



Adult Education Monitoring Report

Reporting Period: July 1, 2024 through June 30, 2025 (FY25)

By: Ginger Harner

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Section I – Board Policy Context

Policy Linkage: [B1009](#) Adult Education Programming

SCCES Alignment: Student Success

HLC Alignment: 2B; 3A, 3B, 3E, 3F; 3G, 4B

Policy Restatement & Values

Adult Education Programming advances the College's mission by providing adult learners with opportunities to develop foundational academic skills, attain secondary credentials, and transition successfully into postsecondary education, workforce training, or employment pathways.

Within the Student Success Element of the Shawnee College Continuous Excellence System (SCCES), Adult Education functions as a preparation and transition subsystem that supports adult learners as they move toward postsecondary education and workforce training pathways. Adult Education programming supports adult learners who seek to improve literacy, numeracy, English language proficiency, or secondary credential attainment as a pathway toward expanded educational and employment opportunities.

Adult Education programming encompasses English Language Acquisition (ELA), Adult Basic Education (ABE), Adult Secondary Education (ASE), High School Credit Recovery (HSCR), and High School Equivalency (HSE) preparation. These services may include contextualized instruction, transition advising, workforce bridge programming, and coordinated support services designed to promote learner persistence, credential attainment, and progression into postsecondary pathways.

The College affirms its responsibility to sustain and continuously improve Adult Education programming in ways that expand educational opportunity, strengthen workforce readiness, promote equitable access to learning pathways, and align with institutional priorities for student success.

The Board recognizes that:

- **Students** benefit when adult education pathways provide opportunities to strengthen foundational skills, attain secondary credentials, and prepare for college-level coursework or workforce training.
- **Students** benefit when instructional models accelerate progress toward credential attainment while supporting persistence and measurable learning gains.
- **Students** benefit when adult education pathways are integrated with advising, workforce training, and postsecondary programs that support transition into sustainable employment and further education.
- The **institution** benefits when adult education programming strengthens the educational pipeline, supports enrollment stability, and expands pathways into credit and workforce programs.

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- **Communities** benefit when adult learners gain access to educational opportunities that support economic mobility, workforce participation, and regional development.

Board Evaluation Context

Institutional performance relative to Board Policy B1009 is evaluated through system-level indicators aligned with the Student Intent & Preparation Key Performance Area of the Student Success Element within SCCES. Adult Education serves as a preparation and transition system supporting adult learners as they progress toward postsecondary enrollment and workforce training participation.

The Key Performance Measures presented in this report reflect the institutional subsystems within the *Student Intent & Preparation* Key Performance Area most directly associated with Adult Education programming. These measures examine *awareness of adult learning pathways, academic skill development and credential attainment, participation in postsecondary entry pathways, and successful transition into postsecondary enrollment or workforce training.*

Evidence presented in this Monitoring Report provides the basis for evaluating institutional progress toward Board Policy B1009 and for assessing presidential effectiveness under the President Evaluation Instrument.

Board Expectations:

To honor these values, the Board expects Adult Education Programming to produce measurable results in: *adult learner access and participation, measurable academic skill development, attainment of secondary credentials, transition into postsecondary education or workforce training, and equitable access and outcomes across student populations.*

Institutional performance relative to these expectations shall be demonstrated through annual Monitoring Reports aligned with SCCES Key Performance Measures and Indicators. These Monitoring Reports serve as the primary evidence base for evaluating progress toward Board Policy B1009 – Adult Education Programming and for assessing presidential effectiveness under the President Evaluation Instrument.

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Key Performance Measures – Evidence of Results

KPM: Awareness & Aspiration	System Phase: Input
Subsystem: Adult Pathway Awareness	
KPI: # Adult learners engaged through AE outreach or workforce re-entry initiatives	
KPI: % AE participants expressing interest in postsecondary education or workforce training pathways	
Target/Benchmark:	
<ul style="list-style-type: none">• Increasing engagement of adult learners through outreach, workforce re-entry initiatives, and community partnerships.• Sustained or increasing levels of adult learner interest in postsecondary education and workforce training pathways.• Outreach participation and expressed pathway interest are comparable to peer Illinois community colleges where data are available.	
Result: (FY25)	
Overall Trend: Emerging Trend (↑)	
Interpretation: Overall, the data reflects strengthening outreach capacity and improved engagement efforts over time. The increase from 161 to 186 students demonstrates the program's growing ability to identify, recruit, and support prospective adult learners within the community.	

