Board Monitoring Report

Adult Education Programming

October 2022

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Introduction to SCC Monitoring Reports

The SCC Board of Trustees, through the Strategic Outcomes policy on College Purpose (B1000), has identified eight critical services:

- Transfer Programming (B1003)
- Professional Programming (B1004)
- Continuing Education Programming (B1005)
- Workforce Training (B1006)
- Community Education Programming (B1007)
- College Readiness Programming (B1008)
- Adult Education Programming (B1009)
- Student Services (B1010)

In addition, the Board believes accreditation and diversity are essential elements needed to support the achievement of those services (B1002). As such, the Board has identified Strategic Outcome policies for Accreditation & Certification (B1011) and Diversity, Equity, and Inclusion (B1012).

To provide an effective and consistent assessment framework for the Board to evaluate the College's progress, the Board will regularly inspect (B4003) monitoring reports outlining College performance using the Shawnee College Effectiveness System (SCCES). Specific monitoring measures and indicators of performance are suggested in each Strategic Outcomes policy and aligned to Strategic Plan strategies.

In accordance with the Board policy on Monitoring College Effectiveness (B1002), monitoring reports will assist the Board with guiding the President on decisions related to the Strategic Plan for prioritizing improvement initiatives and allocating resources. Monitoring reports will include, at minimum:

- An explicit alignment with the College's Strategic Plan strategies
- An in-depth analysis of the aligned key performance indicators in SCCES
- Relevant strengths and areas for improvement informed by the analysis
- Specific, measurable actions and recommendations for continuous improvement anchored in a realistic timeframe

Executive Summary

As identified in the College purpose statement (B1000), 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.

According to the Board's Adult Education Programming Strategic Outcomes policy (B1009), 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.

This report provides updates on the College's Adult Education Programming and how it aligns with the Board Strategic Outcomes using the Key Performance Indicators (KPIs) in the Shawnee Community College Effectiveness System (SCCES).

Some areas of focus for Adult Education in 2021-2022, along with the strategic plan initiative to which they are aligned, include:

- Expand Bridge Programming initiatives (BOUNCE) in Adult Education (G2O5SA)
- Implement Career Cluster Framework throughout ABE & ASE Programs (G2O5SB)
- Design Pathways for learners interested in employment or further education, regardless of their skill level at the point of entry (G2O5SC)
- Integrate financial literacy, life skills, technology, and study skills into all levels of the curriculum (G2O5SD)

- Align adult education programming with career laddering CTE credentials, certificates, and/or degrees that lead to living wage jobs and ensure multiple entry points for learners (G2O5SE)
- Implement an assessment model that considers learners past experiences and workplace skills. (G205SF)

As specified by Board Policy *B1009 Adult Education Programming*, the following SCCES areas of performance (KPAs) have been identified:

- Enrollment
- Academic Readiness
- Academic Success
- Completion
- Employment Readiness
- Deployment

When analyzing the KPIs aligned to these SCCES areas, the following patterns and trends are evident:

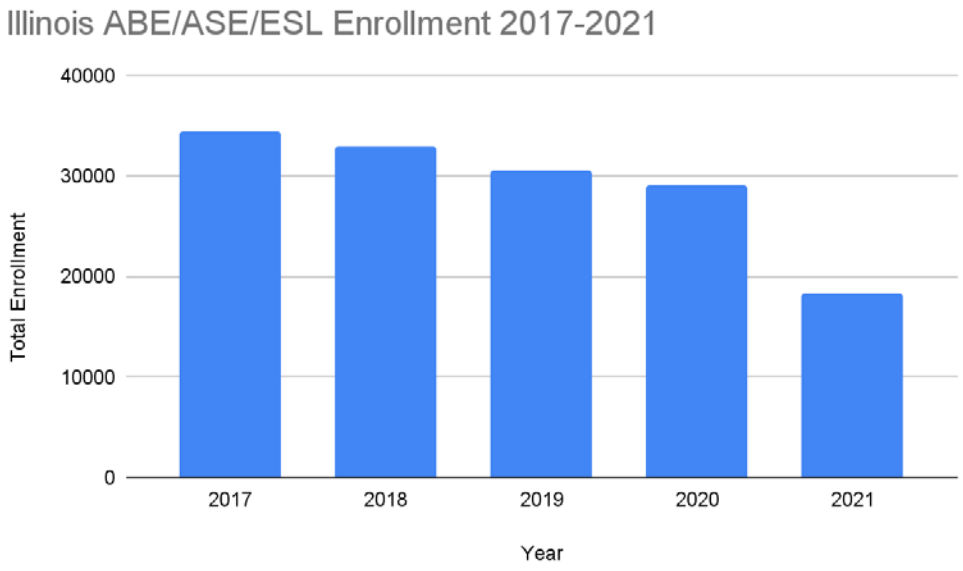
- The overwhelming majority of Adult Education students (over 80%) are entering at the ABE level- which is below a grade level equivalent of 8.9. (Source- DAIS-I, Program Status Report FY20, FY21, FY22.)

