



## Board Monitoring Report

### B1004 Professional Programming

March 2024



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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.

Some areas of focus for 2022-2023 include:

- Competency-Based Education Welding (G2.O5.SF)
- Transfer Occupational Therapy Assistant Program accreditation (granted October 2023) upon the dissolution of Southern Illinois Collegiate Common Market on June 30, 2024 (G1.O2. ST)
- Upgrade Automotive lab in furtherance of alignment with Automotive Service Excellence (ASE) accreditation. (G1.O2.SC)
- Increase capacity and offerings in the welding program and make equipment upgrades (G1.O2.SP)
- Expand program offerings within the Allied Health division by introducing new initiatives (Phlebotomy) and exploring prospective opportunities for the future.
- Utilize PATH grant funding to add an Anatomage table to the nursing department to integrate innovative technological solutions into nursing and allied health curriculum (G1.O2. SE)



Student success is manifested through three key areas: First, our stakeholder-informed curriculum ensures that students receive education aligned with industry needs, fostering their readiness for real-world challenges. Next, enrollment in successful high-need, living wage programs equips students with the skills and qualifications demanded by today's competitive job market, setting them on a path towards sustainable careers. Finally, high licensure and certification pass rates, coupled with successful job placements, signify the culmination of our commitment to empowering students with the knowledge, tools, and opportunities they need to thrive in their chosen professions.

## 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**

- Students benefit from relevant and evolving curriculum.
- Curriculum is informed by employer, educational partner, and economic development professional input.
- Students receive superior value when they are able to obtain professional certification and/or licensure after completing a course or program of study

### **Advisory Councils**

Advisory council meetings are conducted twice annually, aligning with grant and industry requirements (G1.O3.SA; G4.O2.SB) to ensure curriculum is informed by employer, educational partner, and economic development professional input.

*Nursing and Allied Health.* Advisory meetings are a combined meeting with breakout sessions in April and October and include SCC faculty and staff, clinical partners, and community partners. SICCM programs individually host annual advisory meetings with clinical partners and community stakeholders, involving the SCC allied health chair and dean. Occupational Therapy and Medical Lab Technology programs hold May advisory meetings, while Surgical Technology convenes in December.

*Career and Technical Education.* Advisory meetings are held twice annually for each occupational area and are composed of business and industry partners. Most recently, competency-based education has been at the forefront of discussion. Recognizing a need for increased business and industry relationships, efforts are underway to enhance outreach and development moving forward in preparation for upcoming meetings.



## High Need, Living Wage Careers

The [SCC Labor Market Report](#) shows the alignment of our programs to the need and living wage in our service area and surrounding region. The majority of the programs are high need, living wage occupations in our service region, including:

- Healthcare Occupations-
  - Licensed Practical Nurse (\$18.65 entry)
  - Occupational Therapist Assistant (\$20.79 entry). This is also noted as one of the highest paying occupations within our labor market area.
- Transportation & Material Moving Occupations
  - Truck Driving
- Installation, Maintenance & Repair Occupations
  - Electrical/Electronics Installers & Repairers- Transportation Equipment (\$21.26 entry). This is also noted as one of the highest paying occupations within our labor market area.
    - Our Automotive program is aligned to this occupation.
- Computer & Mathematical Occupations-
  - Computer Network Specialist (\$19.44 entry)
    - Our Information Technology program is aligned to this occupation.

Medical Assistant, Medical Coder, Medical Coding Specialist, and Certified Nursing Assistant programs are not considered High Need, Living Wage occupations per the most recent Labor Market Analysis, primarily due to the low entry wage. While those are not considered high need/living wage careers, they remain an entry point into other health career opportunities and several are among the largest occupations in the area. Among the CTE division, Basic Residential Electricity and Cosmetology are considered among the largest occupations in the area, but are not considered a high need, living wage career.

The SCC Labor Market Report has provided insight into the programs that would benefit the region and are currently being explored for future design and implementation.

## Employment Readiness

Determining needs within the SCC service area is a critical step to meet the needs of the community while also providing a living wage to citizens. The annual Labor Market Analysis completed by Institutional Effectiveness and the feedback we receive from employers at the advisory council meetings inform these needs. We have designed an employee survey that asks our service area employers about the readiness of our graduates. To date, we have not launched the survey but intend to devise a plan to do so.



