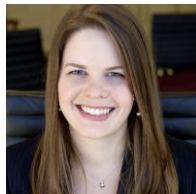


# CONNECTED18

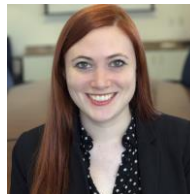
## Quantifying the Impact of Your Student Success Initiatives

Interactive Workshop





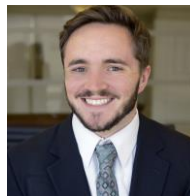
**Erin McDougal**  
*Director, Member Success*  
EMcDougal@eab.com



**Emily White**  
*Senior Analyst, Member Success*  
EWhite@eab.com



**Wesley Pendarvis**  
*Director, Member Success  
2 Year Team*  
WPendarvis@eab.com



**Ryan Quillard**  
*Strategic Leader, Member Success  
4 Year Team*  
RQuillard@eab.com

## Moving Ourselves from Process to Application

### **Understand**

*Evaluation principles*

What are the core steps to follow in order to identify impact of student success initiatives?

*Presentation*



### **Assess**

*your current state*

To what extent is your institution currently applying these best practices to your evaluation efforts?

*Toolkit*



### **Discuss**

*areas for development*

Where are you strong, and where could you improve or develop new practices? What lessons learned can others at your table share?

*Table Discussion*



### **Implement**

*next steps*

Where will you start, and what concrete actions will you take to operationalize specific components of the process?

*You!*



# Orientation to Session Materials

## The Toolkit in Front of You



### Toolkit

Step-by-step process with examples and prompts



The screenshot shows the EAB Toolkit interface. On the left, there is a document titled "Quantifying the Impact of Your Student Success Initiatives" with the EAB logo and the word "Toolkit" below it. The main area is divided into three columns. The first column contains a list of prompts, including "Identify and describe the current state of your institution's student success initiatives." The second column contains a list of data points, including "Student Success Initiatives" and "Student Success Initiatives". The third column contains a list of prompts, including "Identify and describe the current state of your institution's student success initiatives." The interface also includes a search bar and a list of filters.

- Step by step process walkthrough of the annual cycle to identify impact
- Various examples from our members included throughout
- Spotlight on important considerations
- Open text for you and your colleagues to respond to prompts

### My Ask of You

- Follow along to the process with your toolkit – look for the icon
- Jot down your initial responses to each prompt as we move along
- You will have ~10 minutes to work through your responses on your own before table discussions
- If you don't know, that's ok! Leave blank and discuss at your table



# Focusing on Impact

Background

---

SECTION

1

# Why is Identifying Impact So Important?

To Name a Few Reasons...



## For You

- Make the case for resources, whether continuing or additional
- Self-assess to understand what is working and what is not
- Deploy your resources where they will be most effective
- Celebrate your successes more broadly
- Share your story to help other institutions



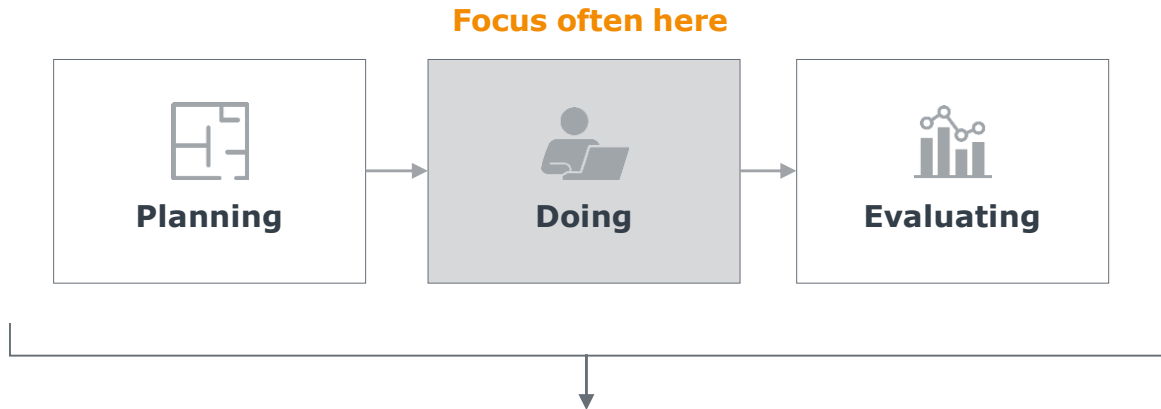
## For Us

- Prove the need for expanded capabilities in highly impactful areas
- Better understand the impact of our recommended practices
- Inform our staff of where you need different types of support
- Share greater diversity of stories broadly to help our membership
- Continue expanding our offerings and membership

