



Achieving
the Dream™

Community Colleges Count

Performance Measurement

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Who's Joining us Today



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Topics

- Overall Intent of Performance Measurement
- 4 Primary Steps for Successful Performance Measurement
- How To . . .
 - Identify Intended Outcomes
 - Develop a Data Collection Plan
 - Use data to make improvements
- Using a Practical Examples
- Q & A

Intent of Performance Measurement

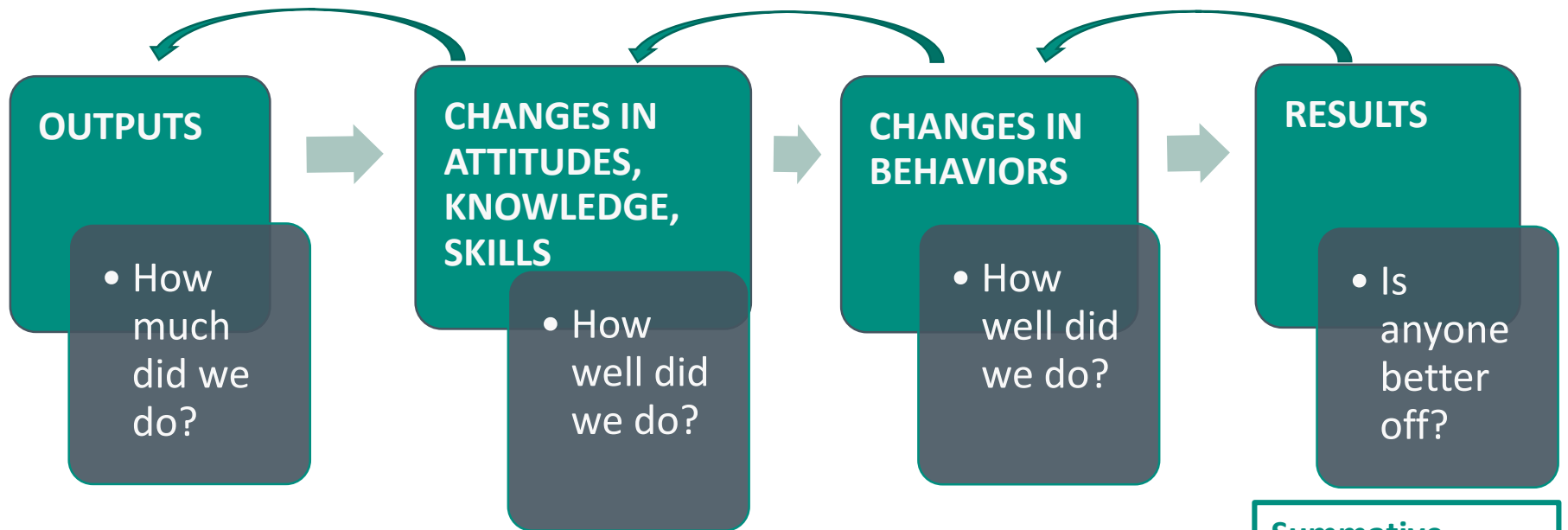
- Help institutions think through intended outcomes at point of DESIGN
- Ensure timely data collection (so institutions know how well they have done/performed)
- Use data to inform continuous improvement in timely manner (instead of waiting until end of term/academic year)
- Make timely modifications for stronger long-term impact

Four Primary Steps

1. Identify intended accomplishments — what your institution intends/expects to accomplish as a result of the work  Your Institution's Design or Initiative Team
2. Translate to measurable outcomes  Design/Initiative and Data Team
3. Develop a data collection plan — data that will tell your institution how well you did compared to what was intended/expected  Your Institution's Data Team
4. Use data to inform improvements/modifications  Your Institution's Implementation Team