## Work-Based Learning Opportunities

Work-based learning opportunities play a vital role in enhancing students' educational experiences and preparing them for real-world expectations within their fields. In our Stakeholder-Informed Curriculum model, these opportunities serve as a bridge between classroom learning and practical industry demands. Through clinicals, internships, practicums, and work-based learning experiences, students in both Allied Health & Nursing and Career and Technical Education (CTE) programs gain hands-on insights directly relevant to their professions (Table 1). These experiences not only enrich the curriculum but also ensure that students are well-prepared to meet industry standards and excel in their chosen careers, aligning with the overarching goal of SCC to provide superior value and relevance in education.

Table 1. Work-Based Learning Opportunities at SCC

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

## Alignment to Industry Standards

Alignment of our programs to the accepted industry standards ensures our students can carry out the standard functions and operations in their respective fields. It is the goal of SCC to make sure all professional programs are aligned to their industry standards and can obtain the associated recognitions and/or accreditations when applicable. We are working with the Curriculum Development Manager to identify these standards and align our programs in WIDS, a software program. (G1.O3.SA).



## **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.**

- Students benefit by engaging in the College's professional courses, certificates, and degrees.
- Students receive value by enrolling in the College's professional (i.e. career technical education) courses.
- Professional Programming aligns with the Board Strategic Outcomes.

### **Align with advanced professional degrees at college and universities**

[Articulation Agreements](#) exist to improve the transfer process between SCC and area universities (G1, O1, SB). Nursing and Social work have intergovernmental articulations or transfer pathways with McKendree University, Murray State University, Southern Illinois University - Edwardsville, and Southern Illinois University - Carbondale. Additional articulations are being explored. Career and Technical Education (CTE) in Accounting, Agriculture Business and Management, Automotive, Criminal Justice, Business Management, Construction Management, Fish and Wildlife Management, Computer System and Security Specialist, and Heating/Ventilation/AC/Refrigeration have intergovernmental articulations with area universities including Southern Illinois University Carbondale and McKendree University.

### **Trends in Professional Programming Enrollment**

- Allied Health program enrollment is increasing (Table 2).
- Nursing enrollment is not at capacity. There is not a consistent reason for this. One suggestion from the ACEN accreditation process was to address the 3-semester prerequisite track to nursing (Table 3).
- Working with the science department, we were able to drop a prerequisite course (BIO 115) with a condition of continuing to strongly recommend students to take it, specifically if they were coming out of high school.
- For FY23, the science department created an accelerated Anatomy and Physiology I&II track that has become a popular track for pre-nursing students, allowing some the opportunity to complete prerequisite courses in as little as 1 semester. We will follow the success of that pathway



- Nursing and Allied Health programs have seen an increase in male enrollment (Tables 6 and 7).
- In looking at data presented, 2020 and 2021 are not reflective of actual practical and associate degree nursing enrollment. The process of placing students in programs in Colleague has since been refined.
- CTE enrollment among males has increased at a higher rate than females, mostly attributed to increased enrollment in the welding program (Table 10).
- In Fall 2023, Welding and Truck Driving were at capacity. A night section was added to Welding to accommodate the demand.
- Enrollment in Business courses is not at capacity. Due to lack of a full-time faculty member in this area, many of the courses are not online. This is not the preferred method of modality.

