

Program Outcome and Assessment(s)
2019-2020 Program Outcome (PO) Year End Reporting Form
Program Review Cycles - 2017-18

In response to SACSCOC 8.2, “The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results ...”

Name of Program:

Transitional Programs for College and Career (TPCC)

Program Outcome # 1: Basic Skills Student Progress *(NCCCS Performance Measure for Student Success)*

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)

Calculation / 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:

1. Pre and Post testing
2. Adult High School Credits
3. Post-Secondary Enrollment
4. High School Equivalency Test Graduate
5. Adult High School Graduate

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%
(NCCCS final publication, 7/31/19)

2019-2020 Action / Strategy 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</i>
---------------	--	---

		<i>continue this action / strategy going forward? If so, please include this action / strategy in the 2020-21 action / strategies table below.)</i>
1	Fully implement HiSET computer based testing.	TPCC will not be implementing computer based testing for HiSET at this time.
2	Implement scanning process for TABE 11/12 answer sheets.	On-going.
3	Increase number of staff eligible to administer GED/HiSET testing.	One staff person, Graciela Kellar, was added to administer GED/HiSET testing. TPCC now has four staff members eligible to administer HSE testing.

Report Year	Adult Basic and Secondary Education												English as a Second Language												Total		
	1		2		3		4		5		6		1		2		3		4		5		6		POP	MSG #	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	764	48.7%

Provide narrative for analysis of program retention data *(Based on the data, provide a narrative of your analysis of fall to fall retention. Indicate factors that may have affected your retention. State any changes you plan to address for next year that may affect retention.)*

The TPCC department exceeded the State level of 42% in Student Progress. Our MSG (Measurable Skill Gains) was 48% which is based on Periods of Participation with at least one Measurable Skills Gain. MSG can be achieved in five ways: Pre and Post testing, Earning AHS credits, Post-Secondary Enrollment, HSE graduation and AHS graduation.

Provide narrative for analysis of program retention standard/target *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

The percentage for showing progress through MSG is set by the state each year. We would like to increase post testing this year since this is the easiest way to show progress.

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.)

Item	Action / Strategy Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
------	--	--	--

1	Schedule groups of students for post testing.	End of the LEIS reporting year.	Using Table 4 and 4b in Colleague XLENRS.
---	---	---------------------------------	---

Program Outcome # 2: Basic Skills Transition to post-secondary

Description of outcome: Transitional Programs for College and Career (Basic Skills) students that enter CE or CU programs while enrolled or exiting Basic Skills during program year. The results will be calculated as the number for current program year BSP students that enter CE or CU classes within the succeeding program year.

Baseline: 13% (2015-16 WCC Results)
Standard: 15.4% (Average College Percentage)
Target: 25% (Performance Goal)

2019-2020 Action / Strategy 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	Develop a student handbook/planner which would contain only essential information. Small, easily accessible format.	A student handbook has been developed and will be printed for Fall Semester 2020/2021. It is a smaller handbook than in the past and contains basic information for students.
2	Expand College and Career Transition class.	Instead of expanding the College and Career Transition class, the curriculum for this class has been incorporated into the Pathway classes. The Business Focus and Health Focus Pathway classes are used to introduce students to college programs. Guest speakers are used to help students learn of career options.

Post-Secondary Education or Training Transition to Wayne Community College

Program Year	Number of Completers	Curriculum (Spring, Summer, or Fall)	% Transition	Workforce Continuing Education (Spring, Summer, or Fall)	% Transition
2015-16	182	14	8%	10	5%
2016-17	135	11	8%	10	7%
2017-18	123	7	5%	7	6%
2018-19	82	4	5%	5	4%

Sources: Entrinsik Informer BS – TPCC Graduation (AHS, HSEGED, or HSEHIST) – 07/01/xx – 06/30/xx, Entrinsik Informer IR – CE Enrollment (without BSP students), and Entrinsik Informer – FC – End of the Term Information by Program Code or By Advisor

Post-Secondary Education or Training Data Matching to All Colleges

Program Year	Attained %
2012-13	30%
2013-14	29%
2014-15	22%
2015-16	WIOA Transition
2016-17	Transition
2017-18	Credential Attainment data at 50%*
2018-19	Unavailable

Source: NCCCS Desktop Monitoring Report (Colleague and Data matching)

*Credential attainment is based on student moving to post-secondary or employment within NRS program year.

Provide narrative for analysis of program retention data (Based on the data, provide a narrative of your analysis of fall to fall retention. Indicate factors that may have affected your retention. State any changes you plan to address for next year that may affect retention.)

We will continue to offer students online and face to face classes. Students can use Odysseyware for completing AHS courses and studying for the GED and HiSET. TPCC also uses Learning Upgrade which students can use through their phone or computer to study math and reading. We have Essential Ed that students can use to study for the GED and HiSET exams.

Provide narrative for analysis of program retention standard/target (As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)

TPCC will continue to include college and career information as part of the Pathway classes curriculum. Students will have the opportunity to meet with a counselor to discuss college and career options.

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.)

Item	Action / Strategy Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Increase post testing to meet the NRS MSG goal	End of the LEIS reporting year	Using Table 4 and 4b in Colleague XLENRS