

Skills-First Impact Measurement Metrics Data Guide

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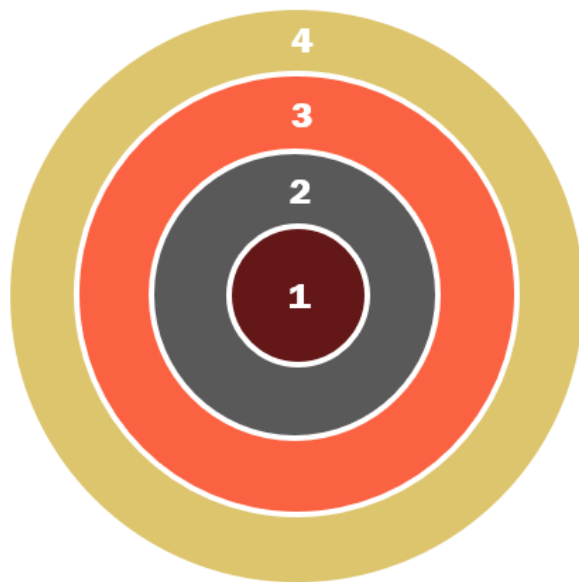
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Introduction to the Impact Measurement Framework:

The Impact Measurement Playbook provides a framework for evaluating the impact of your company’s Skills-First practices. The framework and playbook were initially developed in 2021 by a cohort of employers from the Business Roundtable’s Multiple Pathways Initiative with IBM and Grads of Life Co-chairing the effort. The framework is structured around 4 key dimensions of impact including: 1) Practice Adoption, 2) Outcomes for Employees, 3) Outcomes for Business, and 4) Outcomes for Society.

Measuring outcomes across each of these dimensions will provide a robust picture of progress toward your skills-first goals



- 0 Understanding Current State + Setting Goals

- 1 **Practice Adoption:** Change begins here. Track which practices are implemented and to what extent across your company.
- 2 **Outcomes for Employees:** What changes for employees as a result of new and/or strengthened skills-based practices?
- 3 **Outcomes for Business:** What changes for the business as a result of new and/or strengthened skills-based practices?
- 4 **Outcomes for Society:** Evaluate what changes in society as a result of improved outcomes for both employees and the business

Focus for the Action Cohort

Please note, Outcomes for Society metrics are not yet included in the framework but may be included in future iterations.

Purpose of this Guide

The Impact Measurement Metrics Selection Guide is a self-serve reference guide with information about each of the metrics that make up the [Impact Measurement Framework](#). The information in this guide is meant to assist decision-makers in selecting an individualized set of priority metrics to track based on the unique goals, needs, and resources within their own company. It can also assist data teams with understanding what it takes to track each metric in the framework.

While it would be ideal to track all the metrics listed in the framework from the start, this simply is not realistic for most companies given capacity. This guide is therefore intended to help familiarize you with the metrics and provide additional information that will help teams understand how to begin collecting the data needed to measure skills-first outcomes.

WHO SHOULD USE:

This guide is intended for Skills-First, HR, and DEI leaders, and data teams tasked with understanding how to drive critical skills-first outcomes data teams tasked with understanding how drive critical Skills-First outcomes and expand economic opportunity and mobility at their company.

GETTING STARTED:

To get started, we recommend following this five-step process:

1. Identify your skills-first goals

- Align on 2-3 goals for the next 1-3 years to focus your company's Skills-First work, note any important milestones or KPIs

2. List all metrics relevant to each skills-first goal

- Consider one goal at a time and create a "long list" of all related metrics from the framework, repeat for each subsequent goal

3. Prioritize 1-3 metrics per goal

- Consider your company's current capacity to track metrics

- Involve key stakeholders and consider timing, effort, impact, etc. to narrow your “long list” to a short list of priority metrics
- Ensure your short list balances the capacity available to perform the data collection and reporting process with the value of having these metrics on hand
- Consider what baseline data is critical to get from the start so you can assess changes over time versus what can wait

4. Build buy-in

- Align stakeholders and gain any necessary approvals to confirm your short list and gain access to the data
- Get resourcing in order and try to resolve any anticipated challenges before starting the data collection process

5. Track and iterate

- Begin collecting data and reporting out on the data on a regular cadence
- Add additional metrics and adjust your priority list as you evolve and progress your Skills-First work