Step 1: Identify Intended Results and Work Back

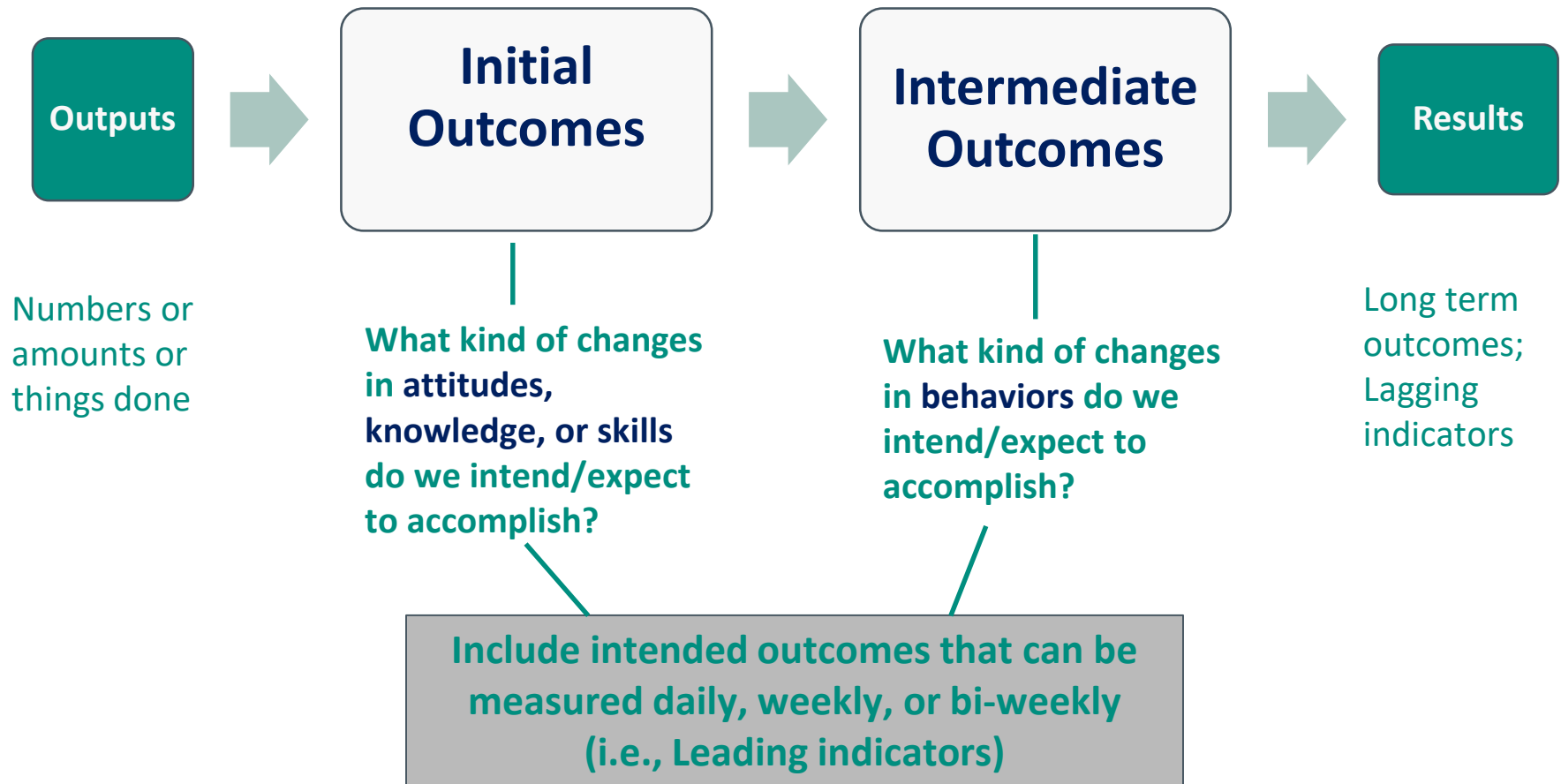
Outputs to Results Continuum



Formative Measurement: Qualitative/quantitative feedback on implementation progress. Results may be considered as well.

Summative Measurement: Results - After implemented and stable, are results worth the costs?