**And Ultimately to Provide a Return on Education (ROE)**

# Then Why Is It So Hard?

More Focus Needed in Planning and Evaluation



## Leading to Common Challenges

- Work does not align with institutional goals
- Data not collected to allow for easy evaluation
- Purpose not clear, leading to “analysis paralysis”
- Potentially ineffective practices continue to be implemented
- Several initiatives happening at once, impact of each unknown



# Cyclical Process for Evaluation

Steps to Analyzing Impact

---

SECTION

2





# Cyclical Process for Analyzing Impact

Follow These Four Steps Annually to Hardwire Evaluation Into Your Approach

1

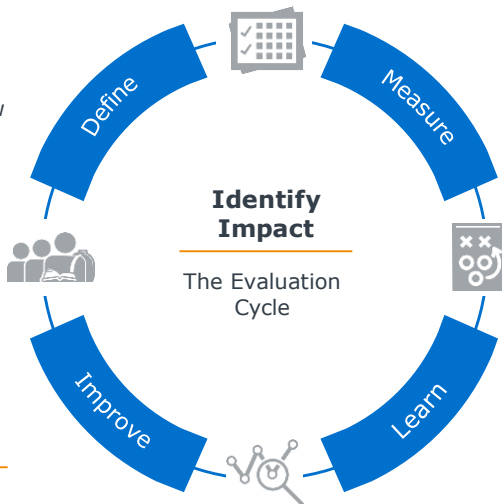
## Define Scope and Metrics

What are you trying to achieve, what strategies will you deploy, and how will you measure success?

2

## Design Evaluation Strategy

How will you know you are making progress and what is the source of that information?



4

## Iterate and Scale Impact

How will the results inform next steps and future decision making?

3

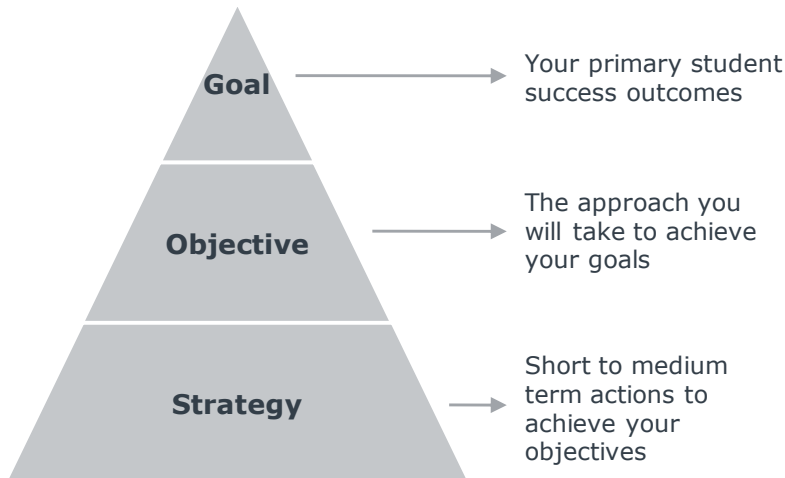
## Analyze and Report On Results


What types of analyses will you utilize and how will you report on those results?

# Step 1: Define Scope and Metrics

Before You Can Measure Outcomes, You Must Know What You Are Trying to Achieve

## Three Levels to Define Your Scope



 **We recommend 2-3 objectives per academic year, with multiple strategies each, depending on **capacity****

## Have the Right People at the Table

*Who makes the student success decisions at your institution?*



Retention Committee



Provost/President



Student Success Leaders



Vice Provost(s)