Considerations for Prioritizing Metrics:

While it is ideal to track all of the impact metrics from the start, that simply is not realistic for most companies. To help prioritize a shorter list of metrics to get you started, consider the following:

Importance

- **What information is most important for helping shape your short and long-term skills-first investments and strategy?**
 - Do you need certain proof points to build your business case?
- **What actions or decisions do you need metrics to help catalyze?**
 - What metrics will help build advocacy and momentum?
- **Who will use these metrics and what is important to them?**
 - What are the priorities of different stakeholder groups?
 - What metrics have you been asked for, but don't currently track?

- **How mature is your company's skills-first work?**
 - Understand your company's maturity in skills-first talent management by collecting baseline data internally or through the help of a diagnostic tool such as the [Skills-First Navigator](#).
 - If you are just starting out, you may want to focus on tracking practice adoption metrics and add in more employee and employer impact metrics over time. That said, don't wait *too* long though to track employee and employer outcomes. You won't want to miss the ability to show any changes over time!
- **What baseline data is most important for you to start capturing immediately? What can wait?**
- **What other data is most important for you to start capturing immediately? What can wait?**

Feasibility

- **What data is being collected already?**
- **How difficult will it be to collect new data?**
 - How much time/capacity will it take to collect new data?
 - Where is the data housed?
- **What resources are available to collect and analyze your data?**

Advice for Getting Started:

1. Before you begin, identify any additional stakeholders you need to help prioritize and approve your short-list of metrics (you don't have to do this alone!). Solicit input and align on metrics selection process, timeline, priorities, expected outputs, and expected metrics reporting process, cadence, and representation of the data.
2. This can be an iterative process. Don't be afraid to start with easy to collect data while you work out solutions to some of the trickier metrics. You have the right to update your metrics list as your skills-first strategy and work evolves.
3. Document and communicate your data sources, methodology, and learnings along the way to build trust, credibility, and support.

A Note for Users:

The information in this guide is meant to provide directional guidance based on anecdotal evidence and observations of company experiences to-date. Varying company strengths, needs, goals, and priorities will influence usage of this tool.

Definition of Terms:

Section- This guide is split into three sections, reflecting the dimensions of impact laid out in the framework (1) Adoption of Skills-First Practices, 2) Outcomes for Employees, and 3) Outcomes for Business).

Category- The categories listed in each table provide a topical description of what each metric is meant to measure within the sections above, ex: adoption of *hiring practices*, *improved lived experience* outcomes for employees, etc.

Practices- Suggested actions that, when adopted by the company, are mostly likely to impact the set of metrics in each category. Note that there is not a one-to-one relationship between individual practices and outcomes, as one practice may improve multiple metrics' outcomes or vice versa, and several practices may be needed to improve one metric.

Metrics- The metrics were designed to help measure how skills-first practices benefit the company and its employees and potential employees, especially those without four-year degrees who have historically lacked access to economic opportunity and mobility. See the [Impact Measurement Playbook](#) for more information.

Effort- This rating speaks to the estimated amount of time and resources (high, medium or low) needed to collect the data needed to report on a specific metric. Note, approximate effort may vary depending on company size, maturity, technology, etc.

Timeframe- This rating speaks to the estimated amount of time it may take to see a change in the metric after associated practices have been adopted within your company: Long timeframe (>1 year after practice change), medium timeframe (6-12 months after practice change), short timeframe (<6 months after practice change). Note, approximate timeframe may vary depending on company size, strength of adoption, economic factors, etc.

Frequency- This rating speaks to the recommended cadence for collecting the data needed for each metric to track changes over time: Quarterly (every 3 months), semi-annually (every 6 months), annually (every 12 months), custom (in line with your company's internal cadence for surveying, performance reviews, etc.), real-time (a live yes/no). *Note: data pulls can represent cumulative total from the last period, i.e., promotions OR snapshot of current status, i.e. representation.

Practice Adoption

Change begins here. Metrics in this section of the Impact Measurement Framework enable you to track which skills-first practices have been implemented at your company and to what extent.

