Measuring Success: Leading and Lagging Indicators for Concurrent Enrollment Partnerships

Presented at the NACEP 2018 Midwest Regional Conference

Jordan E. Horowitz, Vice President
Institute for Evidence-Based Change
Upon completion of this workshop, participants will:

- Understand the concept of leading and lagging indicators
- Identify the leading and lagging indicators for concurrent enrollment partnerships
- Begin to develop a set of indicators for your partnership
IEBC’s Model of Data Use™

Improved Student Success

Analytics

Human Judgment and Decision Making

Organizational Habits
IEBC’s Model of Data Use™
IEBC’s Model of Data Use™

Interactive
Grounded in Research
IEBC’s Model of Data Use™

- Improved Student Success
- Analytics
- Human Judgment and Decision Making
- Organizational Habits
IEBC’s Model of Data Use™

Improved Student Success

Analytics

Human Judgment and Decision Making

Organizational Habits
Data vs. Information
Data vs. Information

Usable
Useful
Actionable
Usable

Clear

Effectiveness vs Simplicity
Useful

For

Information

Only

Student Success
Actionable

“Are we being effective in our student success efforts?”
Leading and Lagging Indicators: Introducing the Concept
Leading and Lagging Indicators: Introducing the Concept
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Leading & Lagging Indicators

- Leading indicators are in your control and lead to your hoped-for success
- Lagging indicators are affected by what you do to influence your leading indicators
Lagging Indicators

Tend to be our drivers because they are what legislators, funders, and other stakeholders hold us accountable for.
Lagging Indicators
Leading Indicators

- GPA: Below 2.0
- GPA: 3.0 to 3.5

Formative Assessment Cycle:
- Examine Student Work
- Administer Tasks
- Inform Teacher Knowledge
- Inform Instruction
Leading & Lagging Indicators

- Borrowed from the fields of economics and business
- **Leading indicators** are in your control and lead to your hoped-for success
- **Lagging indicators** are affected by what you do to influence your leading indicators
- What is leading and what is lagging depends on where you stand

Persistence Beyond First Term in College
A note on perspective
What Is an Indicator and What Isn’t

- Measurable
- Directly related to student outcomes
- Can be at the individual or group level
What Is an Indicator and What Isn’t

To provide FAFSA workshops to 100% of the high school seniors by the end of their final fall term.
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To make this an indicator:

90% of our high school seniors will have completed the FAFSA by the end of their fall term.
To provide FAFSA workshops to 100% of the high school seniors by the end of their final fall term.

Our high school will offer at least five courses in partnership with our local community college by fall term 2017.
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What Is an Indicator and What Isn’t

Although **activities** and **objectives** are not indicators, we don’t deny that they are important to track.

However, they are not a part of the impact model that identifies your **lagging indicators** (goals for student success) and **leading indicators** (evidence of progress along the way that you can assess to know whether or not you’re on track).
Leading and Lagging Indicators: Relationships
Leading and Lagging Indicators: Relationships

- Standardized Tests
- Course Completion
- Capstone Project

High School Diploma
Leading and Lagging Indicators: Relationships
Leading and Lagging Indicators: Relationships

- Attendance
- Pass Course with a C or better
- Take next course in sequence
- High School Diploma
Leading
or
Lagging
78% of our students who earned their high school diploma in June 2016 enrolled in a postsecondary educational institution within one year of graduation.
Leading or Lagging

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Leading or Lagging

The percentage of 10th grade students in our school scoring level 3 or 4 on the SBAC increased by 14% over the prior testing year
Leading or Lagging

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Leading or Lagging

The percentage of students taking and passing Algebra 1 with a grade of C or better in ninth grade increased by 6% over three years.
Leading or Lagging

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Leading or Lagging

The average number of days missed by students in our school increased by 1.4 days since the prior academic year.
Leading or Lagging

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Leading or Lagging

The proportion of our high school graduates placed into remedial math at college decreased by 4% over a two year period.
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Leading & Lagging Indicators for Concurrent Enrollment Partnerships

2017 NATIONAL CONCURRENT ENROLLMENT PARTNERSHIP STANDARDS
Adopted May 2017

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<tr>
<th>Program Evaluation Standards</th>
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<tr>
<td><strong>Evaluation 1 (E1)</strong></td>
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<td>The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.</td>
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<tr>
<td><strong>Evaluation 2 (E2)</strong></td>
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<td>The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.</td>
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<td>Indicator</td>
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