



**KPI Handbook  
2019 Edition**

**WNCC Office of Institutional Effectiveness  
December, 2019**

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## **INTRODUCTION**

WNCC has established a set of measures, known as Key Performance Indicators (KPIs), to assist the College as it seeks continuous improvement in fulfilling its Strategic Master Plan 2017-2022. A core or key indicator is “...a regularly produced measure that describes a specified condition or result that is central (or foundational) to the achievement of a college’s mission and to meeting the needs and interests of key stakeholders” (Alfred, Shults & Seybert, 2007, p. 12). These indicators allow the College to evaluate its progress in reaching its intended ends, while also ensuring it has appropriate means to those ends.

WNCC has identified the following six Strategic Master Plan’s focus areas as its Key Performance Indicators (KPIs):

**KPI 1. ENGAGED TEACHING AND ACTIVE LEARNING**

**KPI 2. STUDENT RECRUITMENT, RETENTION AND COMPLETION**

**KPI 3. DIVERSITY, EQUITY AND INCLUSION**

**KPI 4. SEAMLESS ACADEMIC AND CAREER PATHWAYS**

**KPI 5. COMMUNITY AND EMPLOYER RESPONSIVENESS**

**KPI 6. OPERATIONAL EFFICIENCY AND EFFECTIVENESS**

### **Evaluating KPI Measures**

Each KPI consists of a set of measures for which data are annually collected and analyzed. Results are presented to the college community in the form of an annual report card, published at the end of the fall semester.

A variety of sources are used for external comparison values referred to as benchmarks throughout this document. These sources include the following.

- Integrated Post-Secondary Educational Data System (IPEDS)
- Community College Survey of Student Engagement (CCSSE)

For IPEDS, WNCC uses a peer group of 13 associate degree colleges of similar size. For CCSSE, the peer group consists of all participating two-year colleges. The median value of the peer group is the preferred benchmark value. When the median is not available, the mean is used.

Note that, where external benchmark sources are not available or identified for the measures in the KPI system, internal benchmarks are used. Internal benchmarks are based on the three-year averages of the data (2014-17) for the corresponding KPI measure.

## **TECHNICAL DEFINITIONS**

### **KPI 1: ENGAGED TEACHING AND ACTIVE LEARNING**

#### **Measure 1.1.a: Demonstration of General Education Competencies - Communication**

#### **Measure 1.1.b: Demonstration of General Education Competencies - Critical Thinking and Problem Solving**

#### **Measure 1.1.c: Demonstration of General Education Competencies - Humanities and/or Fine Arts Awareness**

#### **Measure 1.1.d: Demonstration of General Education Competencies - Cultural and Civic Awareness**

#### **Measure 1.1.e: Demonstration of General Education Competencies - Personal Development**

#### **Rationale for Inclusion**

WNCC has established a set of institutional competencies that we value and believe every graduating student should achieve. This indicator, while difficult to measure due to the wide variety of potential individual student outcomes, demonstrates student attainment of these institutional competencies.

#### **Statistic of Interest**

The percentage of students performing at Proficient level on the common rubric for each institutional competency.

#### **Methodology**

WNCC's General Education Goals data are gathered in Blackboard Learn through assignment grading, scoring of rubrics, and/or alignments to particular assignments at the course level. At the end of each semester, reports are generated using Blackboard Analytics, compiling all of the rubric criteria/alignments, and the grades from the assignments are averaged. All rubric criteria scores are also averaged to produce an institutional 'score.'

#### **Frequency of Data Collection**

Data are extracted from Blackboard Analytics at the end of each semester and summarized annually in August.

**Benchmark**

Because these measures are internally developed, there are no appropriate external comparison data available.

## **KPI 2: STUDENT RECRUITMENT, RETENTION AND COMPLETION**

### **Measure 2.1.a: 12-Month Unduplicated Headcount Enrollment**

#### **Rationale for Inclusion**

Any output requires input. The most commonly measured and tracked input of higher education is participation. This measure and Measure 2.1.b provide context for this indicator by quantifying the raw resource entering the College that will be refined to the desired student outcome (e.g. transfer, degree attainment, job placement, etc.).

