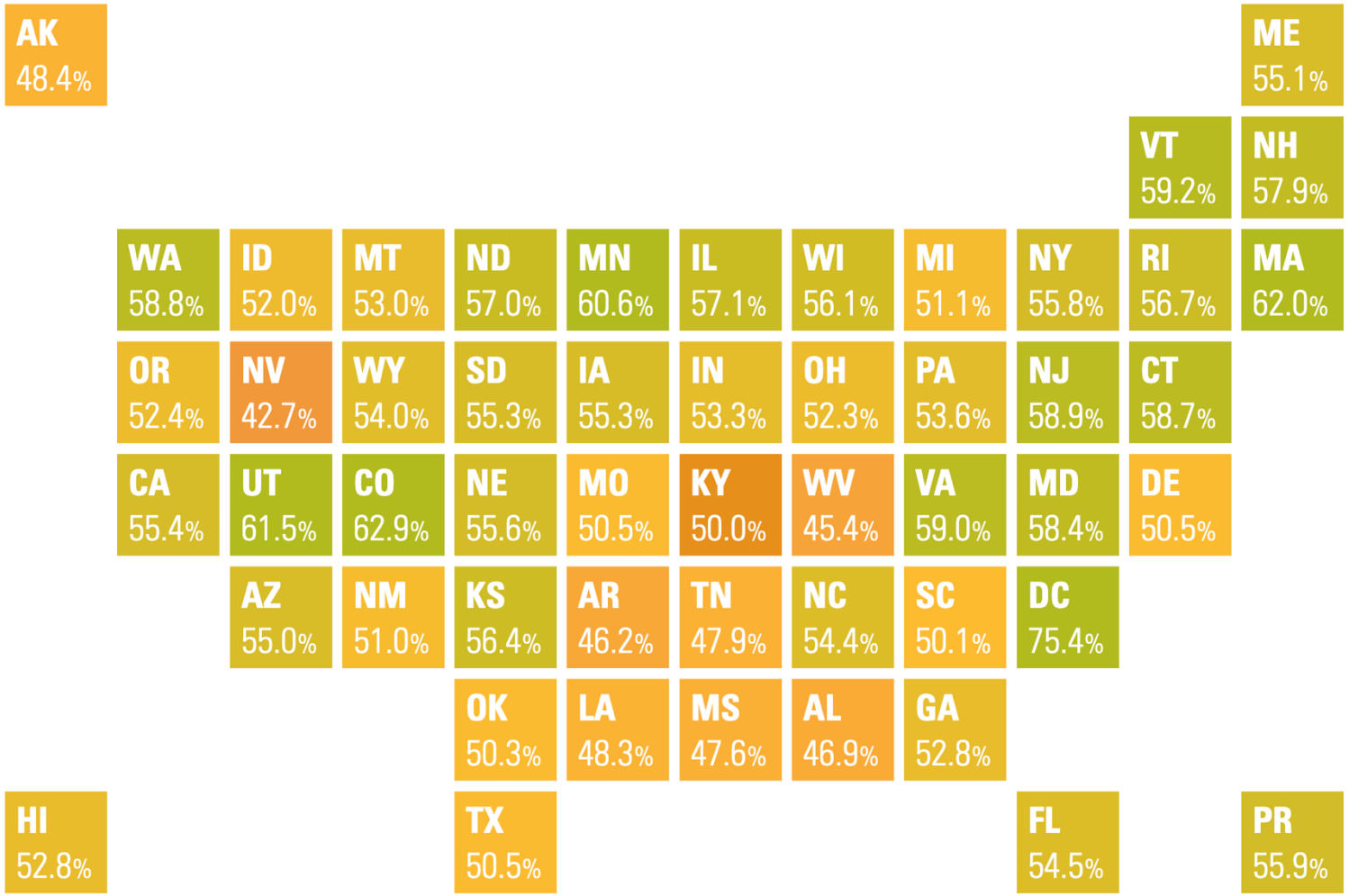
“End” of the attainment era



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