



# A framework for evaluating the success of a dashboard tool

Sarah Kolbe, Data Scientist  
Paul Tuss, Director

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Sarah Kolbe  
Data Scientist



Paul Tuss  
Director

# About us

The Educator Quality Center (EdQ) supports educator preparation across the CSU system.

We provide data and partner with campuses to help grow their capacity for continuous improvement in educator preparation.

What do you think of when you think of dashboards?

What's the **top word or phrase** that comes to mind?





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## Objectives for this session

- 01 | Share one way we've approached these questions
- 02 | Share specific tools and techniques
- 03 | Share inspiration

## The Problem

How can we  
help teacher  
preparation  
programs  
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CSU's educator preparation programs produce *more than half* of all public school teachers in California.

Many of these programs are focused on continuously improving the training they offer, but often do not make sound, data-informed decisions.

## The Problem

How can we help teacher preparation programs get better at **getting better?**



Need for  
data tool



Dashboard  
proposed



Project  
funded

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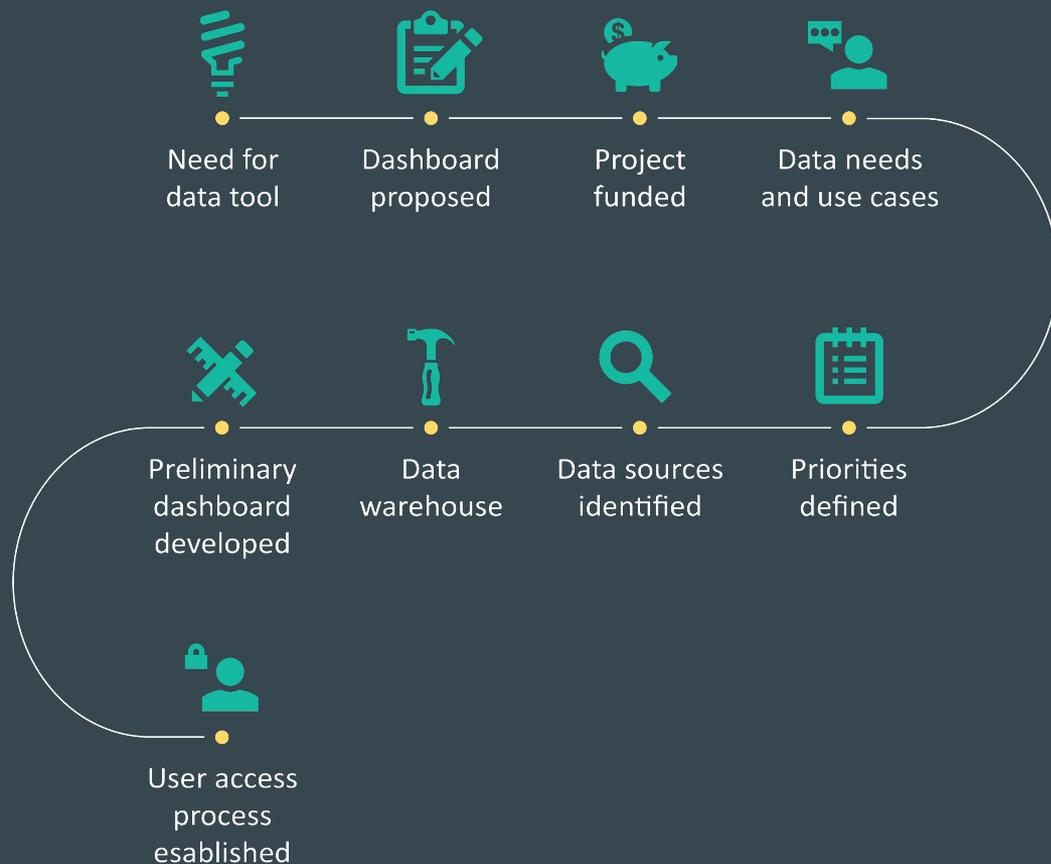
Data needs and use cases



