Board Monitoring Report

B1004 Professional Programming

March 2025

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Executive Summary

As identified in the College purpose statement (B1000), professional programming is an essential service that prepares students for entry-level employment and apprenticeships.

According to the Board's Professional Programming Strategic Outcomes policy (B1004), students receive value by engaging in the College's professional (i.e. career technical education) courses, certificates, and degrees designed to prepare them for direct entry-level employment in the workplace or for an industry recognized apprenticeship. Students benefit from relevant and evolving curriculum that is informed by employer, educational partner, and economic development professional input. Students benefit when they obtain enhanced job skills, employment, and/or promotion in careers related to their courses and programs of study. Students receive greater value when they receive a wage in a high skill-high demand career located within the district after completion of a SCC professional course or program of study. In addition to wage growth, students receive superior value when they are able to obtain professional certification and/or licensure after completing a course or program of study that is aligned with industry-recognized standards. Furthermore, students are well positioned for future job growth when their professional course, certificate, and/or degree align with advanced professional degrees at colleges and universities. This clarifies the transfer pathway, reduces the time spent obtaining advanced professional degrees, increases career flexibility/mobility, and potentially limits student loan debt.

Employers benefit from a supply of employees who possess the knowledge, skills and abilities needed to succeed. Employers receive value from an agile and skilled workforce that brings new ideas and creativity to a rapidly changing market and work environment.

The 2023-2024 academic year reflects SCC's commitment to high-quality professional programming across Nursing, Allied Health, and Career and Technical Education (CTE) divisions. Key accomplishments include:

- 100% NCLEX-RN pass rates for ADN graduates for the third consecutive year. 100% Pass rate for NCLEX-PN.
- Secured $287,000 through the FY25 Perkins application, $89,067 via the Rev Up EV grant to support emerging technologies, $400,000 through the Trades School grant to support program expansion in CTE, and $263,489 PATH Grant funding for healthcare education.
- Hosted CTE Day 2024, welcoming 500+ high school students to explore career pathways in CTE, Healthcare, and STEM.
- Expanded clinical and internship opportunities across Nursing and Allied Health programs.
- All Nursing and Allied Health full-time faculty (plus chair and dean) completed ACUE training which uses evidence-based practices to improve student engagement, increase student persistence, and close equity gaps.
- Received ICCB approval for WEL CBE to be implemented in FA25 and began CBE design for BUS.

- Professional Development included AG faculty certification in bovine artificial insemination and AUT faculty furthering ASE certification.
- Working on new courses and programs for FY25.

Performance Areas (Value Statements in B1004)

Policy Value: Stakeholder-Informed Curriculum

Students benefit from a Stakeholder-Informed Curriculum by gaining insights directly relevant to industry needs, ensuring their education remains current, practical, and aligned with real-world expectations

Advisory Councils and Employment Readiness: Advisory meetings, annual labor market analysis and employee surveys provide valuable industry partner guidance as to curriculum and employee readiness skills.

- **Nursing and Allied Health:** Twice-annual advisory meetings ensure curriculum alignment with clinical and community partners. OTA hosts an additional advisory meeting to refine program goals and meet accreditation standards.
- **CTE:** Advisory meetings for Welding, Agriculture, Criminal Justice, Cosmetology, and Automotive Technology focused on transitioning programs to competency-based education (CBE) and integrating industry feedback.

Work-Based Learning Opportunities

Table 1

	Clinicals	Internships/Practicums	Work-based Learning
Allied Health & Nursing	Certified Nursing Assistant, Practical Nursing, Associate Degree Nursing	Medical Assistant, Occupational Therapist Assistant, Phlebotomy. (Formerly reported: Social Work, Medical Lab Technology, and Surgical Technology)	
CTE		Agriculture, Business Management, Computer System and Security Specialist, Construction Management of Laborers, Cosmetology, Criminal Justice, Fish and Wildlife, HVAC, Truck Driving	Automotive, Welding

- **Internships/Practicums:** Increased phlebotomy placements.
- **Competency-Based Education (CBE):** Welding CBE was approved by ICCB and design continues for other programs, allowing flexible entry and exit points for students.

