# Workforce Training & Continuing Education Programming Board Monitoring Report November 2024

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## Executive Summary for Continuing Education and Workforce Training

As identified in the *College Purpose Statement (B1000)*, Continuing Education and Workforce Training programming are essential services to support economic development and employment.

According to the Board's Strategic Outcomes, *Continuing Education Programming (B1005)* and *Workforce Training (B1006)* promote the following values:

1. Increasing our service area employees' employability, mobility, and earning potential through the remaining vales
2. Connection to the College's Professional Programming (*B1004)*
3. Alignment to State-wide and Nationally Recognized Criteria
4. Transfer of Professional Development to Other Systems
5. Alignment with Business Goals and Objectives
6. Consulting or Technical Assistance to Improve Productivity and Profitability

To achieve these benefits, the Board directs the President to establish, deliver, and continuously improve programs of continuing education and workforce training. This report provides updates on the College's Transfer Programming and how it aligns with the Board Strategic Outcomes using the Key Performance Indicators (KPIs) in the Shawnee Community College Effectiveness System (SCCES).

## Policy Value 1: Student Employability, Mobility, Earning Potential

### Key Performance Areas: Community Need and Enrollment

*Unduplicated Headcount and Market Penetration.*

*Chart 1. Continuing Ed Unduplicated Headcount*

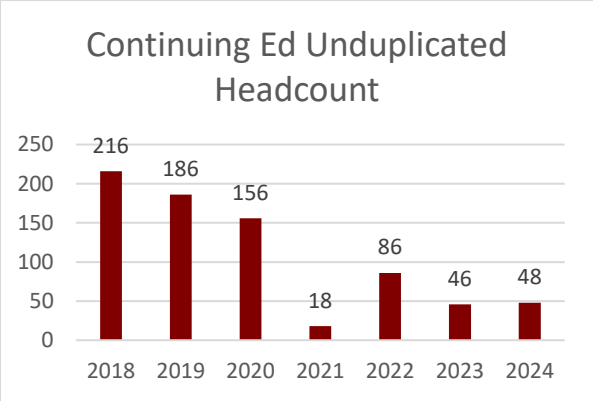
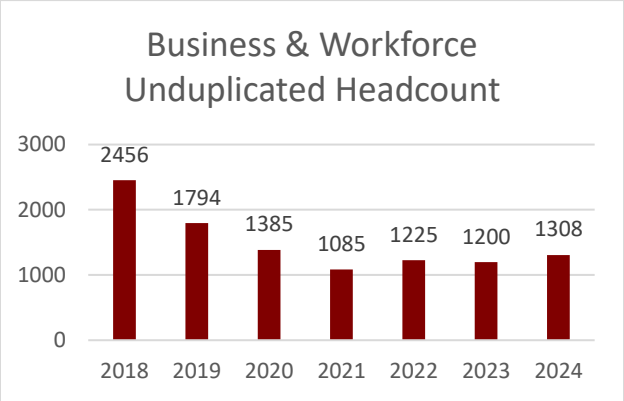



*Chart 2. Workforce Training Unduplicated Headcount*




*Data Source: SCC CROA Dashboard, Course Enrollment reports, 9/27/24*
*[See Table 3 for courses included]*

*Chart 3. Continuing Ed Unduplicated Headcount by County*

| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|---|---|---|
| Alexander | 17 | 9 | 7 | 1 | 17 | 5 | 8 |
| Johnson | 57 | 49 | 40 | 4 | 29 | 11 | 11 |
| Massac | 20 | 13 | 15 | 2 | 14 | 9 | 12 |
| Pulaski | 18 | 8 | 5 | 4 | 3 | 4 | 6 |
| Union | 34 | 23 | 11 | 4 | 11 | 12 | 6 |
| **Sum:** | **146** | **102** | **78** | **15** | **74** | **41** | **43** |

