

**Planning Council Sub-Committees  
2017-18 Performance Measure Year End Reporting Form**

**Performance Measure:** Basic Skills Progress

**Purpose:** To ensure adults with low literacy skills are progressing academically toward basic skill attainment necessary for employment and self-sufficiency.

**Description and Calculation used until 2015-2016 Program Year**

**Description:** Percentage of students who progress as defined by an educational functioning level.

**Denominator:** Basic skills students who have post-tested and have accumulated 12 or more contact hours during program year. Excludes High Adult Secondary Education initial placements.

**Numerator:** Of those in the denominator, the number of students completing the program year at a higher educational functioning level.

**Description and Calculation starting with 2016-2017 Program Year**

**NCCCS Description and Calculations:**

**Description:** Percentage of Basic Skills students who achieve an Educational Functioning Level gain during the program year (July 1 – June 30).

**Denominator:** Basic Skills students (excluding those with an entering Educational Functioning Level of Adult Secondary Education High) who have completed a pre-test and post-test and accumulated 12 or more contact hours during the program year (July 1, 2016 – June 30, 2017).

**Numerator:** Of those in the denominator, the number who achieve an Educational Functioning Level that is higher than their entering Educational Functioning Level by the end of the program year.

**Federal Measurable Skills Gains Description and Calculations:** (Results for these measurable gains will be reported in the 2017-2018 Federal report.)

**Description:** The percentage of participant periods of participation (POP) associated with a measurable skill gain.

**Denominator:** Number of periods of participation as determined by an individual receiving 12 or more hours of service without a break in service. If an individual has a gap in service of more than 90 days, and returns during the program year, a new period of participation is established.

**Numerator:** Based on the denominator, number achieving one of the following gains:

- Post-test: Scored high enough on a post-test to place into a higher educational functioning level within the POP.
- Adult High School Credit: Entering program with less than 50% of required AHS credits and obtaining enough AHS credits to put them over the 50% threshold during the program year.
- Secondary school diploma or its equivalent: Attainment of a secondary school diploma or other high school equivalency during the program year.
- Post-Secondary Enrollment: leaves program and is found to have enrolled in a Post-Secondary Institution during the program year.

**Baseline:** 2018 NCCCS Performance Measures System Baseline = 34.5%

**Standard:** 2018 NCCCS Performance Measures Average College Percentage = 60.1%

**Target:** 2018 NCCCS Performance Measures System Excellence Level = 68.3%  
(NCCCS Draft - 5/10/2018, 3<sup>rd</sup> Draft Revision)

Year	Students	Completing Level	% Completing
2011-12	1221	812	66.5%
2012-13	1328	927	79.0%
2013-14	963	650	77.0%

2014-15	805	555	68.9%
2015-16	916	734	80.1%
2016-17	875	652	74.5%

Source: NCCCS Performance Measure Report

<http://www.nccommunitycolleges.edu/analytics/state-and-federal-performance-measures>

New Measures Transitioning into NC CCR Programs			
New Measure*	Participants	POPs	Participant POP MSG %
2016-17	1516**	1567***	45.2%****

Source: 2017 Measurable Skills Gains Report, Federal LEIS Report

\*New Measure: Measurable Skills Gains (MSG)

\*\*Participant = Students with 12+ hours

\*\*\*POPs = denominator

\*\*\*\*Total MSGs all categories (AHS Grad, HSE, Post Sec Enrollment, AHS credits, Post-Test)

### Federal Performance Measures

The purpose of this report is to provide detailed outcomes associated with Measurable Skill Gains.

For PY 2016-2017, NC AEFLA negotiated level of performance was overall MSG 36%. For PY 2017-2018, the negotiated level of performance is overall MSG 38%.

In North Carolina, annual baseline levels of success for providers are set at 80% of the state's goal. Excellence levels are set at the state goal plus half of the distance between the baseline and state goal. The first couple of tables within the report provides each provider with an overview of its results as compared to its peers.

### 2017-18 Strategies / Action Items:

Item #	Strategies / Action Items	Results (State the progress/results of the strategies identified. Provide number/percent accomplished.)
1	Support all faculty to obtain Core Credential. Registration, travel and release time will be provided to 100% of all full time and part time faculty.	All faculty have been provided the resources to obtain the Core Credential. All instructors are required to obtain credential within 2 years of hire date.
2	Implement Soft Skills training for all students.	Soft Skills are incorporated to all classes and the rubric is included in syllabus.

**2018-19 Strategies / Action Items:** (Identify new strategies and/or use the same strategies from previous year. For assessment of strategies, state how you plan to evaluate/assess the results of the strategy.)

Item #	Strategies / Action Items
1	Implement requirement for all students to take College and Career Transition Class.
2	Develop a TPCC General Handbook that includes all the possible quick reference certification classes offered at WCC to assist in advising students.
3	Completely revise the Student Planner to focus on Student-Centered career and college information, activities, and calendar.
4	Implement new comprehensive follow-up activities to ensure transition to employment and post-secondary.

**Overall assessment of Performance Measure:** *(Based on the performance measure data, provide a narrative of your analysis of the data. Indicate factors that may have affected the data. State any changes you plan to address for next year that might affect / increase performance measure ranking.)*

The Basic Skills Department exceeded the Excellence Level in Student Progress. Our strategies continue to be effective with new measures implemented for the program year. Results show that we at top 10 college again. We will continue our current strategies and actions.