- In looking at Academic Success, students are making gains in academic achievement and exceeding state and federal targets for measurable skill gains (MSG's) despite the effects of the pandemic on the most vulnerable student population. (Source- NRS Core Performance Report, Table 4. FY20, FY21, FY22)

- Although all Adult Education students are credential seeking, with the combination of ABE, GED, AHS, and Credit Recovery students, measuring completion is significantly complex. This complexity will grow with the expansion of Bridge and IET/ICAPS. New ways of recording and tracking data will be important to illustrate the full impact of programming.

- Strategic Plan outcomes and strategies should align closely with the performance measures and parameters of the Adult Education and Literacy grant requirements and expectations to ensure that the program is striving toward excellence in student outcomes for both purposes.

Performance Area: Enrollment



Source: ICCB Comparison of Annual Headcount Enrollments in Instructional Program Areas FY 2017-2021

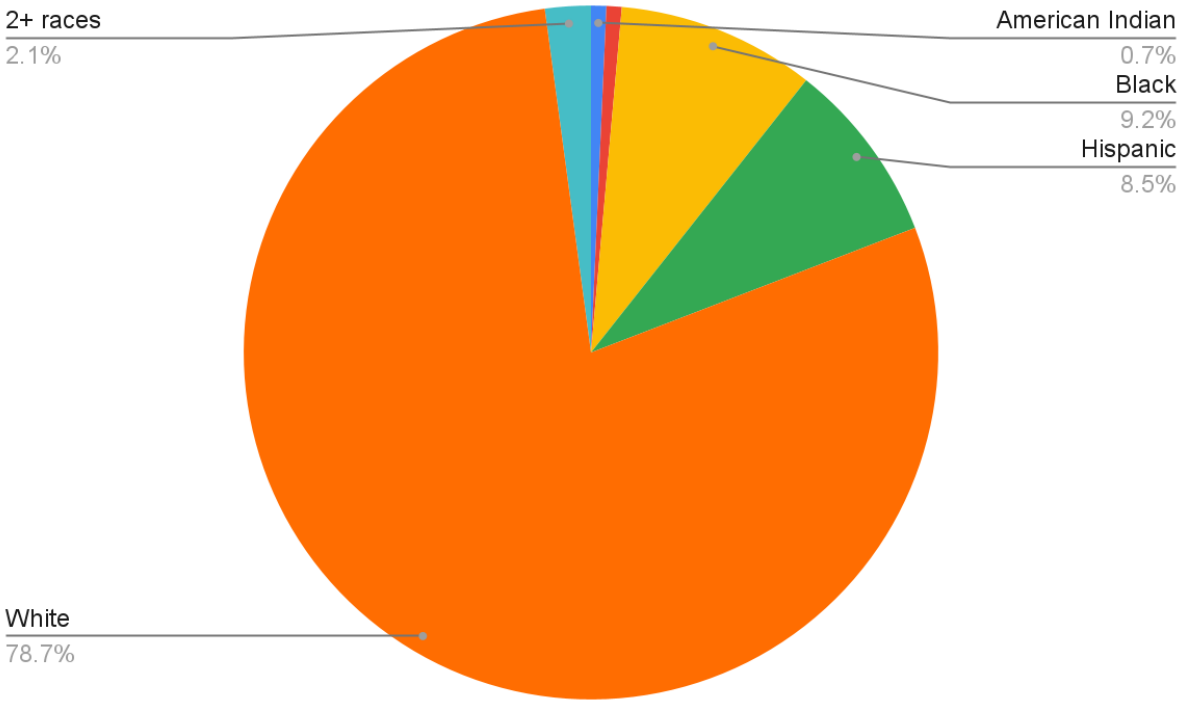
Year	SCC Adult Ed Student Headcount	SCC Adult Ed Credit hours
2020	162	4037
2021	179	4191.5
2022	203	4821

