

Key Performance Indicator (KPI) Review/Revision Working Principles – DRAFT 1

Background

Grossmont College has a practice of monitoring a set of specific metrics that reflect aspects of student success and reporting data for these metrics on an annual basis. These Key Performance Indicators (KPIs) allow the college as a whole to have common points of reference in which to start discussions about deeper inquiry into student achievement and equitable outcomes, and the practice of KPI monitoring and reporting helps the college to identify and respond to emerging trends – positive or negative – that can affect planning and allocation of time, staff, energy, and finances at the program and institutional level. Therefore, KPIs are woven into processes related to institutional planning – including program review and resource allocation.

The Planning & Institutional Effectiveness Committee is charged with evaluating the institution's KPIs. As it prepared for its annual KPI report in spring 2019, PIEC noted that many of the KPIs were aligned with the state Chancellor's Student Success Scorecard, which has been superseded by the Student Success Metrics. PIEC agreed to spend fall 2019 re-evaluating the specific metrics included in the KPIs in order to replace Scorecard metrics and ensure that all KPIs have value to integrated planning and dialogue around student success and equity. The principles below have been established to guide the dialogue and decisions about each metric that is included, and will help support institutional understanding once the KPIs have been adopted.

Working Principles for KPI Review/Revision

1. Overall, the final set of KPIs should be straightforward and easy to understand. No more than 20 high-level metrics should be included.
2. The KPIs should connect to and support the vision, mission, strategic plan, long-term priorities of the college, including equitable outcomes for students.
3. The KPIs should help college personnel understand – and where possible, predict – the impact of its decisions on student needs, student success, collegewide priorities, and overall institutional health.
4. KPIs should help the college understand students' experience at varying points along their educational paths (e.g., momentum points, persistence, etc.), in order to help us identify and eliminate barriers to goals.
5. The KPIs should include both leading and lagging indicators of success, to help the college investigate causal factors and potential for change
6. Each KPI should support multi-faceted disaggregation and analysis, in order to support the college's commitment to equitable educational outcomes for all students.
7. Each KPI should be useful for multiple areas/projects/initiatives.
8. The full set of KPIs should be supported by documentation containing clear definitions and context, in order promote consistent understanding of the data wherever the KPIs are cited.