### Nursing and Allied Health Programs

Table 2. Allied Health Enrollment

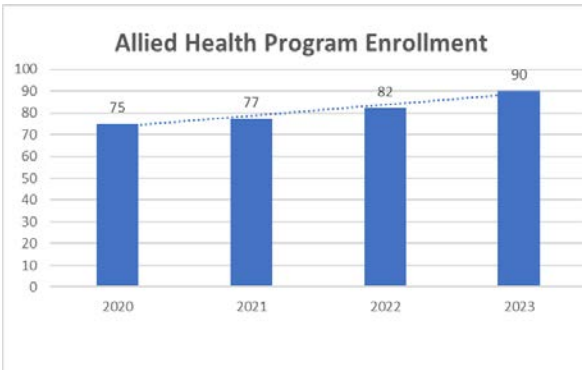


Table 3. Nursing Enrollment

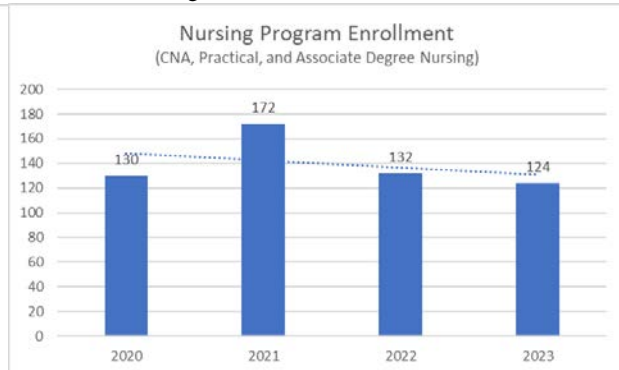


Table 4. Allied Health Enrollment by Ethnicity

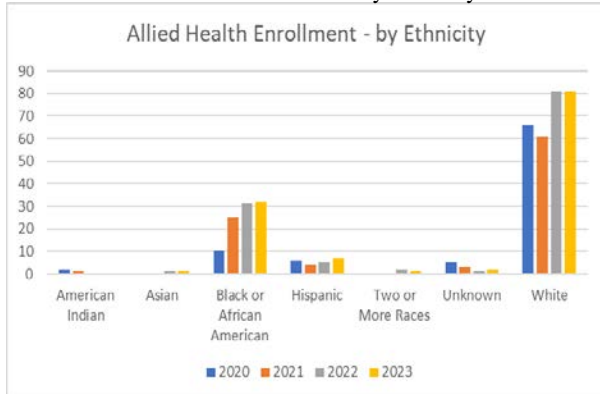


Table 5. Nursing Enrollment by Ethnicity

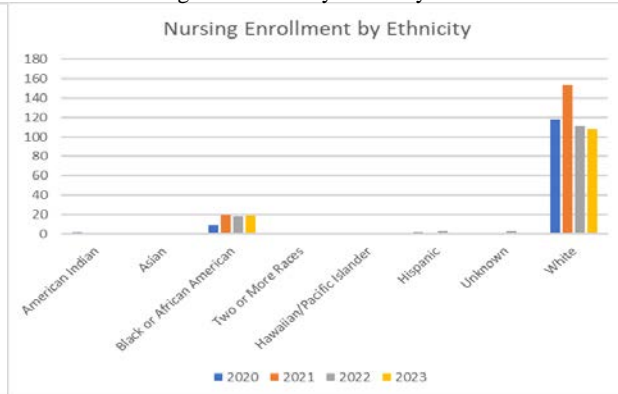






Table 6. Allied Health Enrollment by Gender

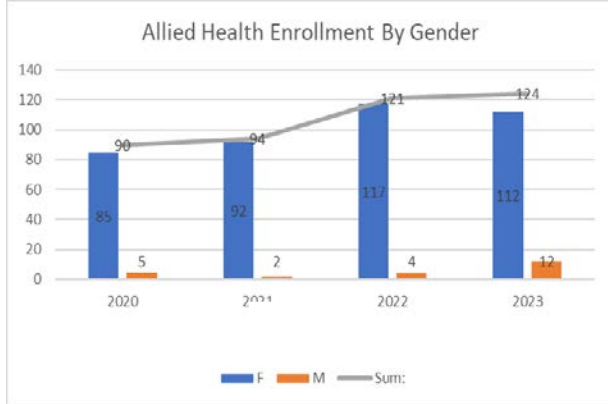
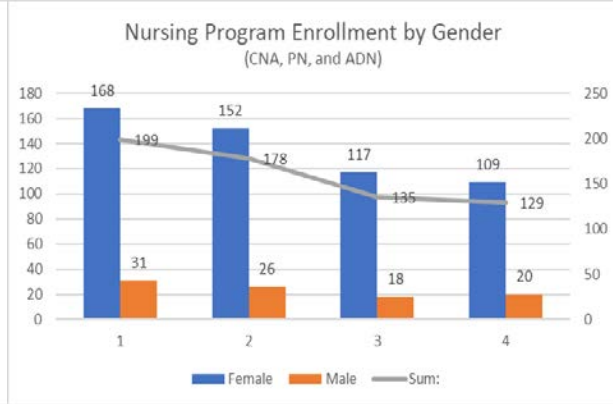