Source: SCC 10 Year enrollment comparison

- After reaching a 10 year low in 2020, program enrollment has been on a steady incline, despite the effects of the pandemic. Decreases in Adult Education enrollment have plagued all of Illinois for much of the past decade, with a 37% drop in enrollment in 2021, according to data provided in the ICCB Comparison of Annual Headcount Enrollments in Instructional Program Areas for FY 2017-2021, Table A-6b, as seen above. The SCC Adult Education program has turned around enrollment trends even while experiencing effects of the pandemic and mitigation efforts, bringing enrollment back to pre-pandemic levels.(Source: SCC 10 year enrollment comparison.) Increases in outreach, flexibility in scheduling, creating open lab hours for students to access course

materials, and providing instructional support on evenings and Saturdays have helped the program to reach students when and where they need assistance.

- The following chart provides a visual representation of the enrollment by race/ethnicity for FY22. This chart is nearly identical to the enrollment composition of the past three years.



Source: NRS Performance Report FY2022, Table1

The Strategic Plan strategies pertaining to Enrollment include:

2.5.A, 2.5.B, 2.5.C, 2.5.D, 2.5.E, 2.5.G

Performance Area: Academic Readiness

- The overwhelming majority of Adult Education students (FY22- 86%, FY21- 84%, and FY20- 88%) are entering at the ABE level- which is below a grade level equivalent of 8.9. Source- DAIS-I, Program Status Report (FY22- 86%, FY21- 84%, and FY20- 88%) This has implications for transition. Evidence shows that the most critical transitions for Adult Education students are from one EFL (Educational Functioning Level) to the next.

In order for students to reach a point where they can earn credentials and advance to postsecondary education successfully, they must first progress from foundational skills to those that will enable them to enter into postsecondary education. With the majority of SCC AE students entering at the Adult Basic Education level, including High School Credit students, the use of diagnostic testing and appropriate leveled instruction is key. The program invests in instructional technology so that students not only gain experience in the use of technology tools, but also to provide rich, interactive learning opportunities that support learners with options such as tutorials, clickable definitions of key vocabulary, virtual flashcards, read aloud options, and others. Experience with Learning Management Systems and e-textbooks, for example, help prepare students for success in postsecondary education.

The Strategic Plan strategies pertaining to Academic Readiness include:

SP 2.5.A, 2.5.B, 2.5.C, 2.5.D, 2.5.E, 2.5.G

Performance Area: Academic Success

- In Adult Education, academic success translates to MSG's or Measurable Skill Gains, these include credentials, but also include gains in Educational Functioning Level as well as completion of Bridge Programming or ICAPS. At SCC, the program has Bridge Programs in Health Care, IT, and Hospitality & Tourism. In examining Academic Success, SCC Adult Education students are making gains in academic achievement, exceeding targets for measurable skill gains (MSG's) for two out of the last three years. (FY21 Targets did not exist due to pandemic related adjustments.) Source- NRS Core Performance Report, Table 4, FY20, 21, 22.

- The following Table (Table 4) is from the Illinois Community College Board NRS Performance Report for FY22. The FY22 target for Measurable Skill Gains was a rolled up average of 44.7%. The program's Percentage Achieving Measurable Skill Gains was 51.77%. Many variables impact the student's ability to show a measurable skill gain. For example, the gains only count if the student raises their NRS level, which is roughly equivalent to two grade levels, so if they only gained a single grade level, that would not show as a gain. Also, students who leave or move before post testing would not be able to show a level gain. Gains are measured on TABE scores only, not other measures such as GED Ready Practice tests or other class assessments. Students do not find value in TABE scores, as they do not obtain credentials from this assessment, so challenging students to both take post-tests and do their best on them can often be a challenge. All of these variables are recognized by the field, thus the reason performance targets are set at below 50%.