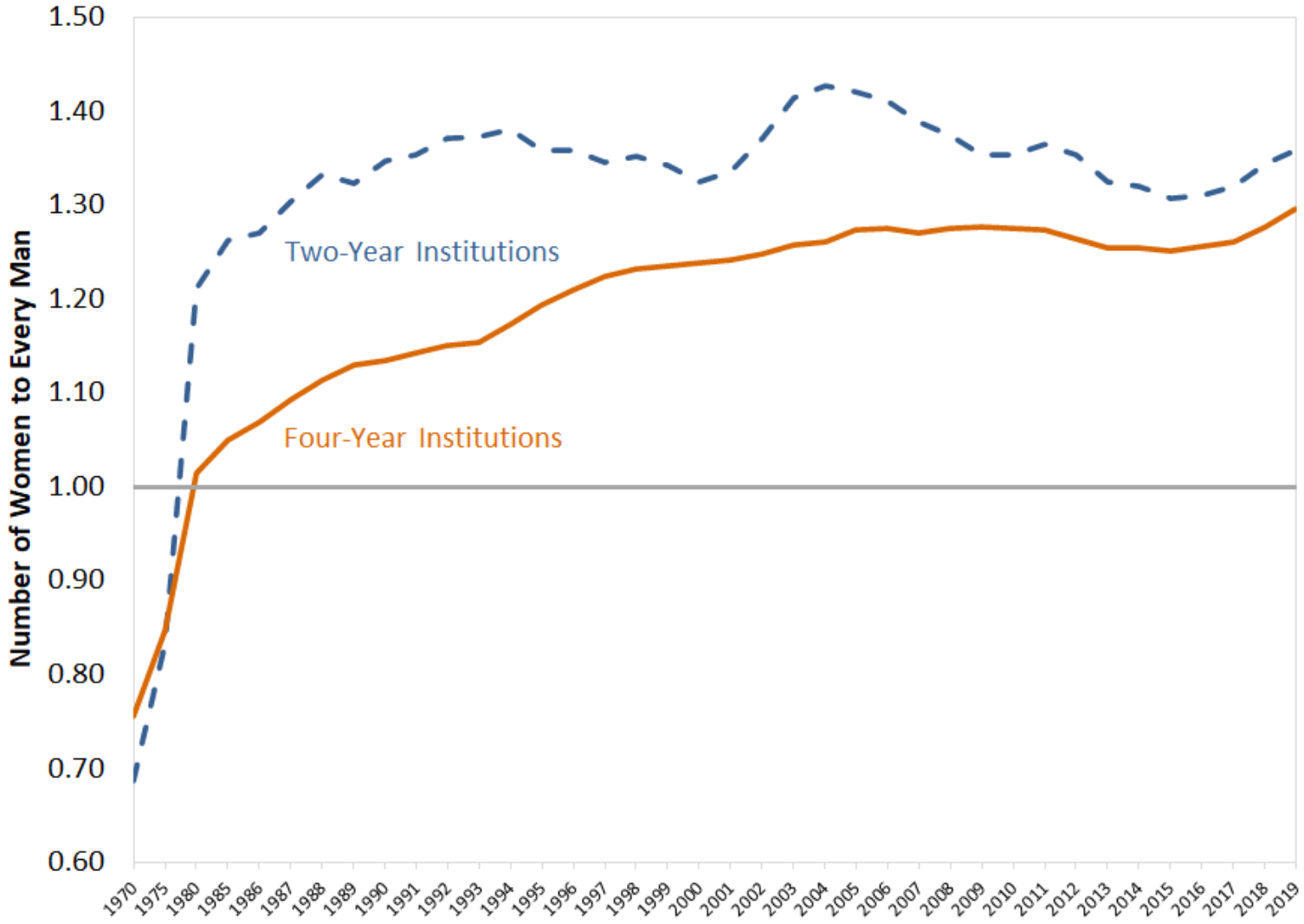
Source: Lumina

Access (for whom?)