#### **Statistic of Interest**

The 12-month unduplicated headcount enrollment in credit-bearing courses.

#### **Methodology**

From Colleague files and official enrollment reports, identify students who enrolled for credit at any time during the fall, spring, and summer semesters of the academic year being reported. Exclude students who enrolled exclusively for audit in a given semester. Determine the number of individual students, counting each student only once during the 12-month period.

#### **Frequency of Data Collection**

Annually at the end of July, after the prior academic year's enrollment report is finalized.

#### **Benchmark**

This measure is benchmarked against the median value of WNCC's IPEDS peer group.

### **Measure 2.1.b: Annual Full-Time Equivalent (FTE) Enrollment**

#### **Rationale for Inclusion**

Any output requires input. The most commonly measured and tracked input of higher education is participation. This measure and Measure 2.1.a provide context for this indicator by quantifying the raw resource entering the College that will be refined to the desired student outcome (e.g. transfer, degree attainment, job placement, etc.).



**Statistic of Interest**

The annual full-time equivalent (FTE) enrollment.

**Methodology**

For each student identified in Measure 2.1.a, determine the total non-audited credit hour activity attempted during the fall, spring, and summer semesters of the academic year being reported. Then sum the credit hours for all students and divide this total by 30 to obtain the FTE enrollment.

**Frequency of Data Collection**

Annually at the end of July, after the prior academic year's enrollment report is finalized.

**Benchmark**

This measure is benchmarked against the median value of WNCC's IPEDS peer group.

**Measure 2.2.a: Fall to Fall Full-Time Retention Rates**

**Rationale for Inclusion**

Student success is the foundation of WNCC's mission. To complete a credential that is meaningful in the workplace and for the most effective transfer in a timely manner, students must persist for multiple semesters. This measure considers the fall-to-fall persistence of first-time degree- or certificate-seeking students who enroll full-time during their first semester at WNCC.

**Statistic of Interest**

The percentage of first-time degree- or certificate/diploma-seeking students enrolled full-time in credit classes in a fall semester who enroll in at least one credit class the subsequent fall semester.

**Methodology**

For each fall semester, identify a cohort of first-time, degree- or certificate/diploma-seeking students who were enrolled full-time. Exclude students enrolled exclusively for audit. Then

determine which of the identified students enrolled for at least one credit course in the subsequent fall semester.

**Frequency of Data Collection**

Annually in December, after the official fall enrollment report is finalized.

**Benchmark**

This measure is benchmarked against the median of WNCC’s IPEDS peer group.

**Measure 2.2.b: Fall to Fall Part-Time Retention Rates**

**Rationale for Inclusion**

Student success is the foundation of WNCC’s mission. To complete a credential that is meaningful in the workplace and for the most effective transfer in a timely manner, students must persist for multiple semesters. This measure considers the fall-to-fall persistence of first-time degree- or certificate-seeking students who enroll part-time during their first semester at WNCC. Considering the graduation rate of degree- or certificate-seeking students who initially enroll part-time allows for a better understanding of their progress toward graduation.

**Statistic of Interest**

The percentage of first-time degree- or certificate/diploma-seeking students enrolled part-time in credit classes in a fall semester who enroll in at least one credit class the subsequent fall semester.

**Methodology**

For each fall semester, identify a cohort of first-time, degree- or certificate/diploma-seeking students who were enrolled part-time. Exclude students enrolled exclusively for audit. Then determine which of the identified students enrolled for at least one credit course in the subsequent fall semester.

**Frequency of Data Collection**

Annually in December, after the official fall enrollment report is finalized.

**Benchmark**

This measure is benchmarked against the most recent available median value for all NCCBP participants.