LEADERSHIP BUY-IN & ACCOUNTABILITY

Associated practices

- *Leadership commitment and accountability*

Metrics	Effort	Timeframe	Frequency
Has CEO made an explicit commitment to becoming a Skills-First employer? (Yes/No)	Low	Short	Real-time
Data Required: <ul style="list-style-type: none"> • Existence of commitment 			

RECRUITING & SOURCING

Associated practices

- *Recredentialing: Create skills-first job descriptions, removing 4-year degree or bachelor's equivalent and other experience requirements where possible*
- *Diversify talent sources & build equitable work-based experiences (e.g. paid internships, apprenticeships, etc.)*

Metrics	Effort	Timeframe	Frequency
#, % and % change of total job postings that do not require a 4-year degree or bachelor's equivalent	Low	Short	Semiannually
Data Required: <ul style="list-style-type: none"> • Total number of unique job openings that don't require a degree • Total number of unique job openings 			
How many roles were reviewed for recredentialing and what % of them changed?	Low	Short	Custom
Data Required: <ul style="list-style-type: none"> • Total number of roles that were recredentialled over a specific time period • Total number of roles reviewed for recredentialing potential during that same time period 			
Have you expanded your ecosystem of sourcing partners to include strategic non-traditional talent providers (e.g., community colleges, community-based organizations, etc.)? (Yes/No)	Low	Short	Real-time
Data Required: <ul style="list-style-type: none"> • Existence of non-traditional sourcing partners (examples listed above) 			

#, % and % change of underrepresented talent in applicant pool for
recredentialed roles

Medium

Medium

Semiannually

Data Required:

- Total number of applicants without degrees for unique job openings that don't have a degree requirement
- Total number of applicants for unique job openings that don't have a degree requirement (or pre-recredentialed roles)

HIRING

Associated practices

- *Use skills-first assessments in hiring process*
- *Train hiring teams on inclusive, skills-first hiring and interview tactics*
- *Leverage standard interview questions and scoring rubrics*

Metrics	Effort	Timeframe	Frequency
<p>% of new hires without a 4-year degree or bachelor’s equivalent out of total job postings that do not require a 4-year degree or bachelor’s equivalent</p> <div data-bbox="226 691 1266 865" style="border: 1px solid black; padding: 5px;"> <p>Data Required:</p> <ul style="list-style-type: none"> • Number of employees without degrees hired into unique job openings without degree requirements • Number of unique job openings without degree requirements </div>	Medium	Medium	Semiannually
<p>% of entry-level hires coming from internship, apprenticeship or other work-based experience programs that do not require a 4-year degree</p> <div data-bbox="226 976 1266 1149" style="border: 1px solid black; padding: 5px;"> <p>Data Required:</p> <ul style="list-style-type: none"> • Total number of entry-level hires from work-based experience programs • Total number of hires into entry-level roles </div>	Medium	Medium	Semiannually
<p>#, %, and % change of all new hires without a 4-year degree or bachelor’s equivalent</p> <div data-bbox="226 1260 1266 1352" style="border: 1px solid black; padding: 5px;"> <p>Data Required:</p> <ul style="list-style-type: none"> • Total number of hires without a degree </div>	Medium	Medium	Semiannually

• Total number of hires	Low	Medium	Semiannually
○ Disaggregate new hires with/without a 4-year degree or bachelor's equivalent by race, gender, ethnicity	Low	Medium	Semiannually
○ Disaggregate by hiring source/partner			

RETENTION & CAREER ADVANCEMENT

Associated practices

- *Design inclusive onboarding process with tailored support for hires without 4-year degrees*
- *Build skills-first career pathways and corresponding upskilling/training offerings*
- *Provide access to formal mentorship and sponsorship opportunities for all employees*

Metrics	Effort	Timeframe	Frequency
<p>% of roles that have articulated clear Skills-First career pathways associated with them (and list of those that do not)</p> <div data-bbox="226 630 1291 805" style="border: 1px solid black; padding: 5px;"> <p>Data Required:</p> <ul style="list-style-type: none"> • Number of roles that have clear skills-based pathways associated with them • Number of roles </div>	High	Short	Real-time
<p># and % of career paths that have corresponding learning/skill development resources</p> <div data-bbox="226 915 1291 1091" style="border: 1px solid black; padding: 5px;"> <p>Data Required:</p> <ul style="list-style-type: none"> • Number of career paths that have corresponding learning/skill development resources • Number of career paths </div>	High	Short	Real-time
<p>% of employees without a 4-year degree or bachelor’s equivalent who have used learning/skill development resources associated with career paths</p> <div data-bbox="226 1198 1291 1373" style="border: 1px solid black; padding: 5px;"> <p>Data Required:</p> <ul style="list-style-type: none"> • Number of employees without a degree who have used learning/skill development resources associated with career path • Number of employees without a degree </div>	High	Short	Quarterly