Source: Federal Reserve Bank of St Louis

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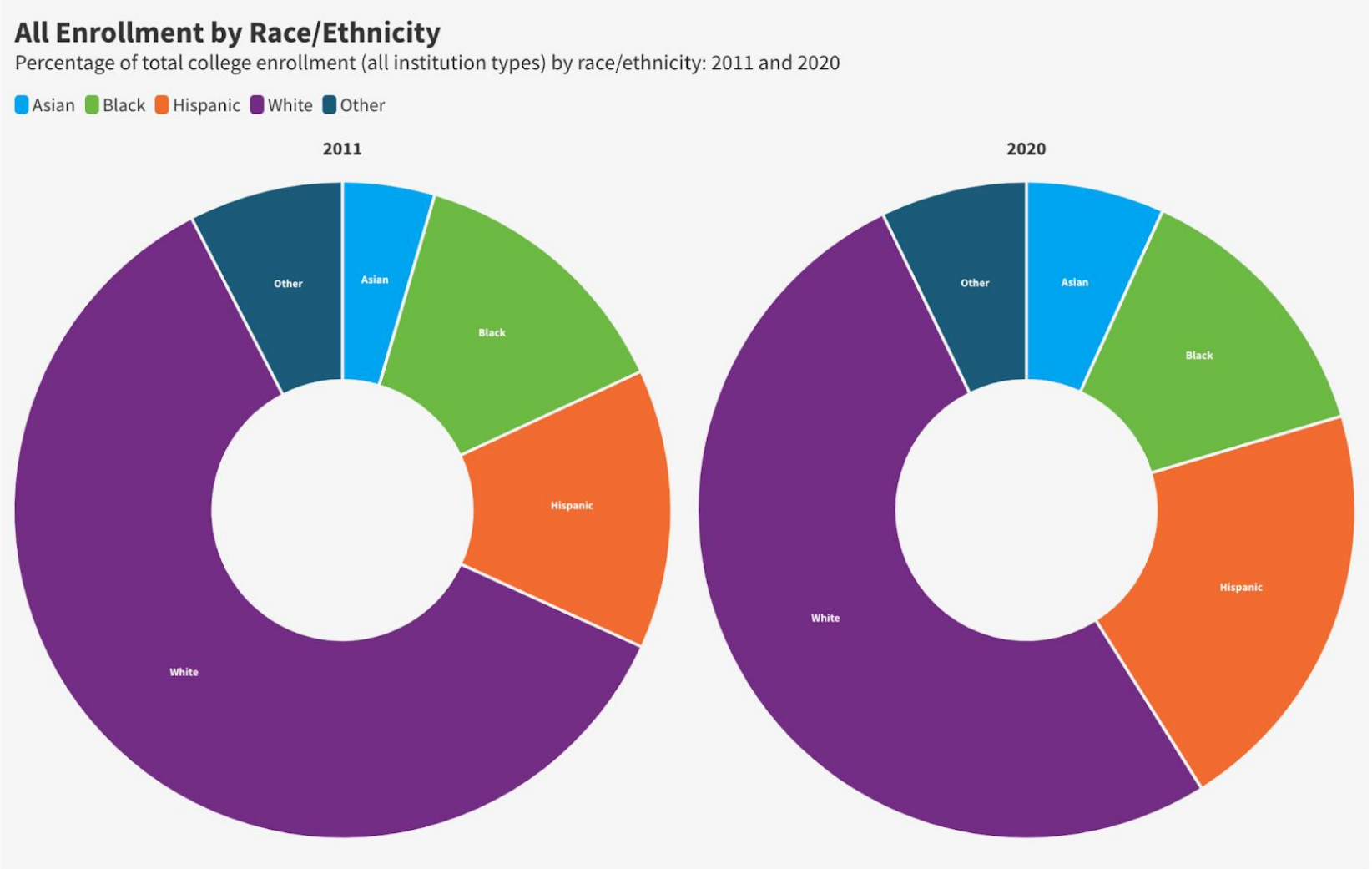
Access (for whom?)