Priorities defined

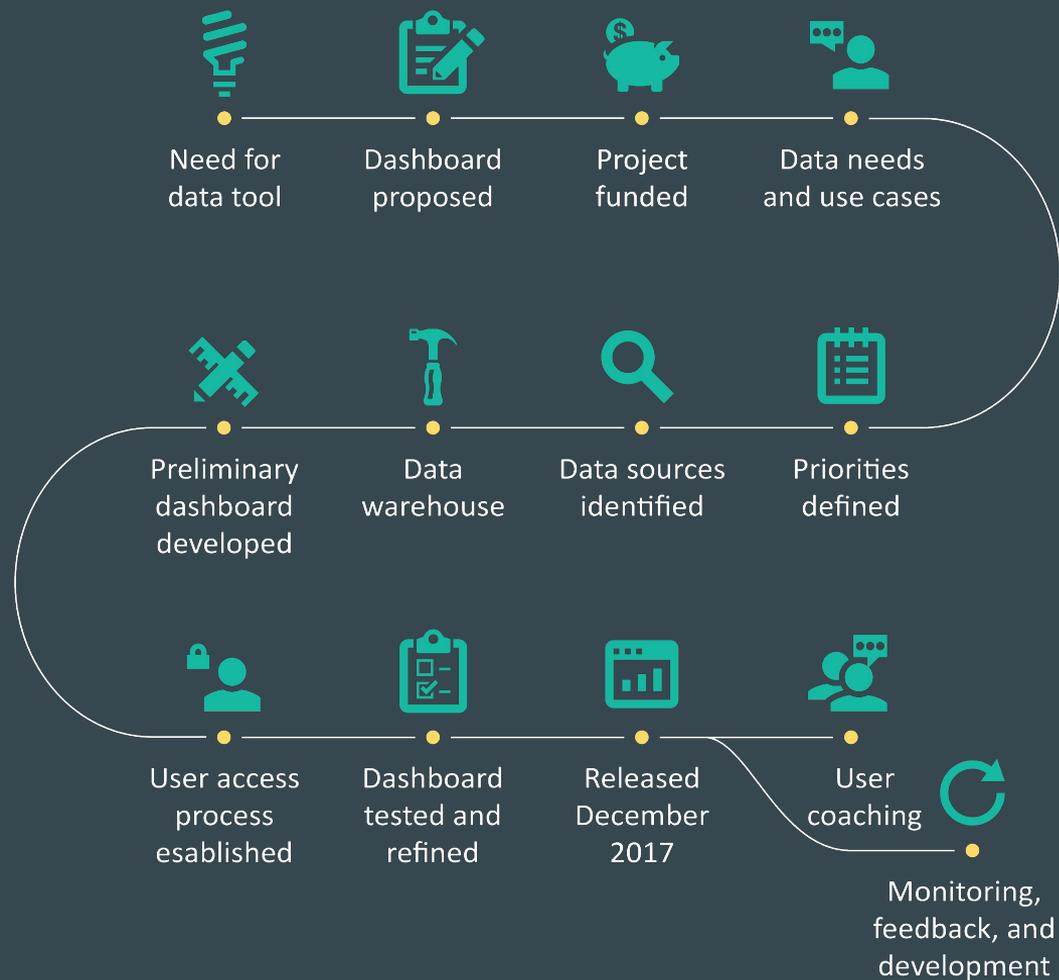
# The Problem

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## **The Problem, Part II**

How will we  
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Ultimately, we want to see  
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Proximally, we want to see data  
use to support evidence-informed  
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## **The Problem, Part II**

How will we  
know if it's  
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Proximally, we want to see data  
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How we will know if the  
dashboard is advancing that?