*Chart 4. Percentage from Service Counties*

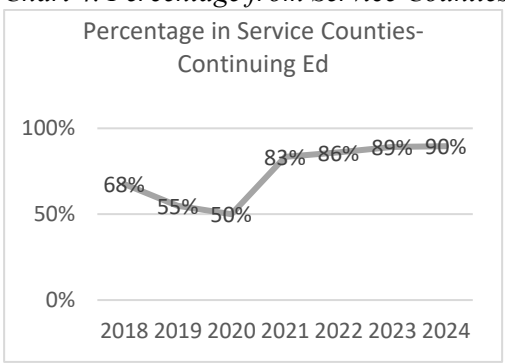
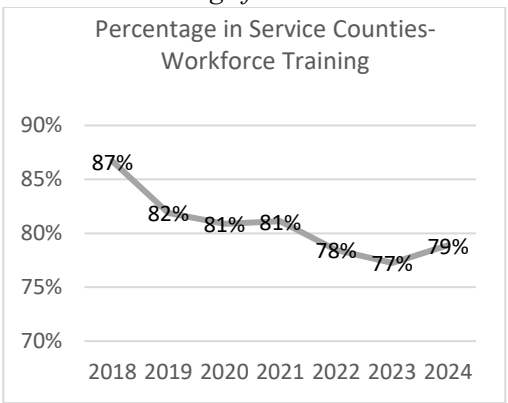



*Chart 5. Workforce Training Unduplicated Headcount*

| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|---|---|---|
| Alexander | 148 | 135 | 104 | 89 | 77 | 101 | 100 |
| Johnson | 830 | 360 | 244 | 212 | 238 | 253 | 268 |
| Massac | 258 | 213 | 157 | 121 | 149 | 74 | 116 |
| Pulaski | 219 | 242 | 183 | 157 | 176 | 163 | 207 |
| Union | 674 | 519 | 432 | 301 | 321 | 336 | 341 |
| **Sum:** | **2129** | **1469** | **1120** | **880** | **961** | **927** | **1032** |

*Chart 6. Percentage from Service Counties*




*Data Source: SCC CROA Dashboard, Course Enrollment reports, 9/27/24*

## Key Performance Area: Enrollment

*Reasons Students Enroll*. It is evident that most students enrolling in continuing education and workforce training courses are seeking to improve their skills for their present job.

*Table 1. Business & Workforce Student Intent*

| Student Intent- Business and Workforce Training Students | 2023 | 2024 |
|---|---|---|
| To prepare for transfer to a four-year college or university | 21 | 17 |
| To improve skills for my present job | 739 | 794 |
| To prepare for a future job immediately after attending SCC | 66 | 51 |
| To prepare for the High School Equivalency test or improve basic academic skills | 6 | 5 |
| For personal interest/self-development—not career oriented. | 25 | 30 |

*Table 2. Continuing Education Student Intent*

| Student Intent- Continuing Education Students | 2023 | 2024 |
|---|---|---|
| To prepare for transfer to a four-year college or university | 3 | 4 |
| To improve skills for my present job | 24 | 20 |
| To prepare for a future job immediately after attending SCC | 4 | 9 |
| To prepare for the High School Equivalency test or improve basic academic skills | 0 | 0 |
| For personal interest/self-development—not career oriented. | 4 | 7 |

*Data Source: SCC CROA Dashboard, Course Enrollment Report, 9/27/24*

## Key Performance Area: Student Interest

*Courses Aligned to In-Demand, Living Wage Jobs.* Table 3 is a listing of the courses offered from 2018-2024 and so far in AY25. Of the courses that are listed, all but the HST 112, HST 116, PS 291, and IND 171 courses could be argued as aligned to high need, living wage occupations for a percentage of 89%.

The following are important to note:

- IND 195 is a general course that has been utilized for SCC's internal professional development for employees. We are trying to move away from this and use existing courses or create new courses that accurately reflect the course content.
- Prior to Phlebotomy being an approved academic program, we offered PHB-0120 has a continuing education course. This course may have appeared in previous annual reports, but it will now appear in the Professional Programming annual report.
- PS courses are considered Personal Development which are traditionally thought of as Community Education. However, we now have the ability in Colleague to use a course for multiple programming needs. Therefore, we include three PS courses often used for Continuing Education purposes.

