CONNECTED24

Navigate360

Quantify the Impact of Navigate360 Interventions

Transformation Lab

EAB

Meet Your Presenter

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Learning Objectives

1. Understand the assessment cycle and Plan, Act, Evaluate framework
2. Learn how to identify opportunities for making an impact against your student success goals
3. Identify key data points for evaluation, and design an evaluation strategy
4. Learn how to use tools in Navigate360 to execute your evaluation strategy

1. **Understanding Evaluation Framework**

2. Planning to Provide Clarity in Process (Plan)
   - Activity

3. Evaluation of Your Priorities (Evaluate)
   - Activity

What Is Impact and Why Should You Care About It?

For You

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

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For Us

- Guide your Strategic Leader to focus their work on your stated priorities
- Better understand the impact of our recommended practices
- Prove the need for expanded capabilities and resources in highly impactful areas
- Share greater diversity of stories broadly to help our partners
- Continue expanding our offerings and the Student Success Collaborative

And Ultimately Provide a Return on Education (ROE)

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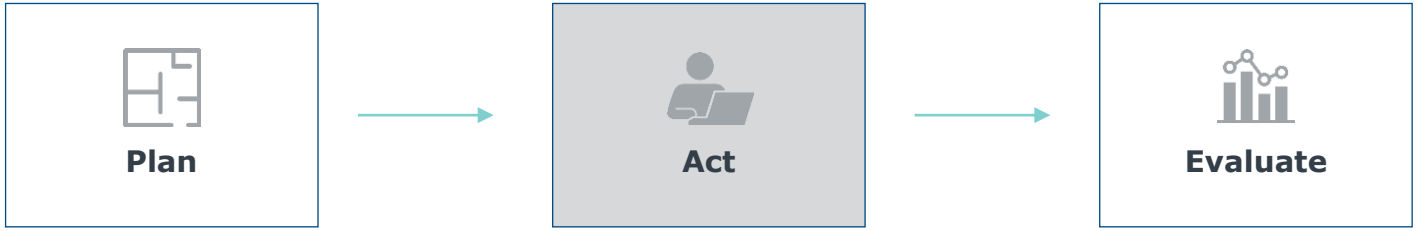
The Plan, Act, Evaluate Framework

We often focus too much attention here



Leading to Common Challenges

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

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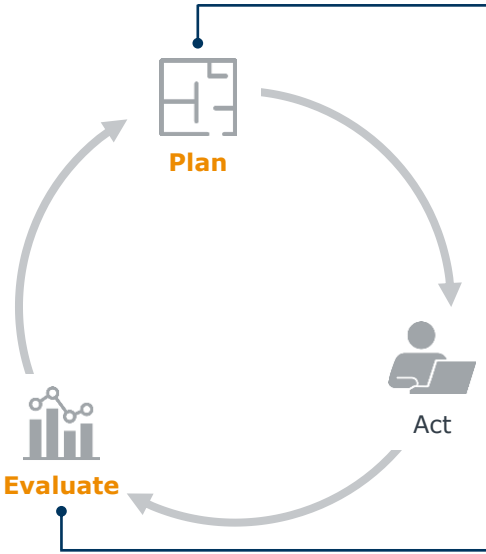
A Useful Framework for Analyzing Impact

Focus on These Steps Annually to Hardwire Evaluation into Your Approach

Sustain Momentum Through Ongoing Evaluation



Plan

- ☑ Define objectives and metrics
- ☑ Design evaluation strategy

Evaluate

- ☑ Analyze and report on results
- ☑ Iterate and scale impact

FOCUS FOR TODAY

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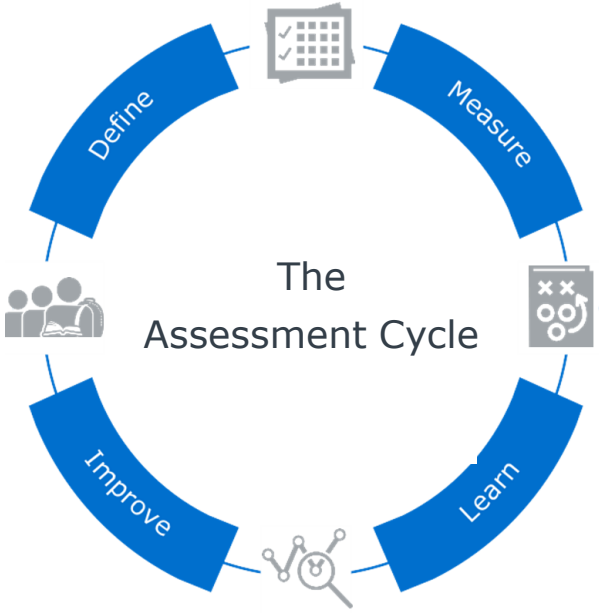
Steps to Showcase Return on Investment

The Intervention Impact Evaluation Cycle



Define

Consider your audience, what they care about, and what you want them to walk away with after reading your report.

Measure

Identify the metrics you will use to measure intervention impact.

Learn

Analyze and look for trends in the data related to goals and metrics you identified.

Improve

Use your findings to understand impact of interventions; scale where possible and adjust areas that might need improvement.

