

RESEARCH BRIEF

Key Performance Indicators

Overview

Folsom Lake College develops and approves college-wide key performance indicators (KPIs) using the participatory governance (PG) process. The entire college community – students, faculty, classified staff, and administrators – are encouraged to participate in PG committees. Each individual’s perceptions, expertise, and contributions are valued.

The Research Advisory Council, a sub-committee of the Institutional Effectiveness Committee, has primary responsibility for setting the college-wide KPIs. The college is mandated by the *Accrediting Commission for Community and Junior Colleges (ACCJC)*, and the *Institutional Effectiveness Partnership Initiative (IEPI)*, to develop college-wide goals and to regularly report out progress toward reaching those goals. The KPI Summary Report outlines these required college goals, provides historical and current data for each KPI variable, and tracks performance (link: [KPI Summary Report](#)).

Institution-Set Standards (ACCJC)

The ACCJC mandates that colleges set standards for key performance indicators; these standards are baseline expectations (also known as “the floor”). If the college were to fall below these set standards, we would work to identify reasons why and how to improve. FLC developed and approved four Institution-Set Standards in March 2014, and added two more in Spring 2016.

Table 1: Institution Set Standards

	Institution-Set Standard
Overall Course Success Rate	70%
Number of Degrees Awarded Annually	622
Number of Certificates Awarded Annually	171
Number of Transfer Annually	410
Number of Students Awarded Degrees Annually	500
Number of Students Awarded Certificates Annually	200

Institutional Effectiveness Goals (IEPI)

Each college is required by legislation (SB 852 & SB 876; 2014) to adopt a framework of indicators and goals to encourage improvement in institutional effectiveness. The *Institutional Effectiveness Partnership Initiative (IEPI)* was developed by the California Community College Chancellor’s Office in response to this legislation, and the workgroup has created a framework of institutional effectiveness goals and a platform for posting goals.

IEPI goals are meant to be aspirational (i.e. higher than baseline expectations). Colleges will not be judged on whether they reach their goals. The indicators are to act as a tool for colleges to start a discussion about where they might have problems or be able to improve.

In year one of the IEPI project (2015), there were four required short-term indicators. In year two (2016), the project increased the requirement to the indicators below, with both short-term and long-term goals. It is anticipated that the required number of indicators will continue to increase as the project moves forward.

Table 2: IEPI Goals

Institutional Effectiveness Metrics	2014-15 Data	2016-17 Proposed 1-Year Goals	2016-17 Proposed 6-Year Goals
FLC Course Completion Rate	72.7%	72.9%	73.7%
FLC Completion Rate - Unprepared for College	38.5%	41.1%	43%
Current Accreditation Status for FLC	Fully Accredited - No Action	Fully Accredited - No Action	Fully Accredited - No Action
LRCCD Ending Fund Balance	12.3%	14.1%	12.75%
LRCCD Audit Findings - Audit Opinion Financial Statement	No Findings	No Findings	No Findings
LRCCD Audit Findings - State Compliance	No Findings	No Findings	No Findings
LRCCD Audit Findings - Federal Award/Compliance	No Findings	No Findings	No Findings

IEPI Definitions:

- Course Completion: Percentage of fall term credit course enrollments where students earned a grade of C or better
- Completion Rate (Scorecard) - Unprepared for College: % of first time degree, certificate, and/or transfer seeking students tracked for 6 years who attempted any level of Math and/or English in the first 3 years, who completed a degree, certificate, or transfer related outcome
- Fund Balance: Ending unrestricted general fund balance as a % of total expenditures
- Audit Findings: Achieved an unmodified or unqualified independent audit opinion (minimal or no material weaknesses or significant deficiencies)

Tracking Key Performance Indicators

The KPI Summary Report tracks data for each of the college-wide goals. The charts below highlight a few of the college-wide goals and the corresponding performance data.