**Measure 2.3: Three-Year Graduation Rates**

**Rationale for Inclusion**

Graduation rates are one of the measures most commonly used to evaluate postsecondary institutions. The attainment of an associate degree also facilitates a smooth transfer experience, and associate degrees and certificates are a meaningful credential in the workplace.

**Statistic of Interest**

The percentage of first-time full-time degree- or certificate/diploma-seeking students who graduate within 150% of the normal program completion time.

**Methodology**

For each fall semester, identify a cohort of first-time, degree- or certificate/diploma-seeking students who enrolled full-time. Exclude any students who were exclusively auditing courses. Track the students over three years, through August 31 of the third year, and identify students who were awarded degrees and/or certificates/diplomas during the tracking period. If a student earns more than one award, count that student only once. Divide the number of students who graduated by the number in the original cohort.

**Frequency of Data Collection**

A cohort is identified at the end of December for the previous fall. Tracking data (continued enrollment and program completion) are collected for each subsequent semester after the enrollment report is finalized. Graduation rates are reported annually in September.

**Benchmark**

This measure is benchmarked against the median value of WNCC's IPEDS peers.

### **KPI 3: DIVERSITY, EQUITY AND INCLUSION**

#### **Measure 3.1.a: Student Diversity**

##### **Rationale for Inclusion**

Diversity is at the for-front of WNCC's Mission and Strategic Master Plan. WNCC respects diverse cultures, backgrounds, and ideas and expands efforts to recruit and retain diverse students.

##### **Statistic of Interest**

Proportion of students who identify themselves as non-white and non-resident alien.

##### **Methodology**

From Colleague files and official enrollment reports, count students who identify themselves as non-white and non-resident alien and who enroll for credit at any time during the fall, spring, and summer semesters of the academic year being reported. Exclude students who enrolled exclusively for audit in a given semester. Determine the number of individual students, counting each student only once during the 12-month period.

##### **Frequency of Data Collection**

Annually at the end of July, after the prior academic year's enrollment report is finalized.

##### **Benchmark**

This measure is benchmarked against the median value of WNCC's IPEDS peer group.

#### **Measure 3.1.b: Employee Diversity**

Diversity is at the for-front of WNCC's Mission and Strategic Master Plan. WNCC respects diverse cultures, backgrounds, and ideas and expands efforts to recruit and retain diverse employees.

##### **Statistic of Interest**

Proportion of employees who identify themselves as non-white and non-resident alien.

**Methodology**

From Colleague files and official HR reports, identify employees who identify themselves as non-white and non-resident alien during the fall, spring, and summer semesters of the academic year being reported. Determine the number of individual employees, counting each employee only once during the 12-month period.

**Frequency of Data Collection**

Annually at the end of July, after the prior academic year's employee counts are finalized.

**Benchmark**

This measure is benchmarked against the median value of WNCC's IPEDS peer group.

**Measure 3.2: Student Perception of the College's Emphasis on Diversity****Rationale for Inclusion**

WNCC strives to create a campus climate that supports individual rights and respects diverse cultures, backgrounds, and ideas. It is with purpose that the college seeks to create a climate in which positive attitudes toward diverse groups is the norm and where increased involvement and academic growth are fostered. Ensuring a welcoming, inclusive and accessible environment is essential for creating an all-inclusive campus and future diversity related programming at WNCC.

**Statistic of Interest**

The percentage of students responding to the CCSSE who indicated that the College emphasized the interaction among student from different economic, social, and racial/ethnic backgrounds 'very much'.

**Methodology**

Calculate an overall rate as the total number of students responding 'very much' to the corresponding survey item divided by the total number of responses to all applicable items.

**Frequency of Data Collection**

The CCSSE is conducted during the spring semester of even-numbered years. Data are available in the following August.

**Benchmark**

This measure is benchmarked against the most recent CCSSE cohort.

