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.
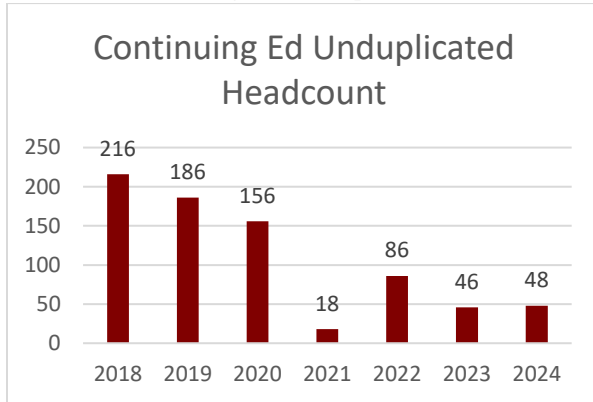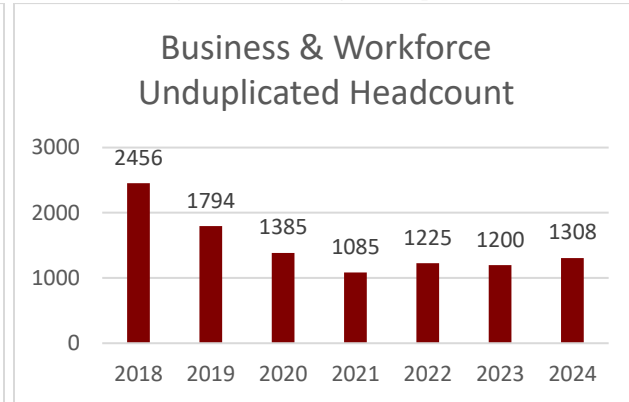
Chart 1. Continuing Ed Unduplicated Headcount   *Chart 2. Workforce Training Unduplicated Headcount*

Continuing Ed Unduplicated Headcount

Year	Headcount
2018	216
2019	186
2020	156
2021	18
2022	86
2023	46
2024	48

Business & Workforce Unduplicated Headcount

Year	Headcount
2018	2456
2019	1794
2020	1385
2021	1085
2022	1225
2023	1200
2024	1308

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   *Chart 4. Percentage from Service Counties*

	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**

Percentage in Service Counties- Continuing Ed

Year	Percentage
2018	68%
2019	55%
2020	50%
2021	83%
2022	86%
2023	89%
2024	90%
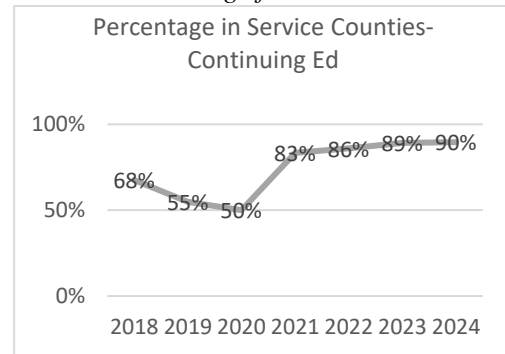
Chart 5. Workforce Training Unduplicated Headcount   *Chart 6. Percentage from Service Counties*

	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**

Percentage in Service Counties- Workforce Training

Year	Percentage
2018	87%
2019	82%
2020	81%
2021	81%
2022	78%
2023	77%
2024	79%
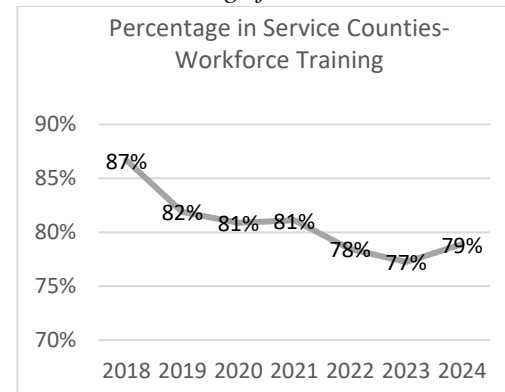
Data Source: SCC CROA Dashboard, Course Enrollment reports, 9/27/24

