Board Monitoring Report

Continuing Education and Workforce Training Programming

December 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), through President provided monitoring reports, 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

Further, through the Governance & Bylaws policies, the Board has identified key areas integral to the success of the Strategic Outcome policies for which monitoring reports are required (B4003). These areas include:

- Finance & Budget (Quarterly)
- Investment (Quarterly)
- Foundation (Quarterly)
- Facilities (Quarterly)
- Information Technology (Quarterly)
- Human Resources (Quarterly)
- Risk Management (Quarterly)
- Student Academic Assessment (Annual)

Executive Summary for Continuing Education and Workforce Training

As identified in the College purpose statement (B1000), continuing education programming is an essential service that assists students with developing new occupational skills to use in their current and/or future career.

According to the Board's *Continuing Education Programming Strategic Outcomes policy (B1006)* and *Workforce Training Strategic Outcomes policy (B1006)*, continuing education and workforce training courses, seminars, certifications, credentials, and programs are designed to help students upgrade their skills for their current job, retrain for a new job, or prepare for a new career. By completing these activities, students potentially increase their employability, mobility, and earning potential. Students receive greater value when they can document their participation in programming that meets nationally recognized criteria. Students receive greater benefits when they can transfer their course or program between various other systems of professional development (e.g. Continuing Education Units, Continuing Professional Development Units, Professional Development Hours, Professional Learning Units, etc.). Students receive value by maintaining their current or obtaining a new professional license or certification. Students receive the greatest value when their programming can be connected to the College's professional certificate and degree programs.

When employees complete continuing education and workforce training programming, employers receive value from: an agile and skilled workforce that brings new ideas and creativity to a rapidly changing market and work environment; the alignment of employee skills with business goals and objectives; improved employee loyalty, morale, job satisfaction, and retention. This leads to a culture of continuity and consistency; improved productivity and profitability; and the opportunity to develop future organizational leaders.

To achieve these benefits, the Board directs the President to establish, deliver, and continuously improve these programs. This report provides updates on the College's Continuing Education and Workforce Training Programming and how they align with the Board Strategic Outcomes using the Key Performance Indicators (KPIs) in the Shawnee Community College Effectiveness System (SCCES).

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

- Strengthen relationships with local Chambers of Commerce 1.3.C.
- Establish a College presence at County Board Meetings in all five Counties 1.3. D.
- Strengthen College presence with Southern 14 Workforce Investment Board 1.3.G.
- Assist aerīz with the development of their workforce 1.4.A.
- Assist Harrah's Casino with the development of their workforce 1.4.B.
- Establish a Minority Business Council to facilitate business growth and development throughout our service area 1.4.D.

- Implement a plan to provide professional development opportunities for workers who need to maintain licensure and certifications 1.4.E.

The following SCCES areas of performance (KPAs) have been identified for analysis in this report:

- Community Need
- Student Interest
- Enrollment
- Employment Readiness
- Deployment

When analyzing the KPIs aligned to these SCCES areas, the following patterns and trends are evident (with 2021 the exception due to COVID):

- Over the past 6 years, our headcount has decreased.
- Most students are female in both types of programming.
- Of the courses we offer between Continuing Education and Workforce Training, 89% could be argued as aligned to high need, living wage occupations.
- The data shows a decline in total enrollment and credit hours since 2018, with a slight increase in workforce training in FY22.
- In the past 6 years the College has not awarded CEU's for continuing or workforce training courses.
- We estimate we are serving roughly 5% of our workforce in workforce training courses.
- The range of courses offered in Workforce Training is limited and mainly addresses CPR training.
- Course delivery for Workforce Training courses is mainly in district and off-campus, which is to be expected.
- Course delivery location for Continuing Education courses is mainly either the SCC Main Campus or at an Extension Center.

Performance Areas

Policy Values: Student Employability, Mobility, Earning Potential

Numbers of Students Served. Over the course of the past 6 years, our headcount has decreased in both programming types (Chart 1 and 2). It is suspected that the 2021 AY headcount was significantly impacted by COVID-19. The charts show an increase in 2022. The 2023 AY only includes the summer 2022 semester.

