

Measuring Progress & Using Data In a Time of COVID-19

Sue Clery & Elif Bor, ASA Research

What (During
COVID-19) Data
Do You Have?



Agenda

Mapping Nuts
& Bolts

Q&A

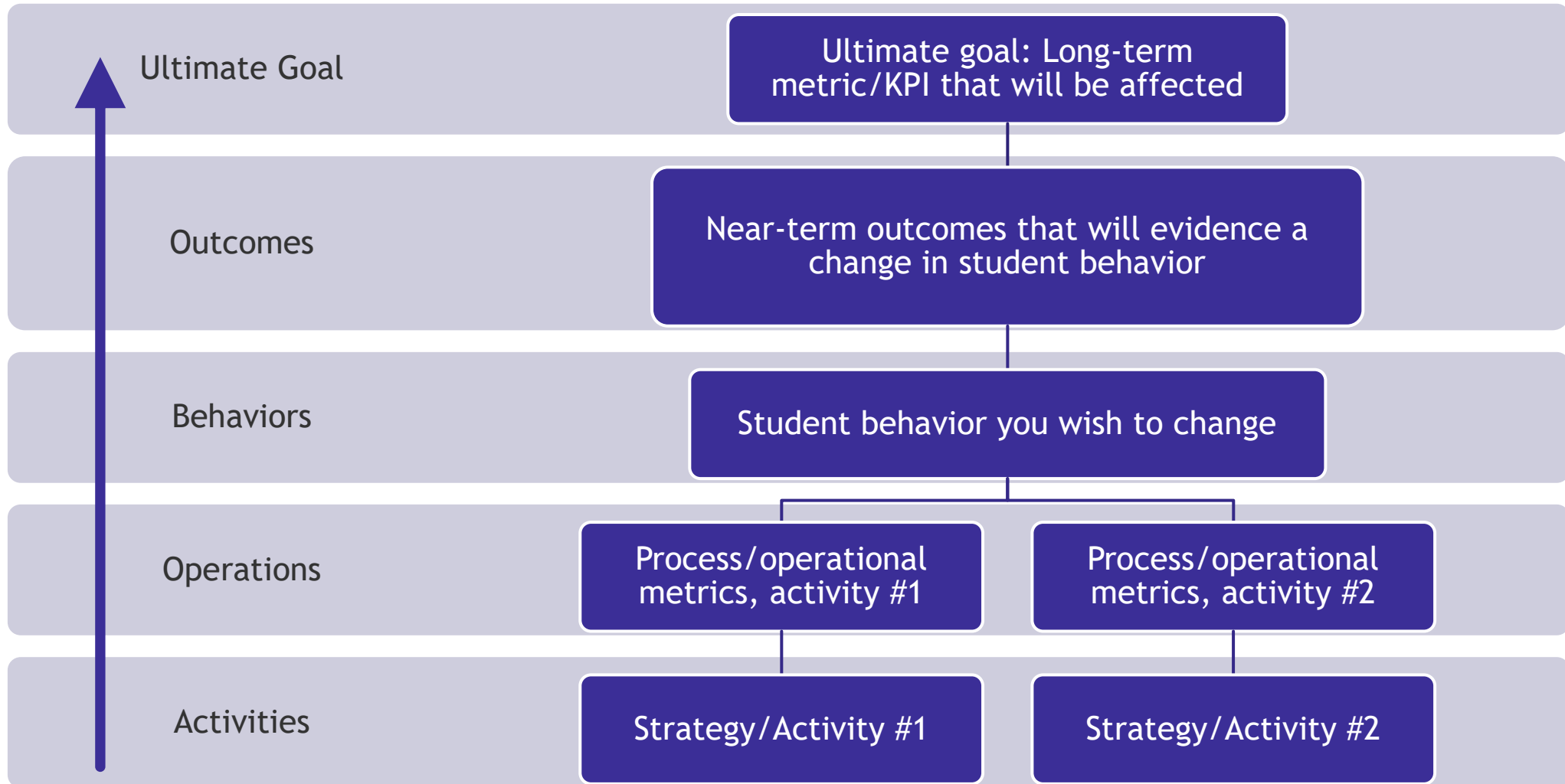
Coffee Break

Covid-19:
What Now?