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

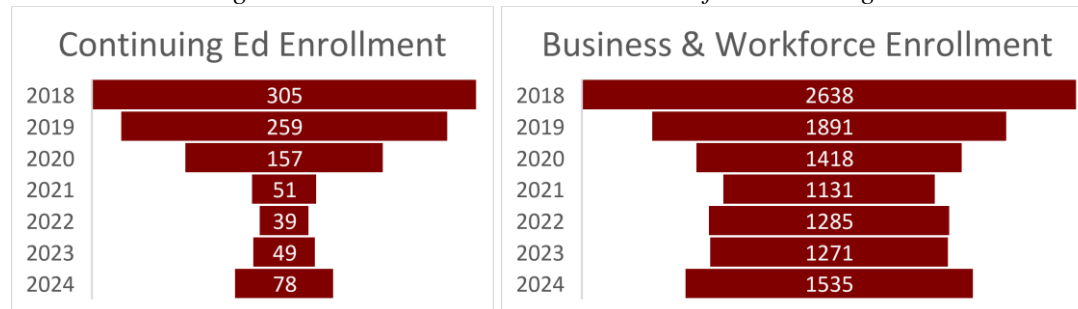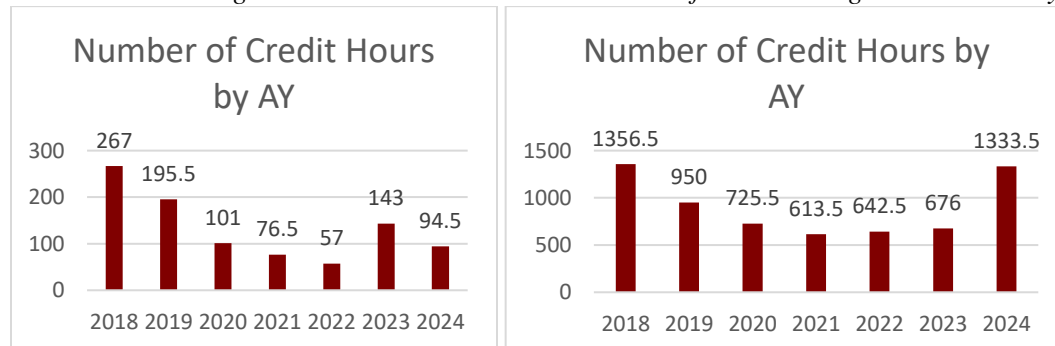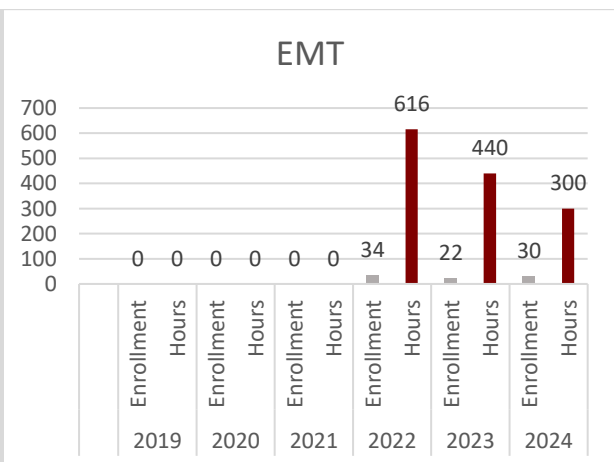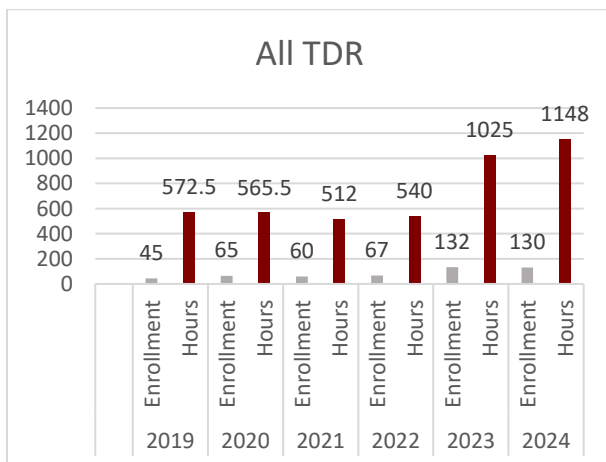