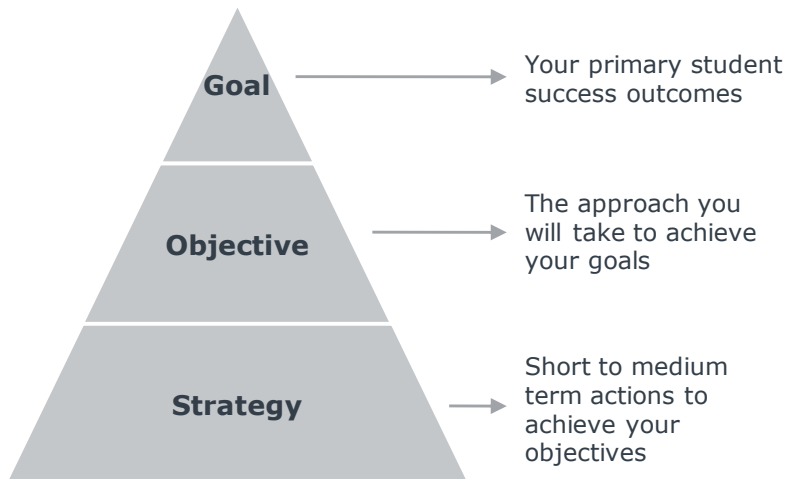
Deans and Dept Chairs



# Step 1: Define Scope and Metrics

Before You Can Measure Outcomes, You Must Know What You Are Trying to Achieve

## Three Levels to Define Your Scope




## Example

*Increase first year retention*

*Improve support for first year courses*

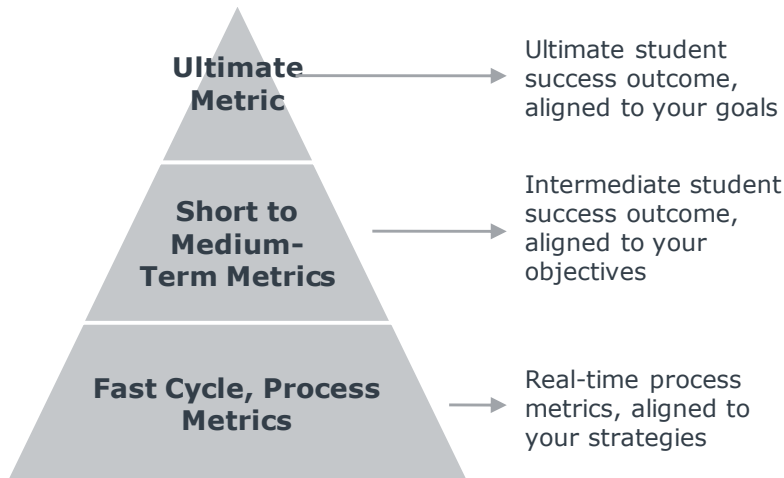
*Implement an early warning system for first year students (i.e., progress reports)*

 **We recommend 2-3 objectives per academic year, with multiple strategies each, depending on **capacity****

# Step 1: Define Scope and Metrics


## Link Big Goals to Manageable Metrics

### Three Levels to Track Your Success



### Measure Smarter

- Define at least one **process-focused metric** (were my strategies successful?) and at least one **outcome-focused metric** (did they have an impact on my objectives?)
- Identify your **baseline** if available
- Set a **target goal**

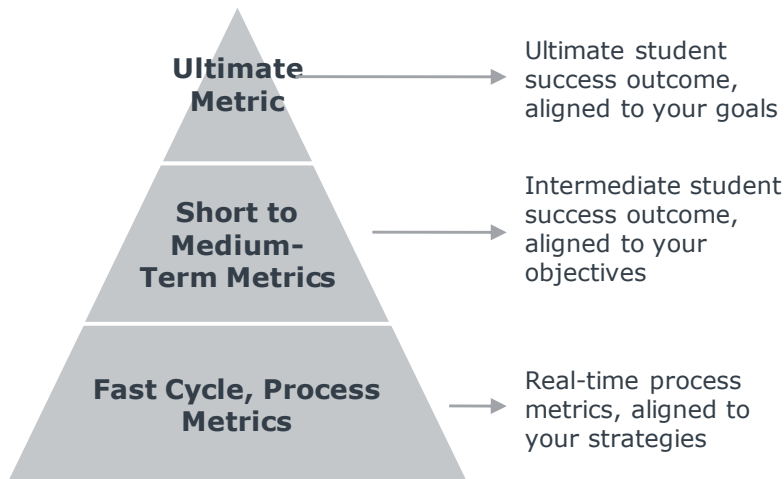
 **Be SMART – Specific, Measurable, Actionable, Relevant, Timely**



# Step 1: Define Scope and Metrics

## Link Big Goals to Manageable Metrics

### Three Levels to Track Your Success



### Example

*Increase FT/FT retention by 3 percentage points*

*Decrease DFW rates for first year courses by 15%*

- *Faculty response rate of at least 75%*
- *Outreach to at least 85% of students marked at-risk*
- *Increase in mid-term to final grades for students with intervention*

 **Be SMART – Specific, Measurable, Actionable, Relevant, Timely**



# Step 2: Design Evaluation Strategy

## How Will You Know if You Are Making Progress?

### Choose Your Population Intentionally

- What population will you analyze?
- Have you defined the subpopulations you plan to focus on for analysis?
- Have you defined your baseline to understand progress?
- Have you selected your comparison population?