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Key Performance Measures – Evidence of Results [Continued]

KPM: Academic & Readiness Preparation	System Phase: Process
Subsystem: Adult Education Preparation	
KPI: % Adult Education learners demonstrating measurable skill gains	
KPI: % Adult Education learners completing High School Equivalency credentials	
Target/Benchmark: <ul style="list-style-type: none">• Adult Education learners demonstrate consistent academic progress through measurable skill gains aligned with state and federal Adult Education performance expectations.• Sustained or increasing High School Equivalency credential attainment among participating learners.• Skill gain and credential attainment rates comparable to peer Illinois community colleges where data are available.	
Result: (FY25)	
Overall Trend: Sustained Increasing Trend (↑↑)	
Interpretation: The Measurable Skill Gain (MSG) data demonstrates that Adult Education programming is effectively supporting learner progress and persistence, with performance consistently exceeding state targets from FY23 through FY25. Growth in MSG rates reflects strong instructional quality, evidence-based teaching practices, targeted student supports, and improved learner engagement. High persistence levels suggest that programs are successfully helping adult learners overcome barriers and remain engaged long enough to achieve measurable academic progress. Credential attainment rates also exceeded state targets, further indicating that learners are successfully progressing toward secondary credentials and career pathway goals despite variations across student populations and instructional settings.	

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Key Performance Measures – Evidence of Results [Continued]

KPM: Entry Pathway Participation	System Phase: Output
Subsystem: Adult Education Transition Pathways	
KPI: % Adult Education learners referred or connected to postsecondary or workforce training pathways	
KPI: # Adult Education learners participating in postsecondary orientation, advising, or transition services	
Target/Benchmark: <ul style="list-style-type: none">• Increasing connection of Adult Education learners to postsecondary education or workforce training through advising, referrals, and transition services.• Sustained or increasing participation of Adult Education learners in orientation, advising, or other transition support activities that prepare students for pathway entry.• Transition readiness engagement comparable to peer Illinois community colleges where data are available.	
Result: (FY25)	
Overall Trend: Cyclical Trend (↑↓↑)	
Interpretation: Employment outcomes consistently exceeded state performance targets across FY23–FY25 in both the 2nd and 4th quarters after exit, demonstrating sustained success in supporting adult learners’ workforce transitions and long-term employment retention. These strong results reflect the effectiveness of standards-aligned, contextualized instruction that integrates academic skill development with workforce and career pathway content. By connecting learning to real-world employment and postsecondary opportunities, the program increases student engagement, persistence, and readiness for sustainable employment outcomes that continue to outperform state expectations.	

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Key Performance Measures – Evidence of Results [Continued]

KPM: Transition to Postsecondary Enrollment	System Phase: Outcome
Subsystem: Adult Education Transition Outcomes	
KPI: % Adult Education learners enrolling in postsecondary coursework within one year of participation	
KPI: % Adult Education transition students successfully completing their first postsecondary term of enrollment	
Target/Benchmark: <ul style="list-style-type: none">• Increasing enrollment of Adult Education participants into postsecondary coursework within one year of program participation.• Sustained or increasing levels of successful completion of the first postsecondary term among Adult Education transition students.• Postsecondary transition outcomes comparable to peer Illinois community colleges where data are available.	
Result: (FY25)	
Overall Trend: Sustained Increasing Trend (↑↑)	
Interpretation: The increasing number of Adult Education students transitioning to college, rising from 33 students in 2023 to 45 students in 2025, reflects the positive impact of expanded collaboration among workforce partners, academic advisors, and extension center staff in supporting student success. Strong workforce partnerships have helped connect Adult Education programming to regional career pathways and employment opportunities, while enhanced advisement services have supported students in navigating enrollment, financial aid, and academic planning processes. In addition, extension center staff have improved accessibility and engagement by providing localized support, flexible services, and connections to community resources. Together, these coordinated efforts have strengthened transition systems and created clearer pathways for adult learners to successfully move into postsecondary education and workforce training opportunities.	