Chart 1. Continuing Ed Unduplicated Headcount

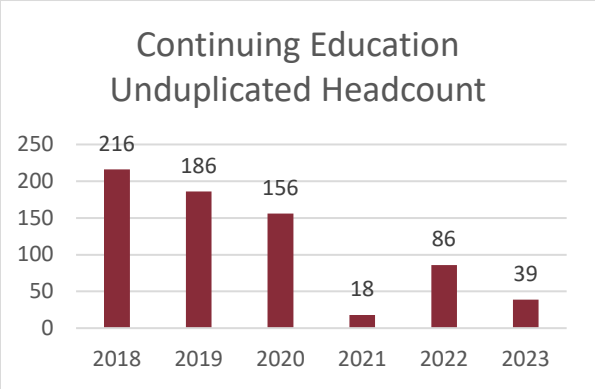
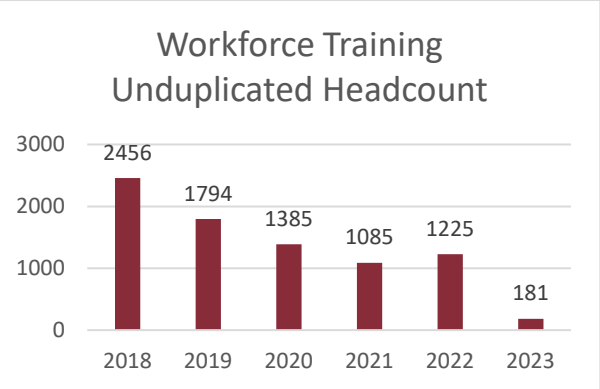


Chart 2. Workforce Training Unduplicated Headcount



Data Source: SCC CROA reporting, 9/1/22

Students Served in SCC Service Area**.** Continuing education headcount from our SCC service counties (Charts 3 and 4) was decreasing slightly between 2018 and 2020, but has begun to increase. As for workforce training (Charts 5 and 6), the number of SCC service county residents served has only slightly declined since 2018.

No noticeable trends exist in the age of students served; however, the age band of 31-61 years of age has the largest number of students in both types of programs. This is not surprising, as both types tend to serve the working population. Most students are female with women compromising nearly 87% in continuing education and 63% in workforce training. When determining how much of the SCC service area employees we have served, we took a look at the most current data from the American Community Survey by the United Stated States Census Bureau, which shows a total of 20,151 service area residents employed. Using this statistic, we estimate we are serving roughly 5% of our workforce in workforce training courses, considering our unduplicated headcount.

Chart 3. Continuing Education Unduplicated Headcount by SCC Service Area County

	2018	2019	2020	2021	2022	2023
Alexander	17	9	7	1	17	5
Johnson	57	49	40	4	29	6
Massac	20	13	15	2	14	5
Pulaski	18	8	5	4	3	2
Union	34	23	11	4	11	16
Sum:	**146**	**102**	**78**	**15**	**74**	**34**

Chart 4. Percent of Unduplicated Continuing Education Headcount from SCC Service Counties

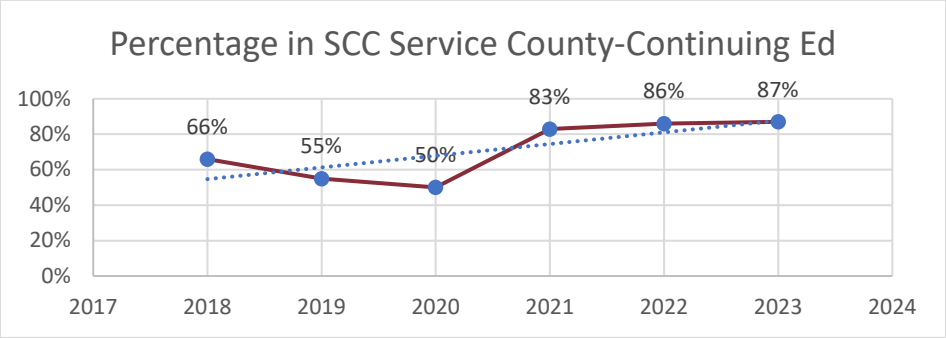
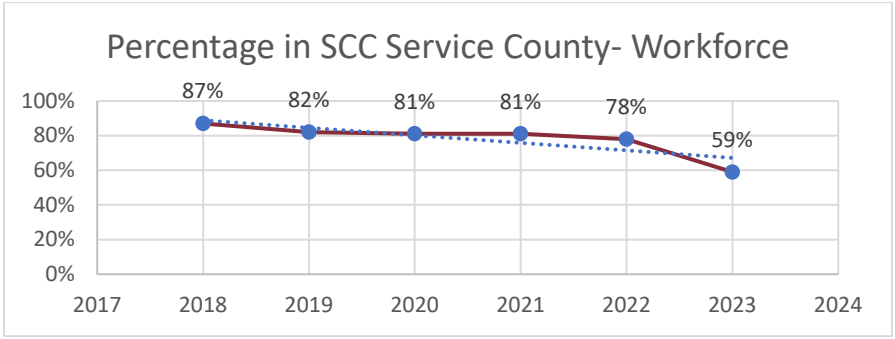


Chart 5. Workforce Training Unduplicated Headcount by SCC Service Area County

	2018	2019	2020	2021	2022	2023
Alexander	148	135	104	89	77	19
Johnson	830	360	244	212	238	19
Massac	258	213	157	121	149	2
Pulaski	219	242	183	157	176	17
Union	674	519	432	301	321	49
Sum:	**2129**	**1469**	**1120**	**880**	**961**	**106**

Chart 6. Percent of Unduplicated Workforce Training Headcount from SCC Service Counties



Data Source: SCC CROA reporting, 8/31/22

Reasons Students Enroll**.** We have not formally asked students why they enroll in continuing education or workforce training courses; therefore, we do not have data on the number of students who take our courses to help them upgrade their skills for their current job, retrain for a new job, or prepare for a new career. As we work with IT on a streamlined enrollment process, this question can be added to the forms.