High-Need, Living-Wage Careers

- Programs aligned with regional labor market needs, including Nursing, Occupational Therapy Assistant, Automotive Technology, Welding, and Criminal Justice, are known to be high-need, living wage certificate and degree programs. Expanded initiatives in EV technology, Respiratory Therapy, and EMS services align with emerging workforce demands and are planned for development in FY25 (see Recommendations and Actions).

Policy Value: Enrollment

Students, through enrollment in curricula and program offerings that prioritize high-need, living wage occupations, are equipped with the knowledge, skills, and credentials necessary to access sustainable employment opportunities in key sectors of the economy. This approach fosters their economic mobility and long-term financial well-being.

Enrollment Trends in Professional Programming

Allied Health and Nursing:

- Declining allied health enrollment and steady nursing enrollment is noted indicating a consistent demand for nursing education.
- The dissolution of SICCM and loss of two of the three SICCM programs had a slight impact on the overall enrollment (these programs completed a teach-out with no additional enrollment in AY24).
- There was an overall decrease among Medical Biller/ Coder/ Coding Specialist/ Medical Office Administration programs, which are offered 100% online.
- Phlebotomy has gained popularity since starting that program, more than doubling enrollment.
- White students continue to make up the largest percentage of allied health and nursing programs, but their share is decreasing, reflecting broader demographic changes in higher education and healthcare workforce trends. Enrollment for Hispanic and black/African American students show a gradual increase, showing improved recruitment efforts.
- 2022 - 2024 nursing enrollment is reflective of our newer process of not placing students into “nursing” programs until they are officially accepted into the program.
- Increase in male enrollment is an encouraging trend, but additional efforts are needed to sustain and expand this growth.

Career and Technical Education:

- CTE enrollment remained steady. Welding and HVAC experienced an increase in enrollment. This can be attributed to the addition of an evening course in WEL and day classes in HVAC. We expect this trend to continue with CBE implementation and additional evening and dual credit opportunities being offered.
- 2023 enrollment data included Truck Driving (CDL) data. This reporting period does not include that data as it has been moved to the Workforce Development Monitoring Report.

- There is a slight increase in female participation in traditionally male-dominated fields, such as Welding and Criminal Justice. Cosmetology has also experienced an increase in male student enrollment, in the traditionally female dominated program.
- White students continue to make up the largest percentage of students in CTE programs, but their share is decreasing, reflecting broader demographic changes in higher education and workforce trends. Enrollment for Hispanic and black/ African American students show a gradual increase, especially in the areas of welding, criminal justice and business management, reflecting improved recruitment and marketing efforts.
- Technology-related programs such as computer system & security specialist and information processing technology have shown steady participation, reflecting the increasing role of technology in workforce development. The program redesign to a CBE format, which we hope to begin in FY26 or FY27, should capture the growing demand in the area.

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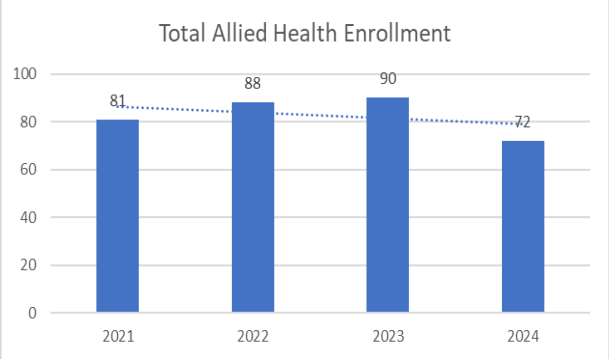

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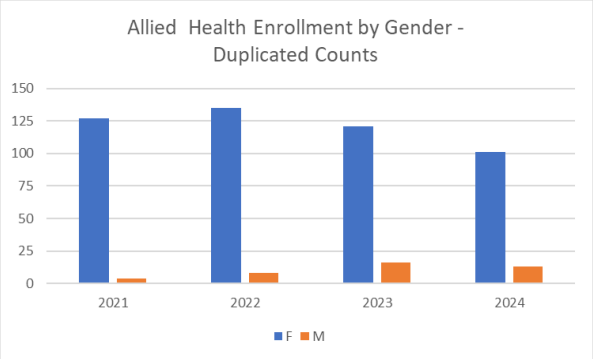