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Evidence Framework Transition

The College is currently transitioning the structure of this Monitoring Report to align with the updated Shawnee Community College Effectiveness System (SCCES) framework.

The Student Intent & Preparation Key Performance Area includes four Key Performance Measures (KPMs) spanning the full system cycle of inputs, processes, outputs, and outcomes. This structure reflects the College's systems-based approach to measuring student success and institutional effectiveness.

During this reporting cycle, evidence charts are presented for a subset of KPMs representing the most mature and consistently available institutional indicators. These measures provide the clearest current evidence of Student Intent & Preparation system performance as it pertains specifically to Adult Education programming, while additional data structures and longitudinal measures continue to be refined.

The indicators currently referenced in the President Evaluation Instrument are represented within this framework through the Adult Education subsystems associated with pathway awareness, preparation, transition pathways, and transition outcomes. These measures capture the core outcomes associated with Adult Education programming and reflect the institutional progression through which adult learners become aware of educational opportunities, build foundational academic skills, connect with postsecondary pathways, and ultimately enroll in postsecondary education or workforce training.

Following the completion of this reporting cycle, the College anticipates updating the President Evaluation Instrument to reference the broader SCCES KPM structure rather than individual KPIs. This adjustment will allow future Monitoring Reports to serve as the primary evidence base for evaluating presidential effectiveness while preserving flexibility for the institution to refine indicators as data systems evolve.

This phased approach allows the College to strengthen measurement practices while maintaining clear and reliable evidence for Board monitoring.

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KPM: Awareness & Aspiration (Adult Pathway Awareness)

KPI: # Adult learners engaged through Adult Education outreach or workforce re-entry initiatives

(Primary indicator of institutional effectiveness in reaching and engaging adult learners who may benefit from Adult Education programming and pathway entry opportunities.)

Board Monitoring Question: Is the College effectively reaching and engaging adult learners through Adult Education outreach and workforce re-entry initiatives?

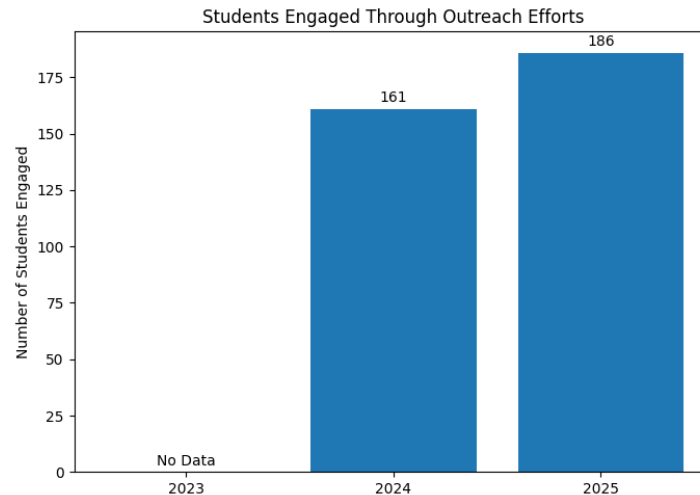


Chart 1 – Adult Education Outreach Engagement Trend

Result: (FY25) – The chart illustrates a positive upward trend in student engagement through outreach efforts beginning in 2024, which was the first year that data was formally collected. Because no outreach engagement data was tracked in 2023, comparisons begin with the implementation of data collection processes in 2024.

In 2024, the program engaged 161 students through outreach activities, establishing a strong baseline for measuring community engagement and recruitment efforts. In 2025, student engagement increased to 186 students, representing continued growth and expanded outreach effectiveness. This increase suggests that outreach strategies became more successful in connecting adult learners to educational opportunities, community resources, and program services.

Overall, the data reflects strengthening outreach capacity and improved engagement efforts over time. The increase from 161 to 186 students demonstrates the program’s growing ability to identify, recruit, and support prospective adult learners within the community.

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Overall Trend: Emerging Trend (↑)

Interpretation : The outreach engagement results reflect the college's strong and growing commitment to community partnerships, student recruitment, and collaborative outreach efforts designed to connect adult learners with educational opportunities. Although outreach engagement data was not formally collected until 2024, the establishment of a tracking process itself demonstrates an institutional commitment to measuring the effectiveness of community engagement and partnership activities.