*Table 3. Continuing Education and Workforce Education Courses Offered, SCC, 2018-2024*

| Continuing Ed | Title | Workforce Course | Title |
|---|---|---|---|
| PS 301 | How to Apply for Substitute | COS 212 | Adv Cosmetology Practices |
| IND 138 | Mental Health First-Aid | FOS 121 | Food Service Sanitation Mgr Certification |
| IND 195 | Cont. Professional Development | HST 112 | The Head Start Experience |
| PS 50 | Just Google It! | HST 116 | Headstart CDA Practicum & Portfolio Pre |
| PS 290 | Social Media Marketing | IND 132 | IDOC Heartsaver FA/CPR/AED |
| PS 291 | Grant Writing | IND 136 | Heartsaver First Aid/CPR/AED |
| PS 301 | Applying for Substitute License | IND 151 | AHA Heartsaver Instructor |
| TDR 167 | Truck Driver/CDL Refresher | IND 154 | CPR Instructor Renewal |
| | | IND 155 | Pediatric First Aid/CPR/AED |
| | | IND 171 | Basic Microsoft Excel |
| | | IND 201 | Train the Trainer-CPR |
| | | IND 202 | Occupational Safety and Health for Industry |
| | | IND 220 | Healthcare Provider Instructor |
| | | IND 230 | CPR for Healthcare Providers |
| | | IND 233 | Heartsaver Auto. Ext. Defib |
| | | All LBR courses (17) | Construction for Laborers |
| | | TDR 166 | Truck Driving (industry course) |
| | | TDR 176 | Truck Driving |
| | | TDR 177 | Hazardous Materials |
| | | TDR 198 | Truck Driving Internship |
| | | All HCC courses (9) | Highway Construction Careers |

## Policy Value 2: Connection to the College's Professional Programming

### Key Performance Area: Student Interest

Several courses are connected to, and even considered, professional programming. TDR, LBR, and HCC courses prepare completers to immediately enter the workforce into a profession. The CPR and OSHA courses provide students training and certifications that connect directly to many of our Allied Health and Nursing and CTE programs. Both of these certifications, as well as the CDL license gained through the TDR courses, makes an applicant more marketable when job-seeking.

## Policy Value 3: Alignment to State & Nationally Recognized Criteria

### Key Performance Area: Employment Readiness

*Alignment to State/National Criteria.* Of the courses listed in Table 3, several are aligned to national criteria and can either lead to or maintain a license/certification, including substitute teaching, CDL, CPR/First Aid/AED, and OSHA.

*Licensure/Certification Pass Rates.* While we can analyze pass/fail rates of each course, we do not administer licensure/certification exams. Certification exams are provided for and by outside agencies, those records reside with those agencies. The one exception to this general rule is the TDR/CDL testing and certification process. The students enrolled in the TDR program are supported by SCC trainers and use the SCC equipment for testing purposes. At present, passage rate is above 90% for students taking the CDL exam.

## Policy Value 4: Transfer of Professional Development to Other Systems

### Key Performance Area: Employment Readiness

Currently, we offer CEUs in Cosmetology. On September 18th, we hosted our annual Cosmetology Conference. Ten of our attendees received CEUs for a total of 70 CEUs. We have made initial contact with IDFPR on how to seek recertification for our other programs.

## Policy Value 5: Alignment with Business Goals and Objectives

### Key Performance Area: Deployment

We have attempted to provide an easy, more efficient way for businesses to contact us regarding workforce training needs by creating a web form in August 2022 to submit their training needs, but it has not been widely utilized, as most prefer to contact through email or phone. The Continuing Education registration process was improved in Fall 2022 with an online registration option, making the process more efficient and reducing incomplete records.

### Key Performance Area: Fiscal Stewardship

*Revenue.* Revenue is not tracked separately for workforce and continuing education courses, except for CPR. There are lines for Business and Industry Training (454020) and Truck Driving (441700), but they have never been used. After some investigation, it was determined that all tuition and/or fees collected are put into the general tuition and fees line. Therefore, revenue and margin cannot easily be determined.