Brainstorming

Debrief &
Sharing

Activities & Metrics Map Concept



Do you know if...

There were patterns regarding which students enrolled in online courses, pre-COVID-19?



What is it Good For? Illustrates Linkages

How metrics and activities are related

- Which student outcomes did the move to all classes online effect?

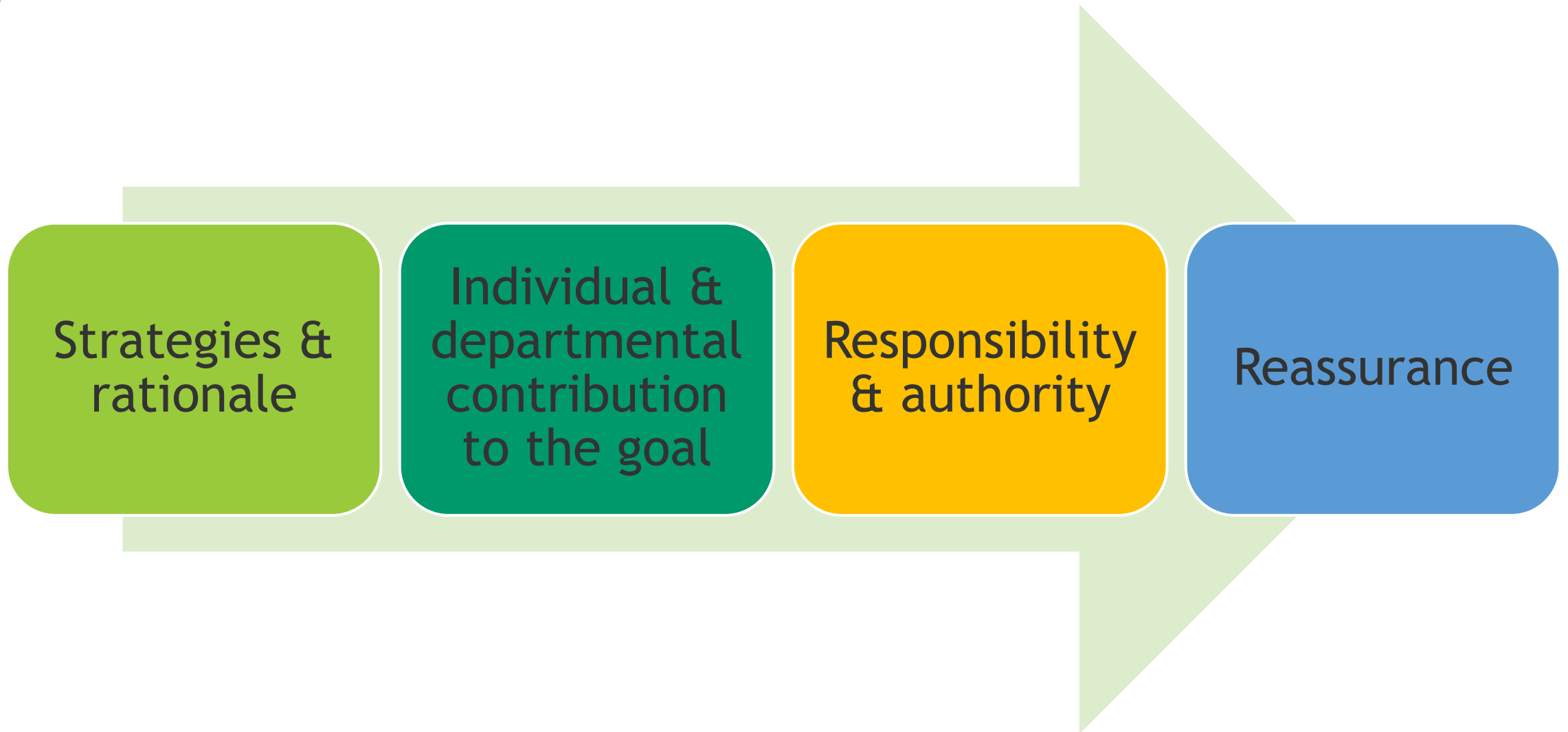
How much an activity may be able to move the needle

- How much of an effect does moving classes online have?