The engagement of 161 students in 2024 provided an important baseline that highlighted the college's initial success in building connections with community organizations, workforce partners, and prospective learners. The increase to 186 students engaged in 2025 suggests that these partnerships and outreach strategies expanded in both reach and effectiveness. This growth indicates that the college is strengthening its visibility within the community and improving its ability to identify and support adult learners who may benefit from educational and workforce training services.

The upward trend also suggests that collaborative relationships with local employers, workforce agencies, community-based organizations, schools, and social service providers are contributing positively to recruitment and student engagement efforts. Effective partnerships often create multiple referral pathways into Adult Education programs, allowing the college to reach underserved populations and reduce barriers to participation. Increased outreach engagement may also reflect enhanced coordination between departments, targeted marketing efforts, participation in community events, and expanded communication with regional stakeholders.

Additionally, the growth in outreach engagement aligns with the college's broader mission of promoting educational access, workforce development, and equitable opportunities for adult learners. By increasing the number of individuals engaged through outreach efforts, the college demonstrates a proactive approach to meeting community needs and supporting learner transitions into Adult Education, career pathway programming, postsecondary education, and employment opportunities.

Overall, the results indicate that the college's commitment to partnerships and outreach is producing measurable positive outcomes. The continued increase in student engagement reflects an expanding community presence, stronger collaborative networks, and an effective strategy for connecting adult learners to educational services and long-term career advancement opportunities.

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KPM: Academic & Readiness Preparation (Adult Education Preparation)

KPI: % Adult Education learners demonstrating measurable skill gains.

(Primary indicator of institutional effectiveness in supporting adult learners' academic skill development and readiness progression within Adult Education programming.)

Board Monitoring Question: Are Adult Education learners demonstrating measurable academic progress as they participate in readiness programming?

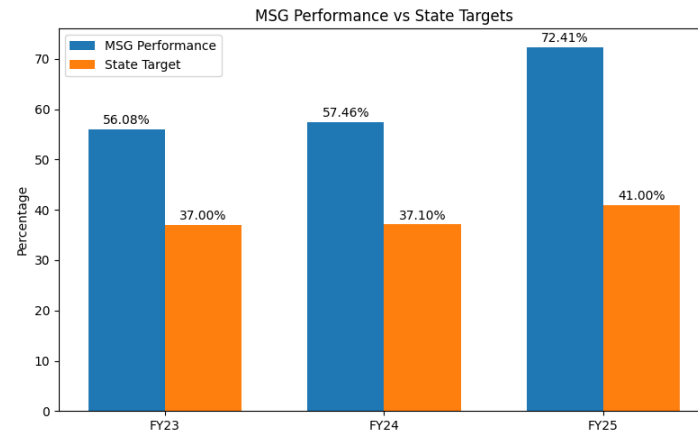


Chart 2 – Adult Education Measurable Skill Gains Trend

Result: (FY25)

The proportion of Adult Education learners demonstrating measurable skill gains increased compared with prior reporting cycles. Over the three-year period shown, measurable skill gains increased from approximately 56.08% in FY21 to 72.41% in FY25, suggesting improved instructional effectiveness and learner persistence across Adult Education programming.

Overall Trend: Sustained Increasing Trend (↑↑)

Interpretation : The data demonstrates a consistent upward trend in Measurable Skill Gain (MSG) performance across the three fiscal years, with program outcomes exceeding the state target each year. In FY23, the program achieved an MSG rate of 56.08%, surpassing the state target of 37.00% by more than 19 percentage points. This strong performance continued in FY24, with a slight increase to 57.46%, while the state target remained relatively stable at 37.10%.

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The most significant growth occurred in FY25, when MSG performance increased substantially to 72.41%, exceeding the revised state target of 41.00% by more than 31 percentage points. This sharp increase suggests that program improvement strategies, instructional supports, student engagement efforts, and data-driven interventions were highly effective in advancing student progress and measurable outcomes.

Overall, the trend reflects sustained program effectiveness and continuous improvement in supporting student achievement. The widening gap between program performance and state targets indicates that the program is not only meeting accountability expectations but performing at a level well above state benchmarks.