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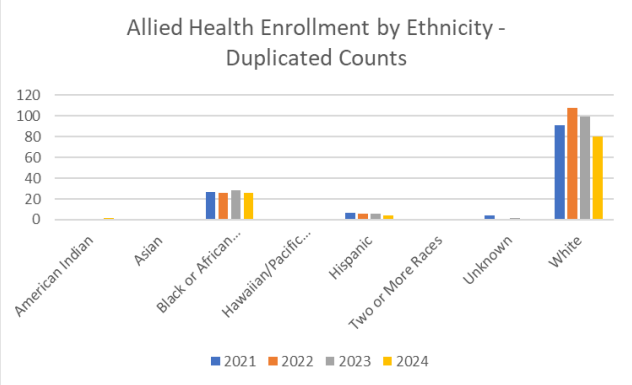

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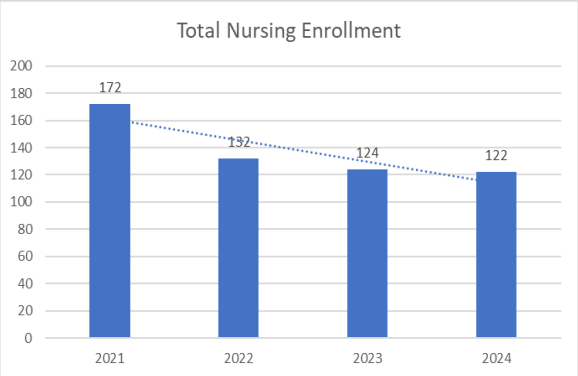

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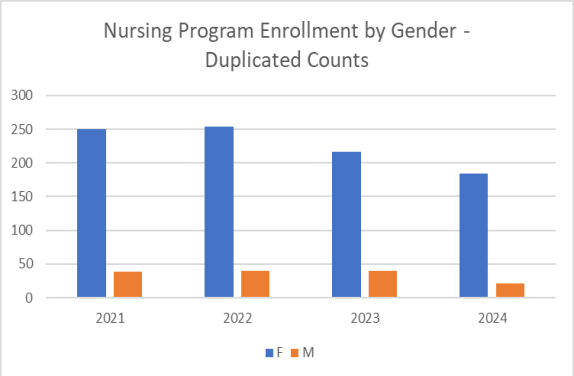

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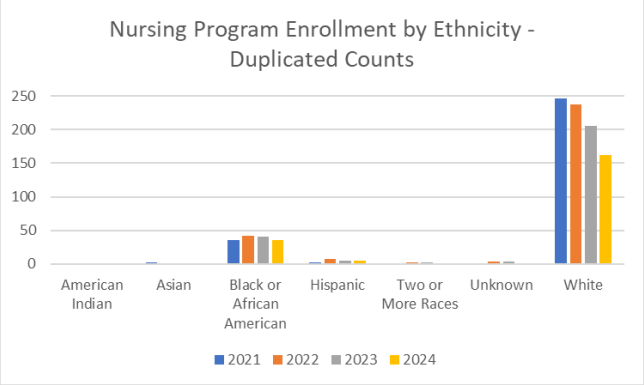

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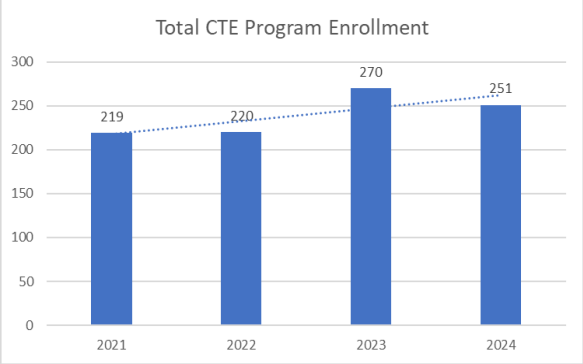

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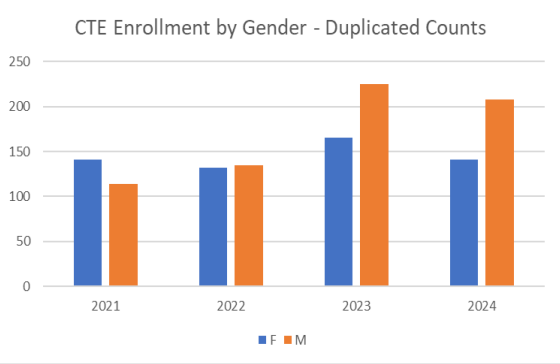