### Understand the Limitations of Your Evaluation

- Have you considered institutional context? E.g.,:
  - Did you change admission criteria for the entering class?
  - Have you rolled out other large initiatives in addition to this one whose effects you should consider?

### Be Mindful of Data Requirements for a Statistically Sound Analysis

- Make sure your group is large enough! Consider sample size.
  - Be wary of selection bias
- Don't confuse correlation with causation



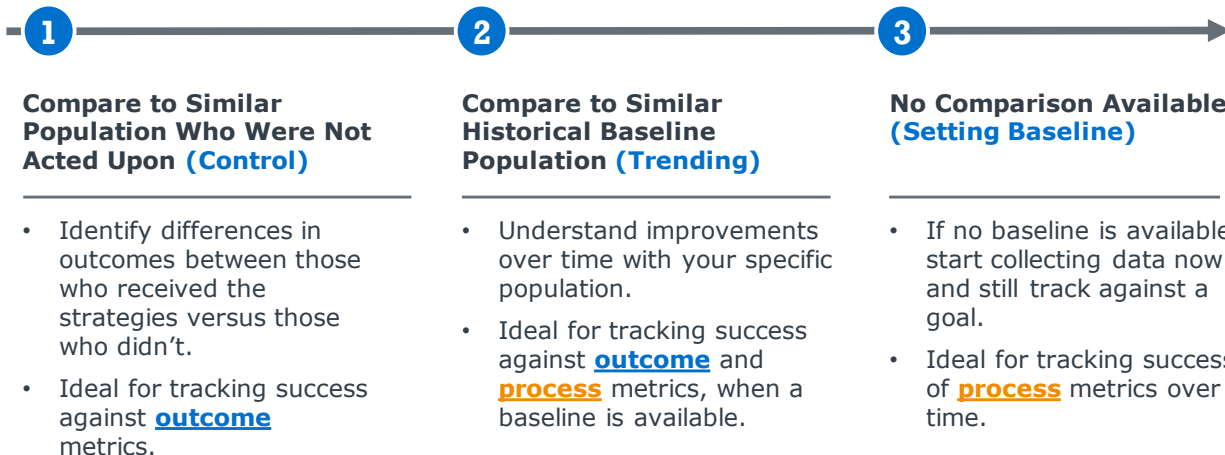
## Step 2: Design Evaluation Strategy

Choose a Comparative Data Set to Increase Confidence in Your Results

### Three Options for Using Comparative Data

*More confident*

*Less confident*



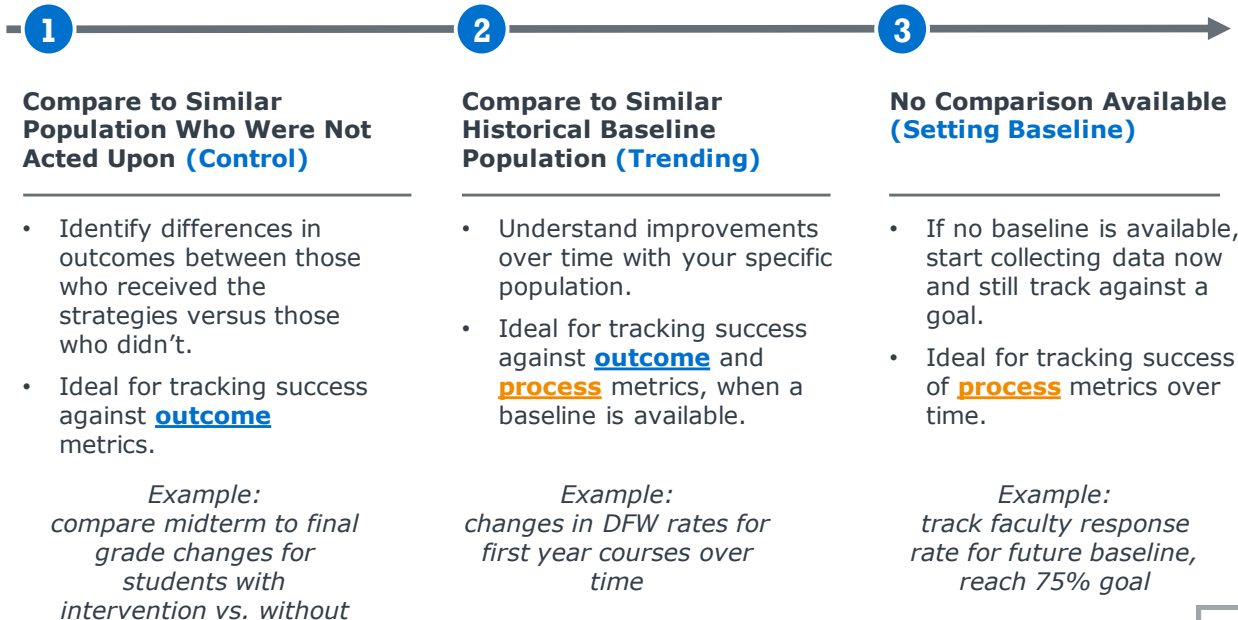
# Step 2: Design Evaluation Strategy

Choose a Comparative Data Set to Increase Confidence in Your Results

## Three Options for Using Comparative Data

More confident

Less confident







# Step 2: Design Evaluation Strategy

## Determine Data Collection Responsibilities Before Beginning an Initiative

**1**

### Identify Your Data Sources

- Determine what sources you will gather your data from
- Decide which data points you need to obtain
- Designate an individual who will gather the data for the analysis

**2**

### Capture Data for Sub-Populations of Interest

- If you want to filter your analysis by subpopulations, ensure you are capturing that data in the datasets you create pre and post-intervention

**3**

### Download Pre and Post Data

- Download data for the population you intend to track before and after the initiative
- Ensure that that you include all data points of interest in the dataset

**4**

### Track Throughout to Ensure Quality and Coverage

- Ensure that you are tracking all staff and student activity associated with the intervention or initiative



## Step 3: Analyze and Report On Results

Several Different Tools/Resources Already Available to You



### **Intervention Effectiveness\***

*SSMS Intelligence Dashboard*

New dashboards in the Navigate platform to analyze changes in academic outcomes for different populations of students

To access: select the "Analytics" tab, then select "Intervention Effectiveness"



### **EDUCAUSE Tool\*\***

*Student Success Initiative Financial Model*

Excel tool provided by EDUCAUSE and rpk Group to help examine financial implications of your initiative from spending choices and improvements in student success, and impact of changes on academic efficiency



### **Surveys, Focus Groups, etc.**

*Gather data from staff/students/etc.*

Consider conducting surveys, focus groups, or interviews with staff and/or student populations pre- and post-initiative to obtain both quantitative and qualitative data



### **Internal Resources**

*IR Department, Grad Assistants*