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KPM: Entry Pathway Participation (Adult Education Transition Pathways)

KPI: % Adult Education learners referred to or connected with postsecondary or workforce training pathways.

(Primary indicator of institutional effectiveness in connecting Adult Education learners to postsecondary and workforce pathway opportunities.)

Board Monitoring Question: Is the College effectively connecting Adult Education learners to postsecondary education or workforce training pathways that support continued advancement?

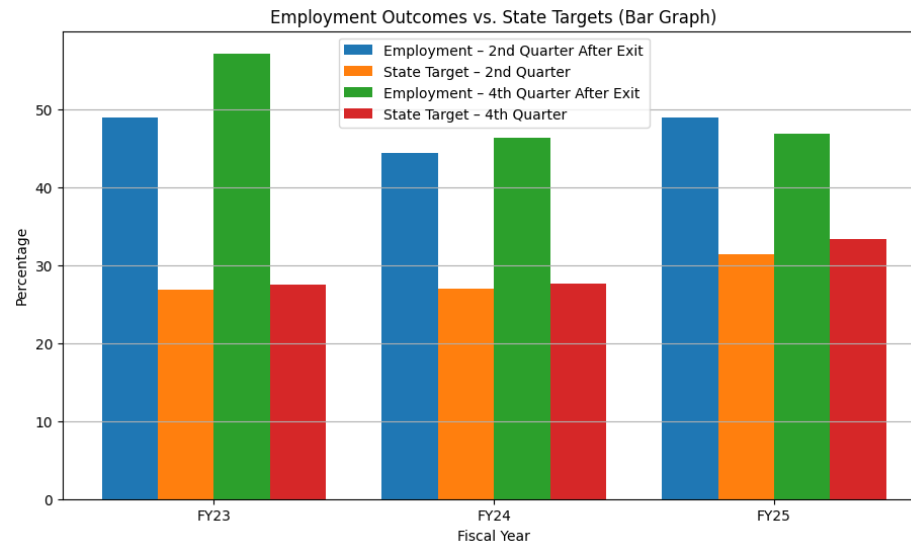


Chart 3 -Employment Outcomes vs State Targets-SCC

Result: (FY25)

Employment outcomes for both the 2nd and 4th quarters after exit consistently exceeded state performance targets across FY23-FY25. In the 2nd Quarter After Exit measure, performance ranged from 44.44% to 48.96%, surpassing state targets each year by significant margins. Similarly, Employment 4th Quarter After Exit outcomes remained well above state expectations, with performance rates between 46.30% and 57.14% compared to targets ranging from 27.5% to 33.4%. These results demonstrate the program's strong effectiveness in supporting sustained employment outcomes for participants and reflect successful alignment of instruction, career pathway programming, workforce partnerships, and transition supports that connect learners to employment opportunities beyond program exit.

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Overall Trend: Cyclical Trend (↑↓↑)

Interpretation: The employment outcome data demonstrate sustained program performance that consistently exceeds state targets across all three fiscal years. Despite increasing state benchmarks over time, the program maintained strong employment outcomes in both the 2nd and 4th quarters after exit, reflecting the long-term effectiveness of instructional quality, student support services, and workforce alignment efforts. These results indicate that learners are not only securing employment after participation, but are also maintaining attachment to the workforce over time, which is a key indicator of meaningful economic mobility and career advancement.

A major contributor to these outcomes is the implementation of standards-aligned, contextualized curriculum that connects foundational academic skills with real-world workforce and postsecondary applications. By integrating adult education instruction with career pathways, employability skills, and industry-relevant content, students are better able to see the relevance of their learning and apply skills directly to employment and training opportunities. Contextualized instruction also supports persistence, engagement, and transition success by helping adult learners build confidence while developing literacy, numeracy, digital literacy, and workforce competencies simultaneously. This instructional approach strengthens the connection between adult education and long-term employment success, contributing to outcomes that consistently outperform state expectations.

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KPM: Transition to Postsecondary Enrollment (Adult Education Transition Outcomes)

KPI: % AE learners enrolling in postsecondary coursework within one year of participation.

(Primary indicator of institutional effectiveness in transitioning Adult Ed learners into postsecondary education or workforce training enrollment.)