### Key Performance Area: Enrollment

*Chart 7. Continuing Education Enrollment*

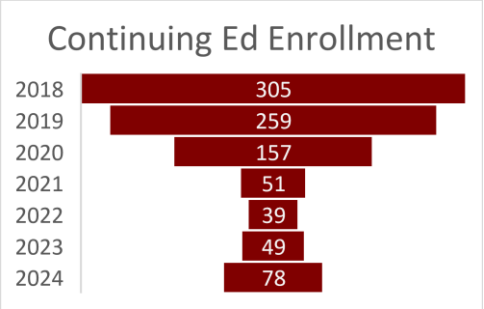



*Chart 8. Workforce Training Enrollment*

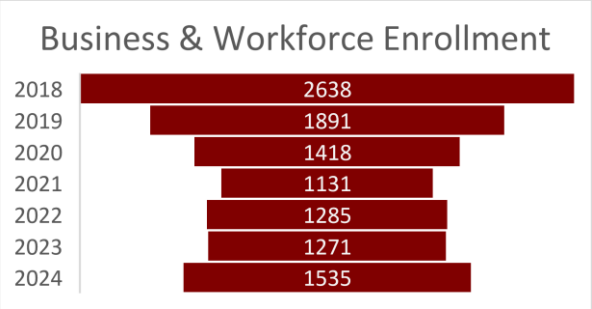



*Chart 9. Continuing Ed Credit Hours*

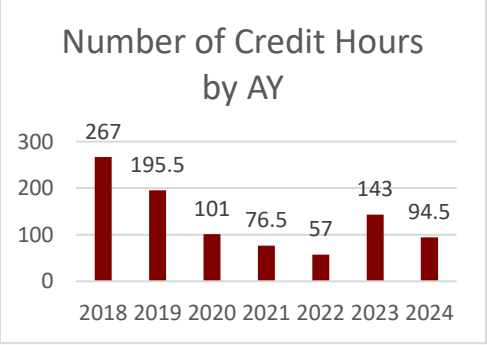
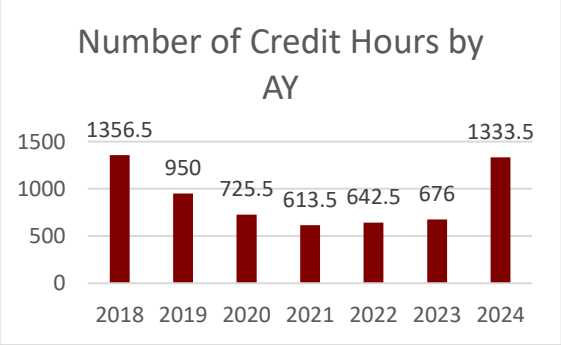
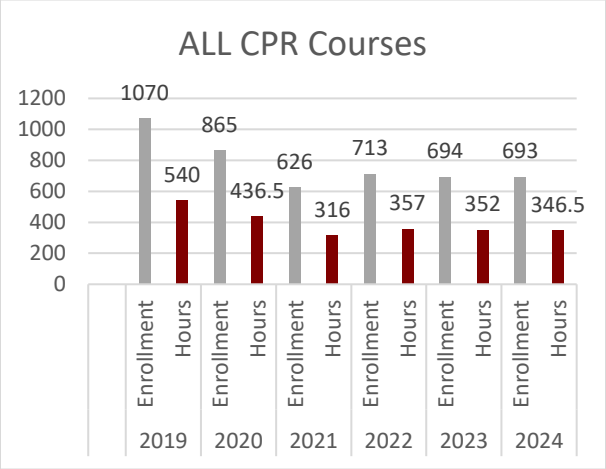