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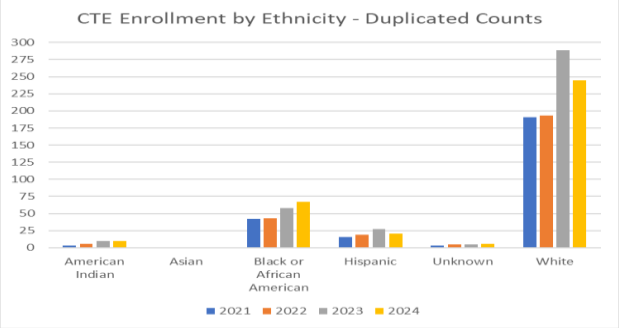

Policy Value: Completion and Student Success

Student success is measured, in part, by SCC program completion and licensure and certification pass rates. Employer satisfaction can be measured by student placement data following completion, through biannual advisory meetings, and also by career enhancement for recent completers.

Licensure/Certification Data/Pass Rates (G1.02.SB)

Nursing programs and COS officially record certification and licensure pass rates due to accreditation requirements. The following table shows the percentage pass rates for current SCC professional programs.

Table 11

Pass Rates by Professional Program - Percentage of Total Students							
Year	SCC CNA Traditional	PN	ADN	OTA	MLT	ST	COS
2021	97%	81%	100%	100%	0%	100%	98%
2022	93.7%	96%	100%	100%	100%	n/a	100%
2023	89.2%	100%	100%	75%	100% SCC	80%	100%
2024	90.9%*	pending	pending	100%	n/a	100%	pending

*Midyear data
(2024 IDFPR Data not available at this time for PN, ADN, and cosmetology)

Completion Trends and Student Success

Allied Health and Nursing

- 100% pass rates in NCLEX-RN (ADN) 2021, 2022, 2023. 100% Pass rate for NCLEX-PN in 2023.
- Nursing and Allied Health programs have seen an upward trend in completions.
- Programs like phlebotomy see students completing only the course and not completing the internship, as students are eligible for employment after completion of the course. This impacts overall completion numbers.
- Nursing programs show stronger completion rates, suggesting effective student support and a clear path to employment. The nursing tutor is critical to the nursing programs.

CTE Programs

- 100% pass rate in IDFPR testing for COS students.
- Skilled trade programs like Welding and HVAC, maintain strong completion rates, indicating high student success and program alignment to industry needs. CBE in welding will further align skill mastering to industry needs.

- Automotive technology has a higher enrollment but a lower completion rate, which may suggest employment opportunities before completion or challenges in program retention. Working toward ASE accreditation and implementing EV curriculum will assist with employment opportunities.
- African Americans and Hispanics saw increased completion rates in CTE programs.

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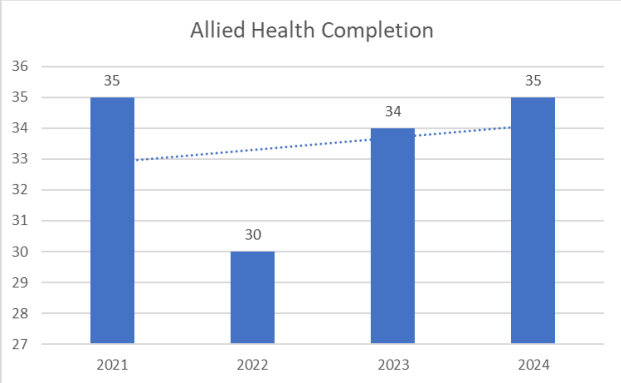

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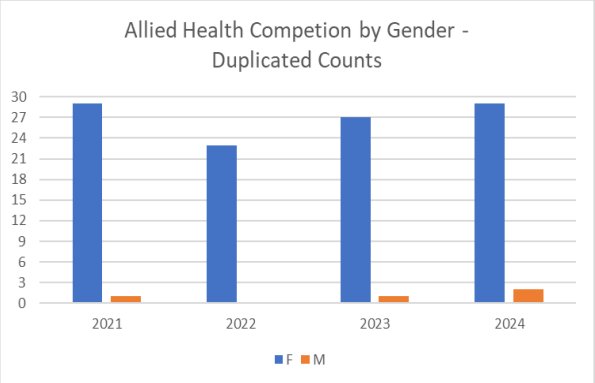