Partner with your Institutional Research office to take advantage of internally available dashboards or data sets (including survey data)

\* Only available to institutions that are members of the SSMS Intelligence module

\*\* For advanced practitioners only



Use EAB's Newest Dashboard to Gauge Effectiveness



### Key Features

Intervention Effectiveness Dashboards\* allow you to **compare the changes** in a population or between populations of students within a selected period of time.

Your application administrator must give you the **user permission to access** the Intervention Effectiveness dashboards before you will be able to see them.

### One Population, One Time Period



*Create a "watchlist" of students marked as at-risk via progress report campaign and evaluate their persistence and GPA outcomes*

### Two Populations, One Time Period



*Evaluate the persistence outcomes of students who were marked as at-risk, one group of whom attended a campaign appointment, and the other group who did not attend a campaign appointment*

### Two Populations, Two Time Periods



*Evaluate the persistence outcomes to the following term of TRIO students marked as at-risk in Fall 2016 compared to TRIO students marked as at-risk in Fall 2017*

\*Intervention Effectiveness Dashboards are only available to members with access to the SSMS Intelligence Pillar.

# Step 3: Analyze and Report on Results

## Identify the Right Stakeholders and Reporting Medium



### People/Passions

*Define the stakeholders*

- Who is your audience?
  - Are your institution's decision-makers part of your audience?
  - What do your audience care about?
- Who is best positioned to share the information with a given group of stakeholders?



### Presenters/Presentation

*Decide your report approach*

- Who should present the information?
- Where are the venues for information sharing?
- What format is needed for the different venues or audiences?
- How will you tailor your report to your audience's level of knowledge of your problem/solution /results?
- What context do you need to provide for your results?



### Resources available

*Don't reinvent the wheel*

- Sample Campaign Report (in "Measuring Campaign Effectiveness" toolkit)
- Case Study Compendium on [EAB.com](https://www.eab.com)
- Ask your Strategic Leader for other examples or opportunities to be highlighted in the Collaborative



## Step 4: Iterate and Scale Impact

### Will Your Intervention Scale?

#### Ask the Right Questions

- What have you learned from your intervention?
- If you have negative or neutral results do you understand the broader context of them?
  - Was your comparison group appropriate?
  - Was there a larger context that explains these results (e.g., decreased enrollments, lower student persistence statewide)
  - Can you follow up with students/staff to learn more about their outcomes?