How initiatives, resources, intangible assets can be converted into tangible outcomes

- What is the effect of online teaching PD have on student outcomes? Which student outcomes?

What is it Good For? Communicate Your Plan



Have you set targets?

*New COVID-19 strategies

*Adjusted previously set targets



What is it Good For? Precursor to Target Setting

Good Targets Are...

S

Specific

M

Measurable

A

Achievable

R

Relevant

T

Time-bound

Target Setting | Measurable & Achievable



What is it Good For?

Supports Monitoring/Assessment Plans

Manageable ladder

Promotes early & on-going measurement of progress, success

Allows identification of potential roadblocks and mitigation

Supports ability to be nimble & change course quickly

Be sure to gather qualitative data!

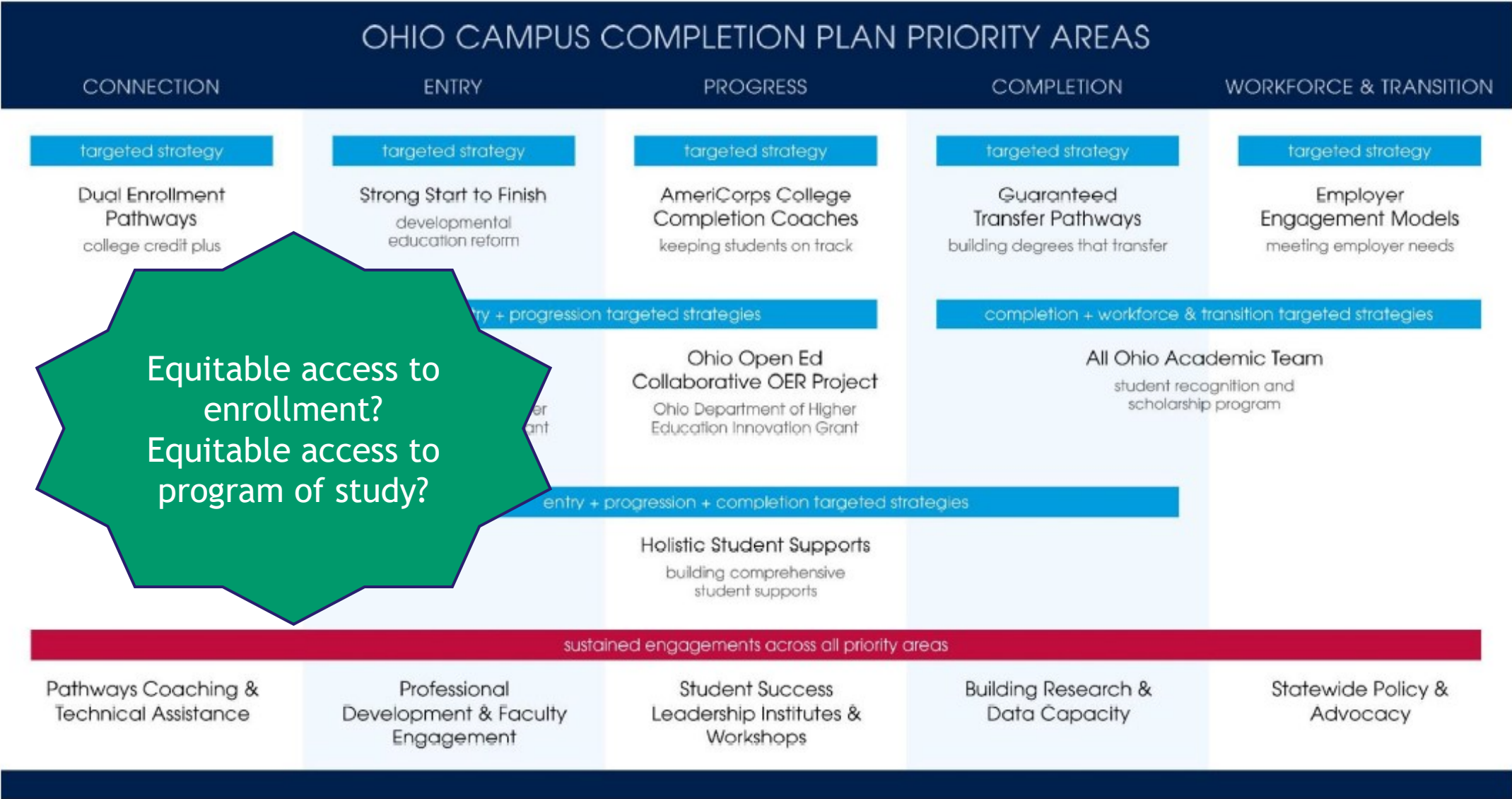
What is it Good For? **Align Activities & Resources**