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1. Understanding Evaluation Framework

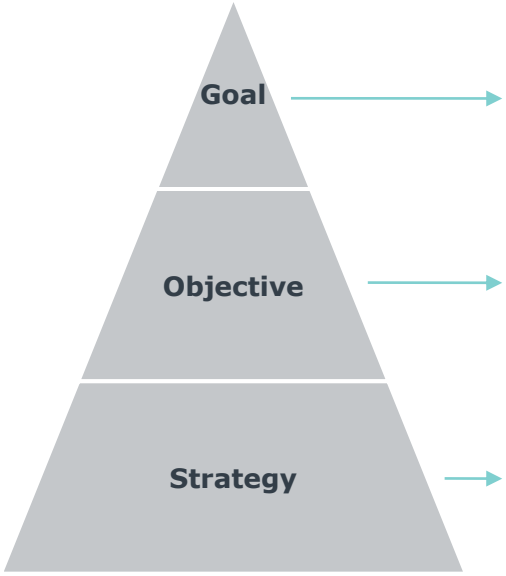
2. **Planning to Provide Clarity in Process (Plan)**
   - Activity

3. Evaluation of Your Priorities (Evaluate)
   - Activity

Translate Your Intervention into Goals

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

Three Levels to Define Your Goals



- **Goal** → Your primary student success outcomes
- **Objective** → The approach you will take to achieve your goals
- **Strategy** → Short- to medium-term actions to achieve your objectives

Early Alerts Example

- *Increase first-year retention*
- *Improve outcomes in first-year courses through earlier interventions*
- *Implement an early-alert process for all first-year students (i.e., progress reports)*

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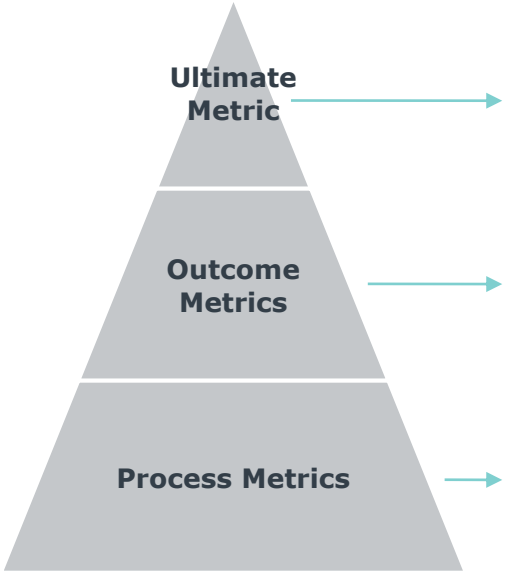
Clearly Define Metrics to Track Progress

Link Big Goals to Manageable Metrics

Three Levels to Track Your Success



Ultimate student success outcome, aligned to your goals

Intermediate student success outcome, aligned to your objectives

Real-time process metrics, aligned to your strategies

Early Alerts Example

Increase FY retention by 3 percentage points

Decrease DFW rates for first-year courses by 15%

Increase average overall course grades

Faculty response rate of at least 75%

Positive case outcomes of 50% or higher

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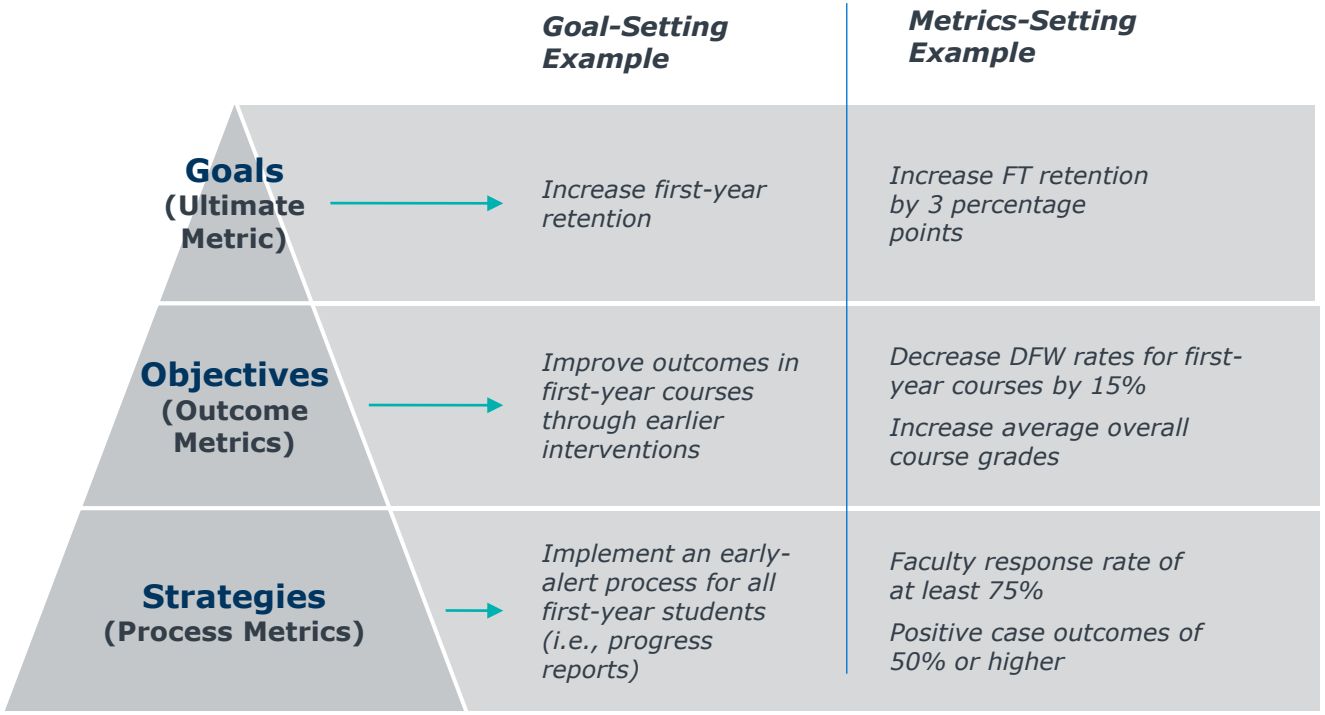
Put the Layers of Planning Together