**Measure 3.3.a: Three-Year Graduation Rates of Racially/Ethnically Diverse Students****Rationale for Inclusion**

Graduation rates are one of the measures most commonly used to evaluate postsecondary institutions. The attainment of an associate degree also facilitates a smooth transfer experience, and associate degrees and certificates are a meaningful credential in the workplace. Colleges need to track how well various student populations are achieving their graduation goals to plan interventions as needed.

**Statistic of Interest**

The percentage of first-time full-time degree- or certificate/diploma-seeking racially/ethnically diverse students who graduate within 150% of the normal program completion time.

**Methodology**

For each fall semester, identify a cohort of first-time, degree- or certificate/diploma-seeking racially/ethnically diverse students who enrolled full-time. Exclude any students who were exclusively auditing courses. Track the students over three years, through August 31 of the third year, and identify students who were awarded degrees and/or certificates during the tracking period. If a student earns more than one award, count that student only once. Divide the number of students who graduated by the number in the original cohort.

**Frequency of Data Collection**

A cohort is identified in December for the previous fall. Tracking data (continued enrollment and program completion) are collected for each subsequent semester after the enrollment report is finalized. Graduation rates are reported annually in September.

**Benchmark**

This measure is benchmarked against the median value of WNCC's IPEDS peers.

**Measure 3.3.b: Three-Year Graduation Rates of Students Receiving Pell Grants****Rationale for Inclusion**

Graduation rates are one of the measures most commonly used to evaluate postsecondary institutions. The attainment of an associate degree also facilitates a smooth transfer experience, and associate degrees and certificates are a meaningful credential in the workplace. Colleges need to track how well various student populations are achieving their graduation goals to plan interventions as needed.

**Statistic of Interest**

The percentage of first-time full-time degree- or certificate/diploma-seeking students receiving Pell grants who graduate within 150% of the normal program completion time.

**Methodology**

For each fall semester, identify a cohort of first-time, degree- or certificate/diploma-seeking students who enrolled full-time and received Pell grants. Exclude any students who were exclusively auditing courses. Track the students over three years, through August 31 of the third year, and identify students who were awarded degrees and/or certificates during the tracking period. If a student earns more than one award, count that student only once. Divide the number of students who graduated by the number in the original cohort.

**Frequency of Data Collection**

A cohort is identified in December for the previous fall. Tracking data (continued enrollment and program completion) are collected for each subsequent semester after the enrollment report is finalized. Graduation rates are reported annually in September.

**Benchmark**

This measure is benchmarked against the median value of WNCC's IPEDS peers.

## **KPI 4: SEAMLESS ACADEMIC AND CAREER PATHWAYS**

### **Measure 4.1: Completion of All Developmental Education**

#### **Rationale for Inclusion**

One of the primary components of the community college mission is academic preparation. WNCC accomplishes this in part by helping students become ready for college-level coursework in many fields, but primarily in math, reading, and writing. Student success in these courses has been proven to increase their likelihood of persisting to goal attainment and/or completion of a college credential. These measures indicate how effective the College is at moving students through remedial coursework.

#### **Statistics of Interest**

Success is measured by the passing grades earned by students in developmental (remedial) coursework divided by the number of students enrolled in remedial courses on the enrollment reporting census date. This success rate is calculated for developmental math, developmental reading and developmental writing students.

#### **Methodology**

From the College's Colleague database, identify students who officially enrolled (as of the enrollment census date) in developmental math, reading, or writing courses during the previous fall semester. Exclude student who audited or received incomplete grades. Of the remaining records, determine the number of passing grades. The success rate is the number of passing grades over the total enrollment after the exclusions.

#### **Frequency of Data Collection**

Annually in July, after the prior academic year's enrollment report is finalized.

#### **Benchmark**

An internal benchmark has been identified for this measure.



**Measure 4.2.a: Average Years to Completion - Degree Completers****Measure 4.2.b: Average Years to Completion - Certificate/Diploma Completers****Rationale for Inclusion**

The rate at which students succeed with completing the necessary coursework for a degree or certificate/diploma is important for both cost savings to the student, as well as the taxpayer. In addition, research has suggested the longer it takes students to accomplish their educational goals, the less likely they are complete.