Courses Aligned to In-Demand, Living Wage Jobs**.** Table 1 is a listing of the courses offered from 2018-2022, and thus far in 2023 (as of August). Some courses, such as HST 112, IND 132, and IND 171 have not been taught in several years. IND 195 is a general course that has been utilized for SCC's internal professional development for employees. Of the courses that are listed, all but the HST 112 and PS 291 courses could be argued as aligned to high need, living wage occupations (89%).

Table 1. Continuing Education and Workforce Education Courses Offered, SCC, 2018-Present

Cont Ed Course	Title	Workforce Course	Title
PHB-0120	Basic Phlebotomy	HST 112	The Head Start Experience
PS-0301	How to Apply for Substitute	IND 132	IDOC Heartsaver FA/CPR/AED
IND-0195	Cont. Professional Development	IND 136	Heartsaver First Aid/CPR/AED
PS-0290	Social Media Marketing	IND 151	AHA Heartsaver Instructor
PS-0291	Grant Writing	IND 154	CPR Instructor Renewal
TDR-0167	Truck Driver/CDL Refresher	IND 155	Pediatric First Aid/CPR/AED
		IND 171	Basic Microsoft Excel
		IND 201	Train the Trainer-CPR
		IND 202	Occupational Safety and Health
		IND 220	Healthcare Provider Instructor
		IND 230	CPR for Healthcare Providers
		IND 233	Heartsaver Auto. Ext. Defib

Data Source: SCC CROA reporting, 8/31/22

Policy Value: Connection to the College's Professional Programming

For at least the past two to three years, there has not been a deliberate attempt to connect our continuing education and workforce training programming to our professional programming in order for students to utilize hours earned toward a degree or certificate, if desired. In fact, prior to FY23, continuing education and community education courses were combined in the same department. In addition, there was not a clear delineation among definitions of community education, continuing education, and workforce training. This made it difficult to determine which courses belong to each type of programming, making it difficult to create reports and creating confusion among departments. Even though a similar course may have existed, new courses were added based on type of programming, rather than utilizing existing courses. Beginning with FY23, and as a result of the reorganization and the BoT Strategic Outcomes Policies, we have clarified definitions, created separate departments within Colleague, and can now assign the courses to each department at the section level. Hence, one SCC course may now be used for more than one type of programming. While this is a shift in the way we think about programming, this makes our courses more versatile when responding to community/employer needs and student interest.

Policy Value: Alignment to State-wide and Nationally Recognized Criteria

Course Alignment to Nationally Recognized Criteria**.** Of the courses listed in Table 1, several are aligned to national criteria and can either lead to or maintain a license/certification (67%), including substitute teaching, CDL, CPR/First Aid/AED, and OSHA. There are opportunities for us to make connections to our professional certificate and degree programs, but at this time, we have not done this. As we expand the continuing education and workforce training courses, looking at our current courses and asking where we can serve our residents is one of the first places we will look.

Licensure/Certification Pass Rates. While we can analyze pass/fail rates of each course, we are not currently keeping a record in Colleague when or if students pass the licensure/certification exams. Because the instructors of these courses are generally from outside agencies, those records reside with those agencies. When looking at the pass rates of the courses taught 2018-2022, 989/991 (99.8%) of students in the CPR/First Aid/AED courses have passed, and 100% have passed in the OSHA, Substitute Teaching, and CDL Refresher courses.

Job Placement or Promotion. We do not track whether students obtain jobs or promotions based upon the license or certificate received as a result of passing our courses, nor do we have a process for following up with them.

Policy Value: Transfer of Professional Development to Other Systems

Partnerships. We are not tracking the number of partnerships with external organizations that provide professional development training for continuing education. In August, we met with Ellucian for the Colleague Curriculum Management module training and received input on where we can track these in Colleague. We will begin coding courses to show partnerships in order to provide data.

Transfer of Professional Development. We do provide or attach professional units/hours, such as CEUs and PDUs, to our courses. We plan to research how we can become a provider of professional development units/hours and still claim these hours for reimbursement. This should open up new opportunities for us with individuals and employers who have a requirement of professional development to maintain their licenses. At the August Ellucian training, we discovered ways to award and track these in Colleague.