Table 4

Entering Educational Functioning Level (A)	Number Of Participants (H)	Total Attendance Hours (D)	Number who achieved at least one educational functioning level gain (E)	Number who attained a secondary school diploma or its recognized equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total number of Periods of Participation (J)	Total number of Periods of Participation in which Participants achieved at least one educational functioning level gain (K)	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE											
ABE Level 1	1	242	1	0	0	0	100.00%	1	1	0	100%
ABE Level 2	26	7514	13	2	8	3	57.69%	28	13	2	53.57%
ABE Level 3	52	13755	21	6	20	5	51.92%	52	21	6	51.92%
ABE Level 4	41	8444	12	9	19	1	51.22%	43	13	9	51.16%
ASE											
ABE Level 5	17	2953	3	5	6	3	47.06%	18	3	5	44.44%
ABE Level 6	4	651	0	1	2	1	25.00%	4	0	1	25%
TOTAL	141	33559	50	23	55	13	51.77%	146	51	23	50.68%

Program's level completion rate excluding ABE Level 6 is 50.36%

- **In FY22, of those who earned their GED credential, 2/3rds of completers passed all GED test modules on their first attempt. ½ earned their credential in less than one semester (4 months) and 75% earned their credential in less than one year.** This is an exceptional accomplishment. (Source: SCC Adult Education, GED Manager Data)

With the release of Daisi 2.0 (the second version of the Adult Education database), many of the reporting capabilities of the old system are not yet functional in the new version. The ICCB is releasing a new data dashboard that will enable Program Directors to filter data in more usable ways and assist in identifying trends. The Program Director and Career Navigator will attend a session on this new data dashboard at the Forum for Excellence Conference in September.

The Strategic Plan strategies pertaining to Academic Success include:

2.5.A, 2.5.B, 2.5.C, 2.5.D, 2.5.E, 2.5.G

Performance Area: Completion

- Three distinct groups comprise AE students. SCC will need to build infrastructure that will allow for tracking progress according to the purpose for which students are enrolled. Currently, completion rates are not recorded through Colleague. As the system exists, there is no way to differentiate among these students in the college system. Outcomes are tracked for High School Credit and GED students through the Data and Information System of Illinois or Daisi in the form of Measurable Skill Gains.

1. **Credit Recovery students**- those who take credit recovery, but who are not separated from their districts and return to their home districts after one or more courses. (Summer School students are the best example.) For these students, successfully completing the course or courses for which they are referred for credit recovery would indicate completion of their goal. Creation of a way to differentiate these students from other students would allow for better tracking of completion.

2. **High School Credit (or Alternative High School) students**- These students are separated from their district to complete credits with SCC Adult Ed. Progress is managed by the district, for example, high schools will not allow a student to graduate early through this mechanism, so if a student is referred with 5 credits (as a freshman), they will still have to complete at least three years of instruction before earning their diploma. For these students, making progress toward their annual credit completion goal, and ultimately, achieving their high school diploma in the time frame prescribed by their referring district is the goal.

3. **GED or High School Equivalency students**- composed of students at both ABE and ASE levels. As indicated in the Academic Readiness Performance Area, over 80% of GED students enter at the ABE level (a grade-level equivalent of 8.9 or below.) This is why completion for Adult Ed grant performance is gauged by the use of Measurable Skill Gains (MSGs) that include BOTH credential attainment AND gains in educational functioning levels, along with completion of Bridge or ICAPS, which count as gains in workplace literacy. For GED-seeking students, progress in Educational Functioning Level, and, ultimately achieving their High School Equivalency is the goal.

For Adult Education funding purposes, completion is tracked through credential attainment as well as increases in Educational Functioning Levels (EFL). These combine for total MSG's (measurable skill gains). As stated in the Academic Success area above, the program has consistently exceeded state targets for these metrics. Source- NRS Core Performance Report, Table 4, FY20,21,22.

There is no mechanism for tracking Adult Education completion in Colleague. GED test scores are only recorded for students upon entry to the college for postsecondary education. Even in Daisi (the Data and Information System of Illinois, the Adult Education database), GED attainment is recorded through a data match after student separation and programs can not always match to students directly. Students are actually not required to share their official test data with their GED provider.