Early Alerts Example



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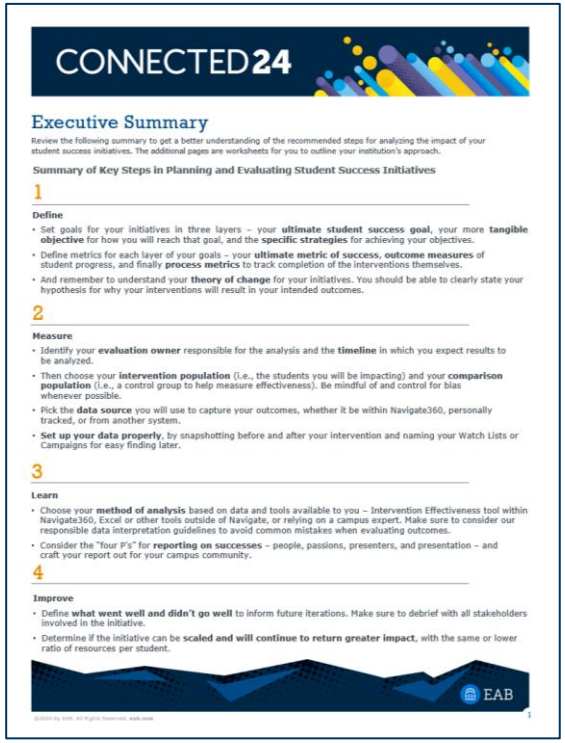
Connect to Your Priorities



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Executive Summary

Review the following summary to get a better understanding of the recommended steps for analyzing the impact of your student success initiatives. The additional pages are worksheets for you to outline your institution's approach.

Summary of Key Steps in Planning and Evaluating Student Success Initiatives

1

Define

- Set goals for your initiatives in three layers – your **ultimate student success goal**, your more **tangible objective** for how you will reach that goal, and the **specific strategies** for achieving your objectives.
- Define metrics for each layer of your goals – your **ultimate metric of success**, **outcome measures** of student progress, and finally **process metrics** to track completion of the interventions themselves.
- And remember to understand your **theory of change** for your initiatives. You should be able to clearly state your hypothesis for why your interventions will result in your intended outcomes.

2

Measure

- Identify your **evaluation owner** responsible for the analysis and the **timeline** in which you expect results to be analyzed.
- Then choose your **intervention population** (i.e., the students you will be impacting) and your **comparison population** (i.e., a control group to help measure effectiveness). Be mindful of and control for bias whenever possible.
- Pick the **data source** you will use to capture your outcomes, whether it be within Navigate360, personally tracked, or from another system.
- **Set up your data properly**, by snapshotting before and after your intervention and naming your Watch Lists or Campaigns for easy finding later.

3

Learn

- Choose your **method of analysis** based on data and tools available to you – Intervention Effectiveness tool within Navigate360, Excel or other tools outside of Navigate, or relying on a campus expert. Make sure to consider our responsible data interpretation guidelines to avoid common mistakes when evaluating outcomes.
- Consider the "four P's" for **reporting on successes** – people, passions, presenters, and presentation – and craft your report out for your campus community.

4

Improve

- Define **what went well and didn't go well** to inform future iterations. Make sure to debrief with all stakeholders involved in the initiative.
- Determine if the initiative can be **scaled and will continue to return greater impact**, with the same or lower ratio of resources per student.

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Activity Instructions

Take the next **5-7 minutes** to complete the following steps:

- Identify your intervention focus*

  **Focus on an intervention you have already launched but haven't assessed.*

- Components and metrics

Note: Additional considerations outlined as you plan for your intervention evaluation

Share some of your ideas with your table

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1. Understanding Evaluation Framework

2. Planning to Provide Clarity in Process (Plan)
   - Activity

3. **Evaluation of Your Priorities (Evaluate)**
   - Activity

Choose Your Populations Intentionally

Intervention and Comparison Populations, plus Optional Subpopulations

Required Populations

Recommended, but Optional

Intervention Population

The students involved in your initiative

Comparison Population

A control population to evaluate your initiative against

Subpopulations

Additional populations to narrow down within analysis

Early Alerts Example

First-Year students included in progress report campaign who received feedback	First-Year students included in progress report campaign who did not receive feedback	Other non-first-year students enrolled in progress report courses

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Choose the Data Sources, in and out of Navigate360

Early Alerts Example

Process and Outcome Metrics

Data Sources, Primarily from Navigate360

Metric	Metric Type	Data Source/Location	Important Fields
Faculty response rate to progress report requests	Process	Reports (PR Campaigns) PR Campaigns home page	Feedback provided from faculty (Y/N)
Positive case outcomes	Process	Reports (Cases)	Case outcome reasons (identify positive vs. negative outcomes)
DFW rates in first-year courses	Outcome	Reports (Student Enrollments)	Midterm and final grades Course descriptions
Overall course grades	Outcome	Reports (Student Enrollments) Population Health Dashboard Intervention Effectiveness	Midterm and final grades GPA trends
Increase in first-year student retention	Outcome	Intervention Effectiveness Student Lists	Student entry cohort (Category/Tag)