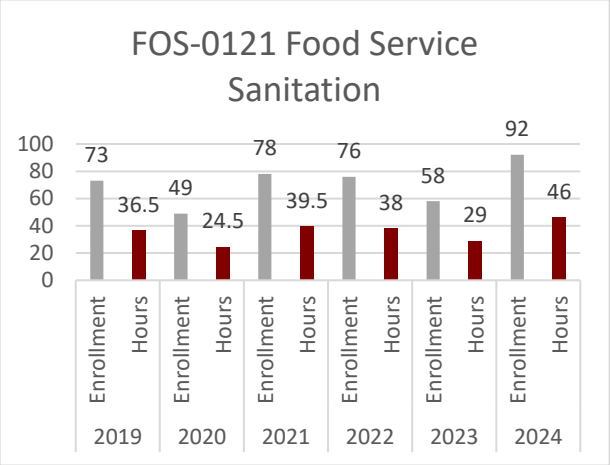

*Chart 10. Workforce Training Credit Hours by AY*

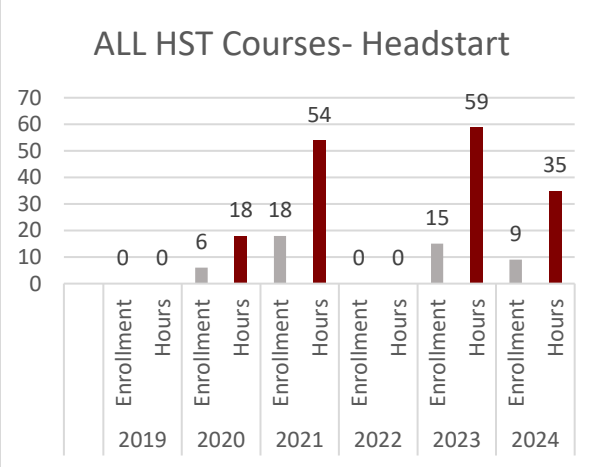


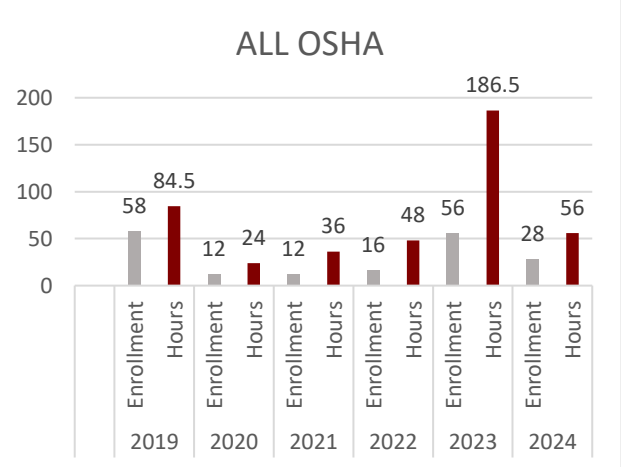

*Data Source: SCC CROA reporting, 10/3/2024*

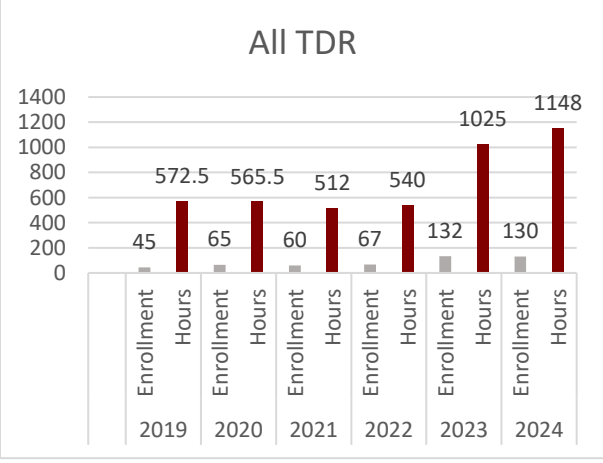
*Range of Courses.* The College has many active courses that have not been offered for many years. For the purpose of this section of the report, only courses that have been offered more consistently were included [See Table 3 for courses included].

