

END 1 – Fundamental Skills

Students will acquire the skills needed to be successful for the program they are in.

- Students will have the fundamental skills to succeed in the workplace.
- Students will have the fundamental skills to lead productive lives.
- Students will be provided remediation as needed.

Indicator #1

Center for Adult Education

1025 Main Street

September 23rd, 2025

Our Team

Melissa Feist

Gina Owen

Janet Stones

Rick Snell

Jamie Hatfield

Vacant

Vacant

Mary Schridde

Jeanette Libal

Angie DeWitt

Coordinator; Adult Education

Testing and Support Specialist

Data Specialist (P/T)

Instructor (ABE/ASE; Main Campus)

Instructor (ABE/ASE; Main Campus) (P/T)

Instructor (AO-K; Main Campus) (P/T)

Instructor (ABE/ASE; ECF)

Instructor (ABE/ASE; LSCF)

Education Navigator (ECF) (F/T)

Education Navigator (LSCF) (F/T)

Programs Offered

Adult Basic / Secondary Education

- Kansas High School Diploma
- AO-K – Partnership with CTE
- Academic skill development/Improvement
- Workforce preparedness

Students Served

🐾 FY 26 (as of 08/27/25)

– 67 Students Served (all locations/programs)

🐾 FY 25

– 118 Students Served (all locations/programs)

🐾 FY 24

– 130 Students Served (all locations/programs)

🐾 FY 23

– 113 Students Served (all locations/programs)

🐾 FY 22

– 117 Students Served (all locations/programs)

🐾 FY 21

– 155 Students Served (all locations/programs)

🐾 FY 20

– 183 Students Served (all locations/programs)

🐾 FY 19

– 220 Students Served (all locations/programs)

🐾 FY 18

– 250 Students Served (all locations/programs)

🐾 FY 17

– 185 Students Served (all locations/programs)

🐾 FY 16

– 184 Students Served (all locations/programs)

🐾 FY 15

– 176 Students Served (all locations/programs)

Goals

- 🐾 Increase the Number of Adult Ed Students (Program Wide)
 - Continue / Increase the Number of AO-K Students
- 🐾 Continue AO-K Model Training/Professional Development for All Staff
- 🐾 Increase Student Transition to Post-Secondary
- 🐾 Increase and Sustain GED Completion Rates/Educational Gains

Questions?

Indicator #2

Students will have the Fundamental Skills
to lead productive lives

Jo Harrington
Coordinator of Assessment

Fundamental Learning Outcomes (FLOs) direct not only the general education courses but also the entire curriculum. The FLOs relate the knowledge and skills presented within the curriculum to provide exceptional learning opportunities supporting student, community, and employee needs.

Fundamental Learning Outcomes

Critical Thinking

Life-Long Learning

Historical Perspective

Technological Perspective

Cultural Perspective

Fundamental Learning Outcomes (FLOs) direct not only the general education courses but also the entire curriculum. The FLOs relate the knowledge and skills presented within the curriculum to provide exceptional learning opportunities supporting student, community, and employee needs.

	% of Correct Responses				
Fundamental Learning Outcomes	2021	2022	2023	2024	2025
Critical Thinking	82%	83%	87%	88%	86%
Life-Long Learning	79%	81%	89%	91%	86%
Historical Perspective	84%	85%	90%	90%	89%
Technological Perspective	84%	87%	86%	85%	85%
Cultural Perspective	84%	83%	88%	85%	84%

Historical Perspective (F-3): Describe how history works, including how historical perspective can strengthen understanding of a given academic subject, and how the history of human endeavor has helped develop that subject.

% of Correct Responses by Course Competency	2023	2024	2025
Clean Air and Water Quality Regulation <ul style="list-style-type: none">Analyze and interpret environmental regulations concerning air emissions and wastewater discharged by industrial facilities	67%	83%	100%
General Psychology <ul style="list-style-type: none">Describe the major theoretical perspectives found in psychology	81%	67%	83%
Juvenile Delinquency/Justice <ul style="list-style-type: none">Apply juvenile justice theories to practical situations	89%	75%	100%

Utilizing Assessment Data: Social and Behavioral Science Instructional Review

Faculty met to discuss strategies for improving student learning, revised course materials to incorporate more theoretical content throughout each lesson, and updated assignments to better support and assess students' understanding of theory.

-Faculty

Questions?

Indicator #3

Students will be provided remediation as needed.

Stephanie Joiner, Dean of Academics
Nolan Esfeld, Director of Student Academic Development

The move to Corequisites

- KBOR Performance Funding Agreement through AY27
 - By Fall 2026, Corequisite course offerings full scale
 - No pre-requisite developmental math or English courses offered
 - By Fall 2026, full implementation of updated, systemwide course placement metrics.