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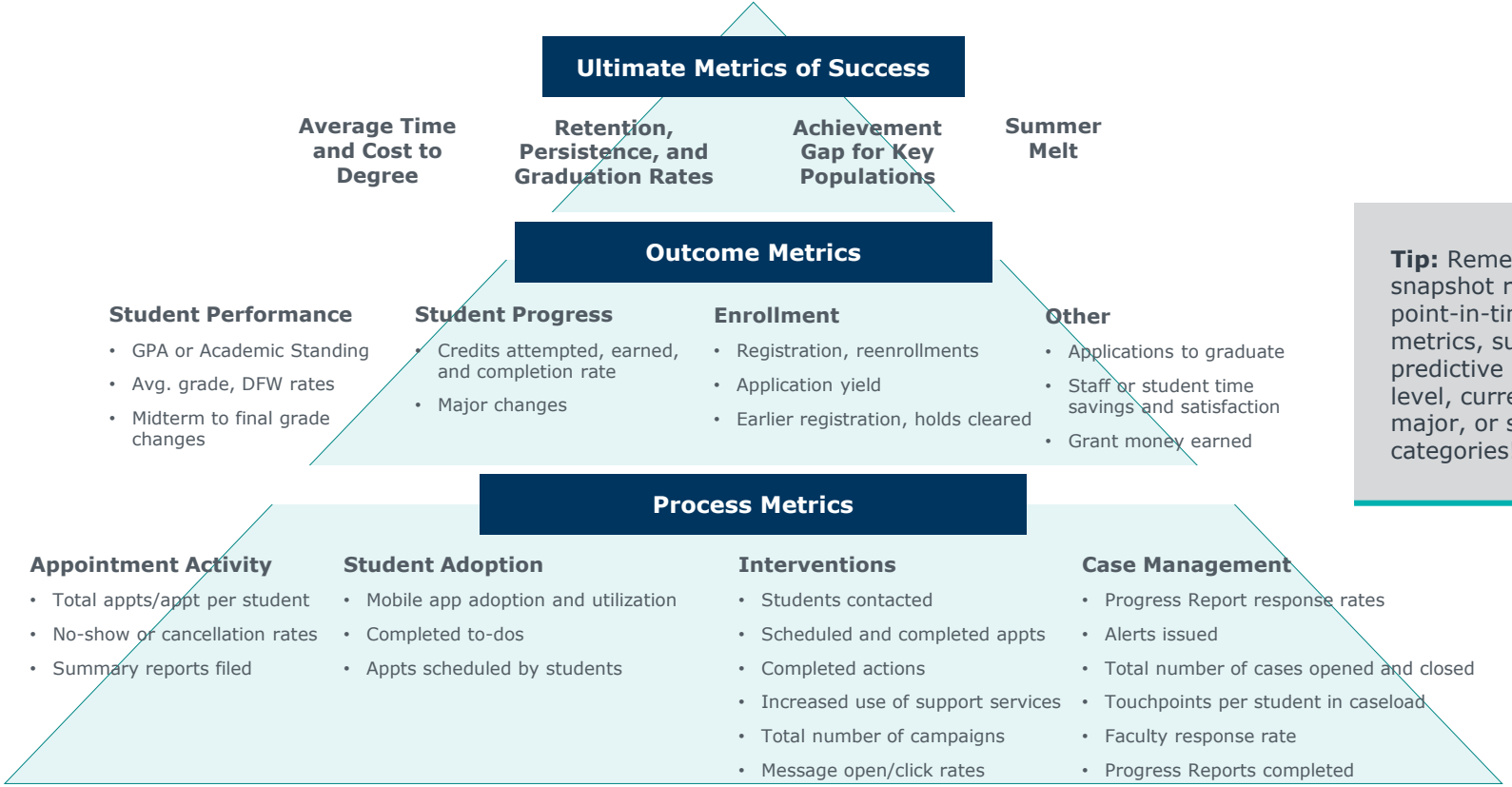
Impact Metrics Are Everywhere!



Tip: Remember to snapshot relevant point-in-time metrics, such as predictive support level, current major, or specific categories!

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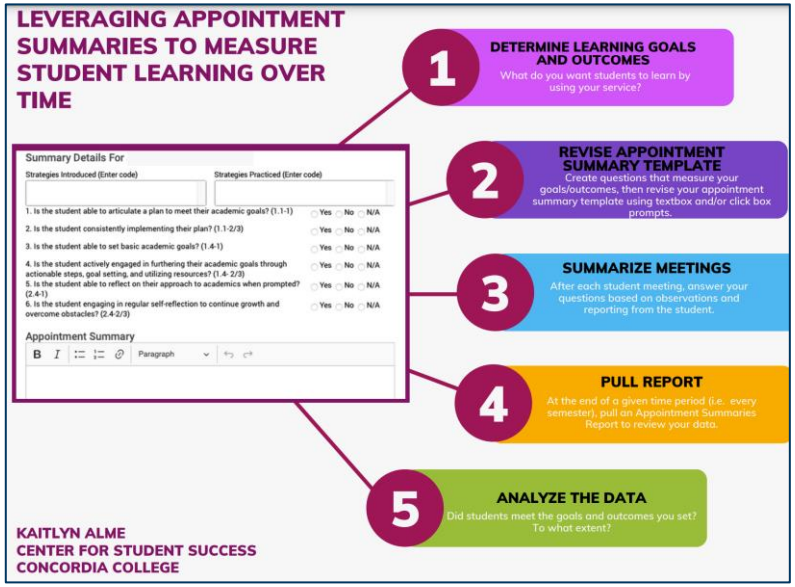
Partner Inspiration – Concordia College



1

One service provided by the Center for Student Success is **Academic Counseling**. The purpose of Academic Counseling is to help students define their academic goals and develop skills and strategies to reach them. Beyond academic success, additional learning goals we have for students who use this service come from our Student Development and Campus Life Division's Curricular Approach. The Center for Student Success determined that Academic Counseling is uniquely positioned to teach students these particular learning goals: →

Learning Goals
Students will...
1) Use appropriate strategies to effectively manage daily living.
2) Successfully navigate their personal and professional lives.
3) Engage in on-going reflection.