**Statistic of Interest**

The average time the students take to earn a degree or certificate/diploma during an academic year. These measures are reported separately for degree completers and certificate/diploma completers.

**Methodology**

For each graduate, determine the date of initial enrollment at the College by using the starting date of the first semester in which the student was enrolled in credit-bearing courses, i.e., the start date. If a student has previously been awarded a degree or certificate/diploma from WNCC, use the first semester in which the student enrolled after the date of the previous graduation. For each student, calculate the time to completion by subtracting the start date from the graduation date; divide by 365.25 to get the time to completion in years.

**Frequency of Data Collection**

Annually, after the end of the academic year.

**Benchmark**

An internal benchmark has been identified for this measure.

**Measure 4.3: Three-Year Transfer-Out Rates****Rationale for Inclusion**

A key mission of community colleges is to prepare students for transfer to four-year institutions. Many factors influence whether (and when) students take the next step and enroll at a four-year

institution. This measure provides information regarding how successful WNCC's contribution has been to a student's ability to take that step.

**Statistic of Interest**

The proportion of students who have completed at least 12 credits at college-level while at WNCC who do not enroll at WNCC in the subsequent fall and enroll at a four-year higher education institution.

**Methodology**

Each fall, identify from Colleague records students who were officially enrolled during at least one semester of the prior academic year but are not enrolled in the current semester. Determine the last date of attendance for these students by using the end of the last semester in which they were enrolled. Using the National Student Clearinghouse, conduct a transfer search to determine which of these students have enrolled in a four-year college or university. If a student is found at more than one institution, use the earliest record from a four-year institution. The university matriculation rate is the number of transfer records found divided by the number of individuals in the search file.

**Frequency of Data Collection**

Annually in September, after the enrollment reporting census date for the fall semester.

**Benchmark**

This measure is benchmarked against the median value of WNCC's IPEDS peers.

**Measure 4.4: Licensure and Certification Pass Rates****Rationale for Inclusion**

The success of graduates in many applied fields must be measured by more than just graduation rates. Many occupations, especially in healthcare, require licensure to practice or enter the workforce. Thus, measuring the success of students in passing licensure and certification exams is a critical indicator of success in developing a qualified workforce.

**Statistic of Interest**

The proportion of students who successfully complete an industry licensure or certification exam of those who attempt such an exam.

**Methodology**

From each program director or lead instructor, collect the number of students who (1) attempted an industry licensure or certification exam during the previous year and (2) successfully completed the exam. Divide the number by successful by the number who attempted the exam.

**Frequency of Data Collection**

Annually in August for prior year graduates.

**Benchmark**

An internal benchmark has been identified for this measure.

**KPI 5. COMMUNITY AND EMPLOYER RESPONSIVENESS**

**Measure 5.1: % of WNCC Graduates Working in WNCC Service Area**

**Rationale for Inclusion**

A key mission of community colleges is to prepare students for entry into the workforce, particularly in its service area. Tracking student participation in workforce in the college's service area measures how well WNCC is meeting its community needs.

**Statistic of Interest**

Proportion of WNCC graduates employed in WNCC service Area. WNCC service area is defined as the following counties: Banner, Box Butte, Cherry (only voting districts of Merriam, Russell, King, Mother Lake, Cody, Barley, Gillespie, Lackey, and Calf Creek), Cheyenne, Dawes, Deuel, Garden, Grant, Kimball, Morrill, Scotts Bluff, Sheridan, and Sioux.

**Methodology**

Employment data is produced using graduate data from WNCC and the Nebraska Department of Labor and complies with all applicable employment security and student data confidentiality laws.

**Frequency of Data Collection**

Annually, first quarter of the next year after graduation.

**Benchmark**

An internal benchmark has been identified for this measure.