Changes in Course Offerings and Enrollments

		AY23	AY24	AY25		AY23	AY24	AY25	
Course Offerings	Developmental English	59	31	24		482	328	300	
	Developmental Math	175	183	137		1353	1299	966	
	Total Developmental	234	214	161	-31%	1835	1627	1266	-31%
	Corequisite English	5	5	8		44	46	66	
	Corequisite Math	4	11	11		52	215	276	
	Total Corequisiste	9	16	19	111%	96	261	342	256%
					Enrollments				

Systemwide Placement:

College Algebra

Math ACT: 22 or higher OR

Math SAT: 540 or higher OR

ALEKS PPL: 46 or higher OR

Accuplacer QAS: 263 or higher OR

HS GPA and Course Grade: 3.25 cumulative GPA (unweighted) **and** B- or higher in Second semester Algebra 2 or Integrated Math 3 OR

Institutional Measure* (including professional discretion)

Contemporary Math and Elementary Statistics

Math ACT: 19 or higher OR

Math SAT: 510 or higher OR

ALEKS PPL: 30 or higher OR

Accuplacer QAS: 255 or higher OR

HS GPA and Course Grade: 3.00 cumulative GPA (unweighted) **and** C- or higher in Second Semester Algebra 2 or Integrated Math 3 OR

Institutional Measure* (including professional discretion)

English Composition I

18+ on ACT Reading AND ACT English; OR

500+ on SAT ERW (Evidence-based Reading and Writing); OR

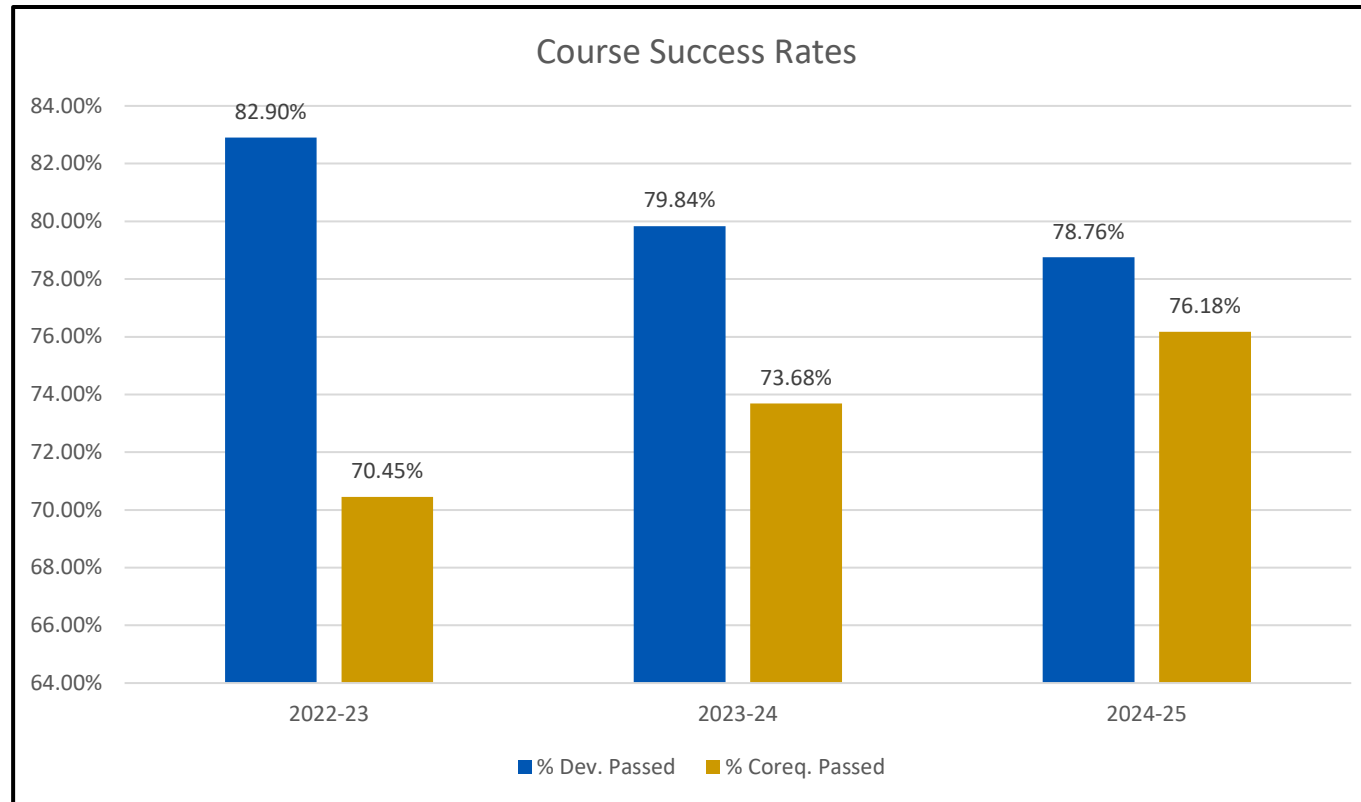
255+ Accuplacer Reading AND Writing; OR

3.0+ high school cumulative unweighted GPA after five or more semesters; OR

16+ ACT Reading AND ACT English AND B or higher (**not B-**) in most recent high school English course; OR