2

Once we decided on learning goals we wanted to measure for our Academic Counseling service, we created questions that measured each of those goals:

1. The first goal measures strategies, so we created text box questions to collect data about both the strategies students report that they use and the strategies taught to them in academic counseling. The list of strategies was pre-determined based on typical conversation themes, and each strategies could be coded with a number (ex: Time Management - 800).
   a. Click box questions # 1 and 2 also measure this goal, and to what extent students meet it. A student meeting this goal to the most advanced extent would receive a "Yes" for both questions. A student meeting this goal to the least possible extent would receive a "Yes" for the first question, and a "No" for the second. A student not meeting this goal would receive a "No" for both.
2. Similarly, appointment summary questions #3 and #4 measure Learning Goal 2.
3. And appointment summary questions #5 and #6 measure Learning Goal 3.

3

Following every academic counseling meeting, professional staff members completed an appointment summary, quickly responding to the text and click box prompts, and continuing to write a qualitative summary for other supports on campus to look back on as necessary.

4

At the end of every semester, our office pulls an "Appointment Summaries Report" utilizing the Reporting feature on Navigate. We export this report into an excel document to then analyze.

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Source: EAB interviews and analysis

Partner Inspiration – Concordia College

5 RESULTS & FINDINGS

Academic Counseling Strategy	Observed-Introduced	Observed-Used
Active Reading/Listening	4.00%	2.00%
Campus Involvement	5.00%	9.00%
Campus Resources	41.00%	24.50%
Exam Preparation	22.00%	14.00%
Metacognition	8.00%	5.50%
Pre-Class, In-Class, Post-Class	15.00%	11.00%
Time Management	42.00%	33.00%
Schoolwork Envrionment	14.00%	8.50%
Communication	33.00%	26.00%
How do I graduate?	27.00%	8.00%
Motivation & Procrastination	16.00%	8.00%
Mindset & Personal Responsibility	16.00%	14.50%
Hiddent Curriculum	7.00%	1.50%
Maintaining Behaviors	4.00%	21.50%
Wellness and Productivity	16.00%	13.00%

This table shows the results of the text box entries.

Findings

97% of students met our 3 learning goals, though the extent to which they met them varies.
On average, 17% of students were introduced to strategies but only 13% of students used those strategies.

Questions to Explore:

What can we do to help students move to "2s"?
Do these numbers vary between demographics (race, gender)?
How can we work to close the gap between introduced & used?

Learning Goal 1: Managing Daily Living	Observed Percentage
0: Cannot articulate a plan	3%
1: Can articulate a plan	36%
2: Consistently implementing plan	61%

Learning Goal 2: Navigate Personal & Professional Lives	Observed Percentage
0: Unaware of how to navigate personal and/or professional life.	3%
1: Sets basic goals to further personal & professional lives.	27%
2: Reflects and takes action to meet their goal.	70%

Learning Goal 3: On-Going Self-Reflection	Observed Percentage
0: Does not engage in self-reflection.	3%
1: Identifies ways to reflect.	42%
2: Describes how they incorporate self-reflection in their daily lives.	45%

These tables show the results of the click box entries.

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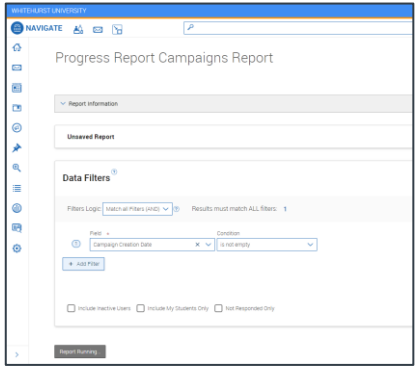
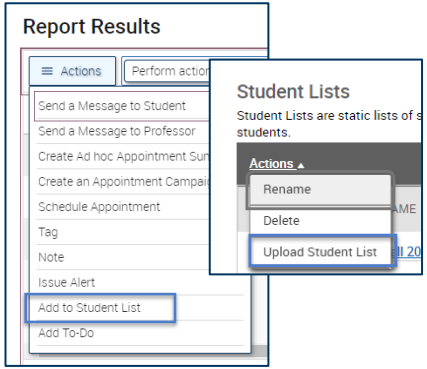
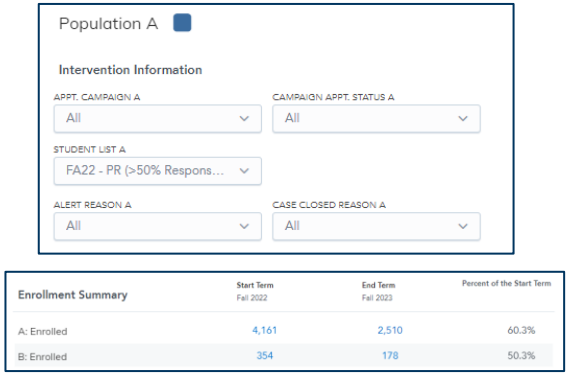
Source: EAB interviews and analysis

Navigate360 Snapshots of Process







Pull Report(s)

- Pull Progress Report Campaigns Report (Response Rate)
- Pull Cases Report (Students with Cases from campaigns)

Create Student Lists

- Upload Student Lists based on intervention student population (e.g., w/ feedback vs. w/o feedback)

Note: 'Allow to be viewed in Analytics'

Intervention Effectiveness

- Leverage filters and Student Lists in Intervention Effectiveness to understand impacts on metrics (e.g., persistence to future term)

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Partner Inspiration – Frameworks in Action