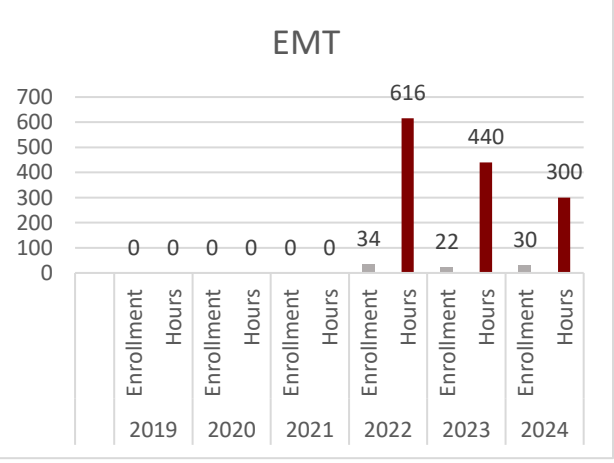


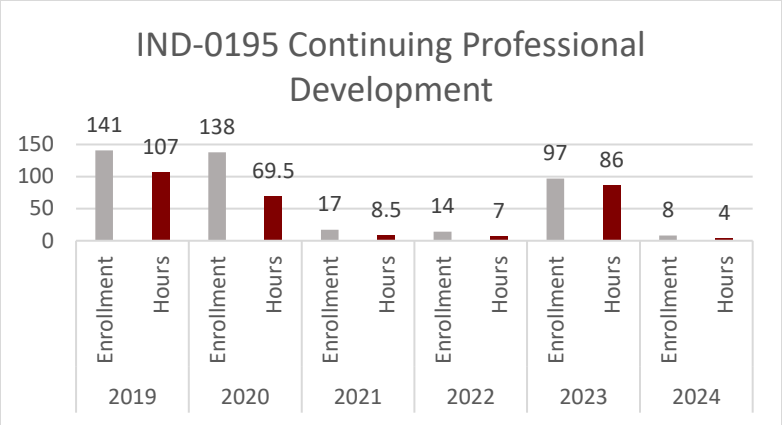






Courses with special circumstances:

| | |
|---|---|
| BUS-0041 | 2024 was the first year (34 enrollment; 34 credit hours); We have this on the schedule again for AY25 |
| EMR | We began offering this course again in AY25 as a "gateway" into EMT as part of a workforce training initiative (24 enrollment; 96 credit hours) |
| HCCTP | 2024 was the first year, and we met the cap of 20 (189 enrollment; 630 credit hours); We are offering this again in AY25 |
| LBR | We currently do not enroll students who are in the LBR program through Local 773. We only transcript the courses for a fee if they decide to do the AAS. |

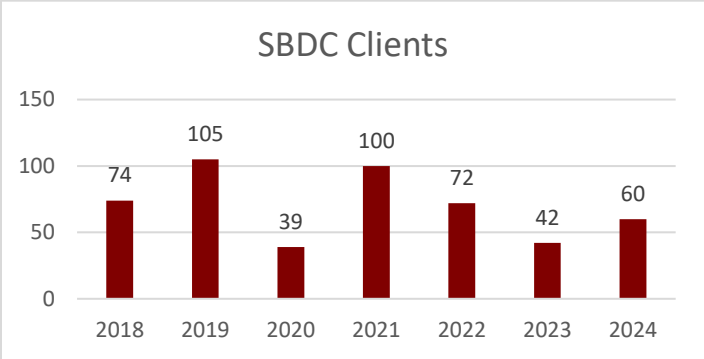
The following observations can be made when analyzing the current offerings:

- Course enrollment and credit hours decreased in 2020 and 2021 but began rebounding in 2022. This is due, mostly, to the expansion of the truck driving program. If truck driving was removed from this analysis, enrollment and credit hours would be below 2022.
- The courses that have increased over the past few years are Truck Driving and Food Sanitation, with CPR remaining stable.
- The spike in OSHA in 2023 was due to the mandatory training for SCC employees. The OSHA for Industry course (IND-0202) has only had 15 enrolled with 7.5 credit hours (AY23). It is approved as a repeatable and variable course of 1-3 credit hours designed to be used to offer OSHA training to industry. The plan is for the Workforce Training Specialist to market our course. OSHA 101 and 102 are part of some of our CTE programs, but have been difficult to offer, as we have not been able to find consistent trainers willing to accommodate a community college schedule. Two of our employees, Matt Steinmetz and Kyle Schierbaum, were trained summer 2024 and can now be our OSHA trainers.
- The Headstart (HST) courses are contingent upon Headstart's training cycle of new employees. They contact us when they are ready for a class, and we enroll them. This is not a course we can "control" or market.
- We have not been enrolling students in the Laborer's program. We only transcript the courses for students who choose to do the AAS. We have developed a way to begin enrolling the high school students in the fall. The plan is for the new Workforce Training Specialist to engage the union in a conversation about ways to enroll the laborers in future semesters.

