

**Planning Council Review**  
**Basic Skills Student Progress Performance Measure**  
**2020-21 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 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 and excellence levels were calculated based on institutional outcomes associated with the 2019-20 program year.

Baseline Level: 15.7%

Excellence Level: 42.5%

*(2021 NCCCS Performance Measures for Student Success Report)*

**Reporting change:** In the 2019-20 reporting year, Wayne Community College established baselines, standards, and targets based on WCC’s average college performance of the NCCCS measures and were the same as those set in the WCC Strategic Plan for Institutional Effectiveness. Prior to 2021 NCCCS Performance Measures for Student Success Report, baseline and excellence levels remained constant and were reset on a three-year cycle. However, to better respond to external factors affecting the measure(s), baselines and excellence levels are now changed annually based on the most recent results of those measures by the NCCCS office. As a result of this significant change, WCC’s Planning Council made the decision to move the review of Performance Measures from an ad hoc subcommittee approach to a review and discussion with the entire Planning Council at their September 23, 2021 meeting. The intent of this format is to involve the entire Planning Council in meaningful discussion of the measures to achieve actionable items for improvement of the measures. This report reflects the overview of the discussion, along with the action items identified by the review.

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%
2019-20	705	225	32%	72	28	39%	424	126	30%	1201	379	31.6%

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 results. State any changes you plan to make for continuous improvement.)*

The measure calculates the number of periods of participation (PoP) during the program year. Number of PoPs result in measurable skills gain (MSGs) within the levels. Students must advance to higher level, within all the levels, to be counted as a gain. WCC’s performance was 31.6%, above the NCCCS baseline level (15.7%) and below the college average (33.5%). Colleges submit data monthly to the System Office. In comparison, WCC ranks 5% higher than other community colleges. WCC is currently at 25% of our goal for the fiscal year.

TPCC has increased group testing opportunities, along with providing students the opportunity to test online. Another way that the Program implemented was personal contacts with the students. Providing the students periodic updates on their progress and connecting them with the support services available. Some issues that continue to be roadblocks are transportation and childcare.

**2021-2024 Action / Strategy Items:**

*(Identify and address measure assessments resulting from the review of the data. Targets are established on a three-year cycle to provide ample time to address the action and achieve measurable results.)*

Item	Action / Strategy Items <i>(Identify action items as a result of measure assessment.)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Encourage students to transition to pathways (Advanced Manufacturing, Allied Health, Applied Technologies, and Public Safety)	Advise completers to transition to pathways to achieve marketable employment skills.
2	Continue to build personal relationships with students	Make personal phone calls to students to encourage them to complete their adult high school credits and to schedule testing appointments.