## **The Problem, Part II**

How will we  
know if it's  
**working?**

# CHECKLIST FOR EVALUATING NEW DATA TOOLS

Step 1: Define success

*In plain language, describe what a successful launch might look like*

□ Step 1:

Define success

EXPANSION OF ACCESS

INCREASED AWARENESS ABOUT THE DATA TOOL

REGULAR DASHBOARD USAGE

USER SATISFACTION AND ACTIONABLE FEEDBACK

ENGAGEMENT WITH TRAINING RESOURCES

## □ Step 1:

## Define success

### EXPANSION OF ACCESS

INCREASED AWARENESS ABOUT THE DATA TOOL

REGULAR DASHBOARD USAGE

USER SATISFACTION AND ACTIONABLE FEEDBACK

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In the past, data have been siloed, with access limited to a few individuals. If the rollout is successful, we should see a dramatic increase in the number of faculty and staff given access to the data.

□ Step 1:

Define success

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In addition to learning whether we're meeting users' data needs overall, we will learn which parts of the dashboard design are working well and which are not.

# CHECKLIST FOR EVALUATING NEW DATA TOOLS

Step 1: Define success

Step 2: Create specific goals aligned with your definition of success

*What specific goals or targets could be used to assess progress towards success?*

□ Step 2:

Create specific goals aligned with your definition of success

*In the first six months after launch:*

EXPANSION OF ACCESS

INCREASED AWARENESS ABOUT THE DATA TOOL

REGULAR DASHBOARD USAGE

USER SATISFACTION AND ACTIONABLE FEEDBACK

ENGAGEMENT WITH TRAINING RESOURCES

75% of campuses will grant access to 50% of their faculty and staff

Direct data access will increase by 5x

□ Step 2:

Create specific goals aligned with your definition of success

*In the first six months after launch:*

EXPANSION OF ACCESS

INCREASED AWARENESS ABOUT THE DATA TOOL

REGULAR DASHBOARD USAGE

USER SATISFACTION AND ACTIONABLE FEEDBACK

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User feedback will indicate that the dashboards meet most users' data access and analysis needs for the content area

We will acquire systematic data on usability and address low-scoring areas

# CHECKLIST FOR EVALUATING NEW DATA TOOLS

Step 1: Define success

Step 2: Create specific goals aligned with your definition of success

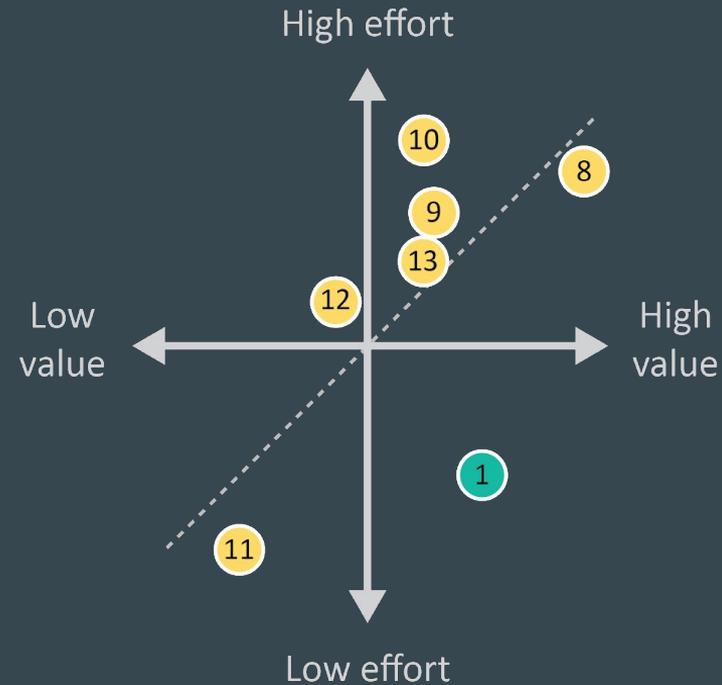
Step 3: Assess options for getting the data to measure goals

*What strategies are available for getting the data to assess progress? What's the effort/value trade-off for each?*