**Measure 5.2: CollegeNOW! Matriculation to WNCC****Rationale for Inclusion**

Research has suggested the participation of high school students in early college activities, such as dual and concurrent enrollment, leads to higher rates of college participation, persistence, accumulation of credits, and ultimately completion. Thus, measuring the matriculation rate of high school graduates who participated the Concurrent/Dual Enrollment program is a good indicator of how well the College is helping prepare students for future higher education.

**Statistic of Interest**

The proportion of dual credit students who matriculate to the College within one year of after high school graduation.

**Methodology**

From the students enrolled for dual credit during the previous year, identify the students who graduated from high school during that year. Conduct a search of National Student Clearinghouse records to determine how many of these graduates enrolled at any college or university within one year after high school graduation. Calculate the matriculation rate by dividing the number of who enrolled at a college or university by the number of students who were enrolled for dual credit and graduated from high school during the prior year.

**Frequency of Data Collection**

Annually at the end of July, after the official enrollment report for the prior year has been completed.

**Benchmark**

An internal benchmark has been identified for this measure.

**Measure 5.3: # of Programs Offered**

**Rationale for Inclusion**

Offering programs that prepare students for entry into the workforce is important to the mission of community colleges. Tracking associate, certificate and diploma programs the college offers will allow appropriate resource allocation for existing and future programs.

**Statistic of Interest**

Number of associate, certificate and diploma programs the College offers in a given academic year.

**Methodology**

At the beginning of each academic year, from the College Catalog, calculate the number of associates, certificates and diplomas that the College offers in a given academic year.

**Frequency of Data Collection**

Yearly, at the beginning of fall semester.

**Benchmark**

An internal benchmark has been identified for this measure.

**Measure 5.4.a: Credit Student Enrollment from WNCC Service Area**

**Rationale for Inclusion**

As a community college, evaluating the level at which the service area engages in the institution's programs and offerings is a good indicator of how well the College is serving the

needs of its service region. This measure considers the portion of the population from the service area enrolled in credit-bearing coursework.

### **Statistic of Interest**

The proportion of the total population in the College's service area that has participated in at least one credit course. For this measure, WNCC's service area consists of Banner, Box Butte, Cherry, Dawes, Deuel, Garden, Grant, Kimball, Morrill, Scotts Bluff, Sheridan and Sioux counties.

### **Methodology**

For each student identified in 12-month unduplicated enrollment, determine the county and state of residence from Colleague. Determine the number of student population from Banner, Box Butte, Cherry, Dawes, Deuel, Garden, Grant, Kimball, Morrill, Scotts Bluff, Sheridan and Sioux counties. Divide the total number of individual students from Banner, Box Butte, Cherry, Dawes, Deuel, Garden, Grant, Kimball, Morrill, Scotts Bluff, Sheridan and Sioux counties by the total population of the students.

### **Frequency of Data Collection**

Annually in July, after the spring enrollment report is finalized.

### **Benchmark**

An internal benchmark has been identified for this measure.

## **Measure 5.4.b: Non-Credit Student Enrollment**

### **Rationale for Inclusion**

As a community college, evaluating the level at which the community engages in the institution's programs and offerings is a good indicator of how well the College is serving the community's needs. This measure considers the proportion of the population participating in non-credit professional and continuing education activities.

### **Statistic of Interest**

The total, duplicated enrollment in non-credit workforce development (CTE) courses.

The proportion of the total population that has participated in at least one non-credit course.

**Methodology**

From Colleague, determine the number of individual students who enrolled in at least one non-credit course during the academic year. Report the total, duplicated enrollment in continuing education courses.

**Frequency of Data Collection**

Annually at the end of July, after the annual enrollment report is finalized.

**Benchmark**

An internal benchmark has been identified for this measure.

## **KPI 6. OPERATIONAL EFFICIENCY AND EFFECTIVENESS**

### **Measure 6.1.a: Academic Awards per Annual FTE**

#### **Rationale for Inclusion**

This measure is arguably a more inclusive measure of degree productivity than graduation rates because it covers more students. Awards include all undergraduate degrees and certificates awarded and FTE accounts for all enrolled undergraduate students, adjusted for full-time equivalency.

