

Proposed Common Performance Measures

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Common Performance Measures

- **The Good:** Why do it?
 - **The Bad:** What's hard about it?
 - **The Ugly:** How to make it work?
- ***Goal for the Session:*** *To present the opportunities and challenges of common performance measurement and to hear your feedback on how to make it work for you.*

The Good: Why **common** measures?

- Facilitate program evaluation with measures for colleges/consortia to use “out of the box”
 - Support cross-site/cross-program analysis and understanding
 - Support learning from each other
 - Accumulate comparable evidence from multiple grantees
- *DOL requires common **outcome** measures; opportunity to align **implementation** and **progress** measures to maximize learning.*

The Bad: **Challenges** to common performance measurement

- Variation in strategies/programs
 - Variation in data systems and capacities
 - Requires detailed definitions of multiple complex concepts
- *The challenge is to balance broad applicability, specific relevance, and general feasibility.*

The Ugly: What will it take to **implement** common performance measurement?

- Agreement on concepts
 - Development of common definitions (data dictionary/technical guide)
 - Data collection (SIS and UI, but also potentially surveys, archival documents, and/or other sources)
 - Consistent reporting
- *Common performance measurement would be an extended **process**.*

Overview of Proposed Measures

- Organized by 4 DOL strategies
 - Accelerate progress for low-skilled and other workers
 - Improve retention and achievement rates to reduce time to completion
 - Build programs that meet industry needs, including developing career pathways
 - Strengthen online and technology-enabled learning
- 4 types of measures
 - Student characteristics
 - Implementation measures
 - Progress measures
 - Outcome measures

Overview of Proposed Measures (cont.)

■ Calculations

- Preliminary attempts at item definitions
- Require definition of the concept (that is, “what”), as well as the cohorts (that is, “for whom” – numerator and denominator)

■ Notes

- Reflect our early thinking
- Need your feedback – now!

- **Goal for the Session:** *To present the opportunities and challenges... and to hear your feedback on how to make it work for you.*
- **Applicability:** Do the concepts apply to work that you are doing for your TAACCT-funded program?
 - **Relevance:** Are the concepts specific enough to be meaningful, given what you are doing?
 - **Feasibility:** What would it take for you to be able to track them?