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

Ultimate Goal
- Ultimate goal: Long-term metric/KPI that will be affected

Outcomes
- Near-term outcomes that will evidence a change in student behavior

Behaviors
- Student behavior you wish to change

Operations
- Process/operational metrics, activity #1
- Process/operational metrics, activity #2

Activities
- Strategy/Activity #1
- Strategy/Activity #2
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

- Strategies & rationale
- Individual & departmental contribution to the goal
- Responsibility & authority
- Reassurance
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 M A R T

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime-bound
Target Setting | Measurable & Achievable

- Activities
- Process & operational metrics to measure efficacy
- Change in student behavior
- Near-term student outcome metrics
- Ultimate goal, KPI
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
## Ohio CC’s Overview of Strategic Priorities & Resources

### OHIO CAMPUS COMPLETION PLAN PRIORITY AREAS

<table>
<thead>
<tr>
<th>CONNECTION</th>
<th>ENTRY</th>
<th>PROGRESS</th>
<th>COMPLETION</th>
<th>WORKFORCE &amp; TRANSITION</th>
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<tbody>
<tr>
<td>targeted strategy</td>
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<td>Dual Enrollment Pathways</td>
<td>Strong Start to Finish developmental education reform</td>
<td>AmeriCorps College Completion Coaches</td>
<td>Guaranteed Transfer Pathways</td>
<td>Employer Engagement Models</td>
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<tr>
<td>college credit plus</td>
<td>keeping students on track</td>
<td>building degrees that transfer</td>
<td>meeting employer needs</td>
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**Equitable access to enrollment? Equitable access to program of study?**

#### Sustained Engagements Across All Priority Areas

- Pathways Coaching & Technical Assistance
- Professional Development & Faculty Engagement
- Student Success Leadership Institutes & Workshops
- Building Research & Data Capacity
- Statewide Policy & Advocacy
Have You Begun to… Covid-19
What is it Good For?
Organizes Evidence to Tell Your Story

- Strategies
- Activities
- Goals
- Assess Progress & Mitigate Barriers
- Student Success
- Your Story
Where do Maps Fit In?

Work Plan Cycle

1. Identify problem
2. Deep data dive
3. ID Student behavior
4. ID Strategies & Activities
5. Metrics & Activities Map
6. Implementation
7. Set Targets
8. Monitor
9. Communicate & Celebrate
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

Ultimate Goal

↑ Retention, close achievement gaps

Outcomes

↓ DFWs, gateway math

Behaviors

↑ Student achievement in gateway courses by closing achievement gaps

Operations

- New system in place, all faculty trained by targeted date
- All math faculty attend DEI training, review & revise curricula by targeted date

Activities

- New early alert system
- Revise curricula to ensure inclusiveness
Reconvene at 9:55
How do we use data, that will now look so different, to tell our story?

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

1. Identify problem
2. Deep data dive
3. ID Student behavior to change
4. ID Strategies, Policies, Programs
5. Metrics & Activities Map
6. Implementation
7. Set Targets
8. Monitor
9. Communicate & Celebrate
### Activities & Metrics Map Concept

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<tr>
<th>Ultimate Goal</th>
<th>What will the effect be on long-term/KPIs?</th>
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<tbody>
<tr>
<td>Outcomes</td>
<td>What changes can you anticipate in near-term outcomes?</td>
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<tr>
<td>Behaviors</td>
<td>How do changes in implementation affect the student behavior you were attempting to change?</td>
</tr>
<tr>
<td>Operations</td>
<td>Depth/breadth? Depth/breadth? Depth/breadth?</td>
</tr>
<tr>
<td>Activities</td>
<td>Activity #1: Derailed Activity #2: Modified Activity #3: Added</td>
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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

Activities
- Initial
- Derailed, modified, additional

Metrics
- Process/operational, near-term, long-term/KPIs
- Initial & disrupted

Evidence/Outcomes
- Historical data
- Spring ‘20 semester data

KPIs
- Potential effects due to COVID-19 disruption
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