Identify & reconcile
redundant or
competing ventures

May help identify
potential barriers &
mitigations

Align definitional or
measurement
differences

LMF | Ohio CC's Overview of Strategic Priorities & Resources



Equitable access to enrollment?
Equitable access to program of study?

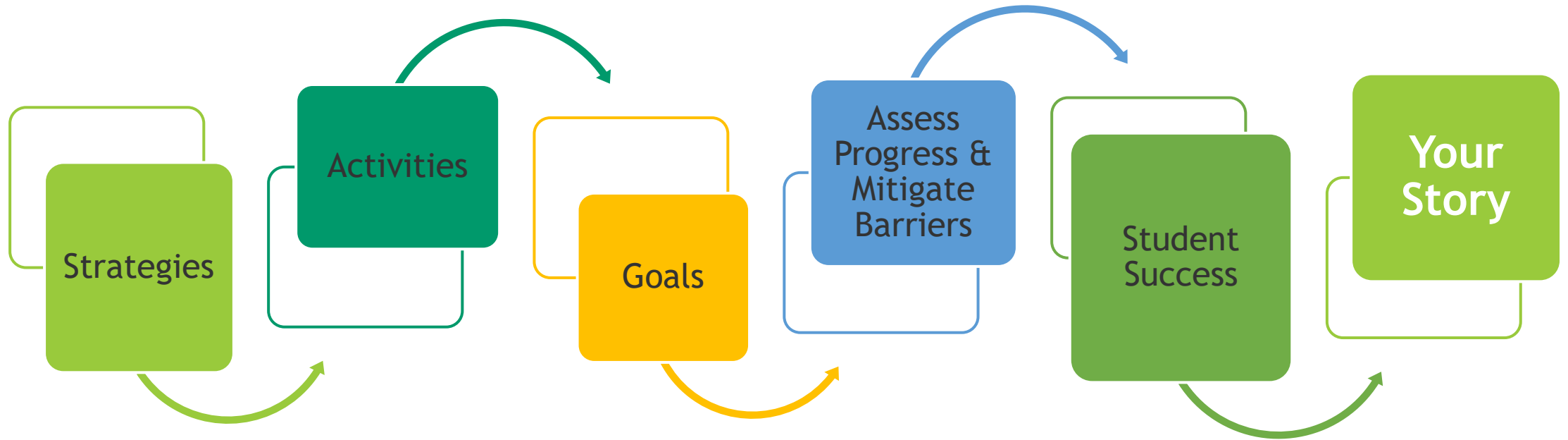
Have You
Begun to...