### Step 3:

## Assess options for getting the data to measure goals

Strategy	Goals	Description	Status
1	Access	Monitor user list and compare with full stakeholder list	Adopted
8	User Satisfaction	Cognitive interviews with early adopters	Adopted
9	User Satisfaction	Give select users a structured task and ask about their experience via a form	Discarded
10	User Satisfaction	Focus groups	Combined with #8
11	User Satisfaction	Include reminders on communications that feedback is welcome	Adopted
12	User Satisfaction	Survey all users	Maybe later
13	User Satisfaction	Survey targeted users and follow up to encourage response	Adopted



# CHECKLIST FOR EVALUATING NEW DATA TOOLS

Step 1: Define success

Step 2: Create specific goals aligned with your definition of success

Step 3: Assess options for getting the data to measure goals

Step 4: Execute, reflect, and repeat

**What did  
we learn?**

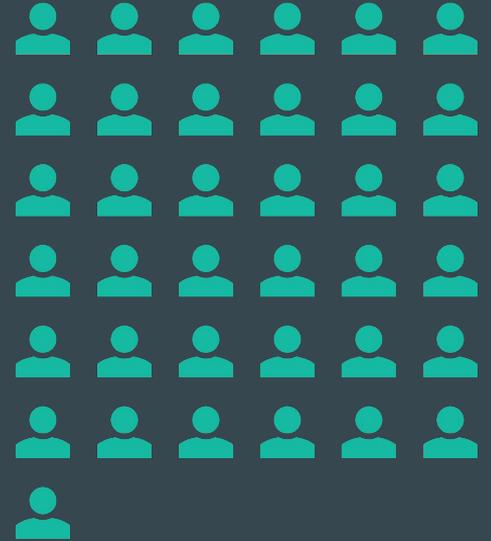
## **What did we learn?**

Developing an evaluation plan  
pushed us to articulate and refine  
our hopes

Example: What *does* successful data use for  
improvement look like?

Using multiple measures helped  
us get a more complete picture  
Example: measuring the expansion of access to data

**What did  
we learn?**



 = 25 individuals with direct access to data

Using multiple measures helped  
us get a more complete picture  
Example: measuring the expansion of access to data

**What did  
we learn?**



 = campus granted access to >50% of faculty and staff

# Using multiple measures helped us get a more complete picture

Example: measuring the expansion of access to data

## What did we learn?

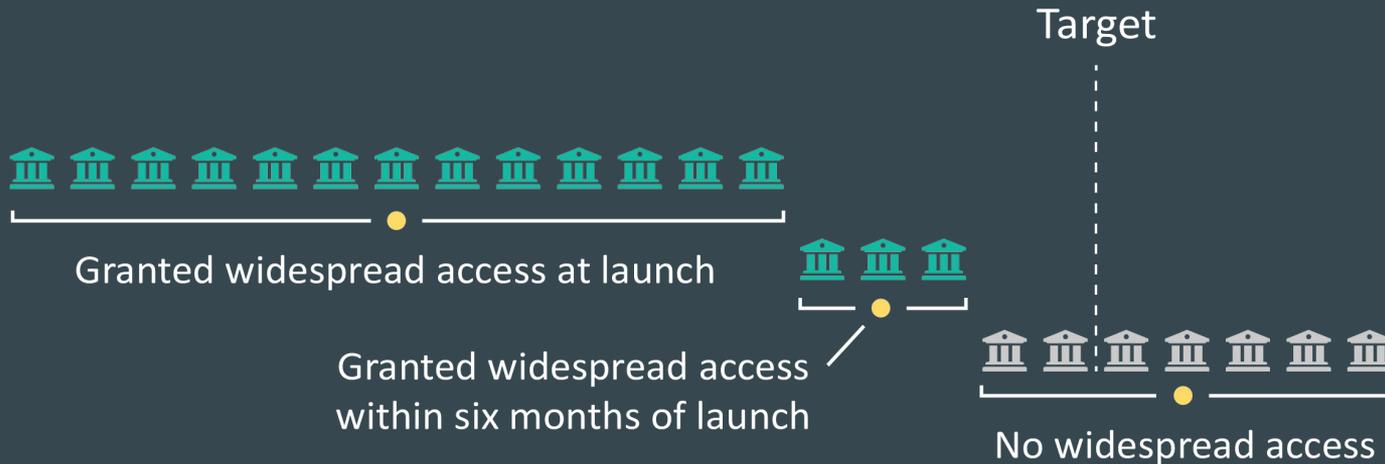


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# Using multiple measures helped us get a more complete picture