Do you regularly review survey data of employees without a 4-year degree or bachelor's equivalent to understand their engagement, areas of needed support, and/or career goals? (Yes/No)

Low

Short

Real-time
(aligned
with survey
timeline)

Data Required:

- Existence of disaggregated survey data

INTEGRATION & SCALE

Associated practices

- *Develop strong skills-first people managers through manager training and/or certification program focused on the value of skills-first hiring/advancement, building inclusive teams and core coaching skills*
- *Change management: Internal communications/storytelling, employee resources, replication and scaling strategy*

Metrics	Effort	Timeframe	Frequency
<p>#, % and % change of job postings that have adopted role-specific Skills-First interviewing and/or assessments (and list of those that have not)</p> <div style="border: 1px solid black; padding: 5px;"> <p>Data Required:</p> <ul style="list-style-type: none"> • Number of unique job openings using skills-based interview and assessment practices • Number of unique job openings </div>	Medium	Short	Quarterly
<p>\$, % and % change of total HR budget allocation for non-traditional talent pipeline development/sourcing</p> <div style="border: 1px solid black; padding: 5px;"> <p>Data Required:</p> <ul style="list-style-type: none"> • \$ allocated for non-traditional talent pipeline development/sourcing • \$ allocated for all recruiting efforts </div>	Low	Long	Annually
<p>\$ and % difference between HR budget allocation for non-traditional talent pipeline development/sourcing and university recruiting budget</p> <div style="border: 1px solid black; padding: 5px;"> <p>Data Required:</p> <ul style="list-style-type: none"> • \$ allocated for non-traditional talent pipeline development/sourcing vs. \$ allocated for university recruiting • \$ allocated for all recruiting efforts </div>	Low	Short	Annually

<p>\$, % and % change in budget allocation for upskilling programs (e.g., learning platforms, tuition assistance, etc.)</p> <p>Data Required:</p> <ul style="list-style-type: none"> • \$ allocated for upskilling programs • Company budget 	Low	Short	Annually
<p>Have you documented successes of your Skills-First approach and communicated them to all staff? (Yes/No)</p> <p>Data Required:</p> <ul style="list-style-type: none"> • Existence of documentation on success of skills-first approach and communication strategy 	Low	Short	Real-time
<p># and % of hiring managers that posted a job without a 4-year degree or bachelor's equivalent in the past year</p> <p>Data Required:</p> <ul style="list-style-type: none"> • Number of hiring managers that posted a unique job opening without a 4-year degree requirement • Number of hiring managers that posted a unique job opening 	Medium	Short	Annually
<p>Do you have a connected system in place to evaluate and map skills for both external and internal hires? (Yes/No)</p> <p>Data Required:</p> <ul style="list-style-type: none"> • Existence of connected system to evaluate and map skills 	Low	Short	Real-time

Outcomes for Employees

Metrics in this section of the Impact Measurement Framework enable you to track what is changing for your employees as a result of new and/or strengthened skills-first practices.

ACCESS TO OPPORTUNITY, COMPENSATION & BENEFITS

Associated practices

- *Pay equitable, family-sustaining wages*
- *Recredentialing: Create skills-first job descriptions, removing 4-year degree or bachelor’s equivalent and other experience requirements where possible*
- *Diversify talent sources & build equitable work-based experiences (e.g. paid internships, apprenticeships, etc.)*

Metrics	Effort	Timeframe	Frequency
#, % and % change of employees with/without a 4-year degree or bachelor’s equivalent represented at each level (e.g., career/salary band)	High	Medium-Long	Annually
Data Required: <ul style="list-style-type: none"> • Number of employees with/without a degree at each level (career/salary band) • Number of employees at each level (career/salary band) <ul style="list-style-type: none"> ○ #, % and % change of POC and women with/without a 4-year degree or bachelor’s equivalent at each level (e.g., career/salary band) 	High	Long	Annually