## Policy Value 6: Consulting or Technical Assistance to Improve Productivity and Profitability

Key Performance Area: Community Need

*Chart 21. Number of SBDC Clients*




*Data Source: Neoserra Database, 10/24/24*

For FY25, we currently have 51 active clients who are considered underserved, such as non-white, Hispanic, female, LGBTQ+, veteran/active military/spouse of, member of a tribal community, disability, religious minority, affected by systemic inequality, or located in a USDA rural area. Our breakdown is as follows:

Persistent poverty- 19
Micro-business- 2
Small business- 22
Veteran-owned- 2
Female-owned- 18
In a distressed area- 2
In a HUB zone- 3

## Actions and Recommendations

### Completed or Currently Implementing

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

- Renewing our presence with our counties and local Chambers of Commerce by attending meetings: Representatives regularly attend Union County Chamber, Massac County Chamber and Johnson County Business Group (1.3.C,1.3.D)
- Improved the webpage and enrollment processes (4.4)
- Developed an efficient online registration process and have begun using an online payment system for registration (4.4).
- Trained two in-house employees to be OSHA trainers.
- Began conversations with CTE and Allied Health & Nursing faculty regarding continuing education and workforce training opportunities in their fields. For example:
    - Wendy Harris offered a cosmetology continuing education course this fall and created three new advanced training courses.
    - Anna Davenport is working on an artificial insemination course for spring 2025.
    - We have more heavily marketed our EMR courses to local businesses. Approximately 13 students completed the EMR course in summer/fall of 2024. We have an estimated number of 50 interested for spring 2025.
- Reorganized the Business & Workforce Department occurred in the spring of 2024 which divided the Director position into three distinct positions: Director, SBDC Coordinator, and HCCTP Coordinator.
- Hired a new HCCTP coordinator, SBDC coordinator, and Workforce Training Specialist in September 2024.
- We have begun developing written processes in the department for tasks such as course creation, hiring course instructors, and enrolling students.
- We are offering in-house trainings for SCC employees such as Basic Excel in spring 2025.

## Further Considerations

Recommendations and Actions for Future Consideration:

- With the reorganization and filling of open positions, we believe we will see an increase in the number of sections in currently offered courses, such as OSHA, CPR, EMR/EMT, and Food Sanitation. We predict pre-COVID numbers are easily attainable in these areas once new employees are trained and operating standards are developed.
- Continue to build relationships with businesses and increase the number of classes offered, ongoing (1.3.C)
- Renew our application as a CEU provider with IDFPR and ISBE. (1.4.E)
- Develop a marketing plan and materials for continuing education and workforce training opportunities.
- We are exploring enrolling the high school students who take the LBR courses.

- Continue working with CTE Allied Health & Nursing faculty to explore ways to connect programming to our professional programs. The following are examples that have been discussed:
    - Advanced Cardio Life Support (ACLS)
    - ACLS and BLS check-off services
    - Artificial Insemination of Cattle
    - Criminal Justice Trainings- We can either reactivate withdrawn courses or create courses for trainings with police departments. Currently, the state and local police use our facilities and simulator, but we do not record their time. If we can secure funding for the 5-panel mobile simulator, the state police have already indicated they would use it for their training.
    - Test preparation course, such as the NCLEX and other Allied Health exams
    - Cosmetology Trainings- It has been many years since we have enrolled students in these continuing education courses. The program has continued to offer these but understood we were no longer running them as continuing education; therefore, we have not been enrolling the participants. This has now and will continue to be corrected.
    - Automotive Trainings- We are developing an electric vehicle (EV) safety course for automotive technicians currently in the workforce. We are utilizing grants to purchase the EV training equipment.
- Truck Driving Considerations-
    - Revisit the potential of expanding TDR to Cairo. This was submitted to CFO Clark for inclusion in the facilities master plan.
    - We piloted a workforce training course for the CDL portion this summer with local businesses. We can continue to offer these courses through employer contracts.
    - We need to explore ways to schedule truck driving courses in a manner that can allow for us to increase enrollment while providing more flexibility for working individuals (evenings, weekends).