Policy Value: Alignment with Business Goals and Objectives

When analyzing our performance in related to this value, it is important to consider our ability to deploy courses in a manner that is flexible enough to meet the individual needs of employers and their employees, recognizing these types of programming are often delivered to working adults.

Enrollment and Credit Hours. The total enrollment and credit hours generated by AY (Charts 7-10) demonstrate the duplicated enrollment in our courses. The data shows a decline in total enrollment and credit hours since 2018, with a slight increase in workforce training in FY22. A look at the individual courses in workforce training shows the increase is due, mostly, to an increased enrollment in IND 136- Heartsaver First Aid/CPR/AED.

Chart 7. Continuing Education Enrollment

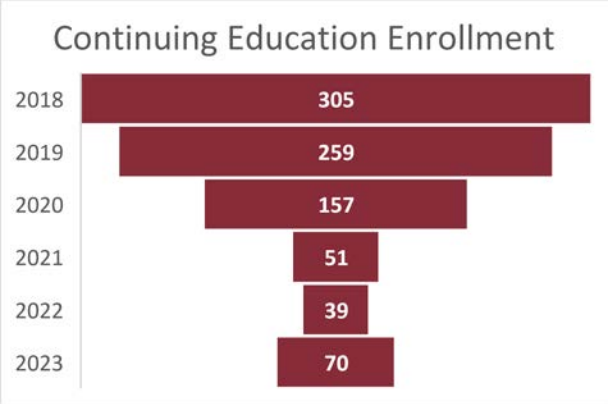


Chart 8. Workforce Training Enrollment

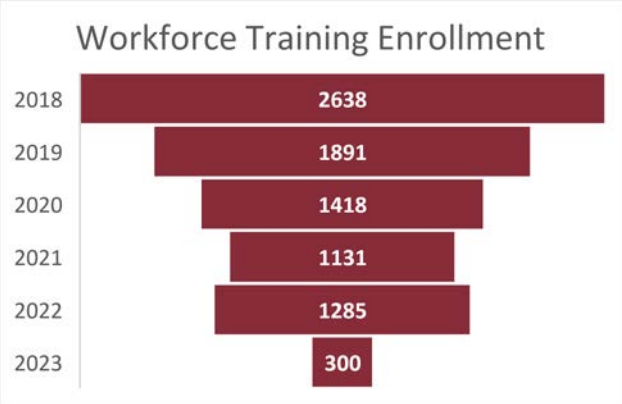


Chart 9. Continuing Ed Credit Hours by AY

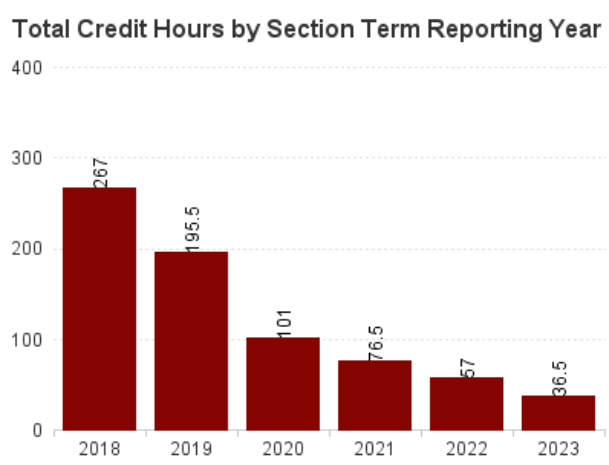
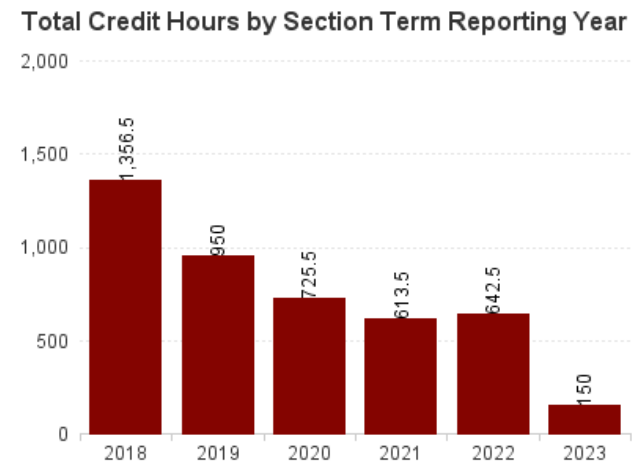


Chart 10. Workforce Training Credit Hours by AY



Data Source: SCC CROA reporting, 8/31/22

Range of Courses. The range of courses offered in Workforce Training is limited and mainly addresses CPR training. The Excel course has not been offered in several years. The OSHA course has just been re-engaged. While there is a range of courses in Continuing Education, there are few active courses (6), one of which is utilized for internal SCC employee professional development (IND 195). Most of the enrollment is in the IND 195 course for SCC employees and Basic Phlebotomy.