	Plan	Evaluate
Concordia College, Moorhead, Minnesota	Based on results from their Basic Needs Survey, Concordia wanted to **increase persistence rates by connecting students with essential resources**	Leveraging Intervention Effectiveness, Concordia found **~10% increase in persistence rates** among students who indicated need and used the Food Pantry compared to students who did not
University of New Haven, Connecticut	Wanting to **address lower faculty engagement in progress reports**, the team worked on a faculty communication plan focused on the impact of early alerts	Efforts resulted in **15-20% increase in faculty response rate**, along with **significant increases in student utilization of support services** across campus
Kansas State University	Leveraging their new LMS integration within Navigate360, the goal was to have more **proactive advising conversations** to promote academic success and belonging	Preliminary feedback from advisors, assignment data has been a **"game changer"** in their work with students, and they are thinking about best practices to share more broadly across campus
Rutgers University | Newark	After recommendations to receive tutoring during a progress report campaign, Rutgers wanted to understand the **percentage of students who attended tutoring** and their **final grade outcomes**	Students who received a recommendation for tutoring were **2x as likely to have a tutoring appointment**, students who then attended tutoring **were 13% more likely to earn a grade of C or better.**

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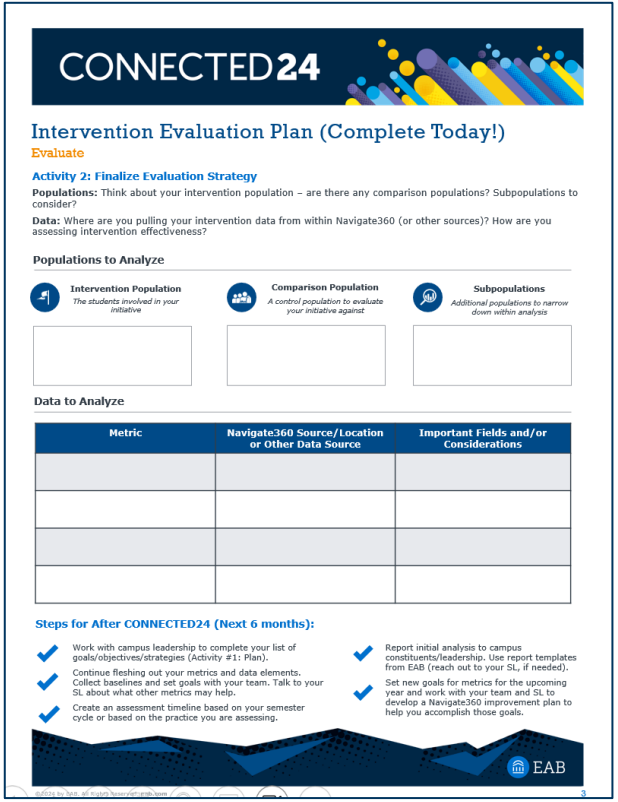
Source: EAB interviews and analysis

Evaluate Your Priorities



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Intervention Evaluation Plan (Complete Today!)

Evaluate

Activity 2: Finalize Evaluation Strategy

Populations: Think about your intervention population – are there any comparison populations? Subpopulations to consider?

Data: Where are you pulling your intervention data from within Navigate360 (or other sources)? How are you assessing intervention effectiveness?

Populations to Analyze

Intervention Population	Comparison Population	Subpopulations
The students involved in your initiative	*A control population to evaluate your initiative against*	*Additional populations to narrow down within analysis*

Data to Analyze

Metric	Navigate360 Source/Location or Other Data Source	Important Fields and/or Considerations

Steps for After CONNECTED24 (Next 6 months):

- Work with campus leadership to complete your list of goals/objectives/strategies (Activity #1: Plan).
- Continue fleshing out your metrics and data elements. Collect baselines and set goals with your team. Talk to your SL about what other metrics may help.
- Create an assessment timeline based on your semester cycle or based on the practice you are assessing.
- Report initial analysis to campus constituents/leadership. Use report templates from EAB (reach out to your SL, if needed).
- Set new goals for metrics for the upcoming year and work with your team and SL to develop a Navigate360 improvement plan to help you accomplish those goals.

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3

Activity Instructions

Take the next **7-10 minutes** to complete the following steps:

- Identify the student populations you want to analyze.
- Review process/outcome metrics and identify where the data is coming from to analyze intervention.

Share insights and evaluation plan with the room.

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Immediate Next Steps

Steps for After CONNECTED24 (Next 6 months):

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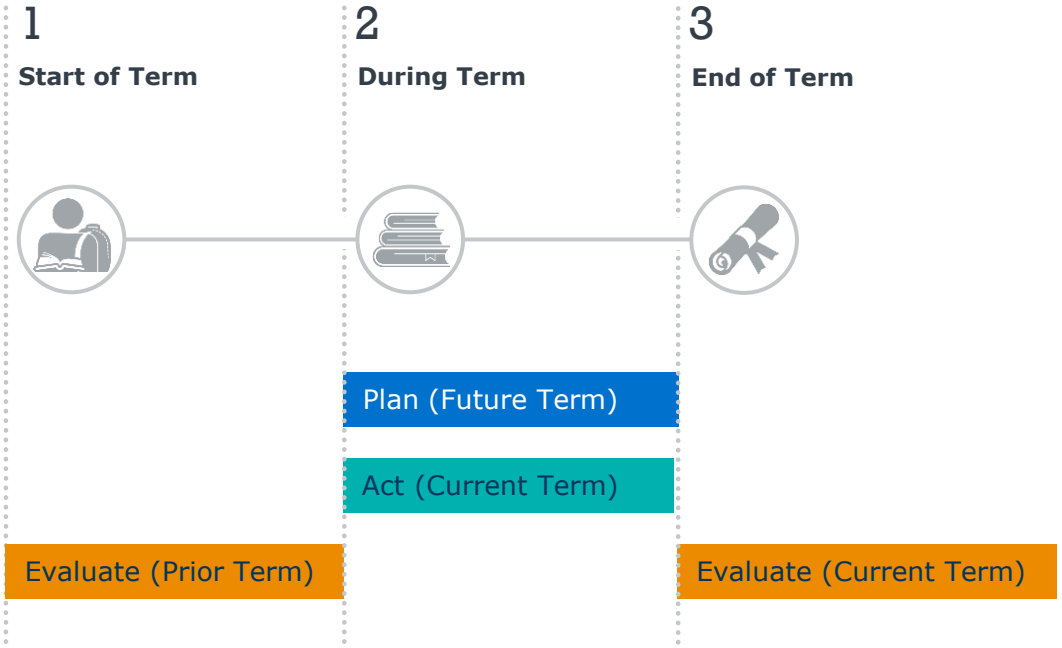
Incorporate Impact Year-Round



