

Critical Success Factors

Critical Success Factors are defined as "the key things that must go right for an organization (in this case Wayne Community College) to flourish and achieve its goals." The concept of critical success factors was developed at the Massachusetts Institute of Technology Sloan School of Business. The effort to identify these "key things" enables the organization to focus its efforts. Thinking through appropriate measures for the factors ensures that Wayne Community College will examine its performance. Thus, critical success factors are both a planning and an evaluation/accountability tool.

The Critical Success Factors reflect measures for institutional goal achievement. The first nine factors correspond to the nine institutional goals; the tenth factor reflects the assessment methods used to document Institutional Effectiveness.

The Critical Success Factors were derived from several sources:

- ! Wayne Community College Planning Council
- ! The North Carolina Community College System
- ! Other North Carolina Community Colleges
- ! National Alliance of Community and Technical Colleges

Using the data collected from these sources, the Planning Council developed and grouped the Critical Success Factors measures in broad categories that were edited, refined, and synthesized for presentation.

In order to assess institutional effectiveness, it is necessary to understand what institutional effectiveness is. As previously stated institutional effectiveness is the process of articulating the mission of the college, setting goals, and using the data to form assessments in an ongoing cycle of goal setting and planning.

In other words, the Mission Statement of the college generates the definition of specific institutional goals that must be interpretable in terms of specific indicators. These indicators, when measured, yield data about the effectiveness of the realization of the goal. Effectiveness can, therefore, be improved and internal comparability established. This permits an interpretation of the progress of the college to perform better in terms of the goal over time, the only genuine measure of effectiveness. Alternatively, goals can be changed as a result of the data, yielding new indicators. As well, the mission statement can be revised as goals become realized or in order to constitute them in greater conformity with reality. The Planning and Evaluation Model is an illustration of this process.

The following Critical Success Factors were adopted by the college Planning Council in August 1998. A further explanation of the background and implications can be found in the NCCCS annual Critical Success Factors report.

Factor 1: Student Success

- Measure A: Percent of Students Returning From Past Semesters
- Measure B: Progress of Literacy Students going into Curriculum Programs
- Measure C: Number of GEDs & Adult High School Diplomas (AHSDs) Awarded
- Measure D: Performance of Transfer Students After Two Semesters
- Measure E: Rate of Success on Licensure Exams
- Measure F: Number of GED/AHSD going into WCC Curriculum Programs
- Measure G: Progress of Remedial Students
- Measure H: Percent of Students Accomplishing Their Goals

Factor 2: Quality Educational Programs

- Measure A: Number & Percent of Local High School Graduates Enrolled in WCC Programs
- Measure B: Program Review
- Measure C: Program Accreditation Results
- Measure D: Graduate Satisfaction Surveys
- Measure E: Student Evaluation of Instruction
- Measure F: Advisory Committee Recommendations
- Measure G: Employer Satisfaction With Program Completers

Factor 3: **Quality of Faculty and Staff**

- Measure A: Number and percent of employees participating in Professional Development
- Measure B: Services Review
- Measure C: WCC Salaries as a Percent of the Southeast Regional Average and Ranking in North Carolina Community College System (NCCCS)
- Measure D: Faculty and Staff Annual Performance Evaluations
- Measure E: Levels of Experience & Academic Preparation of Employees

Factor 4: **Management of Resources**

- Measure A: Space Utilization
- Measure B: Faculty Teaching Loads
- Measure C: Financial Audit Reports
- Measure D: Timely Submission of Equipment/Supply Requests
- Measure E: On-time submission of State and Federal Reports

Factor 5: **Provide an Attractive Facility**

- Measure A: Adherence to WCC's Master Facilities Plan
- Measure B: Timely Processing of Maintenance Work Order Requests

Factor 6: **Resource Development and Utilization**

- Measure A: Private Fund Raising
- Measure B: Grants Applications & Acquisition (Federal,State,Private)
- Measure C: Ancillary Income (Bookstore, Cafeteria, Childcare)

Factor 7: **Community Service Involvement**

- Measure A: Number of Community Service Courses Offered
- Measure B: Number of Senior Citizen Enrollments
- Measure C: Number of Businesses Served
- Measure D: Industry Training Provided
- Measure E: Economic Impact of WCC on Community

Factor 8: **Technology**

- Measure A: Computer Hardware
- Measure B: Computer Software
- Measure C: Audio Visual Equipment

Factor 9: **Diversity**

- Measure A: Faculty/Staff Percentages by Race & Gender Representing The County's Population
- Measure B: Participation of Student/Faculty/Staff In Cultural Activities

Factor 10: **Assessment**

- Measure A: Institutional Effectiveness Plan
- Measure B: End-of-Year Reports
- Measure C: SACS Reaffirmation
- Measure D: FTE/Financial Audit
- Measure E: Curriculum Standards

Finally, in assessing institutional effectiveness, it is necessary to determine the indicators/measures, for the goals. Collectively, the indicators constitute the mission statement and goals of the college and, when measured, yield data that accurately assesses the degree to which the goals are being implemented.