We are currently working toward offering workforce trainings courses more often, with more variety and promote those on our calendar via social media, emails, and personal outreach. We plan to reach out to businesses and organizations, such as Aeriz and Harrah's Casino (1.4.A., 1.4.B.) about their training needs and customize training for them. We are in the process of scheduling a couple OSHA-10 classes for the fall semester (1.4.E). We want to continue to engage this course regularly as it is aligned to high need, living wage occupation in our service area.

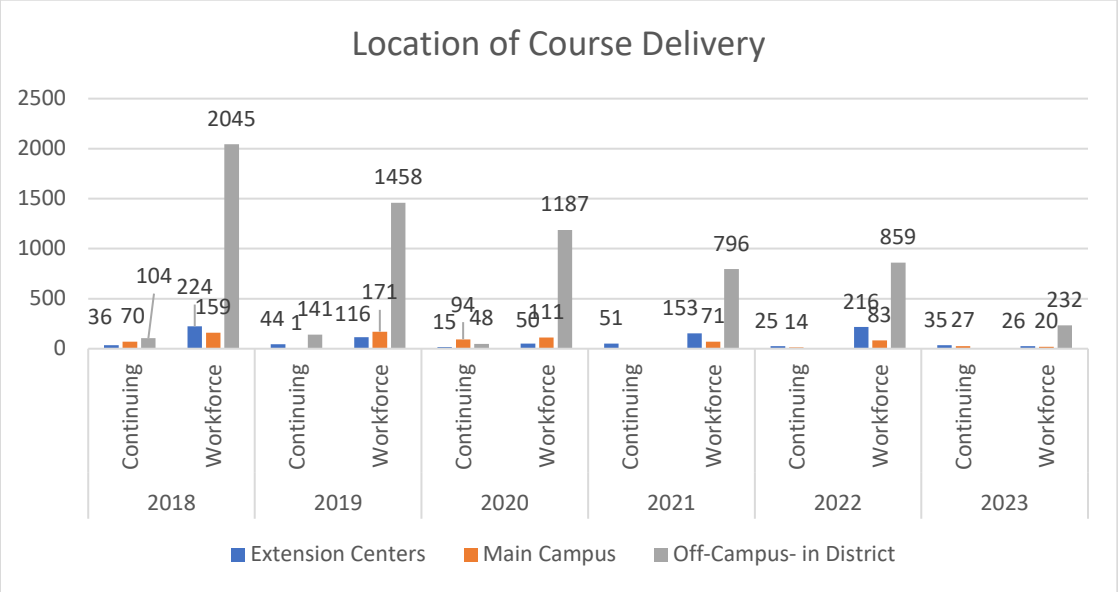
In August, IT was able to establish a web form on our SCC Workforce Training page that allows potential customers to submit their training needs. This form is sent directly to the Director of Business and Workforce Development so we can align courses directly with their goals and objectives.

When tracking our Continuing Education students, we have determined that our registration process is inefficient. Currently, students fill out a print a registration form, fill it out, and send it back. We manually enter these applications into colleague. At times, we end up filling out the forms for them because they either do not complete a form at all or they leave critical information blank. This means we do not have all information on our students or, if a registration form fails to get turned in, they may not be counted at all. Beginning this October, we are working with IT, the Registrar, and IE on a new webpage and online registration process. As said earlier, we will include a question regarding the reason for taking the course.

Course Delivery. Course delivery location (Chart 11) for Continuing Education curses is mainly either the SCC Main Campus or at an Extension Center. IND 195 (SCC employee professional development) has been delivered during the week in the day time hours, PHB during the week in the evening, and PS courses delivered a mixture of weekday and Saturday times.

Course delivery for Workforce Training courses is mainly in the district but off-campus, which is to be expected. There was a wide variety of days and times for these courses with several courses spanning several hours at one time. Most course sections were held during on a weekday, but there were more Saturday courses offered than for Continuing Education.

Chart 11. Location of Courses



Data Source: SCC CROA reporting, 8/31/22

Course Sections. Charts 12 and 13 show the number of course sections each AY and the total number of sections per course. Continuing Education courses have primarily been for SCC employee professional development (IND 195), with 30 sections, and phlebotomy (PHB 120), with 23 sections. Because the IND 195 course is used for internal professional development, numerous sections exist.

