Key Performance Indicator (KPI) Review/Revision
Working Principles – DRAFT 2

Background

Grossmont College has a practice of monitoring a set of metrics that reflects aspects of institutional and student success. Known as Key Performance Indicators (KPIs), these metrics allow college personnel and committees to have common points of reference for discussion and inquiry related to student achievement and equity. The practice of monitoring and reporting on these key metrics also helps the college identify and respond to emerging trends that may affect prioritization and allocation of time, staff, energy, and finances. Therefore, the Key Performance Indicators are woven into processes related to institutional planning, including program review and resource allocation.

The Planning & Institutional Effectiveness Committee (PIEC) is charged with regular evaluation of the institution's KPIs. In spring 2019, PIEC members noted that many of the college's KPIs were aligned with the State Chancellor's Student Success Scorecard, which is no longer in use. Committee members agreed to spend fall 2019 reviewing and revising the specific metrics included in college's Key Performance Indicators, in order to replace outdated Scorecard metrics and ensure that all metrics have value for integrated planning and dialogue related to student success and equity. PIEC members established the principles below to guide the dialogue and decisions about which metrics to include, as well as to support shared understanding of the purpose of the metrics once the final set of indicators has been established.

Working Principles for Review and Revision of Grossmont's Key Performance Indicators

The Key Performance Indicators should:
1. Be straightforward, easy to understand, and include no more than 20 high-level metrics.
2. Connect to and support the vision, mission, strategic plan, and long-term priorities of the college, including equitable outcomes for students.
3. Help college personnel understand – and where possible, predict – the impact of their decisions on student needs, student success, college-wide priorities, and overall institutional health.
4. Help the college understand students' experiences at varying points along the educational path (e.g., momentum points, persistence, etc.), in order to better identify and eliminate barriers to goals.
5. Include both leading and lagging indicators of success, to help the college investigate causal factors and potential for change
6. Support multi-faceted analysis, including disaggregation and consideration of overlapping identities/characteristics, consistent with the college's commitment to equitable educational outcomes for all students.
7. Be useful for multiple areas/projects/initiatives.
8. Be accompanied by documentation that supports the full set of indicators with clear definitions and context, in order to promote consistent understanding wherever the metrics and resulting data are cited.

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The Key Performance Indicators should:
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11. Help college personnel understand – and where possible, predict – the impact of their decisions on student needs, student success, college-wide priorities, and overall institutional health.
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13. Include both leading and lagging indicators of success, to help the college investigate causal factors and potential for change
14. Support multi-faceted analysis, including disaggregation and consideration of overlapping identities/characteristics, consistent with the college's commitment to equitable educational outcomes for all students.
15. Be useful for multiple areas/projects/initiatives.
16. Be accompanied by documentation that supports the full set of indicators with clear definitions and context, in order to promote consistent understanding wherever the metrics and resulting data are cited.