Example: measuring the expansion of access to data

## What did we learn?

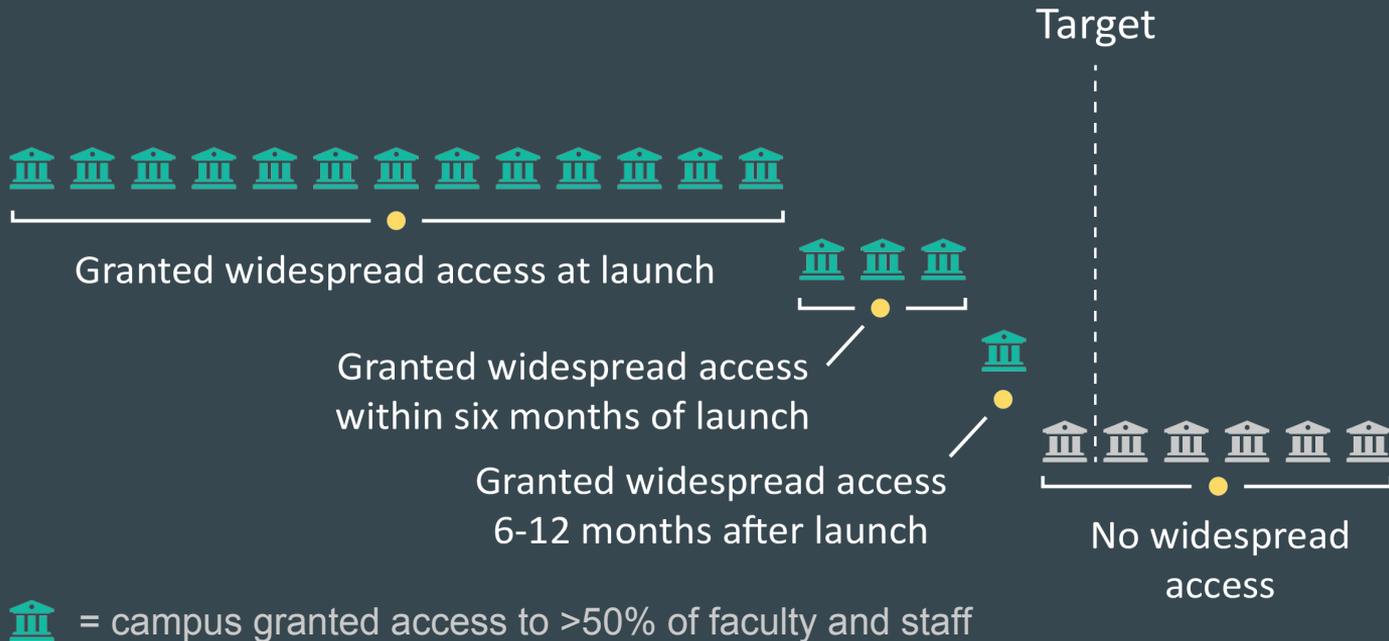


= campus granted access to >50% of faculty and staff

# Using multiple measures helped us get a more complete picture

Example: measuring the expansion of access to data

## What did we learn?



## **What did we learn?**

Dense feedback is worth the effort

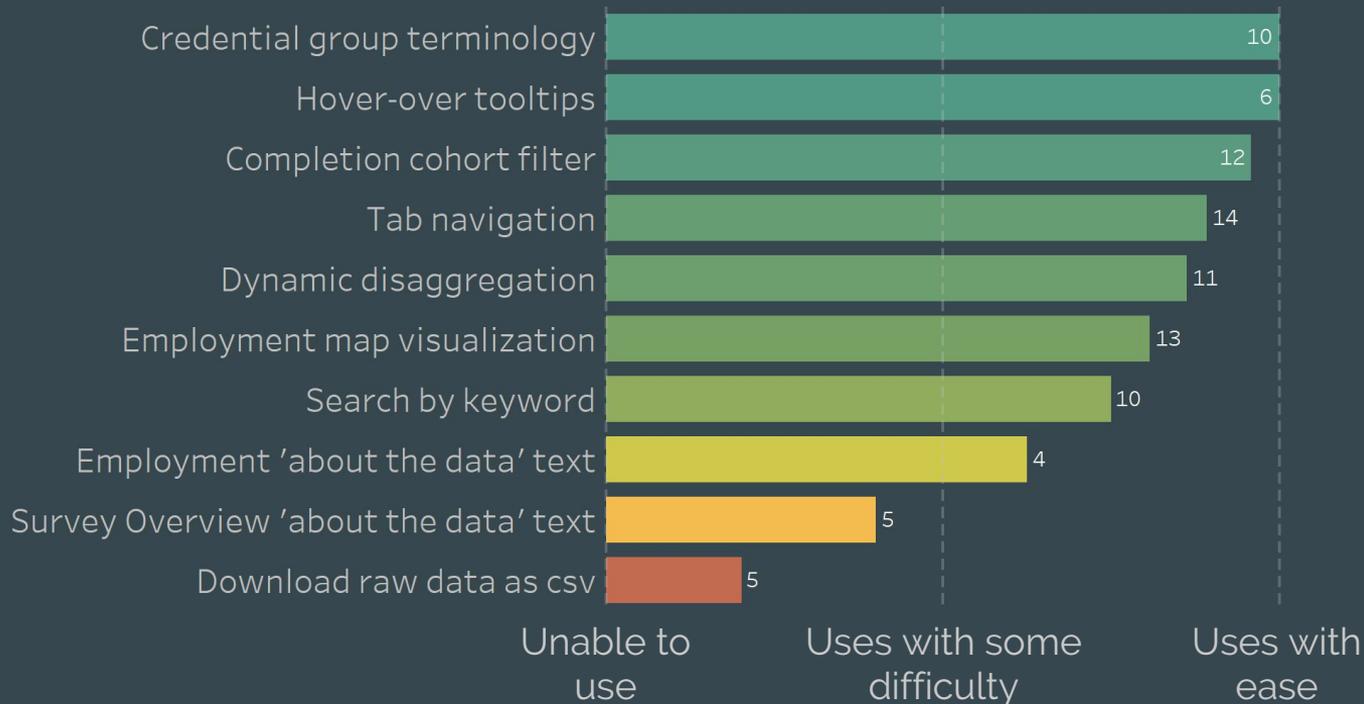
Example: cognitive interviews

Our most rich, actionable feedback came from a set of cognitive interviews we conducted. While these took a large up-front investment of time, the returns were enormous for identifying and addressing user needs.

# Dense feedback is worth the effort

Example: cognitive interviews

**What did we learn?**



# Dense feedback is worth the effort

Example: cognitive interviews

**What did  
we learn?**

*It's really interesting to be able to see  
the average of the CSU vs. our campus.*

Sandra Kahn, San Diego State University



*I like that I can pull specific data items that  
might be of particular regional importance.*

Emiliano Ayala, Sonoma State University

**What do we  
need to learn  
next?**

We made great progress.

But, the use of data for program improvement is still not where we'd like it to be.

**What do we  
need to learn  
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We made great progress.

But, the use of data for program improvement is still not where we'd like it to be.

To know what to do next, we need to dig deeper...