#### **Statistic of Interest**

Undergraduate credentials (certificates/diplomas of at least one year or above, associate degrees) in one given academic year, divided by the adjusted annual FTE.

#### **Methodology**

All undergraduate credentials in one academic year, divided by the adjusted annual FTE. No distinction between certificate/diploma program lengths is made, so all programs are included.

#### **Frequency of Data Collection**

Annually, at the end of July when student and completion counts are finalized.

#### **Benchmark**

This measure is benchmarked against WNCC's IPEDS peer group.

### **Measure 6.1.b: Total Revenues per Award**

#### **Rationale for Inclusion**

In an efficient organization, the incoming moneys associated with producing an output (in this case completions), should be monitored to assure those individuals investing in education are confident in the way their resources are being utilized to produce a desired outcome.

#### **Statistic of Interest**

The total annual core revenues divided by the total number of degrees and certificates/diplomas awarded during the same year.



**Methodology**

Divide the total core revenues from the audited final budget report by the total number of degrees and certificates/diplomas awarded during the same year. A student who completes multiple programs during the same academic year is counted once for each program completed. For example, a student who earns a certificate in the fall semester and a degree and a certificate in the spring semester is counted as three completions.

**Frequency of Data Collection**

Annually for the prior year, after the financial audit has been completed.

**Benchmark**

This measure is benchmarked against WNCC's IPEDS peer group.

**Measure 6.1.c: Annual FTE per Full-Time Faculty**

**Rationale for Inclusion**

Annual FTE per Full-Time Faculty is considered as one of the most effective measures of productivity in higher education.

**Statistic of Interest**

Ratio of an annual full-time equivalent students to full-time faculty.

**Methodology**

From a Colleague's Student Information System determine the number of full-time and part-time students and calculate the annual student FTE. Calculate the numbers of the full-time faculty. Divide the student FTE by the number of the full-time faculty.

**Frequency of Data Collection**

Annually, at the end of July when student and faculty counts are finalized.

**Benchmark**

This measure is benchmarked against WNCC's IPEDS peer group.

## **Measure 6.2: Composite Financial Index (CFI)**

### **Rationale for Inclusion**

The college needs to monitor its financial health on a regular basis. Higher Learning Commission, the College's accrediting body uses financial indicators to determine that the College has financial resources to carry its operations and fulfil its mission.

### **Statistic of Interest**

Composite Financial Index (CFI).

### **Methodology**

HLC relies on the financial ratios recommended in Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks (Seventh Edition), by KPMG LLP; Prager, Sealy & Co., LLC; Attain LLC.

### **Frequency of Data Collection**

Once a year, in March after the HLC Institutional Update is completed.

### **Benchmark**

HLC CFI range/zone for public institutions: 1.1 to 10.0 (Above the Zone).

## **Measure 6.3: Student Satisfaction with WNCC Services**

### **Rationale for Inclusion**

Student satisfaction continues to be a key component of academic success and institutional effectiveness, including but not limited to persistence and graduation rates. Empirical evidence on satisfaction points to a feeling of belonging, being engaged, and being a part of something much greater as being determiners of personal satisfaction. When students are disengaged, isolated, and possess little to no loyalty to an institution the lesser the personal satisfaction. These constituents' satisfaction with services received is critical to the effectiveness of the institution.

**Statistic of Interest**

The percentage of students responding to the CCSSE who indicated that they were ‘very satisfied’ with different programs and services addressed on the survey.

**Methodology**

Calculate an overall satisfaction rate as the total number of students responding ‘very satisfied’ to any item divided by the total number of responses to all applicable items.

**Frequency of Data Collection**

The CCSSE is conducted during the spring semester of even-numbered years. Data are available in the following August.

**Benchmark**

This measure is benchmarked against the most recent CCSSE cohort.