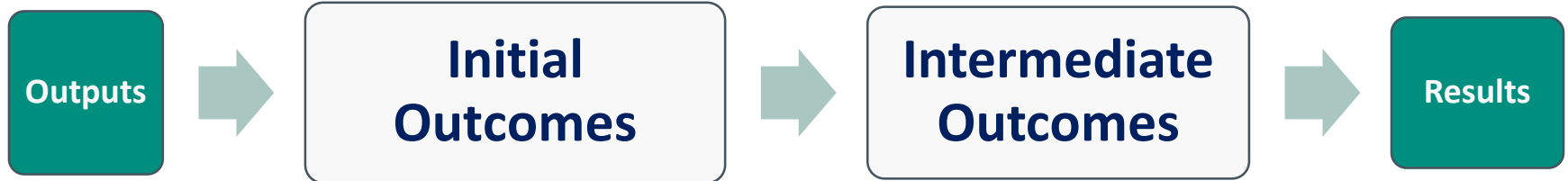
Emphasis on Initial/Intermediary Outcomes



Step 2: Make Sure Outcomes are Translated into Measurable Terms

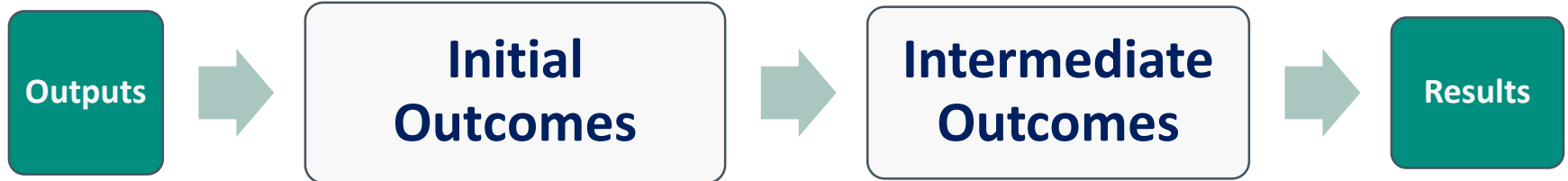
- Intended Accomplishment (result):
 - Decrease the number of times students change majors
- Possible Measurable Outcomes:
 - Quantitative:
 - Increase in #/% of new students who are knowledgeable of labor market conditions within their chosen major field of study/pathway
 - Increase in #/% of new students who select a major field of study/pathway best suited for their goals and aptitudes
 - Qualitative:
 - Students describe career assessment and counseling as influential in selection of a major field of study/pathway
- Will also help the College set performance targets

Example: Career Counseling



Outputs	Changes in Attitude, Skills, or Knowledge?	Changes in Behaviors?	Results
#/% new students provided career awareness, career aptitude assessment, and career counseling	<p>Students are more knowledgeable of career options and major fields of study best suited for them (types of jobs within career fields, nature of job responsibilities, likely earnings upon graduation)</p> <p>Advisors are more knowledgeable of labor market conditions associated with specific careers/major fields of study</p>	<p>Increase in number of new students with a degree/academic plan prior to class registration</p> <p>Increase in number of advisors administering career assessments and using labor market data or related tools to guide students to a major field of study</p>	<p>-More students concentrate in a major field of study in their 2nd, 3rd, 4th terms</p> <p>-Decrease in number times students change majors throughout academic experience</p> <p>-Decrease in excess credits at point of graduation</p>

Example: Advising Redesign



Outputs	Changes in Attitude, Skills, or Knowledge?	Changes in Behaviors?	Results
<ul style="list-style-type: none"> - #/% students attending orientation - #/% students viewing Advising web page - #/% advisors, counselors, coaches and faculty trained 	<p>More students know the difference between advisors, counselors, coaches and who to contact for assistance at what times</p> <p>More advisors and faculty understand the importance of shared and consistent communications for effective student advising</p>	<ul style="list-style-type: none"> -Students provided more consistent information about college services and programs -Fewer students get conflicting information when seeking guidance from multiple college personnel <p>More advisors, counselors, coaches, and faculty use a common communication tool or student folder to log and be able to read advising notes</p>	<p>Increased satisfaction with advising</p> <p>Increased retention</p>

