

**Planning Council Sub-Committees  
2019-20 Performance Measure Year End Reporting Form**

**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).

*(2020 NCCCS Performance Measures for Student Success Report, Final)*

***Baselines have been set based upon results from the last three years, when available. Standards and targets have been set using NCCCS Performance Measures results and mirror those set in the Strategic Plan.***

**Baseline:** 47% (2017-18 = 49%; 2018-19 = 45.4%)

**Standard:** 49%

**Target:** 51%

**2019-2020 Strategies / Action Items:**

Item #	Action / Strategy Items: <i>(Actions / strategies identified in the 2018-19 year-end report.)</i>	Results / Use of Results: <i>(Provide results of the action / strategy identified. Was the action / strategy successful? If not, did you want to continue this action / strategy going forward? If so, please include this action / strategy in the 2020-21 action / strategies table below.)</i>

1	Transition from paper based TABE assessment to computer based TABE assessment	Transition to computer based TABE testing was put on hold due to the pandemic.
2	Implement a Math Fundamental class for ABE/HSE students	Math Fundamental class has been created and is continuing online and face to face.

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

YEAR	Adult Basic and Secondary Education						English as a Second Language			Total		
	Levels 1-4			Levels 5-6			Levels 1-6			POP	MSGs	MSG
	POPs	MSGs	MSG	POPs	MSGs	MSG	POPs	MSGs	MSG			
2018-19	877	395	45%	168	87	52%	467	205	44%	1512	687	45.4%

Source: NCCCS Performance Measures for Student Success Report

**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 Programs for College and Career Basic Skill Progress was 45.4%. This was above the College Average level in Student progress. We added a math fundamentals class for ABE/HSE students so that students could attend a class face to face with a math instructor as well as study through our computer

software. Students will have the opportunity to use Edgenuity which should help to increase progress and completion.

**2020-2021 Action / Strategy Items:**

*(Identify and address outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)*

<b>Item</b>	<b>Action / Strategy Items</b> <i>(Identify action items as a result of your program outcome assessment.)</i>	<b>Target Date</b> <i>(Identify your projected target date for completion of action items.)</i>	<b>Assessment of Action Items</b> <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Add computer based TABE and CASAS testing.	Fall, 2021	Implementation of testing.
2	Implement Edgenuity My Path software program for low level students.	Fall, 2021	Edgenuity software will be used with low level ABE/HSE students. Hopefully, their use of this program will increase their progress and completion.