



# COVID-19: Impact on Student Predictions

## By Grace Gee, Product Management

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*Note: The information in this document pertains only to the effect of the COVID-19 crisis on prediction models, scores, and future impact analyses of current student success programs.*

As educational institutions close their physical campuses and move coursework delivery online, Civitas Learning® understands that administrators will have questions about the ways in which these unprecedented events may affect our predictive models and scores.

### **No major impact**

Civitas Learning does not expect that the disruption will have a major impact on current predictive models and scores. Our models take into account more than 100 variables across student enrollment, academic performance, pathway progress, demographics, LMS engagement, financial aid, and more. Most of the variables that do measure online engagement are calculated relative to the enrolled section or course. That is, for example, a student's engagement in MATH101 is only compared to other students' engagement in the same MATH101 section.

Only a few of the model variables, such as the Average Count of LMS Gradebook Activities, are directly affected by increased online engagement. While we do not anticipate that alterations in these variables will significantly change prediction scores, we will closely monitor the affected variables, along with scores, as the situation evolves.

### **How to monitor changing student success**

Even though Civitas Learning does not expect a major impact on our predictive models, institutions that are suddenly grappling with a larger and more diverse all-online student population can benefit from understanding how online activity and coursework affect student success. For example:

- Administrators can use Illume® filters and Powerful Predictors to understand the characteristics and behaviors of online students historically correlated with persistence—and then use these indicators to plan support and outreach efforts.
- Advisors and faculty can use Inspire® LMS activity data to gain visibility into students' engagement in online classes and offer more personalized guidance.
- Program administrators and analysts can use the Impact® application to assess the efficacy of past programs for online students to learn how to promote and focus the most effective support for differing student groups.



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### **What Civitas Learning is doing**

Because this sudden, temporary, flight to online instruction is an unexpected event, Civitas Learning is closely monitoring our prediction scores and LMS variables for significant variations. If we detect such changes, we will:

- Address the impact as soon as possible and contact customers if we see factors that require attention.
- Evaluate the data and outcomes at the end of the affected terms to determine how to account for events such as these in future models and retrains.
- Communicate how we will use the data from these affected terms in our models and other dependent application features going forward.

### **What you can do**

To help us understand how to best monitor and address any significant data changes due to this event, please let us know how you intend to record the following:

- How will you capture the turn to online instruction in the data you send to Civitas Learning? For example, will all courses for this term be marked as online in your systems?
- Are you enforcing use of the Civitas Learning–deployed LMS for all online coursework and class activity, or are you using other systems?
- Based on your broader online coursework delivery, what other Civitas Learning–deployed data elements (for example, from your SIS or LMS systems) do you expect to change significantly?

### **In conclusion**

Civitas Learning is dedicated to providing our customers with the tools necessary to ensure student success. Throughout this crisis, we continue to be committed to our mission of helping a million more students graduate by 2025.

*We began this journey together, and together we will see it through.*