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% of employees with/without a 4-year degree or bachelor's equivalent who earn a family-sustaining wage	High	Long	Annually
Data Required: <ul style="list-style-type: none"> • Number of employees with/without a degree who earn a family-sustaining wage • Number of employees with/without a degree 			
<ul style="list-style-type: none"> ○ % of POC and women employees with/without a 4-year degree or bachelor's equivalent who earn a family-sustaining wage 	High	Long	Annually
% change in average wage earned by employees with/without a 4-year degree or bachelor's equivalent, by level/in the same geography	High	Long	Annually
Data Required: <ul style="list-style-type: none"> • Average wage earned by employees with/without a degree, by level in same geography (at multiple points in time) 			
<ul style="list-style-type: none"> ○ % change in average wage earned by POC and women with/without a 4-year degree or bachelor's equivalent, by level/in the same geography 	High	Long	Annually

ACCESS TO CAREER ADVANCEMENT

Associated practices

- *Build standard processes for evaluating performance and promotions*
- *Build skills-first career pathways and corresponding upskilling/training offerings*
- *Provide access to formal mentorship and sponsorship opportunities for all employees*

Metrics	Effort	Timeframe	Frequency
Employee usage of tuition assistance or other upskilling programs (as a total % of employees, and disaggregated by level, race and gender)	Low	Short	Annually
<div style="border: 1px solid black; padding: 5px;"> <p>Data Required:</p> <ul style="list-style-type: none"> • Number of employees who used tuition assistance or other upskilling programs • Total number of employees </div>	Medium	Short	Annually
<ul style="list-style-type: none"> ○ Rate of promotion compared to employees who do not use upskilling resources 			
<div style="border: 1px solid black; padding: 5px;"> <p>Data Required:</p> <ul style="list-style-type: none"> • Number of employees who used upskilling resources and were promoted in the same year • Number of employees who were promoted during the same time frame </div>			
Average level/band of employees with/without a 4-year degree or bachelor's equivalent, segmented by job family	High	Short	Annually
<div style="border: 1px solid black; padding: 5px;"> <p>Data Required:</p> <ul style="list-style-type: none"> • Average level/band of employees with/without a 4-year degree or bachelor's equivalent, segmented by job family </div>	High	Short	Annually
<ul style="list-style-type: none"> ○ Average level/band of POC and women employees with/without a 4-year degree or bachelor's equivalent 			

IMPROVED LIVED EXPERIENCE

Associated practices

- *Conduct employee engagement and sentiment surveys and analyze results regularly*
- *Develop strong skills-first people managers through manager training and/or certification program focused on the value of skills-first hiring/advancement, building inclusive teams and core coaching skills*
- *Design inclusive onboarding process with tailored support for hires without 4-year degrees*
- *Build standard processes for evaluating performance and promotions*

Metrics	Effort	Timeframe	Frequency
#, % and % change in promotions among employees with/without a 4-year degree or bachelor's equivalent	High	Long	Annually
<div style="border: 1px solid black; padding: 5px;"> <p>Data Required:</p> <ul style="list-style-type: none"> • Total number of employees without degrees promoted into OneTen eligible roles • Total number of employees promoted into OneTen eligible roles <ul style="list-style-type: none"> ○ #, % and % change in promotions among POC and women with/without a 4-year degree or bachelor's equivalent </div>	High	Long	Annually
Average time in band / time to promotion for employees with/without a 4-year degree or bachelor's equivalent	High	Long	Annually
<div style="border: 1px solid black; padding: 5px;"> <p>Data Required:</p> <ul style="list-style-type: none"> • Time in band/time to promotion for employees with/without a degree (averaged across employees in each group) <ul style="list-style-type: none"> ○ Average time in band/time to promotion for POC and women with/without a 4-year degree or bachelor's equivalent </div>	High	Long	Annually

Average employee engagement and belonging/inclusion scores among employees with/without a 4-year degree or bachelor’s equivalent

High Medium-Long Custom
(aligned to survey timeline)

Data Required:

- Employee engagement and belonging/inclusion scores among employees with/without a degree (averaged across employees in each group)

- Average engagement and belonging/inclusion scores among POC and women with/without a 4-year degree or bachelor’s equivalent

High Medium-Long Custom
(aligned to survey timeline)

Outcomes for Business

Metrics in this section of the Impact Measurement Framework enable you to track what is changing for your business as a result of new and/or strengthened skills-first practices.