Board Monitoring Question: Are Adult Education learners successfully transitioning into postsecondary education or workforce training programs following participation in Adult Education programming?

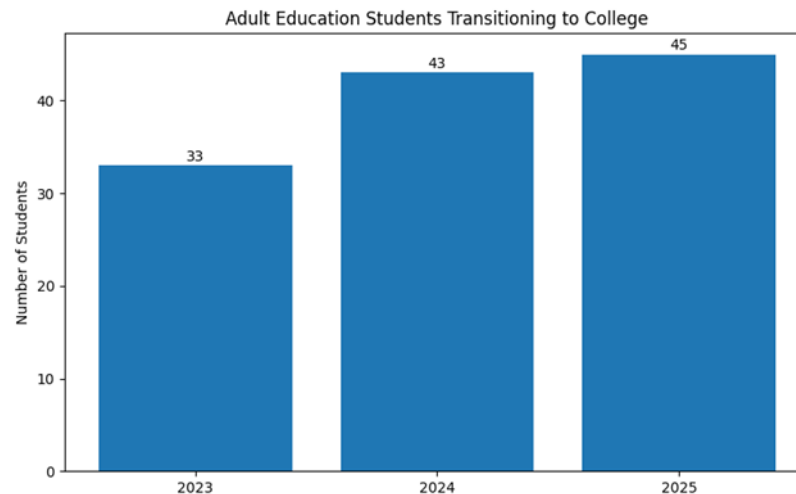


Chart 4 –Adult Education Students Transitioning to College Programming

Result: (FY25) The data indicates that Adult Education programming is effectively connecting learners with postsecondary education opportunities. The number of Adult Education students transitioning to college increased steadily from 33 students in 2023 to 43 students in 2024 and 45 students in 2025. This upward trend demonstrates continued progress in supporting learners as they move beyond foundational instruction and into postsecondary pathways that lead to credential attainment and career advancement.

Overall Trend: Sustained Increasing Trend (↑↑)

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Interpretation: The increasing number of Adult Education students transitioning to college reflects the positive impact of expanded collaboration among workforce partners, academic advisors, and extension center staff in supporting student success. The steady growth from 33 students in 2023 to 45 students in 2025 suggests that coordinated support systems are helping adult learners successfully navigate the transition from Adult Education into postsecondary education and workforce training opportunities.

Enhanced workforce partnerships likely contributed to these outcomes by creating stronger connections between Adult Education programming and regional labor market needs. Collaboration with workforce agencies, employers, and career pathway partners helps students better understand available career opportunities, industry expectations, and the value of postsecondary credentials. These partnerships also strengthen referral systems and provide learners with clearer pathways into employment-focused education and training programs.

The results also point to the important role of advisement services in promoting successful transitions. Increased access to academic and career advising likely helped students identify educational goals, develop individualized transition plans, complete college enrollment processes, and access financial aid and support services. Adult learners often face barriers related to confidence, unfamiliarity with college systems, work obligations, and family responsibilities. Consistent advisement and transition coaching can significantly improve persistence and readiness for postsecondary education.

Additionally, support provided through extension center staff appears to have strengthened student engagement and accessibility. Extension center personnel often serve as critical points of contact for adult learners by offering localized support, flexible service delivery, technology assistance, and direct connections to community resources. Their involvement may have reduced barriers to participation for students in rural or underserved areas while increasing awareness of available educational opportunities.

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Interpretation of System Performance

Overall system performance data indicates that the college's Adult Education program is demonstrating strong institutional effectiveness across outreach, academic preparation, workforce alignment, and postsecondary transition outcomes. Collectively, the results reflect a comprehensive and increasingly coordinated adult education system that is successfully engaging learners, supporting academic progress, and facilitating transitions into employment and postsecondary education opportunities.

Performance trends across all four Key Performance Measures show evidence of sustained growth, improved service delivery, and strengthened alignment between Adult Education programming, workforce development initiatives, and student support systems. The results suggest that the college has developed an increasingly effective infrastructure for identifying adult learners, supporting persistence and skill development, and promoting long-term educational and economic advancement.