Chart 12. Continuing Ed Course Sections by AY

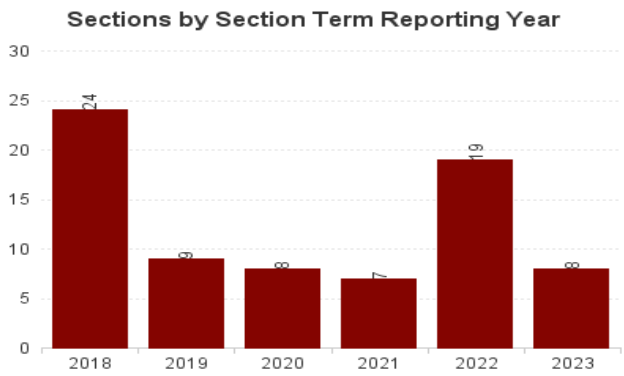
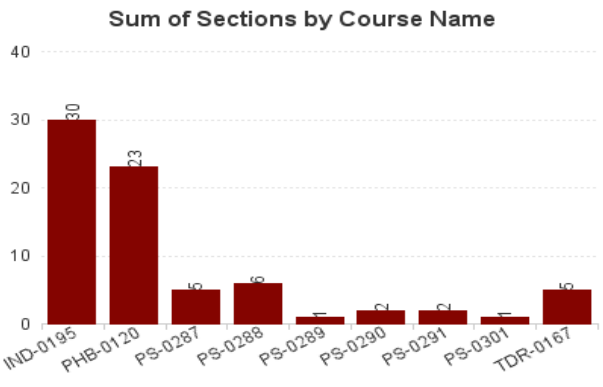


Chart 13. # of Continuing Ed Sections by Course



Data Source: SCC CROA reporting, 9/2/22

It is difficult to analyze continuing education programing at the section level due to the use of IND 195 as it inflates the statistics at the section level. It is recommended, going forward, that

we limit the use of the IND 195 course and utilize existing approved courses or get approval for additional courses.

The average enrollment per section (Chart 14) spiked in AY19 and has decreased until this point in AY23. The spike in AY19 was due to the IND 195 decreasing from 20 sections in FY18 to three sections in FY19. For FY23, three new courses (Social Media Marketing, Grant Writing, and How to Apply for a Substitute and Paraprofessional License) had enrollments of 22, 22, and 20, respectively.

Because IND 195 and PHB 120 were the primary courses for Continuing Education in 2018-2021, it makes the average enrollment per course (Chart 15) high in those years. Beginning in AY22, several more courses were added to the schedule, but the overall total enrollment was lower, reducing the average enrollment per course.

Chart 14. Continuing Ed Avg Section Enrollment

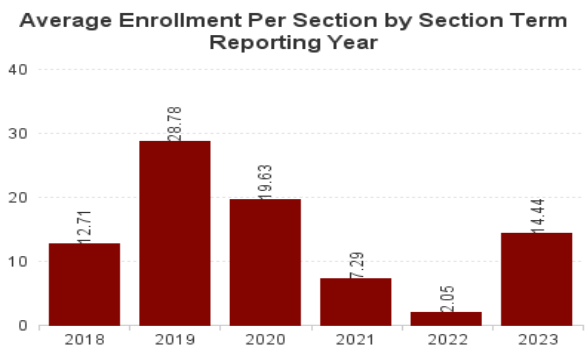
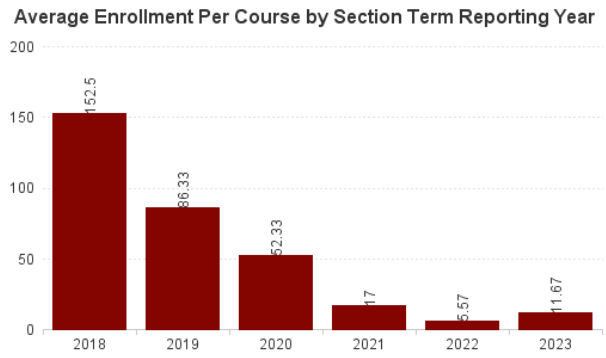


Chart 15. Continuing Ed Avg Course Enrollment



Data Source: SCC CROA reporting, 9/2/22

The number of Workforce Training sections per AY (Chart 16), and the corresponding average section enrollment (Chart 20), have been relatively stable since 2020. The AY23 data is for summer 2022 only. Nearly all of the Workforce Training courses are CPR related. Since CPR courses are capped at a certain number of students, the average enrollment per section will remain relatively the same as long as we are relying primarily on these types of courses for workforce training. It is also expected to see many sections of these courses each year (Chart 17). The American Heart Association guidelines allows for a seasoned instructor to teach 9 students. If more than 9 enroll, an additional section and instructor are added, which is not cost effective. Also, most of our classes are done in agency locations, and they have a limited number of staff available for training at the same time. Like Continuing Education, it is difficult to analyze this type of programming at the course and section level without understanding the nature of these courses.

It is clear that the two courses primarily responsible for elevating the number of sections each AY (Chart 17) are IND 136 and IND 230. The IND 136 is the Heartsaver First Aid CPR/AED course. This is the course many of our agencies are required to have by the State. The IND 0230 is our Basic Life Saving (BLS) course for healthcare providers. This is a course that CNAs, nurses, doctors, and others in the medical field need for State regulations.