**What do we  
need to learn  
next?**

**Navigating access/security for the tool is too confusing**

**Lack of familiarity with the data**

**There's too long a gap between data collection and when data are available**

**Tool is too difficult to use**

**Individuals aren't aware that they have access**

**Campus didn't provide broad access to faculty and staff**

**Data use limited to a few individuals**

**Don't trust the data quality**

**Data aren't collected frequently enough**

**Sample sizes are too small to draw conclusions with confidence**

**Data use is a compliance/reporting activity**

**Individuals aren't aware of what's available**

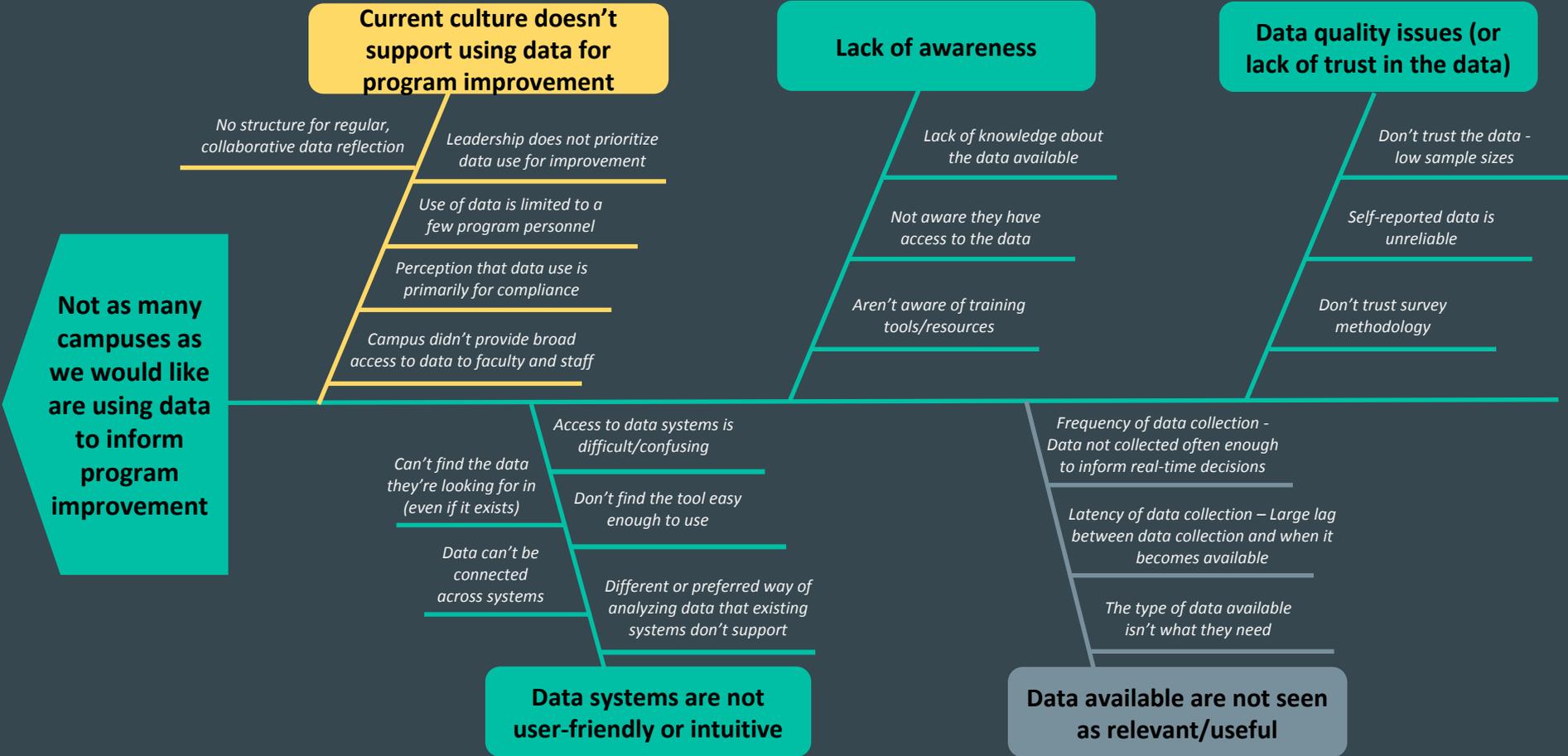
**No protected time for faculty and staff to engage in regular data inquiry**

**Not enough granularity in the disaggregation options**

**Prefer a different kind of display or way of working with the data**

**The types of data available are not what's needed**

# Getting at root causes using a fishbone diagram



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## Take-aways



The release of a new tool is an opportunity to understand a community's data use and promote a culture shift



A structured framework to evaluate the rollout is helpful for facilitating reflection and developing a strategy



Driving a culture shift is a continuous, iterative learning process. Be prepared to learn and adjust!

