Key Performance Indicators for Evaluating your Living Classroom

What is the purpose of the tool?

This tool provides:

A list of key performance indicators (KPI's) that you may find useful for evaluating your Living Classroom during the initial implementation and subsequent cohorts.

A list of KPI's that you may find useful for evaluating your Living Classroom after your initial implementation phase.

The information collected using KPI data can contribute to continuous quality improvement in your Living Classroom. For evaluation data that will be required by the Living Classroom team, see Evaluation Tools.

How do I use this tool?

Select any of the KPI's that you feel would be useful for your organization/partnership.

The list we have provided is not exhaustive nor customized to your Living Classroom. Please add any KPI's that are unique to your organization/partnership.

Use a variety of methods to collect data for the KPI's, for example;

- Surveys (eg. or staff surveys)
- Enrolment numbers
- Graduation rates
- Hiring statistics
- Retention rates

Be strategic about your evaluation process by knowing what you want to measure ahead of time. Then track those data as you proceed with a Living Classroom cohort. For example, record enrollment for your KPI evaluation at the beginning of a cohort rather than trying to find this information later.

Key Performance Indicators for Initial Implementation Phase

Satisfaction with partnerships: (Suggested methodology: survey)

LTC satisfaction with partnership
Educator satisfaction with partnership

Capacity of long-term care home staff to mentor/support students: (Suggested methodology: survey)

Workload capacity
Hours capacity

Student demographics: (Suggested methodology: enrollment data)

International/Domestic
Primary Language
Age
Number of students initially enrolled
Number of students who withdrew
Number of students who graduated
Employment rate of graduates at this LTC site (or its corporate organization)
PSW retention rates and contributing factors

Student experience and satisfaction: (Suggested methodology: student survey)

To what extent did students feel they were more equipped to enter the workforce because of their Living Classroom experience?
Would students recommend the Living Classroom PSW Program to others?

Student supports: (Suggested methodology: usage data, surveys)

What types of academic supports were available through the LTC home?
What types of academic supports were available through the classroom/school?
To what extent were the academic supports utilized by students?
What types of non-academic supports were available through the LTC home?
What types of non-academic supports were available through the classroom/school?
To what extent were these supports utilized by students?
Was there any type of transportation support provided to students?

Perceived preparation of the graduates: (Suggested methodology: survey or interviews)

Does the LTC home feel Living Classroom PSW's are more job-ready?
If yes, in what way?

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Key Performance Indicators Beyond Initial Implementation Phase

Sustained growth:

Increase in capacity cohort over cohort (i.e., potential for increased enrollment)
Actual increase in enrollment cohort over cohort
Increase in graduates cohort over cohort
Increase in number of cohorts year over year

Stability:

Continual enrollment of students
Continual production of graduates

Retention:

Employment retention of graduates after 1 year