



**KPI Handbook
2019 Edition**

**WNCC Office of Institutional Effectiveness
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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.