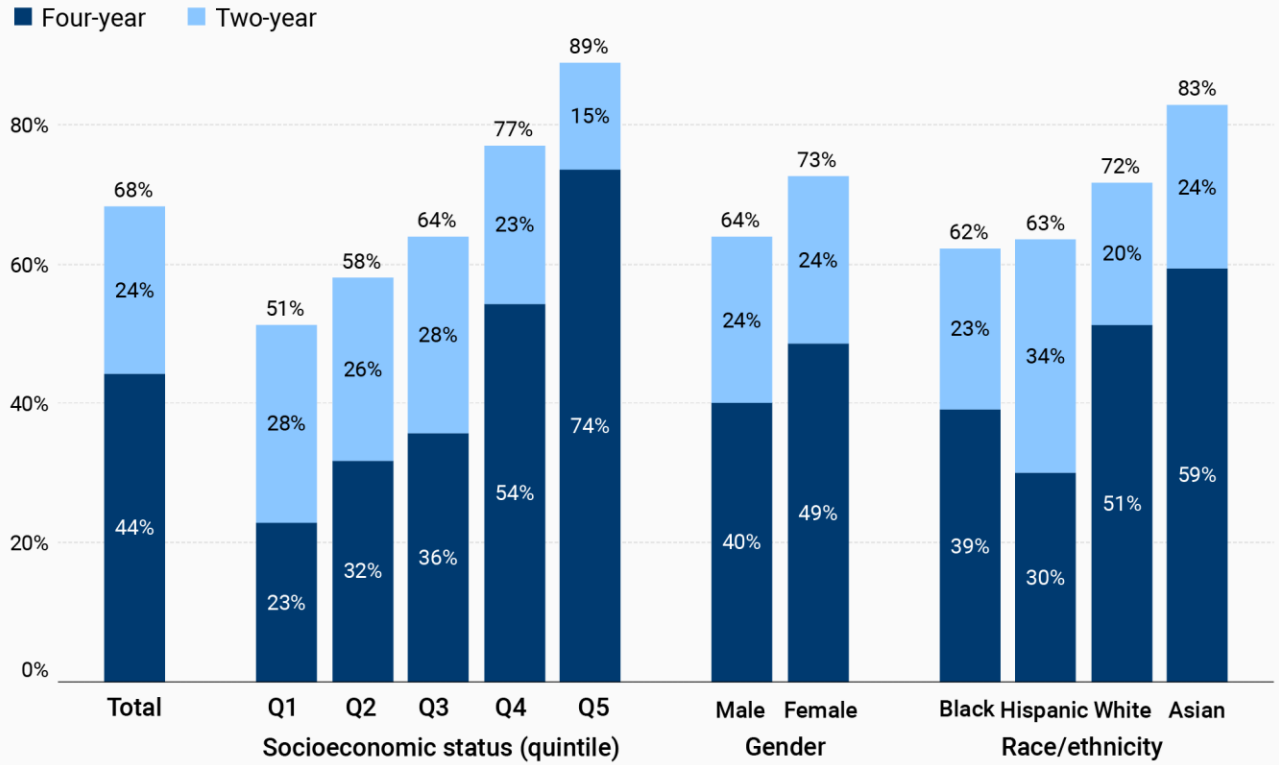
Source:
The Hechinger Report

Access (for whom?)

FIGURE 1

Postsecondary enrollment rate

Percent of 2009 9th graders enrolled within 18 months of expected HS graduation



Source: Authors' calculations based on the High School Longitudinal Survey of 2009 (HSLS:09). See text and Table A1 for details.

BROOKINGS

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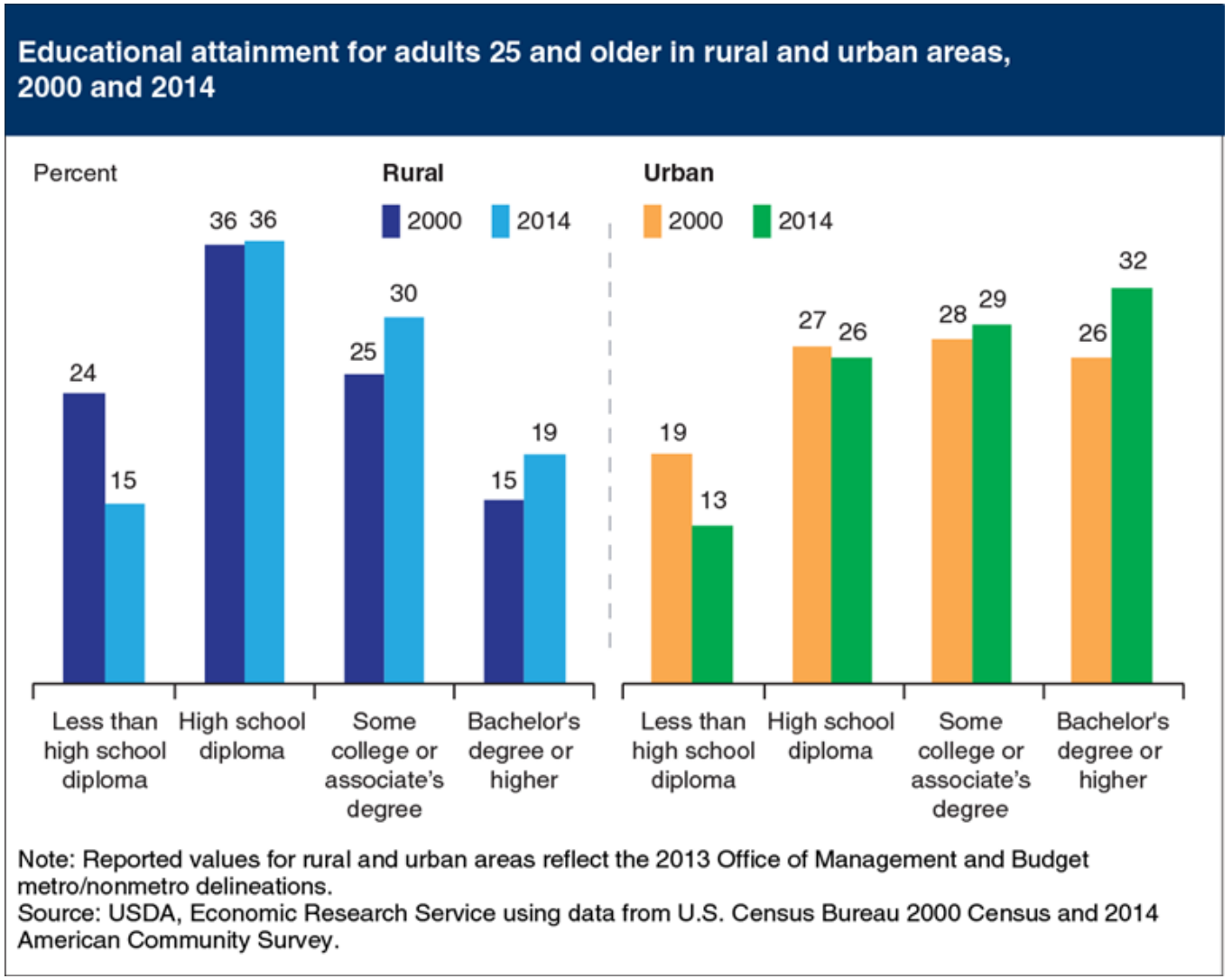
Source:
Brookings Institution

Access (for whom?)