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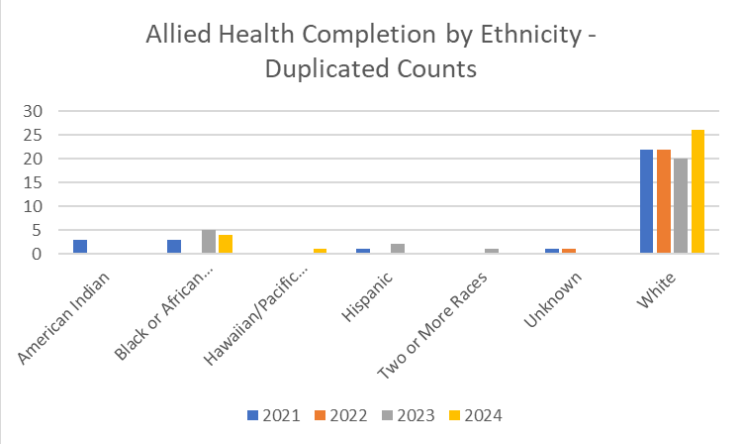

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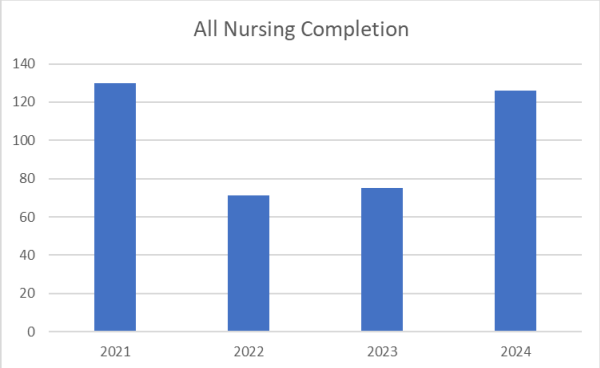

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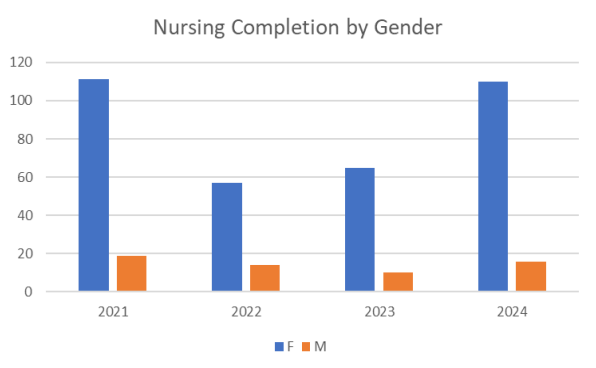

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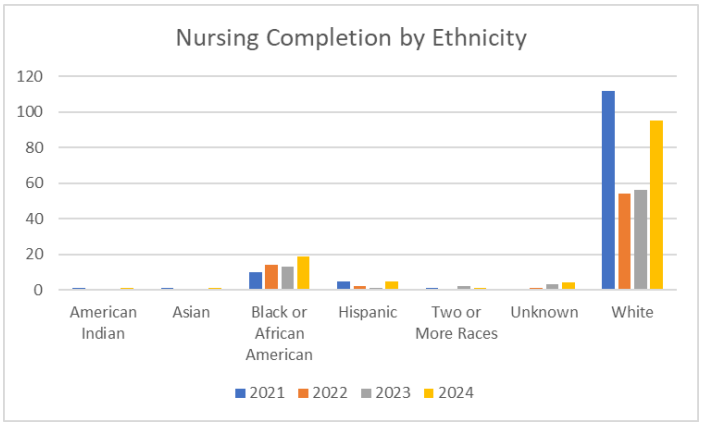

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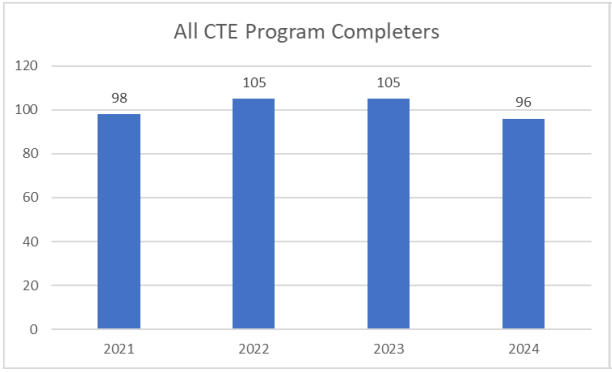