Step 3: Develop a Data Collection Plan

Initial & Intermediary Outcomes	Performance Targets	Data Collection Sources/ Procedures	Analysis Methods	Person(s) Responsible	Due Dates
<p>The intended changes in attitude, knowledge, skill or behavior should be provided to the Data Team by the institution's Design or Initiative Team</p> <p>The Design or Initiative Team should also be involved in the development of performance targets (i.e.,) the level of change desired within a specified time frame</p>		<p>Specify HOW and WHEN the data will be collected and analyzed</p> <p>Data must be collected daily, weekly, or bi-weekly to ensure it is LEADING data</p> <p>Data which provides indirect measurement may be used in some cases</p>		<p>Data must be provided back to the Initiative/Design team so that modifications or improvements can be made in a timely manner (before the end of a term or academic year)</p>	

Example: Career Counseling

Initial & Intermediary Outcomes	Performance Targets	Data Collection Sources/ Procedures	Analysis Methods	Person(s) Responsible	Due Dates
<p>-X% of new students more knowledgeable of career options and major field of study best suited for them</p> <p>-X% of new students with a degree/academic plan prior to class registration</p> <p>-X% advisors are more knowledgeable of labor market conditions associated with specific careers/major fields of study</p> <p>-Increase in number of advisors administering career assessments and using labor market data or related tools to guide students to a major field of study</p>		<p>-Brief questionnaire administered to new students prior to the start of the term</p> <p>Date academic/degree plan created compared to date of registration by student</p> <p>Increase in use of labor market website by advisors (data for both metrics)</p> <p># of advisors using career assessment with students</p>	<p>Quantitative analysis</p> <p>Descriptive data on # and % with plan by given date</p> <p>Comparison with benchmark or past use</p> <p>Comparison with benchmark or past use</p>	<p>IR office</p> <p>Advising supervisor uses advising dashboard</p> <p>Advising supervisor uses advising dashboard</p> <p>Advising supervisor uses advising dashboard</p>	

Example: Advising Redesign

Initial & Intermediary Outcomes	Performance Targets	Data Collection Sources/ Procedures	Analysis Methods	Person(s) Responsible	Due Dates
<p>More students know the difference between advisors, counselors, coaches and who to contact for assistance at what times</p> <p>More advisors and faculty understand the importance of shared and consistent communications for effective student advising</p> <p>Students provided more consistent information about college services and programs</p> <p>Fewer students get conflicting information when seeking guidance from multiple college personnel</p> <p>More advisors, counselors, coaches, and faculty use a common communication tool or student folder to log and be able to read advising notes</p>		<p>For first 4 items consider combination of:</p> <ul style="list-style-type: none"> - brief surveys of students at multiple locations - Flash focus groups asking a question at student gathering places - Brief ongoing surveys of advisors, counselors, etc. - Daily tick sheets of student issues recorded by advisors, counselors, etc. - Data on advisor website use <p>Communications tool software and advising dashboard to capture use of communications tool</p>	<p>For all items:</p> <ul style="list-style-type: none"> - tabulations and descriptive analysis - Comparison to pre-established levels of acceptance 	<p>IT, IR and Advisors for each item as appropriate</p>	

Step 4: Use Data To Make Changes

Review of data to determine **HOW WELL YOUR INSTITUTION DID** in relation to what you intended or expected to accomplish.

- Did you reach your performance targets?
 - **IF YES**, should a new performance target be set? And/or, if pilot, is it time to scale?
 - **IF NO**, what changes can your institution make or what can you do differently to ensure accomplishment of intended outcomes?

Examples of Using Data for Improvement

Career Counseling Example

Hypothetically,

- Intended outcome was for 100% of new students to have a career/degree plan prior to class registration
- Data revealed that only 68% in fact had a career/degree plan in place before registering for class
- What will your college do differently?

Advising Redesign Example

- Design Team establishes ranges of acceptability for all metrics. Low is from xxx to xxx, Medium is from xxx to xxx and High is from xxx to xxx.
- It will take time for students to understand who to contact and this should be reflected in type of action to take when in or low or medium ranges
- What will your college do differently?

Q&A



Thank You!