Source: USDA Economic Research Service

FIGURE 1:

AFFORDABILITY GAP FOR LOW-INCOME STUDENTS AT PUBLIC FOUR-YEAR INSTITUTIONS (BY STATE)

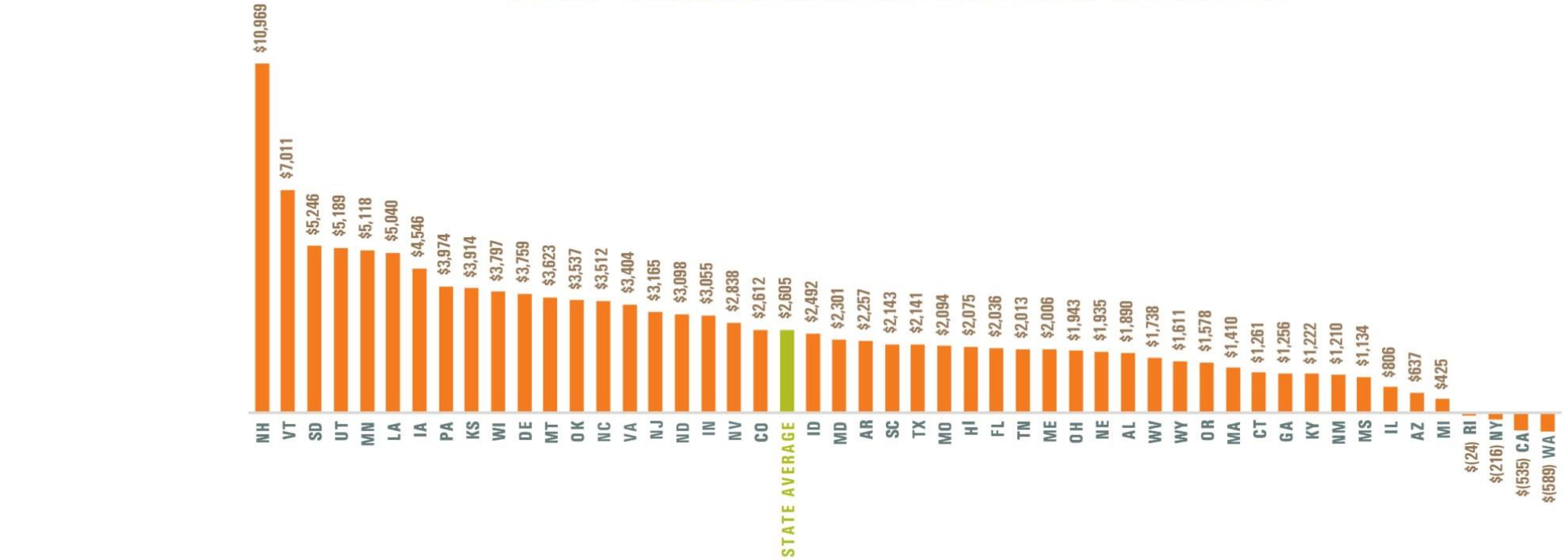
NET PRICE – INCOME EARNED FROM WORKING 10 HRS PER WEEK = AFFORDABILITY GAP

Source: Ed Trust analysis of the Integrated Postsecondary Education Data System (IPEDS), Student Financial Aid Component; National Conference of State Legislatures. State average is the unweighted average of all 50 states.

FIGURE 3:

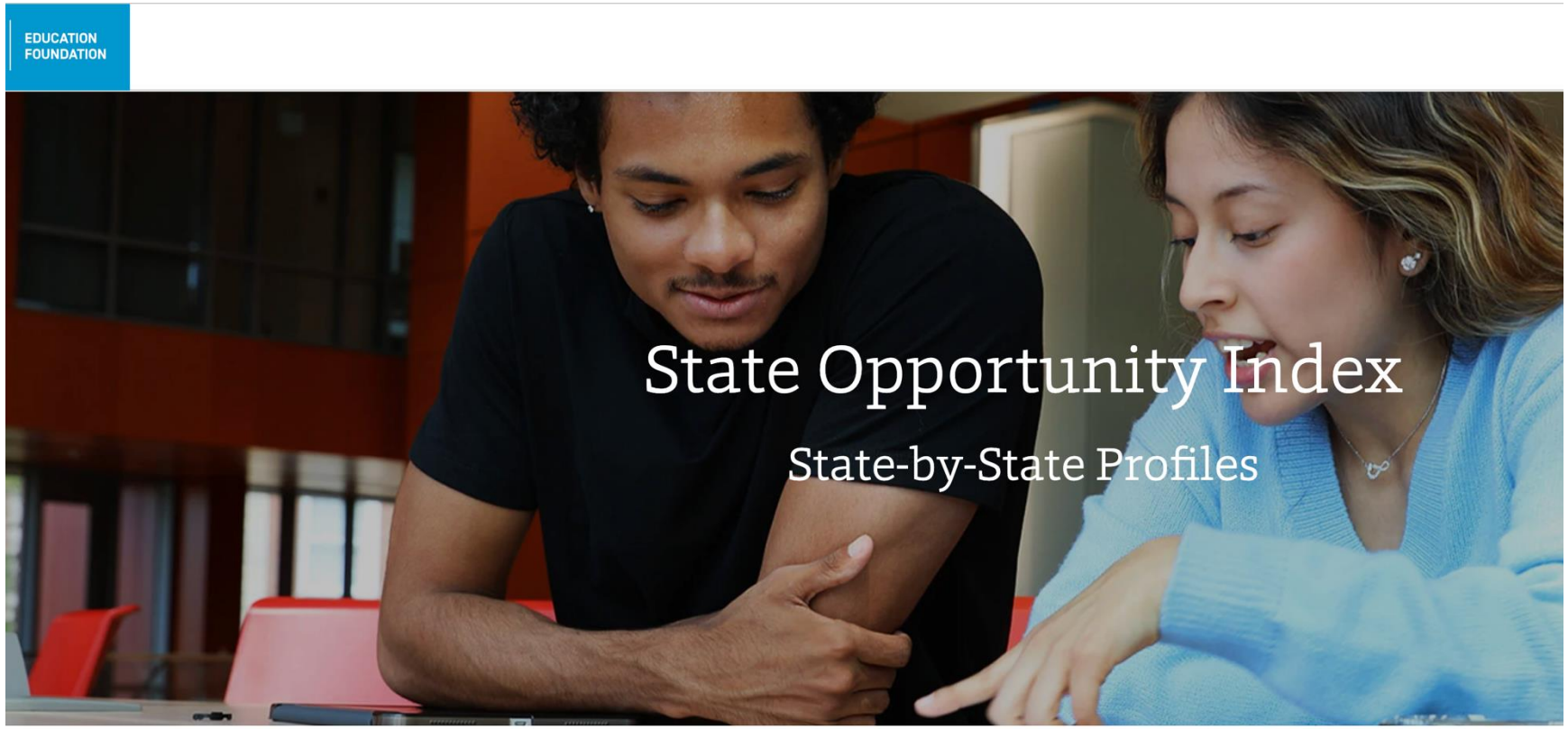
AFFORDABILITY GAP FOR LOW-INCOME STUDENTS AT PUBLIC COMMUNITY AND TECHNICAL COLLEGES (BY STATE)

NET PRICE – INCOME EARNED FROM WORKING 10 HRS PER WEEK = AFFORDABILITY GAP



Source: Ed Trust analysis of the Integrated Postsecondary Education Data System (IPEDS), Student Financial Aid Component; National Conference of State Legislatures. State average is an unweighted average of state data.

(Financial) Value and Return on Investment



Profiles for each of the 50 states plus Washington, D.C., provide a breakdown of state progress for return on investment and the five priority areas.

Tennessee

State Opportunity Index

The State Opportunity Index measures state progress in five priority areas: Clear Outcomes, Quality Coaching, Affordability, Work-Based Learning, and Employer Alignment. While all states have room for improvement, those designated as Leading are at the forefront and have made the most progress toward creating equitable pathways to opportunity. Advanced states also have made substantial progress, while Developing states are earlier in their improvement efforts. Foundational states are at the beginning of their journey.

The five priority areas below all represent ways for states to strengthen the link between education and opportunity. One measure of the current strength of that link is how consistently college graduates achieve a positive return on investment (ROI), i.e., the percentage of graduates better off financially because they went to college. The positive ROI value for each state represents the estimated percentage of college graduates whose earnings premium over high school graduates is enough to repay their total cost of a degree within 10 years. Positive ROI data are available for 50 states and Washington, D.C.

