

**Planning Council Review**  
**Basic Skills Student Progress Performance Measure**  
**2024 Performance Measures for Student Success Report**  
**2021-2024 Action Item Results and 2025-2028 Action Items Identified**

**Performance Measure:** Basic Skills Student Progress (PM1)

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

**Description:** Index score based on the percentage of Basic Skills periods of participation (PoP) with a 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).
- Integrated Education and Training (IET): Applicable to participants in IET or workplace literacy programs only; includes exhibiting progress on a secondary or post-secondary transcript, showing progress toward milestones, or passing a technical/occupational knowledge-based exam.

**Index Score:** College success rate divided by the systemwide success rate.

Excellence: 1.216

Avg Band Max: 1.104

Avg Band Min: 0.880

Baseline: 0.543

*(2024 NCCCS Performance Measures for Student Success Report)*

**2021-2024 Action / Strategy Item Results:**

<b>Item</b>	<b>Action item identified in the 2021-2024 performance measures year-end reports</b>	<b>Results / Use of Results:</b> <i>(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2025-2028 action items table below.)</i>
1	Encourage students to transition to pathways (Advanced Manufacturing, Allied Health, Applied Technologies, and Public Safety)	Students enrolled in Quest Academy transition to different pathways after graduating from Quest. Students enrolled in the HSE classes and are in Basic Skills Plus and are pursuing a pathway simultaneously.
2	Continue to build personal relationships with students	Students' phone numbers are collected during orientation using our LEIS forms. Instructors can then contact students when attendance becomes an issue and many instructions are exchanged between the instructor and student by texting.

### Basic Skills Student Progress – Performance Data

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*

Year	POPs	Success Rate	Index Score
2020-21	669	35.4%	0.961
2021-22	940	41.9%	0.971
2022-23	1,106	44.7%	1.032

*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.)*

WCC is currently 32<sup>nd</sup> out of 58 colleges in this measure, with an index score of 1.032 (color indicator, yellow;  $\geq$ Average Band Min,  $<$ Average Band Max).

#### **2025-2028 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.