Chart 1: Course Success Rate

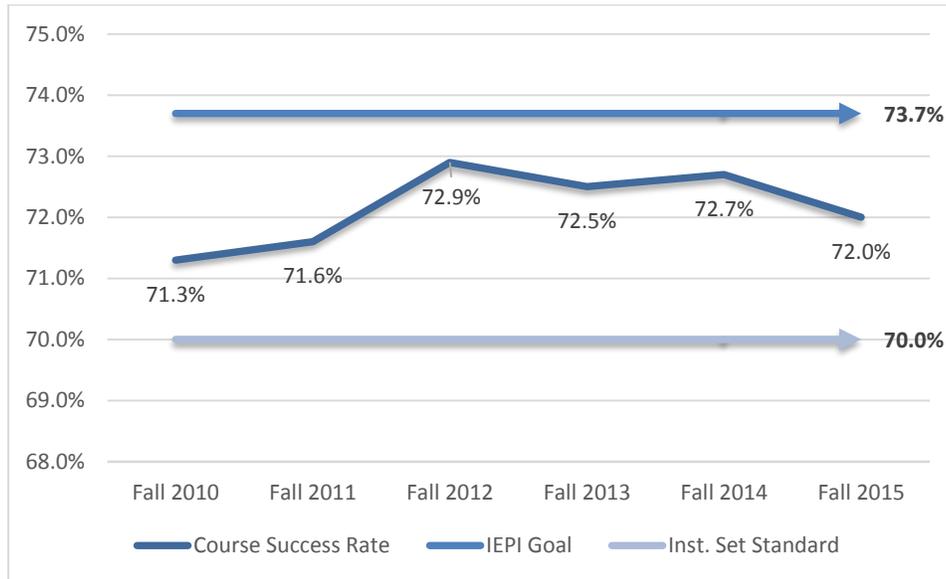


Chart 2: Number of Students Awarded Degrees & Certificates

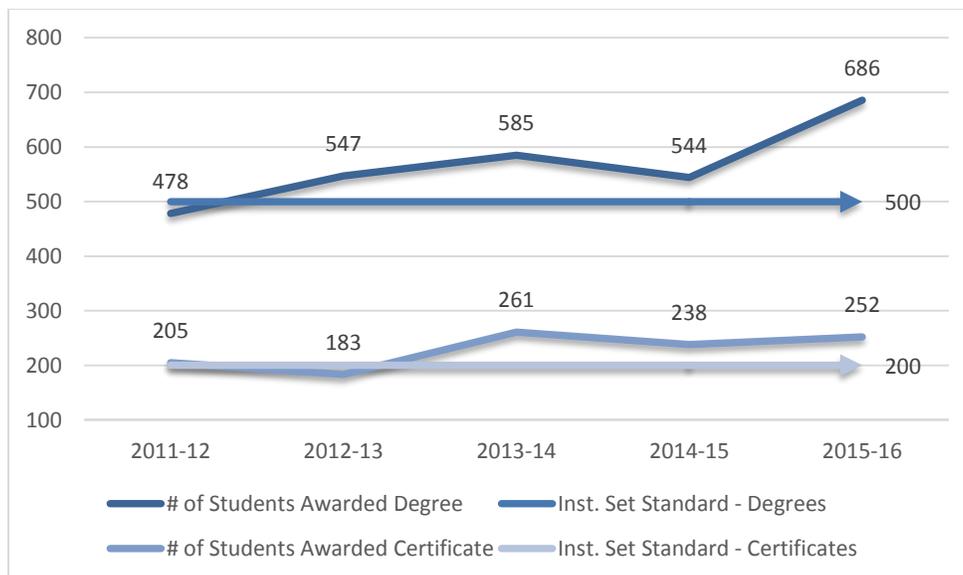
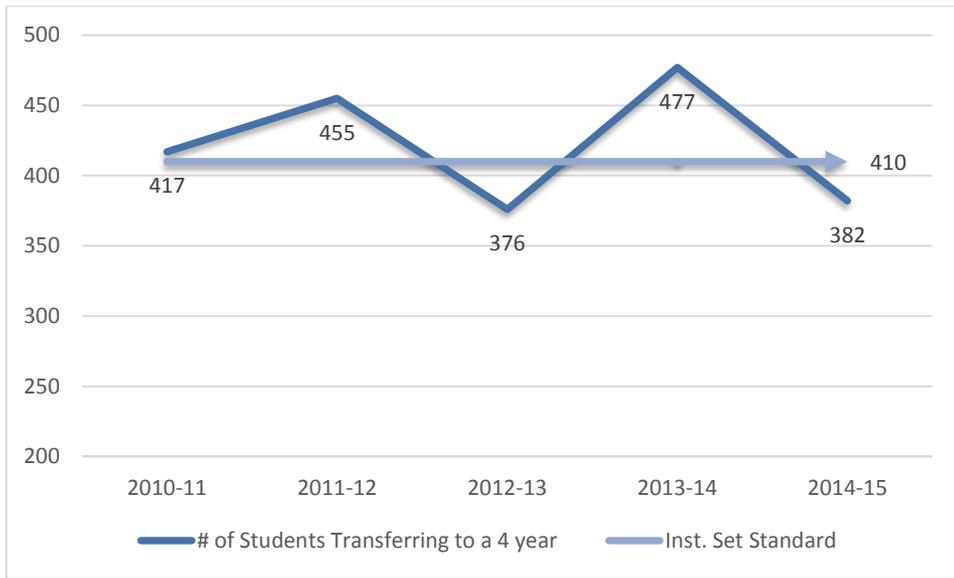