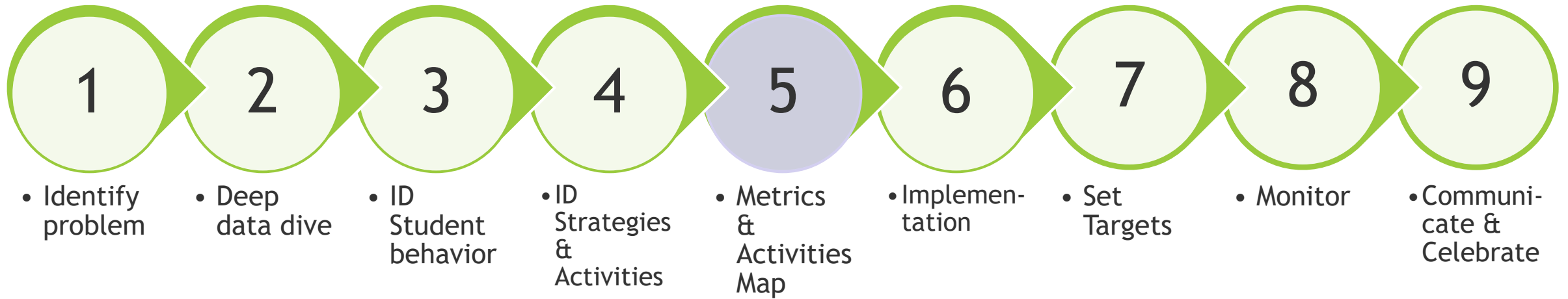
Covid-19



What is it Good For?

Organizes Evidence to Tell Your Story





Where do Maps Fit In?

Work Plan Cycle

Where Do We Start?

1

- Types of Metrics

2

- Mapping Steps

Types of Metrics



Process/Operational

How robust is the activity?

- Core competencies & skills, technologies, culture
- Near-term measures of extent
- Diagnostic, if something goes wrong in implementation
- Does not measure effectiveness, capacity



Outcomes

Is the project, activity having the desired effect?

- Change in student behavior
- Leading or lagging indicators

Steps for Mapping

1. What strategies & activities?



2. Which process metrics measure the depth/breadth of the strategy activities?



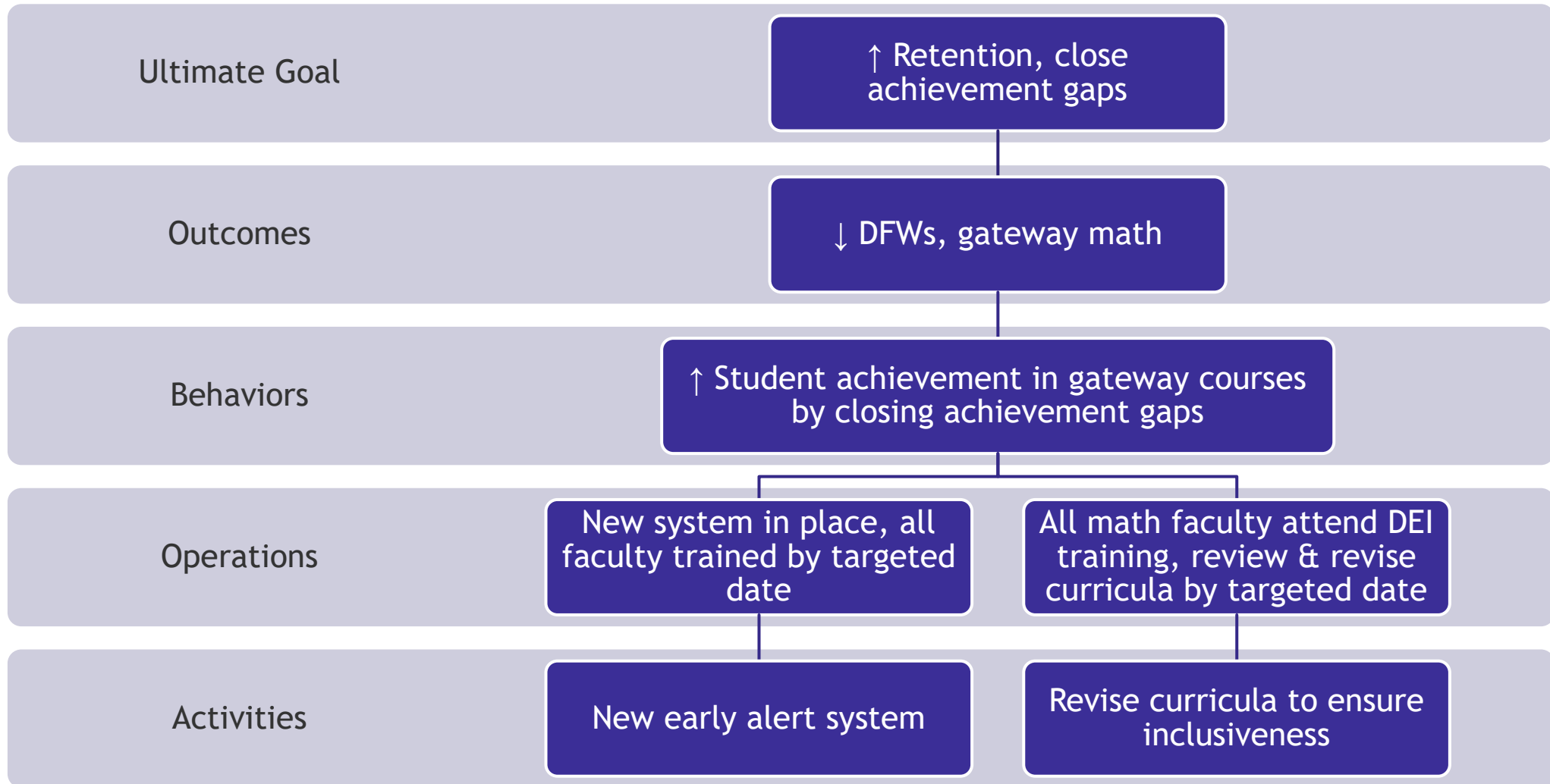
3. What is the student behavior the strategy effects?