2.7+ high school cumulative unweighted GPA after 5 or more semesters AND B or higher (**not B-**) in most recent high school English course

Corequisite Course Success



Supporting Students

Academic Coaches were embedded in 36 corequisite courses in AY2025



What Embedded Coaches Do

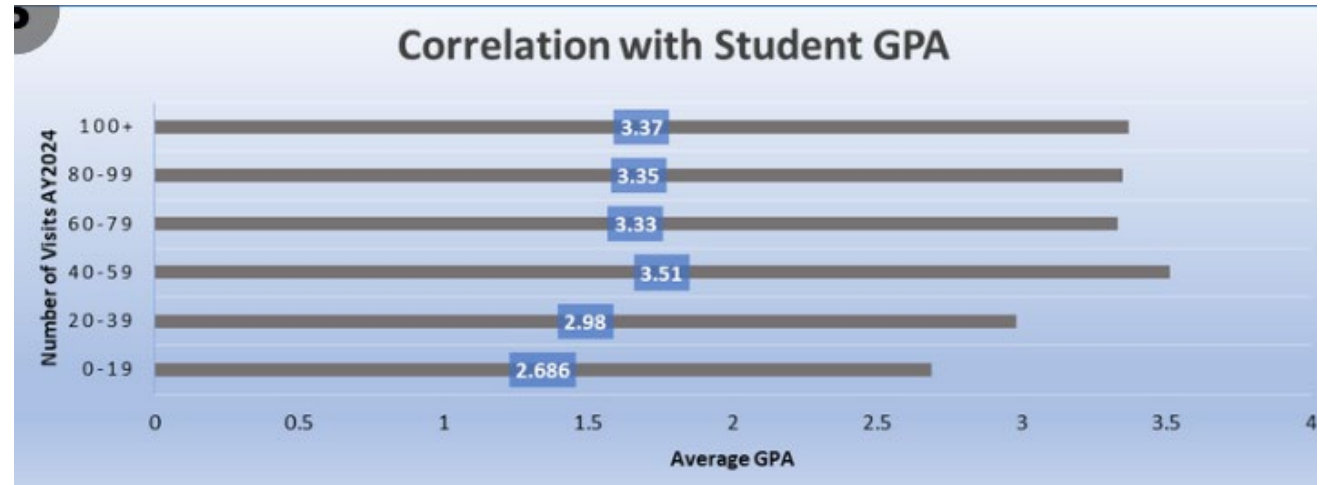
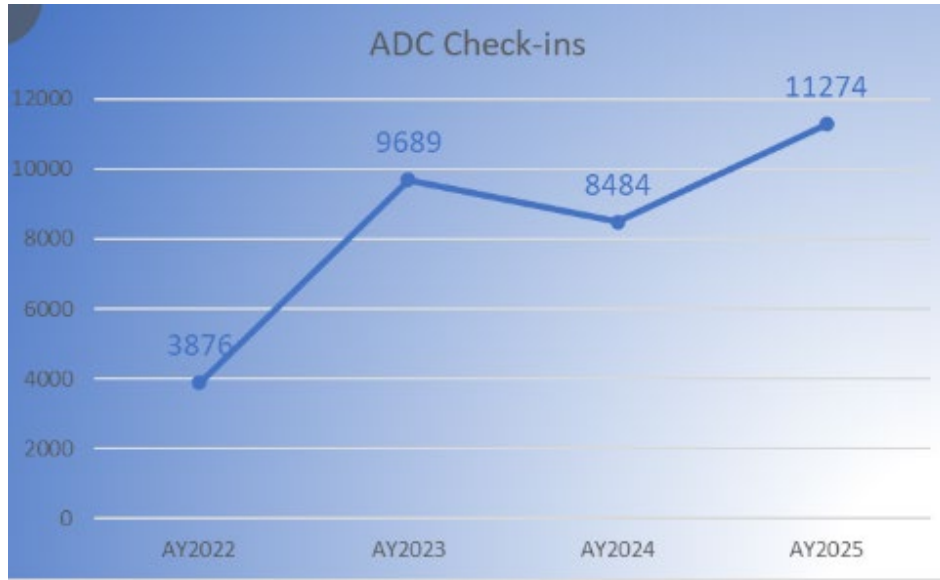
- Collaborate with Faculty to meet support needs
- Monitor due dates and schedule study sessions
- Provide access to course-specific support
- Communicate with Students via messages and announcements to:
 - Offer skill building sessions
 - Invite students to participate in academic coaching
 - Promote Academic Development Center activities and resources
 - Connect students to on campus services



Coaches Do NOT

- Tutor or provide instruction on course content
- Email students about specific grades
- Add or edit instructional content in the course shell

Numbers of Note:



What types of assistance are students requesting?

- 38% requested support with **time management**
- 28% requested support with **study skills** and **test preparations**
- 21% requested support with **academic planning**

Questions?