The average enrollment per course (Charts 19) has slowly declined, but so has the number of courses offered. In AY22, the number of courses remained the same, but the enrollment in those courses increased, making the average enrollment per course increase. Due to the nature of the CPR courses, the number of sections (Chart 18) in AY 22 had to be increased, as well.

Chart 16. Workforce Training Sections by AY

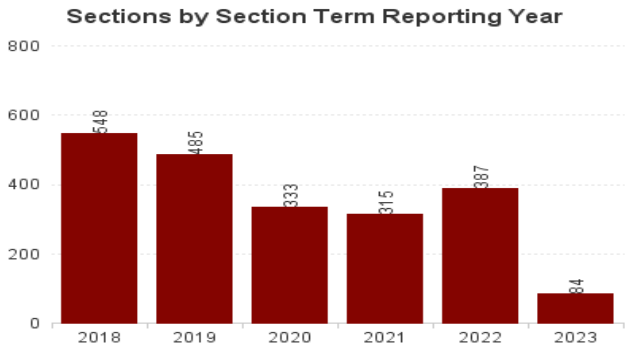
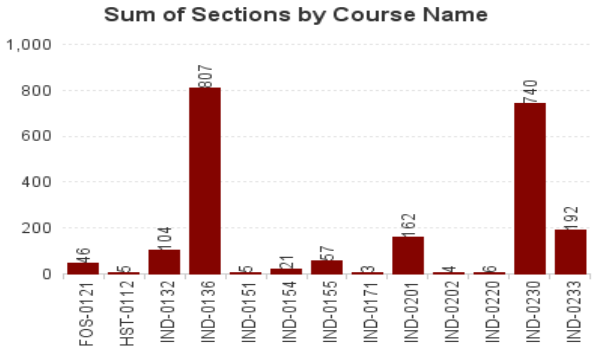


Chart 17. # of Workforce Sections by Course



Data Source: SCC CROA reporting, 9/2/22

Chart 18. Workforce Avg # Sections Per Course

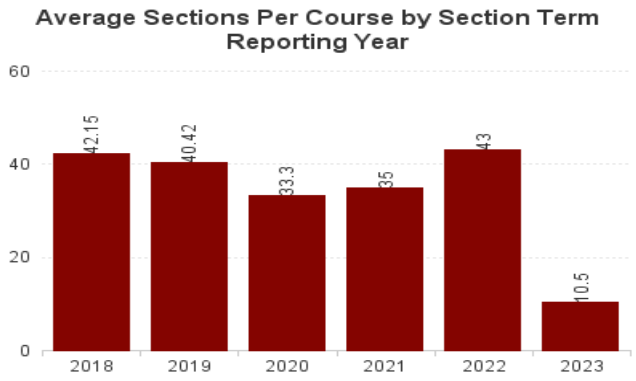
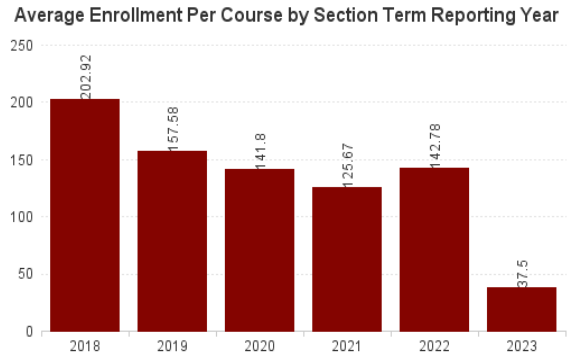
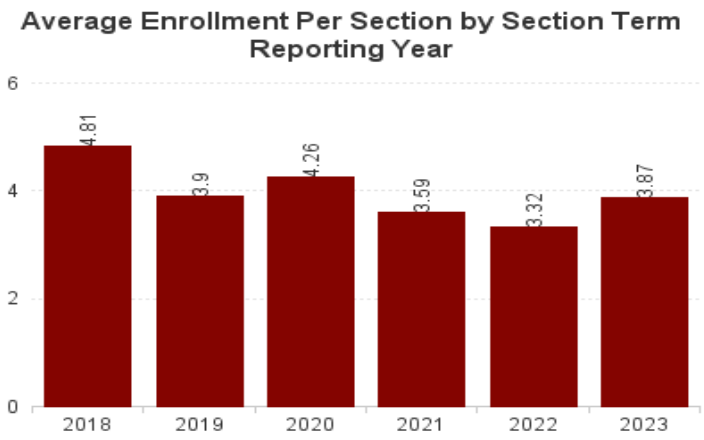