4. Which near-term metrics measure the change in student behavior?

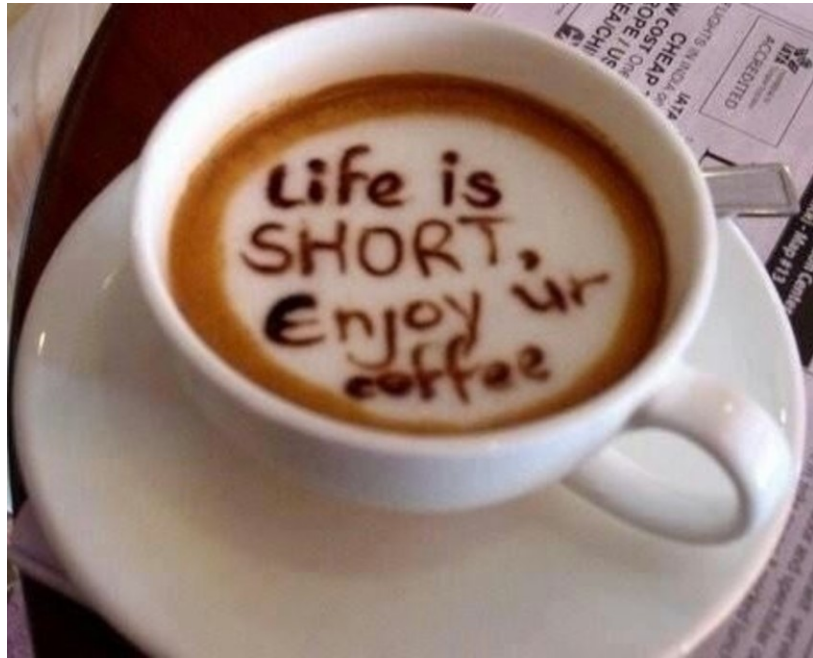
5. What is the ultimate goal and which KPI will be affected?