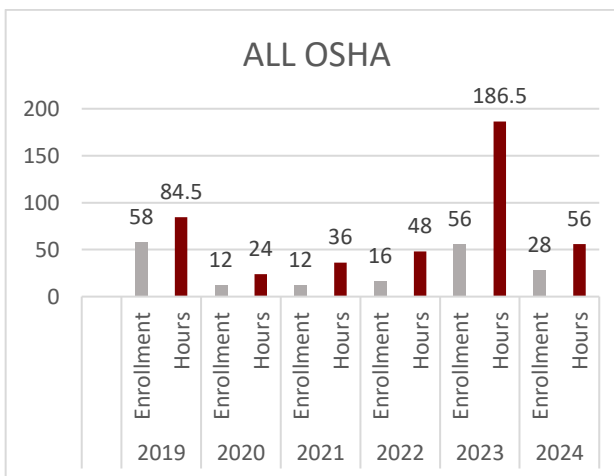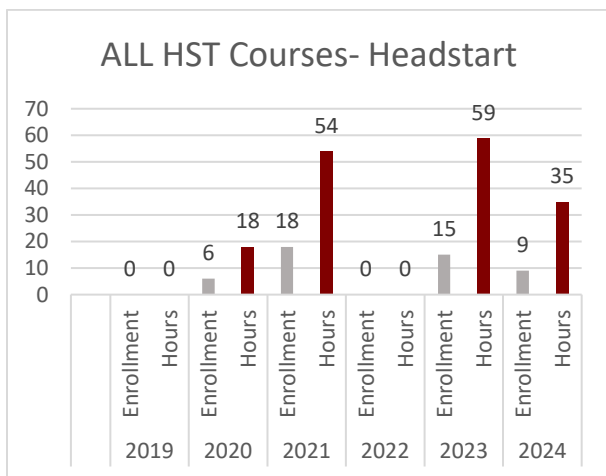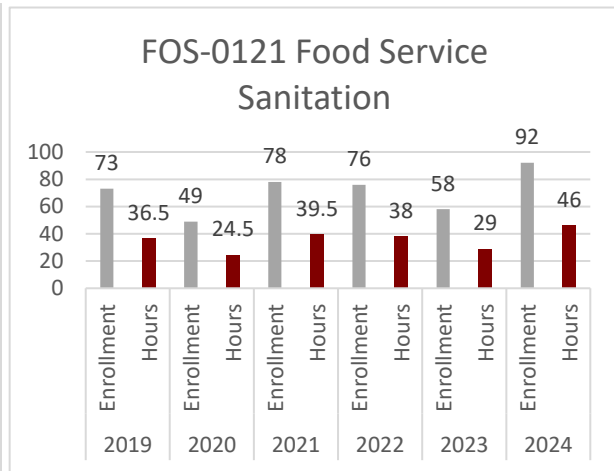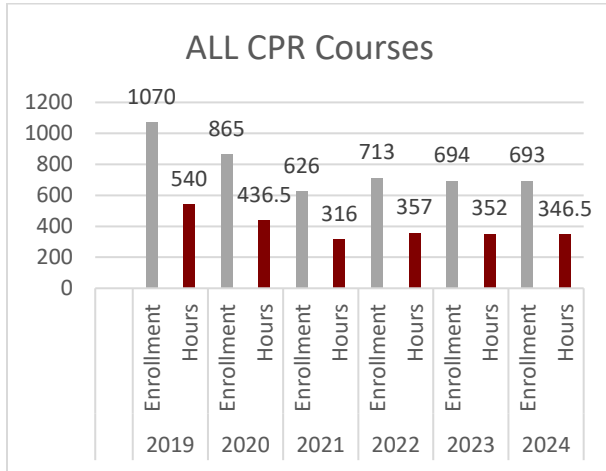*Chart 7. Continuing Education Enrollment*   *Chart 8. Workforce Training Enrollment*