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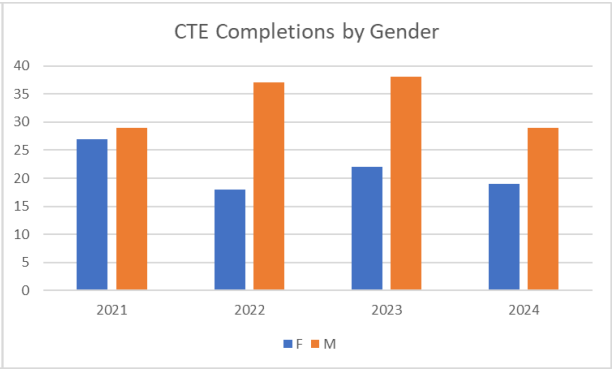

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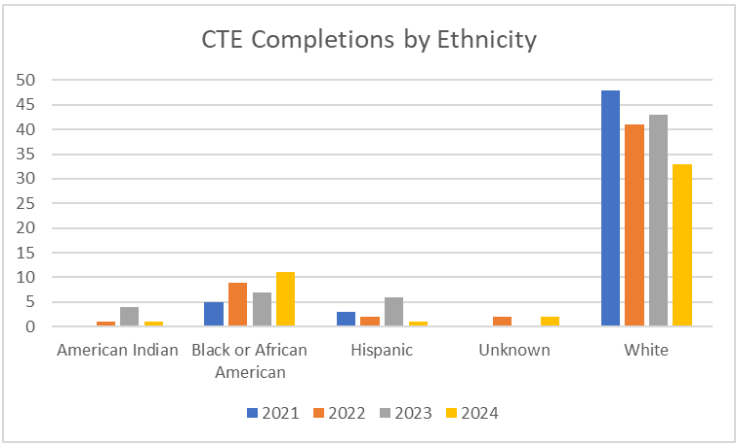

Programmatic Highlights

1. **Nursing and Allied Health:**
    - Achieved 100% NCLEX- PN for PN graduates and NCLEX-RN pass rates for ADN graduates for 2023. ADN reported 100% Pass rates 2021, 2022, 2023.
    - OTA classroom and lab construction at Anna Center; transition finalized from SICCM and ACOTE accreditation successfully transferred. This included changes to MA and CNA classroom and lab spaces.

2. **CTE:**
    - 100% pass rate for COS students
    - DACUM-certified faculty led CBE transitions in Welding and design of CBE Business.
    - Expanded EV technology initiatives funded by the Rev Up EV grant.
    - Offered an evening class and dual credit courses in WEL

3. **Staff and Faculty Achievements:**
    - Dean Amanda Hannan was recognized with the 2024 NISOD Award.
    - Dean Stephenson represented SCC in state and regional initiatives, including the Illinois Emerging Women Leaders Conference.
    - CTE faculty engaged in SCID, WIDS, ACUE, and ASE professional development.
    - AUT faculty furthered certifications in ASE accreditation and EV training. Agriculture faculty received bovine artificial insemination certification.
    - All Allied Health and Nursing full-time faculty, Allied Health Department Chair and Dean of Allied Health and Nursing successfully completed ACUE training to help educators improve their teaching practices and positively impact student success.

Recommendations and Actions for FY2026

- Continue CBE approvals for Business, expand CBE initiatives to IT/Computer, and implement CBE Welding.
- Continue steps toward ASE accreditation, including site review and panel review.
- Submit for Power Sports program approvals.
- Consider working toward a Construction Technician AAS.
- Begin revisions and improvements to the HVAC program if full-time faculty is secured.
- Continue exploration and development of Health Information Technology, Respiratory Therapy, and Emergency Services programs.
- Submit for Patient Care Technician Certificate and Health Science Occupational Certificate as stackable credentials or opportunity for employment locally.
- Work towards MAERB Accreditation for MA program and explore delivery modalities such as rolling start (both Fall and Spring).
- Enhance partnerships for internship and job placement opportunities. Work with Student Affairs on internship placement processes.