PERFORMANCE

Associated practices

- *Recredentialing: Create skills-first job descriptions, removing 4-year degree or bachelor’s equivalent and other experience requirements where possible*
- *Diversify talent sources & build equitable work-based experiences (e.g. paid internships, apprenticeships, etc.)*
- *Use skills-first assessments in hiring process*
- *Train hiring teams on inclusive, skills-first hiring and interview tactics*
- *Leverage standard interview questions and scoring rubrics*
- *Design inclusive onboarding process with tailored support for hires without 4-year degrees*

Metrics	Effort	Timeframe	Frequency
Average time to proficiency/productivity or performance ratings among employees with/without 4-year degree or bachelor’s equivalent	High	Long	Custom (aligned to ratings timeline)
<div style="border: 1px solid black; padding: 5px;"> <p>Data Required:</p> <ul style="list-style-type: none"> • Time to proficiency/productivity or performance ratings among employees with/without a degree (averaged across employees in each group) </div>			

RETENTION

Associated practices

- *Pay equitable, family-sustaining wages*
- *Breadth of listening tools used*
- *Conduct employee engagement and sentiment surveys and analyze results regularly*
- *Develop strong skills-first people managers through manager training and/or certification program focused on the value of skills-first hiring/advancement, building inclusive teams and core coaching skills*
- *Build standard processes for evaluating performance and promotions*
- *Build skills-first career pathways and corresponding upskilling/training offerings*
- *Provide access to formal mentorship and sponsorship opportunities for all employees*

Metrics	Effort	Timeframe	Frequency
% change in retention of employees with/without a 4-year degree or bachelor’s equivalent (company overall, by business unit, and by level and disaggregated by race and gender)	High	Long	Annually
<p>Data Required:</p> <ul style="list-style-type: none"> • Retention of employees with/without a degree (measured at multiple points in time) <p>**Company overall, by business unit, by level and disaggregated by race and gender</p>			

DIVERSITY, EQUITY, & INCLUSION

Associated practices

- *All skills-first practices contribute towards these metrics*

Metrics	Effort	Timeframe	Frequency
<p>For roles that have been recredentialed, % change in representation of POC and women</p> <div data-bbox="226 553 1150 764" style="border: 1px solid black; padding: 5px;"> <p>Data Required:</p> <ul style="list-style-type: none"> • Number of POC and women employees in roles that have been recredentialed • Number of employees in roles that have been recredentialed (measured at multiple points in time) </div>	Low	Medium	Annually
<p>% change in representation of POC and women in the company overall, by business unit and by level</p> <div data-bbox="226 878 1150 1097" style="border: 1px solid black; padding: 5px;"> <p>Data Required:</p> <ul style="list-style-type: none"> • Number of POC and women employees • Tital number of employees (measured at multiple points in time) <p>**Company overall, by business unit, by level</p> </div>	Low	Medium	Annually

CORPORATE REPUTATION

Associated practices

- *All skills-first practices contribute towards these metrics*

Metrics	Effort	Timeframe	Frequency
Change in corporate reputation as measured by ranking on Great Place to Work or other similar survey <div data-bbox="226 553 1171 646" style="border: 1px solid black; padding: 5px;"> Data Required: <ul style="list-style-type: none"> • Corporate reputation measures (at multiple points in time) </div>	Low	Long	Annually
Change in consumer brand trust, measured by Morning Consult, Cision, or other source <div data-bbox="226 756 1171 849" style="border: 1px solid black; padding: 5px;"> Data Required: <ul style="list-style-type: none"> • Consumer brand measures (at multiple points in time) </div>	Low	Long	Annually

PROFITABILITY

Associated practices

- *All skills-first practices contribute towards these metrics*

Metrics	Effort	Timeframe	Frequency
Change in annual revenue	Low	Long	Annually
Data Required: <ul style="list-style-type: none"> • Annual revenue (at multiple points in time) 			
Change in annual costs	Low	Long	Annually
Data Required: <ul style="list-style-type: none"> • Annual costs (at multiple points in time) 			

Skills-First Impact Measurement Metrics Selection Guide Worksheet

Prepared by

**GRADS
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WORKSHEET TEMPLATE

Step 1: Identify your skills-first Goals

- Goal 1:
- Goal 2:
- Goal 3:

Step 2: List all metrics relevant to each skills-first goal ("the long list")

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-
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Step 3: Prioritize & shorten your list to 1-3 metrics per goal ("the short list")

Tip: Review the list of considerations for prioritizing metrics on page 7 of the Skills-First Impact Measurement Metrics Selection Guide to help narrow down your long-list to your short-list.