The Strategic Plan strategies pertaining to Completion include:

2.5.A, 2.5.B, 2.5.C, 2.5.D, 2.5.E, 2.5.G

Performance Area: Employment Readiness

- At this time, there is not a consistent tracking mechanism for employment data on Adult Education students. In fact, the program no longer receives data from ICCB on employment outcomes. This data has been in the works for many years, but currently no consistent data is provided. For FY22, 71% of Adult Education students were either unemployed or not in the labor force. This is up slightly from 64% in FY21 and 69% in FY20, but in line with pre-pandemic levels in FY19 of 71%. (Source, SCC Adult Ed Program Status Report, FY22, 21, 20, 19) The program does collect information on employment while students are enrolled, but the lack of data post-completion provides a challenge in measuring employment readiness. Examining wage data and employment is made even more challenging by the number of students who take jobs in another state following program completion. As of today, even our IDES partners are unable to provide us with information that is outside the State of Illinois.

The Strategic Plan strategies pertaining to Employment Readiness include:

2.5.A, 2.5.B, 2.5.C, 2.5.D, 2.5.E, 2.5.G

Performance Area: Deployment

- The SCC Adult Education program offers a multitude of rich educational offerings for students at all levels. ALL courses, not just those offered at-a-distance, offer multiple online resources and support for students. These range from resources that offer the ability to adapt reading or lexile levels for students, vocabulary support with flashcards, audio support, or the ability to listen to an example while reading, video tutorials and instruction, and intensive practice available both on computer, but also on smart-phone apps for other mobile devices. Students are provided with options for day, evening, hybrid, or distance-only instruction, based on their needs.
- New reporting of sections offered by Status Code indicate that for the most recently completed semester, Summer 2022, SCC Adult Ed offered 44 sections at 5 locations throughout the district. During Fall or Spring when Alternative High School is in session, the program generally offers at least twice that many sections. New reports will allow tracking of this data much more efficiently.

The Strategic Plan strategies pertaining to Deployment include:

2.5.A, 2.5.B, 2.5.C, 2.5.D, 2.5.E, 2.5.G

Actions and Recommendations

Actions Completed/Currently Implemented:

- A Career Pathway Bridge with two course levels is awaiting submission with ICCB.
- A support course will be created this fall to accompany the Google Professional Certificate in E-Commerce and Marketing to create the program's first ICAP (Integrated Career and Academic Program.)
- Curricular review is ongoing and continual to ensure that students receive the very best differentiated instruction.
- Instructors are trained on the use of diagnostic testing for accurate placement and assessments.
- Rich, contextualized curriculum is available to students with financial literacy, life skills, technology, and study skills integrated into all levels of the curriculum.
- Resources have been allocated for state-of-the-art offerings.

Recommendations and Actions for Consideration:

- Consider more closely aligning strategic plan outcomes and measures with grant-outlined outcomes and measures. Program performance measures for strategic planning could use the Work Plan created for AEFL grant performance, so that the program is being evaluated on what is required of the program in the AEFL grant. Develop mechanisms for tracking the "types" of AE students, HSCR, GED, Credit Recovery within Colleague.
- Develop mechanisms for tracking the "types" of Adult Ed students and their completions (HSCR, GED, Credit Recovery)
- Include Adult Education on SCC Programs of Study

The following actions are from the Adult Ed Work Plan for FY23

- Strengthen Partnerships & Alignment with Active Participation in Cooperative Activities and Collaborative Co-Enrollment- The program is looking for ways to work more closely with WIOA partners.
- Enrich Class Offerings with Multimedia/ Online Resources/ and Tutorials- This is a continuous process.
- Increase Outreach and Student Support- this year the program will focus on webpage and social media outreach.
- Provide High Quality Instruction and Assessment- Program staff are performing monthly monitoring of post test eligibility to capture as many post tests as possible, and weekly monitoring of the need for GED Ready practice testing and GED test scheduling.
- Improve Support Service Integration- The program is working to assist students with applications for Child Care Resource and Referral, WIOA, and other supportive services.
- Build Capacity for Program Growth/ Student Achievement through Participating in High Quality Professional Development- Both Administrative staff and Instructional Staff participate in a minimum of 12 hours of professional development each year as required by ICCB. The program provides for all instructors to participate in the IACEA (Illinois Adult and Continuing Educators Association) Conference annually. Administrative staff participate (and sometimes present) at COABE, the national conference, as well.