Positive ROI

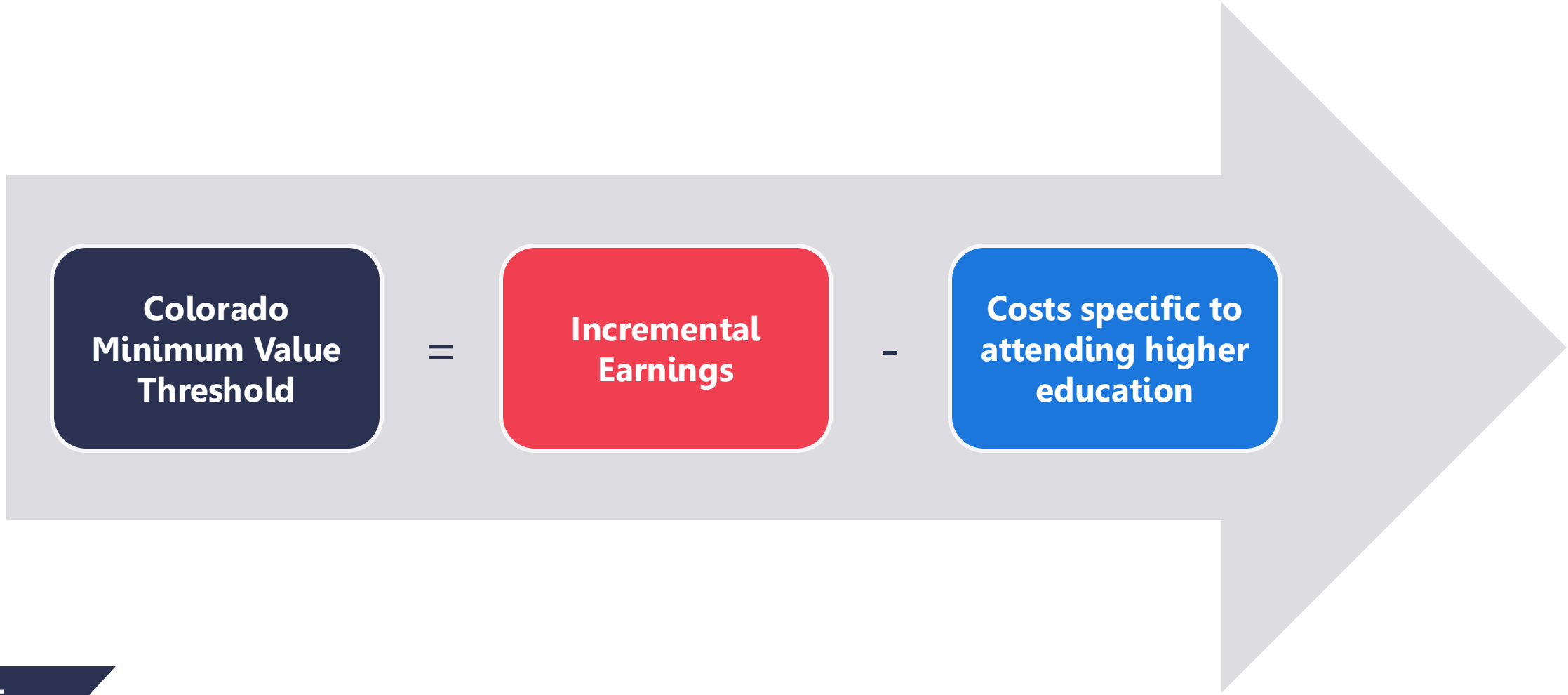
68%

OVERALL

69% BACHELOR'S

62% ASSOCIATE

Colorado Value Threshold Model



Colorado Value Threshold Model

Colorado Minimum Value Threshold = **[(Median earnings by institution and field) – (Median earnings of high school graduate]** - **[Tuition & fees – Financial aid) + (Median earnings of high school graduate)]**

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Fundamentals

- No one will take your PhD away if you speak about data accessibly; meet your audience where they are.
- Use data to tailor your message. This is strategic, not sketchy.
- Decisionmakers are not useless, they're busy.
- Work with your Comms teams!
  - Present data clearly! Make deliverables visually appealing!

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Pick your battles

- Don’t freak out about causal language, BUT
- Do speak up when something is wrong or overly politicized.