Chart 3: Number of Students Transferring to a 4-year



Definition of Terms

Basic Skills	Courses in reading, writing, math, and English as a Second Language which are designated as non-degree applicable course. (Also referred to as remedial courses, or developmental education courses).
Census Date	The point at which 20% of a course has elapsed. For standard semester courses, this is the Monday of the third week (Tuesday is Monday is a holiday).
Completion Rate	The percentage of the Scorecard cohort that earned an AA/AS or credit Certificate (Chancellor's Office approved), transferred to a four-year institution, and/or achieved "transfer prepared" status (completed 60 UC/CSU transferable units with a GPA ≥ 2.0).
Course Enrollments	The count of students enrolled in each section of each course across the college. (i.e. The number of "seats filled" within section/course).
CTE	Career Technical Education
Feeder High School Enrollment Rate	Percentage of graduating students from the top six feeder high schools who enroll in FLC in the fall, out of the total number of high school graduates that year.
FTEs	"Full time equivalent students". Each FTEs equals 15 credit hours per week of instruction, whether taken by one or several students. (i.e. The count of how many students there would be if they only attended on a full-time basis.)
Headcount	The total number of students enrolled. Each student counts as "one" student in the headcount, regardless of the number of units in which that student is enrolled. When calculating a headcount by site, the count is a "duplicate" count as each student counts as "one" student at each site in which they are enrolled in a course.
Modality: DE	"Distance Education". Course instruction is delivered 51-100% online. Includes iTV, hybrid and 100% online courses.
Modality: F2F	"Face-to-Face". Course instruction is delivered fully on-ground with face to face (line of sight) interaction between the instructor and student.
Prepared / Unprepared	Lowest attempted English or Math course was at a "prepared for college level" (i.e. transfer level course OR degree applicable course) or "unprepared for college-level" (i.e. one or more levels below transfer).
Persistence Rate	The percentage of students who enroll in the next term out of the total number of students enrolled in a given term. Can be calculated fall-to-spring, spring-to-fall, or fall-to-fall.
Remedial Progression Cohort	This Scorecard cohort is defined as the year the student attempts for the first time a course at "levels below transfer" in Math, English Writing and/or ESL. This cohort of students is not the same cohort of Scorecard students.
Remedial Progression Rate	The percentage of remedial cohort students who first enrolled in a course below transfer level in English, Math and/or ESL and then completed a college-level course in the same discipline within 6 years.
Retention Rate	The percentage of students enrolled in the course after the census date who completed the course (with any grade) and did not drop or withdraw.
Scorecard Cohort	First time students with the intent to complete a degree and/or transfer, who have a valid Social Security number, earned ≥ 6 units during the first three years of enrollment, and attempted a Math or English course in the first 3 years; tracked as a cohort over a six-year period.
Success Rate	The percentage of students who receive a grade of A, B, C or P at the end of term out of total number of students enrolled (including withdrawals).
Transfer Velocity Rate	Percentage of "Intent to Transfer" cohort who transfer to a four-year institution within 5 years. Cohort defined as first time student, followed for 6 years, who shows a "behavioral intent to transfer" (completed 12 credit units and attempted transfer-level math or English).
30 Units Rate	The percentage of Scorecard cohort students who earned at least 30 units in the CCC system.