

Team Time #1

Developing SMART Goals for Collaborations on Measuring Value

October 22, 2024 | 9:45 – 10:30 A.M.

INSTRUCTIONS

Revisit your team's submitted letters of interest and the technical assistance or professional development needs identified. During this session, your team will translate these needs into **Specific, Measurable, Achievable, Relevant, and Time-Bound (SMART)** goals. Consider the measures of postsecondary value that your state seeks to improve, engage with, or develop, including both individual economic value or return on investment (ROI), non-economic or qualitative benefits of postsecondary education, and the broader state impact ROI. Reflect on how these metrics can be used to disaggregate data to better serve underserved populations or under-resourced institutions.

Use **Worksheet 1** and the guided questions to outline your goals, identifying potential collaborators and the desired impact of each goal. Additionally, begin considering who the key partners are for achieving these goals and how these goals can be communicated effectively to stakeholders.

GUIDING QUESTIONS

Technical Assistance & Priorities

- Please review your technical assistance needs mentioned in the letter. What technical assistance and professional development needs does your team seek help with during the CoP? Is there anything new or that you'd like to change from your letter?
- What are the priority programs/projects/activities/initiatives related to measuring postsecondary value that your team would like to focus on?

Translating Needs into SMART Goals

- How can your team translate these needs and priorities into SMART goals?
- What **SMART** goals will you set to develop a roadmap for addressing your needs and priorities during the subsequent Team Times?

Setting SMART Goals with Partners and Impact

- What are the potential internal and/or external outcomes of this objective?
- Who are your key collaborators? What milestones can you set? How will you measure progress and success?

WORKSHEET 1: DEVELOPING SMART GOALS FOR COLLABORATIONS ON MEASURING VALUE

#	Technical Assistance / Development Needs	SMART Goal	Collaborators	Impact
	List the technical assistance or professional development needs identified in your team's letter of interest.	Provide the SMART goals your team will accomplish regarding measuring postsecondary value.	Who within your team, agency, state, etc., should be engaged to help you achieve this goal?	What are the potential internal and/or external outcomes of this objective?
1				
2				
3				
4				

Team Time #2

Strategic Metrics for Measuring Postsecondary Value & ROI

October 22, 2024 | 2:45 – 3:30 P.M.

INSTRUCTIONS

Building on Team Time #1, this session will focus on refining postsecondary value metrics, including individual economic ROI, non-economic benefits, state impact ROI, and economic mobility. Teams will articulate and structure these metrics, identify key data elements and collaborators, and set measurable goals (KPIs). Consider potential deliverables like visualizations or reports, and explore how existing external databases, dashboards, or resources can support your efforts when capacity is constrained. Use the provided worksheets:

Worksheet 2a (Logic Model) to map inputs, activities, outputs, and outcomes, and **Worksheet 2b** (RASCI Matrix) to clarify roles and responsibilities for each task.

GUIDING QUESTIONS

- What key metrics related to postsecondary value does your team want to refine or develop, and how do they reflect economic, non-economic, or state impact ROI?
- What data elements are essential for refining these metrics, and which internal or external partners (e.g., SLDS, workforce agencies) will be needed?
- What measurable goals (KPIs) can you set to track the success of these metrics? How will progress be measured?
- What specific measures will disaggregate data by special and underserved populations and institutions? How will other measures be disaggregated along these populations?
- What visualizations, reports, or deliverables could effectively communicate these metrics to stakeholders?
- Are there existing external databases, dashboards, or organizational resources or collaborations that could support this work, particularly where capacity is limited?