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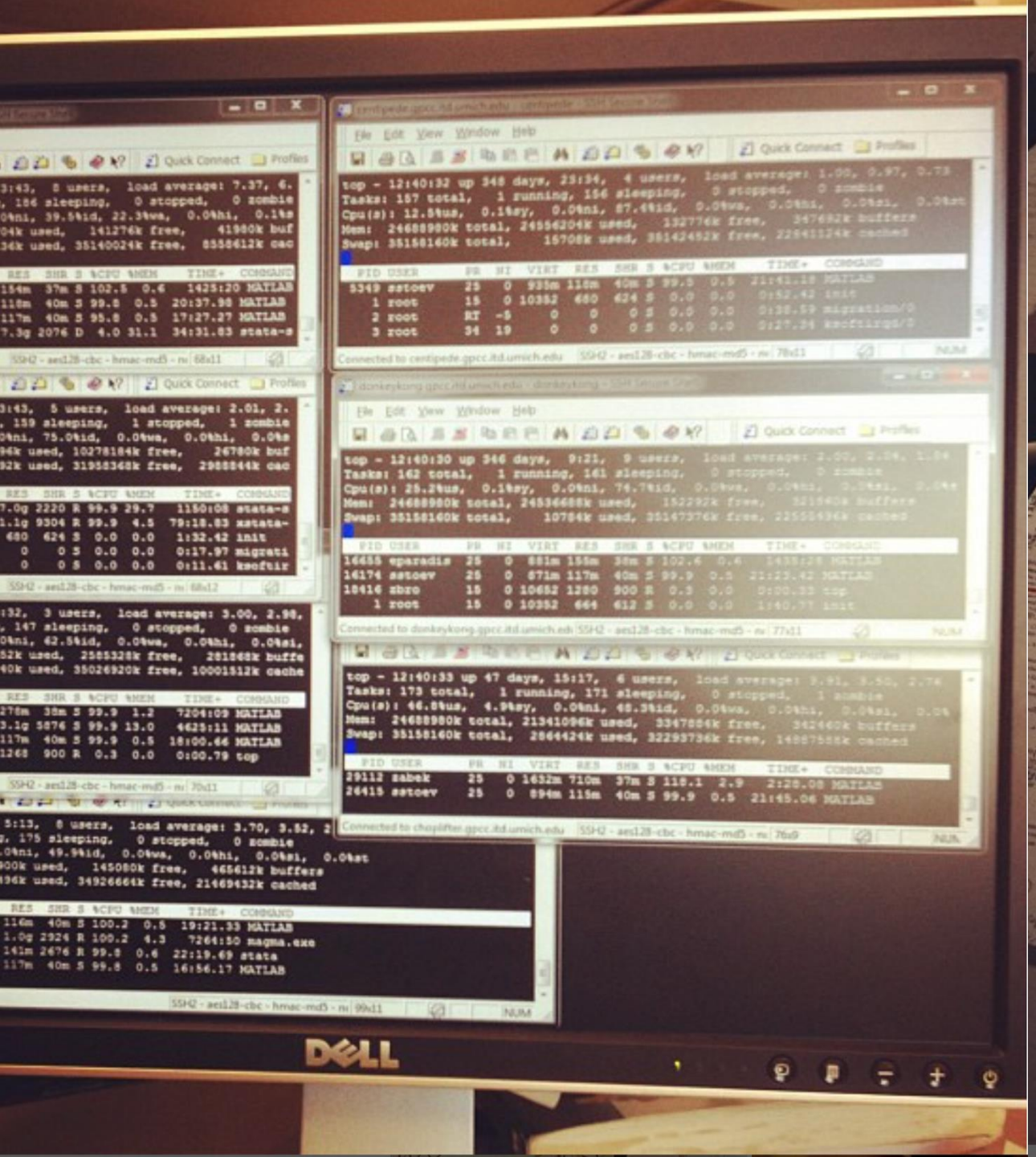
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Cpu(s): 12.5%us, 0.1%sy, 0.0%ni, 87.4%id, 0.0%wa, 0.0%hi, 0.0%si, 0.0%st
Mem: 24688980k total, 24556204k used, 132776k free, 347692k buffers
Swap: 35158160k total, 15708k used, 35142452k free, 22841124k cached
PID USER PR NI VIRT RES SHR S %CPU %MEM TIME+ COMMAND
5349 astoev 25 0 935m 118m 40m S 99.5 0.5 21:41.18 MATLAB
1 root 15 0 10352 680 624 S 0.0 0.0 0:52.42 init
2 root RT -5 0 0 0 S 0.0 0.0 0:38.59 migration/0
3 root 34 19 0 0 0 S 0.0 0.0 0:27.34 ksoftirqd/0
top - 12:40:30 up 346 days, 9:21, 9 users, load average: 2.00, 2.04, 1.84
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Cpu(s): 25.2%us, 0.1%sy, 0.0%ni, 74.7%id, 0.0%wa, 0.0%hi, 0.0%si, 0.0%st
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Swap: 35158160k total, 10784k used, 35147376k free, 22550496k cached
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16174 astoev 25 0 871m 117m 40m S 99.9 0.5 21:23.42 MATLAB
18416 zbro 15 0 10652 1280 900 R 0.3 0.0 0:00.33 top
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29112 zabek 25 0 1632m 710m 37m S 118.1 2.9 2:28.08 MATLAB
26415 astoev 25 0 894m 115m 40m S 99.9 0.5 21:45.06 MATLAB
DELL

No such thing as “I’m just the data person.”

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