Chart 19. Workforce Avg Course Enrollment



Data Source: SCC CROA reporting, 9/2/22

Chart 20. Workforce Avg Section Enrollment

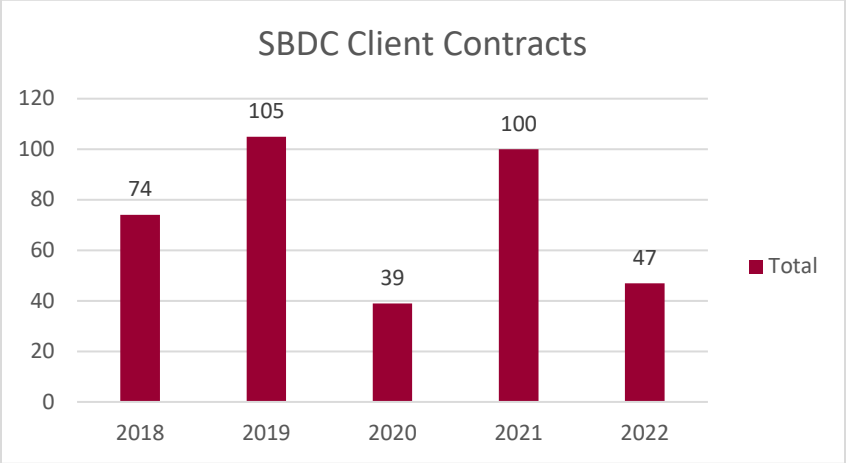


Data Source: SCC CROA reporting, 9/2/22

Policy Value: Consulting or Technical Assistance to Improve Productivity and Profitability

Regarding Workforce Training contract data, we have been unable to locate any record-keeping of the following prior to 2023 AY but will work toward an efficient way to collect these indicatros: number and amount of workforce training contracts with employers located within the College's service area; the number and amount of contracts and/or alliances from trade associations; and the number of employers who convert from an agency funded source to employer paid contracts. Chart 21 shows the number of consulting contracts with our district's employers, in particular small businesses, as they are served through the SCC Small Business Development Center.

Chart 21. Number of SBDC Clients



Data Source: Neoserra Database, 9/1/22

Policy Value: Improved loyalty, morale, job satisfaction, and retention

We are unable to locate any data for student or employer satisfaction with continuing education or workforce training but are working on a process for students to complete course evaluations at the end of each course and employers to provide feedback during and at the close of training contracts.

Actions and Recommendations

Completed or Currently Implementing

Actions Completed/Currently Implemented and the Strategic Plan Initiative to which they are aligned:

- Ensure a presence with our counties and local Chambers of Commerce by attending meetings: Union County, Massac County and Johnson County have all been attended (1.3.C,1.3.D)
- Established a minority Coalition Business Council to facilitate business growth and development completed by Dr. Greg Mason. Council was established January 2022 and has met 1/13, 3/10, 5/12, 6/9, 7/14 (1.4.D).
- Located an OSHA instructor and will be offering classes more frequently (1.4.E).
- Improving the webpage and enrollment processes (4.4)
- Working with IT and IE to ensure we reduce the use of IND 195 and use current approved course master list when building courses and sections for continuing education

Further Considerations

Recommendations and Actions for Future Consideration and the Strategic Plan Initiative to which they are aligned:

- Online registration process for efficiency, fall 2022, Director of Business and Workforce Development and IT (4.4).
- Join the SIDEZ Board to be better connected to our empowerment zone, fall 2022, Director of Business and Workforce Development (1.3).
- Continue to utilize OSHA instructor to offer multiple classes per semester, ongoing, Director of Business and Workforce Development (1.4.E.).
- Re-establish relationships with Aeriz and Harrahs Casino (1.4.A, 1.4.B)
- Continue to build relationships with businesses and increase the number of classes offered, ongoing, Director of Business and Workforce Development (1.3.C)
- Work on an efficient way to track our certification pass rates, fall 2022, Director of Business and Workforce Development and IT (1.4.E)
- Investigate and implement CEU offerings to increase opportunities for workers who need to maintain licensure and certifications and use as a marketing tool to expand programming, spring 2022, Director of Business and Workforce Development (1.4.E)
- Improve use of Colleague for data collection (reason for enrolling, adding partners to course sections), (3.2.A)
- Work with Public Relations & Marketing to improve and increase promotion of current courses and services (4.4)

- Once the Dean of Career & Technology Programs is hired, explore ways to connect programming to our professional programs
- Several KPIs in the Deployment area of SCCES were helpful to analyze for this report. It is recommended that the Board of Trustees consider adding the Deployment Key Performance Area to the Strategic Outcomes Policy; specifically, curriculum management and scheduling effectiveness, including breadth of courses, % of courses offered in multiple timeframes/formats, # of students who access courses from off-campus locations, the average number of sections per course, average enrollment per course, average enrollment per section