In the area of **Awareness & Aspiration**, outreach engagement data demonstrates expanding institutional capacity to connect with adult learners through community partnerships, workforce re-entry initiatives, and recruitment activities. Although outreach data collection only began in 2024, the increase from 161 students engaged in FY24 to 186 students in FY25 reflects growing effectiveness in community engagement and referral efforts. These outcomes indicate that the college is strengthening relationships with workforce agencies, employers, community organizations, and regional stakeholders to increase awareness of Adult Education services and reduce barriers to access. The establishment of formal outreach tracking processes also reflects a stronger culture of data-informed decision-making and accountability.

Performance in **Academic & Readiness Preparation** demonstrates particularly strong system effectiveness in supporting student learning and measurable progress. Measurable Skill Gain (MSG) rates increased substantially over the reporting period, rising from 56.08% in FY23 to 72.41% in FY25. Importantly, performance exceeded state targets by significant margins in every year measured. This sustained improvement suggests that instructional strategies, student supports, persistence interventions, and data-informed instructional practices are producing meaningful academic outcomes for learners. The significant increase observed in FY25 further indicates that program improvement efforts and instructional alignment initiatives are having a measurable positive impact on learner success.

The college also demonstrates strong effectiveness in **Entry Pathway Participation and Employment Outcomes**. Employment outcomes in both the 2nd and 4th quarters after exit consistently surpassed state performance benchmarks across FY23–FY25, indicating that Adult Education participants are successfully transitioning into employment and maintaining workforce attachment over time. These outcomes reflect the successful integration of contextualized instruction, career pathway programming, workforce partnerships, and employability skill development

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within Adult Education services. The use of standards-aligned, workforce-focused curriculum appears to strengthen the relevance of instruction while improving learner engagement, persistence, and long-term employment success. The ability to consistently exceed increasing state employment targets further demonstrates strong alignment between educational programming and regional workforce needs.

Finally, results related to **Transition to Postsecondary Enrollment** indicate that Adult Education programming is effectively supporting learner advancement into college and workforce training opportunities. The steady increase in students transitioning to college—from 33 students in FY23 to 45 students in FY25—demonstrates growing success in helping learners move beyond foundational instruction and into credential-bearing pathways. These outcomes reflect the positive impact of expanded collaboration among workforce partners, academic advisors, extension center staff, and student support personnel. Enhanced advising, transition planning, workforce partnerships, and localized support services appear to be strengthening student readiness, reducing transition barriers, and improving access to postsecondary opportunities for adult learners.

Overall, the system performance results demonstrate that the college is effectively fulfilling its Adult Education mission by increasing access, improving academic achievement, supporting workforce success, and promoting postsecondary transition opportunities for adult learners. The combination of increasing outreach engagement, strong academic performance, sustained employment outcomes, and growing college transitions suggests that the Adult Education system is operating in a highly coordinated and student-centered manner. Continued investment in partnerships, contextualized instruction, advisement services, and data-informed continuous improvement processes will likely further strengthen outcomes and expand opportunities for adult learners across the region.

Summary of Findings

The Adult Education performance data reflects a strong and steadily improving system that is effectively supporting adult learners across outreach, academic achievement, workforce preparation, employment, and postsecondary transition outcomes. Overall findings indicate that the college has developed a coordinated and student-centered Adult Education model that consistently demonstrates positive outcomes and exceeds state performance expectations in several key areas.

Findings related to outreach and community engagement show that the college is strengthening its ability to identify and connect with prospective adult learners through community partnerships, workforce re-entry initiatives, and targeted outreach strategies. Following the implementation of formal outreach tracking in FY24, engagement increased from 161 students in FY24 to 186 students in FY25, suggesting expanding outreach capacity and improved effectiveness in connecting learners to educational opportunities and support services.

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Academic performance findings demonstrate particularly strong program effectiveness in supporting measurable student progress. Measurable Skill Gain (MSG) outcomes increased consistently over the reporting period, rising from 56.08% in FY23 to 72.41% in FY25. Program performance exceeded state targets each year, with the largest increase occurring in FY25. These results suggest that instructional quality, student support systems, persistence strategies, and data-informed interventions are contributing positively to learner achievement and academic readiness.