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Step 4: Build Buy-in

Stakeholder	Status	Notes

Step 5: Track and Iterate. *Tip: Reference the suggested "Frequency" for the metric.*

Action	Date	Result

EXAMPLE: PRE-FILLED WORKSHEET

Step 1: Identify your skills-first Goals

- Goal 1: Remove degree requirements from all JDs, when possible, by 2025.
- Goal 2: Increase the number of new hires without a 4-year degree by 20% by 2025.
- Goal 3: Increase promotions for employees without a 4-year by 25% by 2025.

Step 2: List all metrics relevant to each skills-first goal ("the long list").

Goal 1 Long-List:

- How many roles were reviewed for recredentialing and what % of them changed?
- #, % and % change of total job postings that do not require a 4-year degree or bachelor's equivalent
- #, % and % change of employees with/without a 4-year degree or bachelor's equivalent represented at each level (e.g., career/salary band)
 - #, % and % change of POC and women with/without a 4-year degree or bachelor's equivalent at each level (e.g., career/salary band)
- % of employees with/without a 4-year degree or bachelor's equivalent who earn a family-sustaining wage
 - % of POC and women employees with/without a 4-year degree or bachelor's equivalent who earn a family-sustaining wage
- % change in average wage earned by employees with/without a 4-year degree or bachelor's equivalent, by level/in the same geography
 - % change in average wage earned by POC and women with/without a 4-year degree or bachelor's equivalent, by level/in the same geography
- Average level/band of employees with/without a 4-year degree or bachelor's equivalent, segmented by job family
 - Average level/band of POC and women employees with/without a 4-year degree or bachelor's equivalent
- #, % and % change in promotions among employees with/without a 4-year degree or bachelor's equivalent
 - #, % and % change in promotions among POC and women with/without a 4-year degree or bachelor's equivalent
- Average employee engagement and belonging/inclusion scores among employees with/without a 4-year degree or bachelor's equivalent
 - Average engagement and belonging/inclusion scores among POC and women with/without a 4-year degree or bachelor's equivalent

- Average time to proficiency/productivity or performance ratings among employees with/without 4-year degree or bachelor’s equivalent
- % change in retention of employees with/without a 4-year degree or bachelor’s equivalent (company overall, by business unit, and by level and disaggregated by race and gender)
- For roles that have been recredentialed, % change in representation of POC and women
- % change in representation of POC and women in the company overall, by business unit and by level
- Change in corporate reputation as measured by ranking on Great Place to Work or other similar survey
- Change in consumer brand trust, measured by Morning Consult, Cision, or other source
- Change in annual revenue
- Change in annual costs

Step 3: Prioritize & shorten your list to 1-3 metrics per goal (“the short list”).

Tip: Review the list of considerations for prioritizing metrics on page 7 of the Skills-First Impact Measurement Metrics Selection Guide.

Goal 1 Short-List:

- #, % and % change of total job postings that do not require a 4-year degree or bachelor’s equivalent
- #, % and % change of employees with/without a 4-year degree or bachelor’s equivalent represented at each level (e.g., career/salary band)
- For roles that have been recredentialed, % change in representation of POC and women

Step 4: Build Buy-in

Stakeholder	Status	Notes
Skills-First Steering Committee	yes	Presented to steering committee and voted to adopt metrics on 9/1/2023
CHRO	In process	Review scheduled for 10/1/23
Director of TA	Yes	Committed support for adopting on 8/15/23

Step 5: Track and Iterate. *Tip: Reference the suggested “Frequency” for the metric.*

Action	Date	Results
Initial Data Pull	10/15/2023	TBD
2 nd Data Pull	12/15/23	
Pull up and evaluate metrics List with Steering Committee	1/15/24	