WORKSHEET 2a: LOGIC MODEL FOR METRIC DEVELOPMENT

#	Task/Metric	Input	Activities	Outputs	Outcomes
	Name the specific task or metric to be developed or refined.	List the resources, data, and technology required for developing or refining the metric.	Describe the specific actions or processes necessary to develop or improve the metric.	Identify the tangible results or products, such as new data models or reports, that will come from the activities.	Define the short-term and long-term impacts or changes expected from the metric development.
1					
2					
3					
4					

WORKSHEET 2b: RASCI MATRIX FOR METRIC DEVELOPMENT

#	Task/Metric	Responsible	Accountable	Support	Consulted	Informed
	Name the specific task or metric to be developed or refined.	The individual or team directly responsible for executing the task.	The person ultimately accountable for ensuring the task's completion.	Individuals or groups providing resources, assistance, or support.	Stakeholders who should be consulted for input or advice.	Those who need to be kept informed of progress and outcomes.
1						
2						
3						
4						

Team Time #3

Targeted Messaging for Stakeholders: Differentiating Perceived and Actual Postsecondary Value

October 23, 2024 | 10:30 – 11:15 A.M.

INSTRUCTIONS

In this and the following team time sessions, you will focus on understanding current perspectives on value in your state and developing effective assessment and messaging strategies to better develop and communicate your postsecondary value and ROI metrics. Your messaging should be inclusive, accessible, and resonate with students, institutions, policymakers, communities, and the public. Please use the guiding questions and worksheets to map out the perceived value (**Worksheet 3a**) and the desired value (**Worksheet 3b**) narratives for students and families, policymakers, and the general public. Be sure to highlight how you can use existing or new data to craft messaging about the value of postsecondary education for each of these audiences. Consider which channels and formats will be most effective for communicating these metrics and stories, and explore opportunities to leverage existing databases, dashboards, and resources to support your communication efforts, especially when capacity is constrained.

GUIDING QUESTIONS

- What is the general perception of higher education value among stakeholders in your state? How does this differ from what the data tells you regarding the impact of postsecondary value in your state? Why do you think this perception exists across these specific stakeholder groups?
- What data or insights are you using to examine these perceptions? How can you better assess the gap between public perception and actual value to inform your messaging strategies across stakeholders?
- How can you address and navigate similar or competing measures and/or perceptions of value from outside organizations, accrediting bodies, or your state and the federal government in your messaging?
- Who are the key stakeholders you need to engage to amplify your message? What data literacy strategies will you need to employ to ensure your data are appropriately received?
- What resources (funding, partnerships, materials) do you need to support your efforts?

WORKSHEET 3a: DEVELOPING & REFINING A MESSAGING STRATEGY FOR POSTSECONDARY VALUE (PERCEIVED)

#	Task/Metric	Current Perceived Narrative/Headline		
	Name the specific task or metric to be developed or refined.	Students & Families	Policymakers	General Public
1				
2				
3				

WORKSHEET 3b: DEVELOPING & REFINING A MESSAGING STRATEGY FOR POSTSECONDARY VALUE (DESIRED)

#	Task/Metric	Desired Narrative/Headline		
	Name the specific task or metric to be developed or refined.	Students & Families	Policymakers	General Public
1				
2				
3				

Team Time #4

Refining the Messaging Strategy for Postsecondary Value

October 23, 2024 | 12:15 – 1:50 P.M.

INSTRUCTIONS

Following the communications session, this team time is designed to help you refine and improve your messaging strategy for postsecondary value. Reflect on the key takeaways from the session and your team conversations, and consider how your messaging can be improved. Think about how to engage stakeholders, secure resources, and measure the effectiveness of your message. We will ask a few teams to share their refined strategies and insights with the larger group.

GUIDING QUESTIONS

- After the communication session, is there anything you would change or reconsider about your communication and messaging plan?
- What tone and language should be use to resonate with your state’s residents (e.g., parents, students, legislators, policymakers, out-of-state students)? How can you ensure your message is inclusive and accessible to all communities within the state?
- How can you create a cohesive communication strategy when multiple state sectors (e.g., education, workforce, health) are involved in contributing or responding to postsecondary value metrics?
- How can you account for and communicate vast institutional differences across our state’s higher education systems (e.g., two-year vs. four-year, urban vs. rural) to ensure that your messaging on value avoids unintended consequences or misrepresentations?
- What do you want the key message or “headline” to be for each stakeholder group — students and families, policymakers, and the general public — regarding the value of higher education?