# Take-aways



The release of a new tool is an opportunity to assess a community's data use and promote growth.



A structured framework to evaluate the tool is essential for facilitating reflection and determining the tool's effectiveness.



Driving a culture shift is a continuous process. Be prepared to learn and adapt as you go.

## CHECKLIST FOR EVALUATING NEW DATA TOOLS

### OVERVIEW

The use of data dashboards in education has been surging in recent years. As dashboards proliferate, it is important to critically ask ourselves: What are we hoping to accomplish? How will we know if we've accomplished it? What can we do if we fall short of our goals? This checklist provides a four-step framework for considering these questions when releasing new data tools.

### □ STEP 1: DEFINE SUCCESS

In plain language, describe what you would hope to see during a successful rollout of the tool, and why that aspect of success is important.

- Consider how you would like to see data use change or evolve in your community. What shortfalls of the current system are you hoping to address with the new tool?
- Describe 'success' from multiple angles: for example, a rollout may include changes in data access, engagement with new resources, trainings, and services, usage of the new tool, and interactions within the community related to the new tool or data. Aim to identify between two and six aspects of success.
- Identify your target audience(s) for the tool, consider their history and data culture, and imagine what 'successful' use might look like for them. Briefly include context on their data history and culture in your description of success, if relevant.

### □ STEP 2: CREATE SPECIFIC GOALS ALIGNED WITH YOUR DEFINITION OF SUCCESS

Define specific, measurable goals or targets that can be used to assess your progress towards the aspects of success you defined in the first step over a defined time period.

- Aim to define between two and four measurable goals for each aspect of success you defined in Step 1. Having multiple measurable goals allows you to assess progress towards that aspect of success from several angles, and provides a built-in backup if there are challenges to acquiring the data to assess one of the measurable goals.
- Use benchmark data to determine targets when possible. They may not always be available, so don't be afraid to start with target that are 'best guesses' and revise them as preliminary data became available.
- Don't limit the goals to data you currently have on hand. Think about what you really want to be able to measure in order to know if you're making progress on the aspect of success you defined in Step 1.

### □ STEP 3: ASSESS OPTIONS FOR GETTING THE DATA TO MEASURE GOALS

Brainstorm a list of possible ways to collect the data to assess your goals.

- Consider a wide variety of data sources, including website and dashboard usage analytics and user lists, cognitive interviews, focus groups, targeted or broad surveys, and other less formal data collection mechanisms.
- Identify which goal(s) each data source could potentially help measure. Discard options that aren't well aligned to goals.
- Consider using a cost-benefit analysis to help select a set of strategies that, taken together, can measure the full set of goals, has a good trade-off between the effort to collect the data and the value of the data, and that makes good use of limited resources (such as volunteer early adopters).

### □ STEP 4: EXECUTE AND REFLECT

Use the strategies selected in Step 3 to assess the goals set in Step 2, and reflect, revise, and repeat the cycle as needed.

- Consider what revisions are needed for the definitions of success and the measurable targets.
- In cases where goals are appropriate but not met, consider using a root cause analysis to understand and evaluate the reasons the goal was not met, and to plan a strategy to revise the tool or its associated supports to better meet the goal.

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## Take-aways



The release of a new tool is an opportunity to understand a community's data use and promote a culture shift



A structured framework to evaluate the rollout is helpful for facilitating reflection and developing a strategy



Driving a culture shift is a continuous, iterative learning process. Be prepared to learn and adjust!

# Thank you for your time!

For more information about our work, visit

[www2.calstate.edu/impact-of-the-csu/teacher-education/educator-quality-center](http://www2.calstate.edu/impact-of-the-csu/teacher-education/educator-quality-center)

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