Key Areas for Alignment

Align framework with assessment cycle

Consider when you are defining, measuring, learning, and improving your impact.

Align with Leadership Team engagements

Bringing into Progress Review meetings, Executive Updates, etc.

Align with Annual Success Plan

Thinking about annual priorities outlined in Success Plans and key metrics for success

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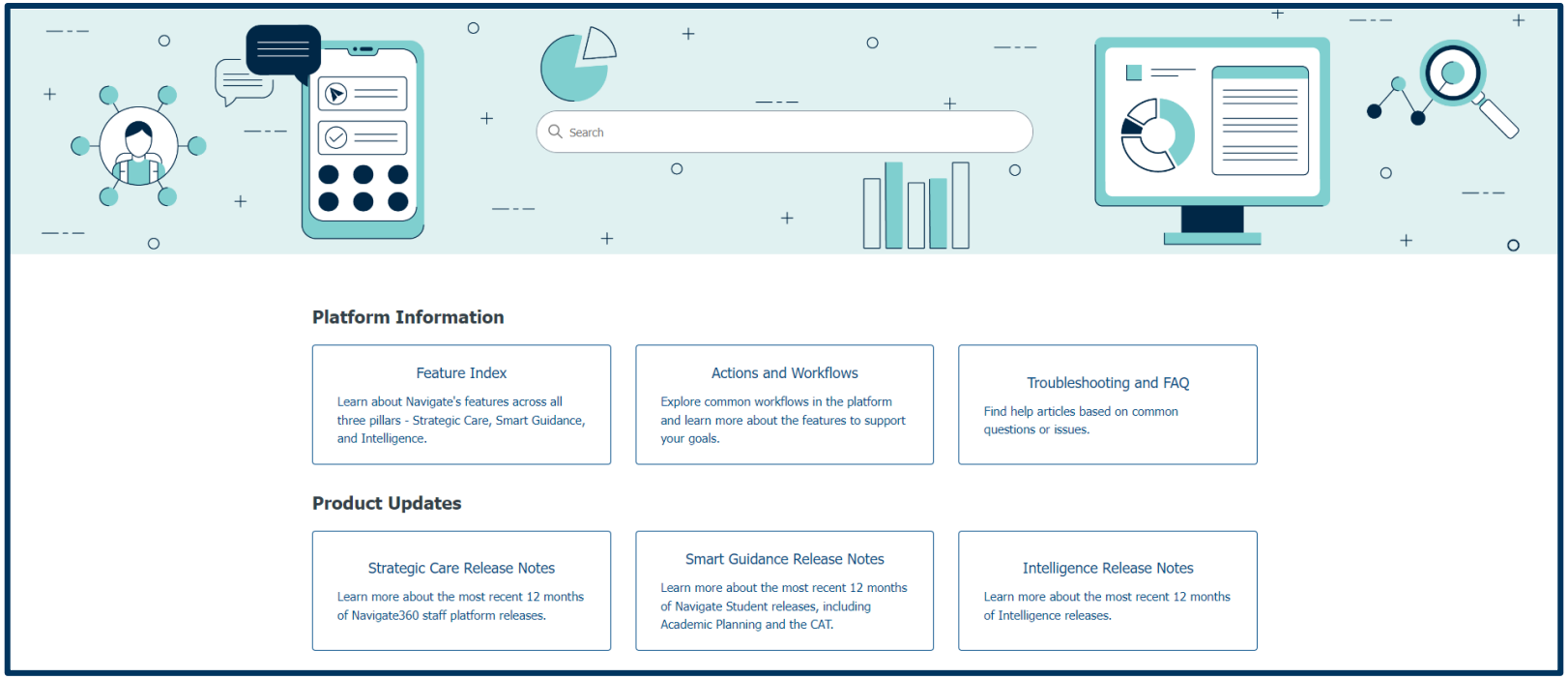
Don’t Forget the Help Center!



