



# Policy

**Policy Title:** Adult Education Programming

**Number:** B1009

**Policy Type:** Board - Strategic Outcome

**Responsible:** President

**Related Policies:** [B1002](#)

**Linked Procedures:** None

**Related Laws:** None

**Related Standards:** None

**HLC Criterion:** 2B2, 3A, 3B, 4A, 4B, 4C, 5A2, 5B4, 5C

## Policy Statement

As identified in the College purpose statement, adult education programming is an essential service that prepares students to obtain a high school diploma or High School Equivalency (HSE) needed for job attainment, promotion, and/or to enter into college-level study.

Students benefit from English Language Acquisition (ELA), Adult Basic Education (ABE), Adult Secondary Education (ASE), and High School Credit (HSCR) courses, programs, and services that develop attitudes, behaviors, and strategies needed to facilitate success in employment and other academic pursuits. Students benefit from ELA, ABE, ASE, and HSCR programming that help them increase their earning potential. Students benefit from services that help them identify, select and utilize various college resources that will assist them with academic success and engage in career planning. Students benefit from gaining the basic skills needed to qualify for entry into employment, postsecondary, and training opportunities. Students benefit from courses that help them close academic achievement gaps that prepare them for success in college-level work. Students receive greater benefit when they can navigate through ELA, ABE, ASE, and HSCR courses and sequences as quickly as possible.

The College benefits when students successfully transition into college-level coursework as soon as possible.

The Community benefits when students have options that allow them to access academic pathways that are otherwise unavailable. In addition, the Community benefits when students gain employment and increase their earning potential.

To achieve these benefits, the Board directs the President to establish, deliver, and continuously improve adult education programming.

### Key Monitoring Activities:

As it relates to the key performance areas noted in the *Monitoring College Effectiveness* policy, the Board is interested in enrollment, academic readiness, academic success, completion, employment readiness, and deployment.

The measures and indicators suggested below are advisory in nature and are intended to provide the President with a broad range of ideas as to what the Board might find helpful as it monitors the College's progress on the key performance areas for this Strategic Outcome. The President, at his/her discretion, can modify the measures and indicators as needed.

Specific measures for **enrollment** may include data that reflects FTE and headcount of students taking ELA, ABE, ASE, and HSCR courses. Data aggregated by student demographic profiles is appropriate.

Specific measures for **academic readiness** may include data that describes performance on placement exam scores, HSE test scores, placement into college readiness courses, participation in college readiness courses, and success rates for graduates of adult education programs. Potential indicators might identify the average placement rate of adult education students, the number of adult education students placing into college readiness, the number of adult education students taking at least one college readiness course, the number of adult education students taking the full developmental sequence, the number of adult education student who take college readiness courses and complete with a C or better; the number of adult education students who take college readiness reading and complete with a C or better; and the number of adult education students who take college readiness math courses and complete with a C or better.

Specific measures for **academic success** may include data that reflects student learning outcome attainment and student performance in adult education courses. Potential indicators might identify the percentage of students who complete the HSE modules on their first attempt; the number of adult education students who transition into a college-level course and complete with a C or better, within four semesters after completing adult education course, and the percentage of adult education students who transition into a college-level course and complete with a C or better, within four semesters after completing adult education coursework.

Specific measures for **completion** may include data that describes student graduation rates, completion rates, and credentials awarded. Potential indicators might describe the percentage of adult education students who completed their HS diploma or HSE and transitioned into SCC within 3 years of initial enrollment.

Specific measures for **employment readiness** may include job placement rates and graduate wage growth. Potential indicators include the number of students who successfully obtained employment within six months of obtaining the HS Diploma or

High School Equivalency (HSE) Diploma; percentage of wage growth from the time a student completes their HS diploma or HSE diploma to six months after graduation.

Specific measures for **deployment** may include data in the measures of curriculum management and scheduling effectiveness, including breadth of courses, percentage of courses offered in multiple timeframes/formats, number of students who access courses from off-campus locations, the average number of sections per course, average enrollment per course, and average enrollment per section.

**Change Log**

| <b>Date of Change</b> | <b>Description of Change</b> | <b>Governance Unit</b> |
|-----------------------|------------------------------|------------------------|
| 03-07-22              | Initial Adoption             | Board of Trustees      |
| 11-07-22              | Added Deployment Measure     | Board of Trustees      |
| 10-19-23              | Reviewed, No Changes         | Board of Trustees      |
|                       |                              |                        |