Employment outcome findings indicate that Adult Education programming is effectively preparing learners for workforce success and sustained employment. Employment rates in both the 2nd and 4th quarters after exit consistently surpassed state targets across all reporting years. These outcomes reflect strong alignment between instructional programming, workforce preparation activities, career pathway initiatives, and regional labor market needs. The use of contextualized instruction and workforce-focused curriculum appears to strengthen student engagement while improving long-term employment outcomes and economic mobility.

The findings also demonstrate growing success in transitioning Adult Education learners into postsecondary education and workforce training pathways. The number of students transitioning to college increased steadily from 33 students in FY23 to 45 students in FY25, indicating improved effectiveness in supporting learner advancement beyond Adult Education programming. Expanded collaboration among workforce partners, academic advisors, and extension center staff appears to be strengthening student transitions by improving access to advisement, transition planning, career exploration, and localized support services.

Collectively, the findings suggest that the college's Adult Education system is successfully advancing institutional goals related to educational access, workforce development, learner persistence, and postsecondary transition success. The consistent upward trends across multiple performance indicators reflect a strong foundation of collaboration, instructional effectiveness, student support, and continuous program improvement. Overall, the data indicates that Adult Education programming is producing meaningful educational and workforce outcomes that support both individual learner advancement and regional workforce development priorities.

Future Goals & Actions

Based on the evidence presented and ongoing institutional priorities, future efforts will focus on:

- **Adult Learner Outreach & Engagement:** Continue strengthening outreach initiatives and workforce re-entry partnerships designed to increase awareness of Adult Education opportunities among adult learners within the College's service region.

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- **Academic Skill Development:** Maintain focus on instructional practices that support measurable skill gains and secondary credential attainment for Adult Education participants, reinforcing readiness for postsecondary learning and workforce advancement.
- **Postsecondary Pathway Connection:** Expand coordination between Adult Education programming, advising services, and postsecondary academic and workforce programs to strengthen learner transition into program-aligned pathways.
- **Transition Support Services:** Continue strengthening advising, orientation, and pathway planning supports that assist Adult Education participants in navigating postsecondary education and workforce training opportunities.
- **Data & Reporting Capacity:** Continue refining institutional data systems and reporting practices to support reliable monitoring of Adult Education outcomes and strengthen longitudinal analysis of adult learner progression.

These actions reflect administrative priorities and are intended to sustain and strengthen outcomes aligned with Board expectations.

Resource Support Needed

At this time, Adult Education outcomes are being pursued within existing institutional resources. Future considerations that may warrant Board awareness include:

- **Transition & Advising Coordination:** Continued strengthening of coordination between Adult Education programming, advising services, and postsecondary academic and workforce programs to support adult learner transition into pathway-level coursework or training.
- **Community Partnership Development:** Ongoing collaboration with workforce agencies, community organizations, and regional employers to expand outreach efforts and strengthen pathway connections for adult learners seeking educational advancement or workforce re-entry.
- **Data Infrastructure:** Continued development of institutional reporting systems to support reliable tracking of Adult Education participation, skill gains, transition activities, and postsecondary enrollment outcomes.
- **Targeted Support Strategies:** Potential allocation of resources to strengthen outreach or transition supports for populations or geographic areas where Adult Education participation or postsecondary transition rates may lag.

Any resource implications will be brought forward through established planning and budget processes as appropriate.

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Compliance Statement

This report provides evidence of institutional performance consistent with Board Policy [B1009](#) – Adult Education Programming. Based on the results presented, the College affirms that Adult Education Programming is operating in alignment with Board expectations and demonstrates compliance with applicable Higher Learning Commission (HLC) Criteria, including 2B, 3A, 3B, 3E, 3F, 3G, and 4B, as identified in the College’s HLC crosswalk.

The Board’s review of this report provides the basis for its determination regarding institutional performance under Policy [B1009](#) and the President’s effectiveness in advancing Adult Education outcomes. Evidence presented through this Monitoring Report reflects institutional performance across the Adult Education system, including adult learner outreach and engagement, academic skill development, pathway transition support, and postsecondary enrollment outcomes.

This Monitoring Report therefore serves as the primary evidence base for evaluating institutional performance relative to Board Policy B1009 and contributes to the Board’s assessment of presidential effectiveness through the President Evaluation Instrument.