

## MEMORANDUM

**DATE:** January 19, 1999

**TO:** Planners

**FROM:** Terrence Ann Shelwood  
Associate Director for Institutional Assessment

**SUBJECT:** Critical Success Factors: Institutional Data

Each year the North Carolina Community College System is required to report data on Critical Success Factors and Measures to the State Board of Community Colleges and to the General Assembly. Both system-level and college-level data are presented in the report. The data are used to determine the progress of the system and colleges in attaining system-level goals and to decide, where appropriate, the performance of colleges relative to performance standards established by the system.

In order to ensure that the data reported are accurate, a copy of the institutional data tables has been attached for your review and verification. At this point, we are still missing data on some measures; however, to allow colleges enough time to verify the data, we are sending to you those measures for which we do have data. As the remaining data become available, they will be sent to you for review.

Please review the attached data tables and send any corrections, **along with documentation to support the corrections**, to Dr. Xiaoyun Yang at the System Office, **by February 15**. In reviewing the data, you must use the same definitions that are used by the System Office in the collection and analysis of the data. If you have any questions regarding the data, please contact Dr. Yang or me.

A thorough description of each measure can be found in the 1998 Critical Success Factors Report. The following brief description, however, will help you in interpreting the data.

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1. The data are for the 1997-98 fiscal year (July 1, 1997 - June 30, 1998) with no exceptions.
2. The data on licensure and certification exams are for *first-time test takers only* . . . please use this criterion when examining the data.
3. When corroborating the percentages for the progress of basic skills students, using Table 3 of the Annual Literacy Data Report, subtract the number of students who moved to a higher level from the number of students who completed a level or goal and then calculate the percentages for the four fields used (Number G/L Completed, Number Progressing, Number Separated, and Number Moved).
4. The data on the number of GEDs/AHSDs awarded during 1997-98 were taken from both the GED/AHSP office (Joy Matthews) and the Literacy Education Information System (LEIS). The higher number from the two sources is shown on the enclosed table. In verifying these data, both sources should be checked to determine the most accurate figure.

Thank you for your cooperation in verifying the data.

Enclosures

c: Presidents  
Dr. Brenda Rogers  
Mr. Keith Brown  
Dr. Xiaoyun Yang  
Data Coordinators

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(Paper Mail)