#### Develop a Plan to Scale

- Would small changes (e.g., the timing of your outreach) potentially yield even greater results?
- Can you achieve the same results with more students, and the same or a lower ratio of resources per student?
- Can you get a commitment to use portion of ROI to scale the initiative?
- Does the impact of the initiative outweigh any potential costs (e.g., staff time, resources, funding) of expanding further?

#### Have the Right People at the Table

*Who makes the student success decisions at your institution?*



Retention Committee



Provost/President



Student Success Leaders



Vice Provost(s)



Deans and Dept Chairs



# Cyclical Process for Analyzing Impact

Follow These Four Steps Annually to Hardwire Evaluation Into Your Approach

## 1

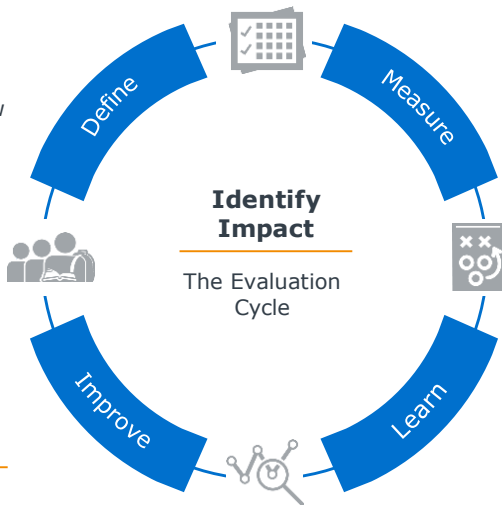
### Define Scope and Metrics

What are you trying to achieve, what strategies will you deploy, and how will you measure success?

## 2

### Design Evaluation Strategy

How will you know you are making progress and what is the source of that information?



## 4

### Iterate and Scale Impact

How will the results inform next steps and future decision making?

## 3

### Analyze and Report On Results

What types of analyses will you utilize and how will you report on those results?



# Working Time

Self-reflection and Discussion

---

SECTION

3

## Moving Ourselves from Process to Application

### **Understand**

*Evaluation principles*

What are the core steps to follow in order to identify impact of student success initiatives?

*Presentation*



### **Assess**

*your current state*

To what extent is your institution currently applying these best practices to your evaluation efforts?

*Toolkit*



### **Discuss**

*areas for development*

Where are you strong, and where could you improve or develop new practices? What lessons learned can others at your table share?

*Table Discussion*



### **Implement**

*next steps*

Where will you start, and what concrete actions will you take to operationalize specific components of the process?

*You!*






# Working Time

## Instructions

- 1 On your own or with a partner - review and complete as much of your toolkit as possible, focusing on just one objective in-progress for this academic year (10 mins)**




EAB

### Quantifying the Impact of Your Student Success Initiatives

Toolkit

plan, and how will

What your strategies. The Timely. Note the current

**Enrollment and Graduation**

- Term registration
- "Stop out" re-enrolled
- Application yield
- Earlier registration
- Wait time during application and registration processes
- Applications to graduate
- Classed holds, time to clear holds

**Overall Goal**

Each would you like to improve in 2019? If possible, note how you will identify a goal.

What is the source of that

**Student Academics**

- Advanced Search
- Academic Search Dashboard\*
- Retention Effectiveness\*

For members with the Intelligence module

In order to track success against

Lists, data provided by your institution, or data from other

**Timing** - When will the data be extracted and by whom?

Include: at the beginning and end of the academic year; by graduate assistants, or by other

Next up are the  
**Table Discussions...**

## Instructions

### **2** At your table - pick a process step (**Define, Measure, Learn, or Improve**) and discuss in more depth (10 mins)

- How do your responses compare to others at your table?
- Where do you notice gaps in how you currently evaluate success of your initiatives?
- Has anyone at the table successfully navigated this process step and identified impact?

Next up is the  
**Report Out...**

# Working Time

## Instructions

### 3 **Report out – share with the room!** (5 mins)

- Anything interesting come up in the table conversation?
- Specific metrics or practices that others have successfully tracked impact for?
- Plans to implement the process back on your campus?

Next up is the  
**Session Close...**

My Final Question...

How else can we  
be helpful?