Sample Map | Hypothetical CC

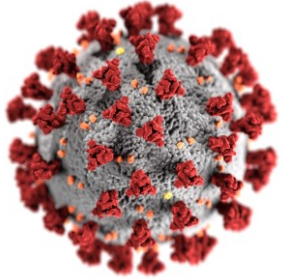


Questions?
Thoughts?
Comments?
Concerns?





► Reconvene at 9:55



How do we use data, **that will now look so different**, to tell our story?

Mapping Benefits

1

- Illustrates linkages

2

- Communicate your plan

3

- Support target setting

4

- Supports monitoring/assessment plans

5

- Align activities & resources

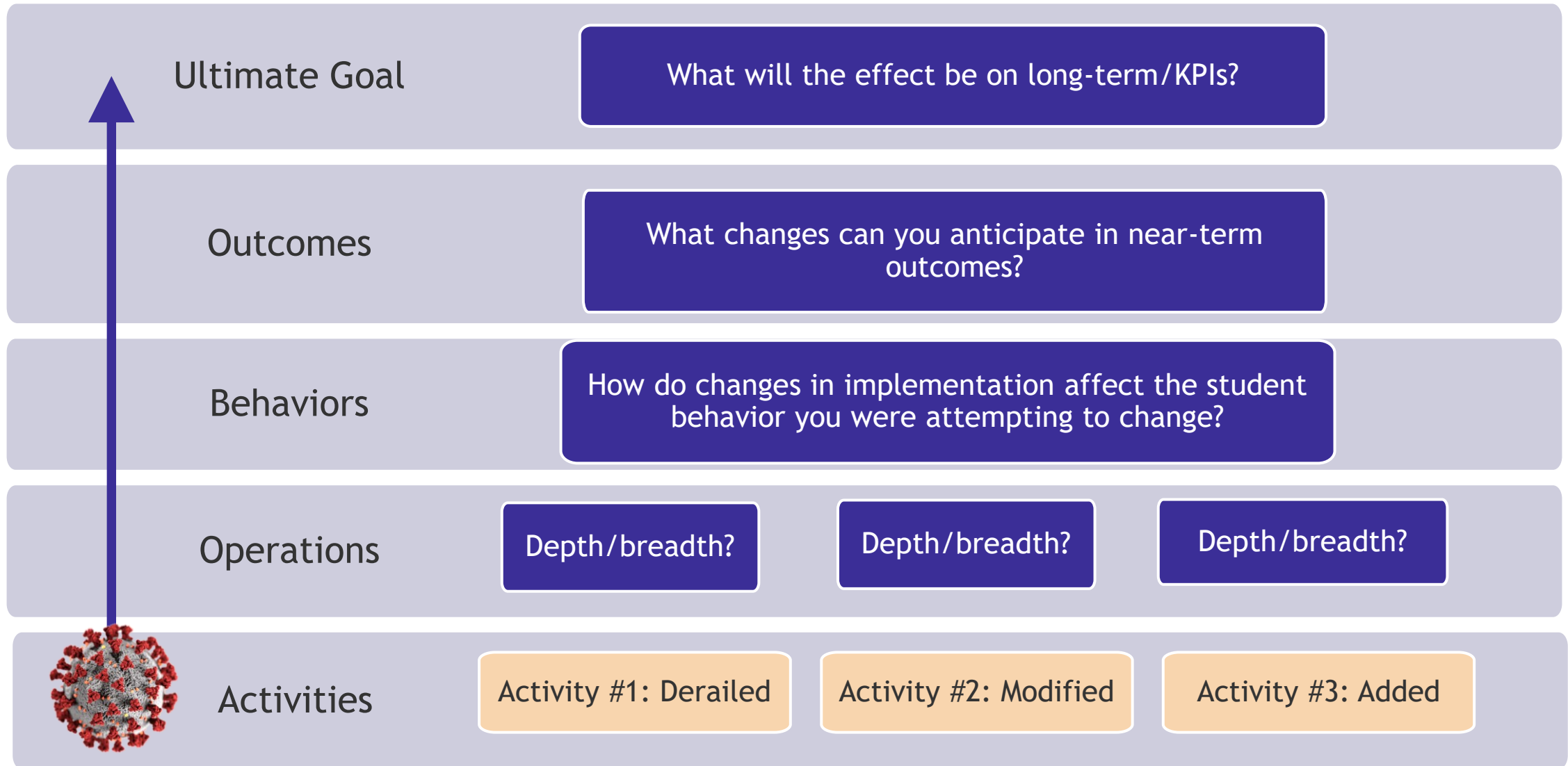
6

- Support story telling

Work Plan Cycle, Revisited



Activities & Metrics Map Concept

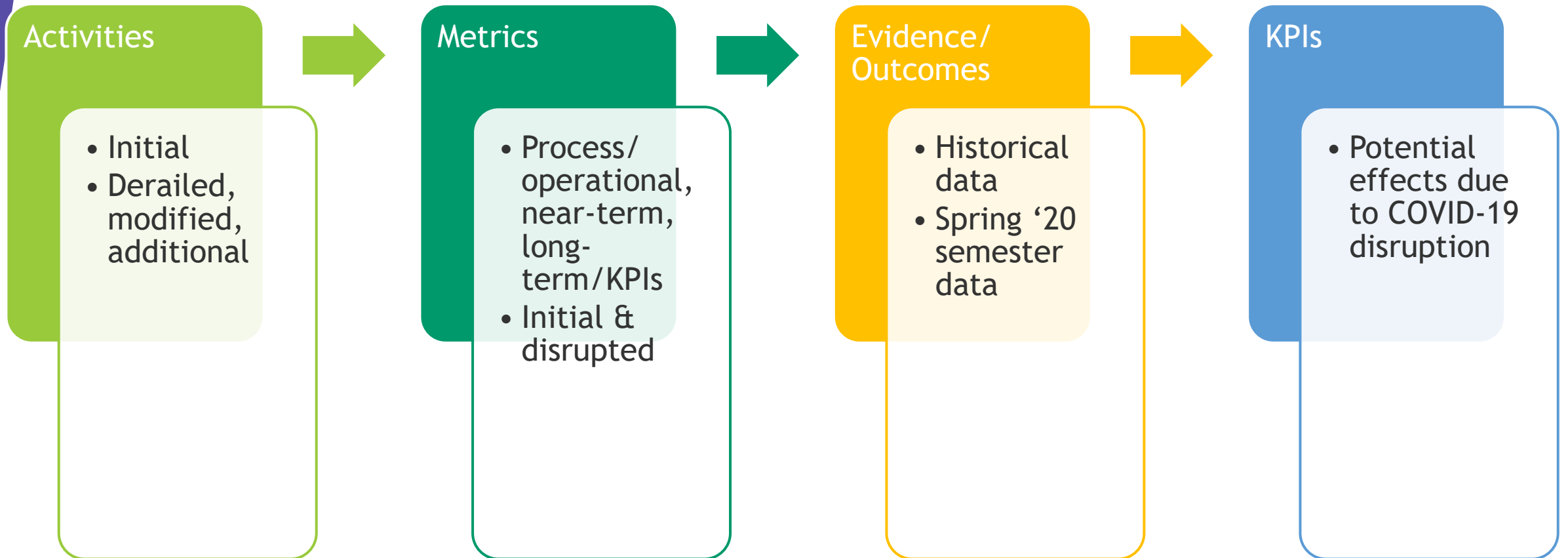


Brainstorming
Session
Evidence Your
Covid-19
Story



How do we use data, that will now look so different,
to tell our story?

Brainstorming Activity: COVID-19 Era Story



Debrief

What barriers have you or do you foresee encountering using data to inform decision making, particularly during COVID?

How will you incorporate the mapping tool into your student success work?

What targets have you changed or set?

What COVID19 stories have you evidenced/told?



Thank You!

- ▶ For further information:
- ▶ Sue Clery
- ▶ ASA Research
- ▶ sclery@asa-research.com