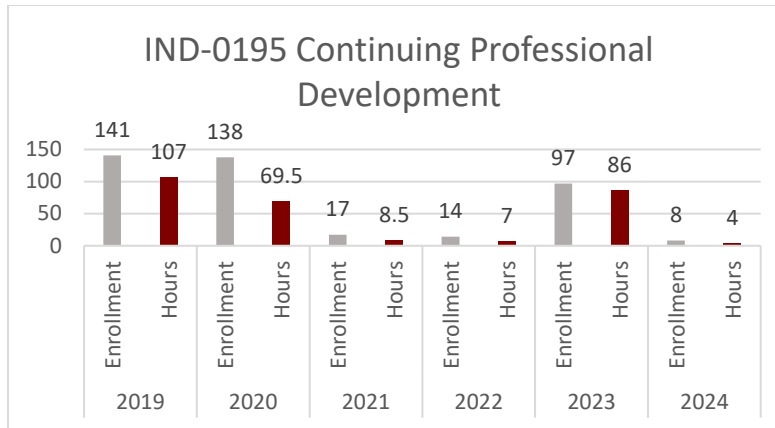*Chart 9. Continuing Ed Credit Hours*   *Chart 10. Workforce Training Credit Hours by AY*

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].

ALL CPR Courses

	Enrollment	Hours
2019	1070	540
2020	865	436.5
2021	626	316
2022	713	357
2023	694	352
2024	693	346.5

FOS-0121 Food Service Sanitation

	Enrollment	Hours
2019	73	36.5
2020	49	24.5
2021	78	39.5
2022	76	38
2023	58	29
2024	92	46

ALL HST Courses- Headstart

	Enrollment	Hours
2019	0	0
2020	6	18
2021	18	54
2022	0	0
2023	15	59
2024	9	35

ALL OSHA

	Enrollment	Hours
2019	58	84.5
2020	12	24
2021	12	36
2022	16	48
2023	56	186.5
2024	28	56

All TDR

	Enrollment	Hours
2019	45	572.5
2020	65	565.5
2021	60	512
2022	67	540
2023	132	1025
2024	130	1148

EMT

	Enrollment	Hours
2019	0	0
2020	0	0
2021	0	0
2022	34	616
2023	22	440
2024	30	300

IND-0195 Continuing Professional Development

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
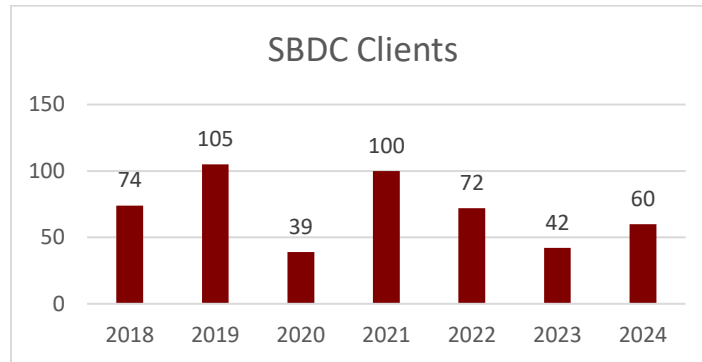
Data Source: Neoserra Database, 10/24/24

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).