Performance Measure: Basic Skills Student Progress

Purpose: To ensure individuals with low literacy skills are progressing academically toward credential or employment

Description: Percentage of Periods of Participation (PoP) with at least one Measurable Skill Gain (MSG)

Denominator: Number of Periods of Participation (PoP) during the Basic Skills program year (July 1 to June 30). A PoP begins each time a student enrolls in adult education, accumulates at least 12 contact hours, and then exits the program. Subsequent periods occur when a student re-enters the program after 90 days have lapsed since the person last received services and accumulates 12 or more contact hours. If there is no exit, the PoP continues to the next program year.

Numerator: Based on the denominator, number of periods of participation in which at least one measurable skill gain was
achieved. Participants can demonstrate MSG in in five ways:
- Pre and Post testing: The student scores high enough on an NRS approved posttest to place into a higher educational functioning level than indicated by the student's pretest.
- Adult High School Credits: The student enters an Adult High School (AHS) program with less than 75% of the required AHS credits and obtained enough AHS credits to exceed the 75% threshold prior to the end of the program year (June 30)
- Post-Secondary Enrollment: The student exits the program and subsequently enrolls in post-secondary education prior to the end of the program year (June 30). Post-secondary enrollment is verified by data matching to the National Student Clearinghouse and the NCCCS Data Warehouse.
- High School Equivalency Test Graduate: The student achieves a passing score on State-approved high school equivalency tests (GED, HiSet, or TASC) prior to the end of the program year (June 30). Credit is given based on matching student records to a passers database populated by the test vendors. Matching occurs based on an exact match of first name, last name and date of birth and/or the HSEID.
- Adult High School Graduate: The student completes the requirements of the Adult High School program and is issued an adult high school diploma prior to the end of the program year (June 30).

Baseline: 2019 NCCCS Performance Measures System Baseline = 24.2%
Standard: 2019 NCCCS Performance Measures Average College Percentage = 41.8%
Target: 2019 NCCCS Performance Measures System Excellence Level = 50.6%
                     (2019 NCCCS Performance Measures for Student Success Report, Final)

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

YEAR	Adult Basic and Secondary Education						English as a Second Language						Total	
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6		
	POP/ MSG	POP/ MSG	POP/ MSG	POP/ MSG	POP/ MSG	POP/ MSG	POP/ MSG	POP/ MSG	POP/ MSG	POP/ MSG	POP/ MSG	POP/ MSG	POP	MSG
2017-18	48 58%	203 57%	432 52%	251 47%	103 40%	68 51%	26 58%	47 49%	118 56%	98 47%	87 40%	89 22%	1570	48.7%

Source: NCCCS Performance Measures for Student Success Report

2018-2019 Strategies / Action Items:

Item #	Strategies / Action Items *(Action items identified in the 2017-18 year-end report)*	Results *(What has been the progress / results of the strategies / action items to reach the projected outcomes? Please use data; numbers / percent to justify outcomes.)*
1	Implement requirement for all students to take College and Career Transition Class.	TPCC students in HSE and AHS programs are enrolled in Pathway classes or AHS courses. Transitioning to college or work is part of the curriculum in all of these areas. Faculty and staff are available to answer questions about college enrollment.
2	Develop a TPCC General Handbook that includes all the possible quick reference certification classes offered at WCC to assist in advising students.	Students can easily access information online through the WCC web page. A TPCC handbook is unnecessary and cost isn't justified.
3	Completely revise the Student Planner to focus on Student-Centered career and college information, activities, and calendar.	Student planners will no longer be used in the TPCC department.
4	Implement new comprehensive follow-up activities to ensure transition to employment and post-secondary.	Faculty and staff meet with and follow up with graduates to offer guidance and assistance with college enrollment. Students can obtain information in the Student Support Center in Walnut 222.

2019-2020 Strategies / Action Items:

Item #	Action Items *(Identify new strategies/action items and/or use the same strategies/action items from previous year.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	Transition from paper based TABE assessment to computer based TABE assessment	Implement by summer/fall semester 2020
2	Implement a Math Fundamental class for ABE/HSE students	Evaluate student progress by TABE assessment

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 Transitional Program for College and Career was above the College Average level in Student Progress. We will continue to work closely with our students to ensure transition to either post-secondary or employment. Implement computer based TABE testing which will alter our orientation process. Orientation will be required but offered in a different format.