Open Doors Re-Engagement Program Data Framework

	Outreach	Assessment/Intake	Connection to Pathway	Progress in Pathway	Pathway Completion	Program Exit
Data Elements These are examples, you probably have more.	• Student last school • Calls made • Call results • Student enrollment • Student demographics	• Assessment Scores • Student Academic Needs • Student Human Service Needs • Student Strengths • Pathway/Career interests	• Student Academic Goals • Changes to Academic Goals or Pathways	• Indicators of student progress (when, how many) • Weekly contact • Student Attendance	• Completion type • Completion date	• Reason for exit • Student Connection to post-secondary • Student Career Interests • Student Human Service Needs • Student Employment Plans
Student-centered data uses		• Connect students to pathways of interest and using strengths. • Address human service needs. • Schedule academic work in progression according to student preparation and interest.	• Academic advising.	• Academic advising. • Calculating Open Doors funding eligibility or other funding issues. • Identify new human service needs or track whether existing needs are met. • Identify new strengths or areas of interest.	• Academic advising. • Post-program advising and support. • Calculating Open Doors funding eligibility or other funding issues.	• Post-program or career advising and support. • Reference for future re-enrollment.
Program level questions that can be answered by the data elements. These are examples of general questions. They may need more specificity to your program to allow you to use the answers to improve. Many of the questions will require aggregated student information across the student's tenure at your school. Not all questions will be possible to answer or answer right away.	• Which students are responding to our outreach methods? • Are the students enrolling the type of students we serve best? • How much time do we spend on outreach and how many students do we enroll (benefit/cost analysis of activities)?	• What are general student human service needs? Do we have the capacity to meet them? • Do we have classes that meet the academic needs of our students? • Do we have the mix of classes that our students need? • When do students enroll? Do students enroll at different times of the year and/or have different needs at different times?	• Are students are meeting their goals, or changing over time (need progress and completion data as well as initial connection data for this)? • Should we adjust course and pathway offerings based on current student population or needs? • Should we adjust the timing or daily schedule of our course offerings? • Are there times when students change pathways? How can we help?	• What is the program's retention rate? This question can be answered based on the different pathways available to students, as well as based on things like student age, age of dropping out, length of time participating in the program, etc. • What are the barriers to successful progress for students? What are the characteristics of students that do not progress successfully? • What are the characteristics of students that do progress successfully? • Is there a ratio of IAPs per 90 days, length of time participating, or some other achievement ratio that might help identify students that are doing well?	• These questions are similar to the questions for pathway progress. • What is the program completion rate? • Which students are more likely to complete? • What credentials are being completed? • What are the characteristics of students who complete successfully? • What are the characteristics of students who do not complete? • Are students who attend regularly more likely to complete? • Do students who are contacted weekly show more successful progress or completion?	• Many of the questions under Progress in Pathways will rely on some exit data and are applicable in this section—especially barriers to progress and the characteristics of students that do not progress or complete.