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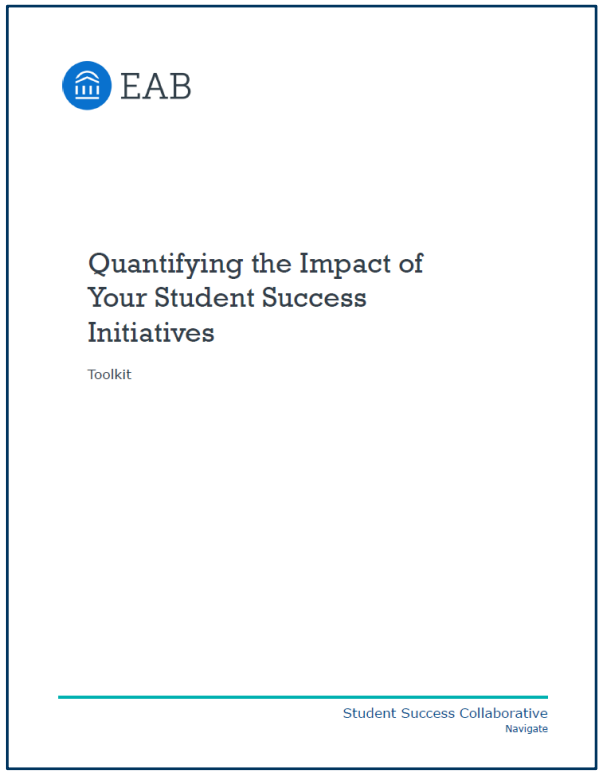
Impact Resources



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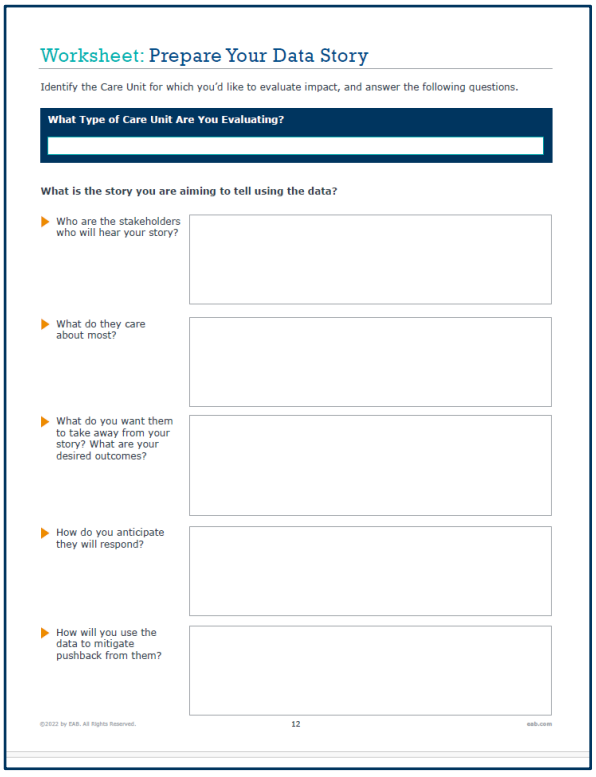
Quantifying the Impact of Your Student Success Initiatives

Toolkit

Student Success Collaborative
Navigate



Worksheet: Prepare Your Data Story

Identify the Care Unit for which you'd like to evaluate impact, and answer the following questions.

What Type of Care Unit Are You Evaluating?

What is the story you are aiming to tell using the data?

- Who are the stakeholders who will hear your story?
- What do they care about most?
- What do you want them to take away from your story? What are your desired outcomes?
- How do you anticipate they will respond?
- How will you use the data to mitigate pushback from them?

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Other EAB Resources and CONNECTED Sessions

Eab.com Resources

Maturity Curve: Assessing Progress and Planning for the Future

https://eab.com/event/stf-2023-roundtable-introducing-the-new/

Evaluating Your Differentiated Care Strategy

https://eab.com/event/evaluating-your-differentiated-care-strategy/

Data and Analytics Blog from our Edify and Research Experts

https://eab.com/research-and-insights/blogs/data-and-analytics/

Disaggregating Student Success Data

https://eab.com/insights/blogs/student-success/disaggregate-success-data/?utm_source=linkedin&utm_medium=organicsocial&utm_campaign=sprout&utm_content=blog

Office Hours

2nd & 4th Wednesday of each month at 2:00 p.m. EST; Registration Required

https://eab.com/event/ssc-2021-working-session-app-admin-and-content/

Other CONNECTED Sessions

PAST SESSION: Telling Your Story: Sharing Your Technology Wins in a Meaningful Way

Access session resources if you weren't able to attend!

Evaluating Student Success Impact with Navigate360 and Edify

Monday (1/22) at 1:00 p.m.

Scaling Actions and Differentiated Care: Strengthen Your Outreach Strategy for Outsized Impact

Tuesday (1/23) at 11:00 a.m.

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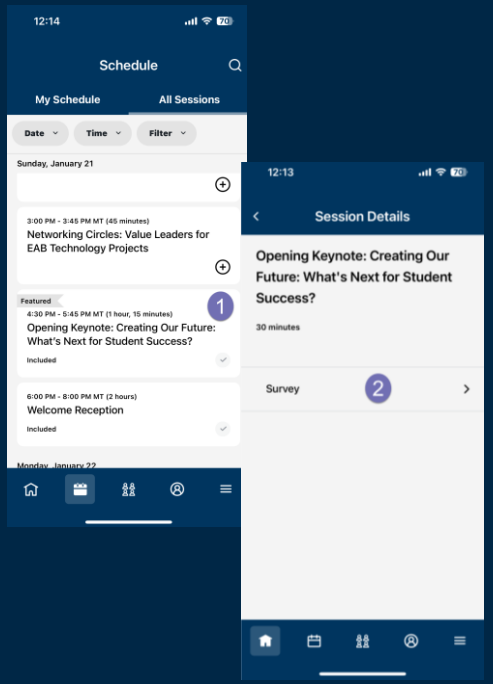
Complete Session Evaluations

Your feedback is important to us, please take a few moments to **tell us about your CONNECTED experience**.

Evaluations are available in the event app by clicking on a session and then clicking **Survey.**



Need help with the app?

Stop by the **information desk!**

CONNECTED24

Join us tonight for a CONNECTED Celebration!

Join us at **5:00 p.m. in the Aurora Ballroom B-D** to celebrate with your colleagues and peers.

Bites, drinks, and fun provided

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