Table 7. Nursing Enrollment by Gender



## Career and Technical Education Programs

Table 8. CTE Enrollment Overall Enrollment

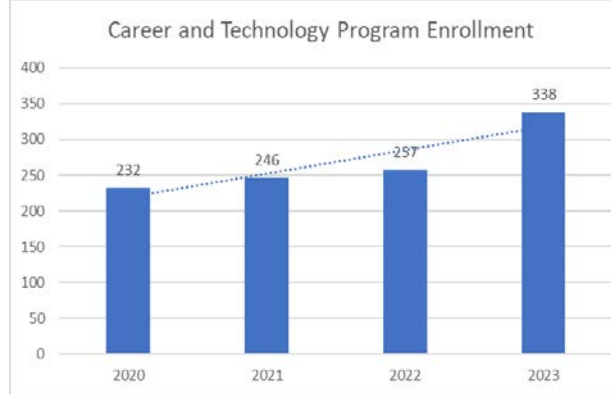


Table 9. CTE Enrollment by Ethnicity

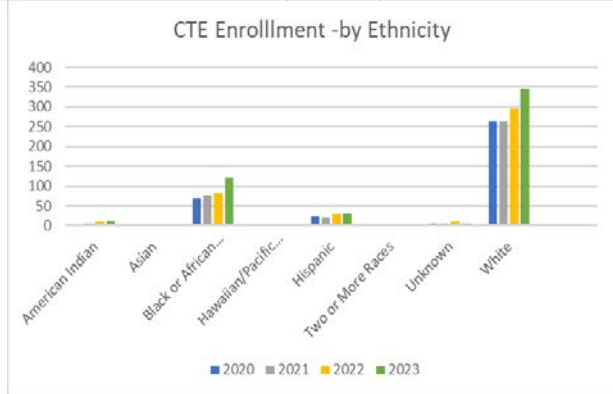
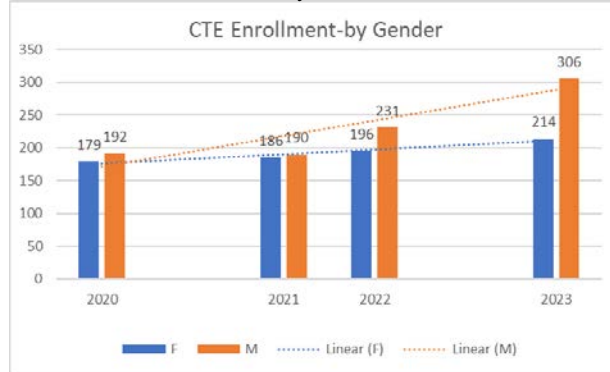


Table 10. CTE Enrollment by Gender





## Policy Value: Completion and Student Success

- Students receive greater value when they receive a living wage in a high skill-high demand career located within the district after completion at SCC.
- Students are well positioned for job growth when their professional course, certificate, and/or degree align with advanced professional degrees at colleges and universities.
- Clear transfer pathways towards advanced professional degrees increases career flexibility/mobility.
- Students receive enhanced job skills, employment, and or promotion in careers located within the district after completion at SCC.

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 and Pass Rates

Certificate/Licensure Pass Rates (G1.O2.SB) are monitored for all nursing programs and SICCM programs due to accreditation requirements. Cosmetology is the only CTE program that officially records Certificate/Licensure Pass Rates. An analysis of the pass rates reveals that in most programs, SCC students are well- prepared to pass the exams. The following table (Table 11) shows the percentage pass rates for current SCC professional programs.

Table 11. Pass Rates for Professional Programs

Pass Rates by Professional Program - Percentage of Total Students								
Year	SCC CNA Traditional	Dual- Credit CNA (avg)	PN	ADN	OTA	MLT	ST	COS
2020	100%	76.5%	95%	81%	100%	100%	50%	99%
2021	97%	95.3%	81%	100%	100%	0%	100%	98%
2022	93.7%	97%	96%	100%	100%	100%	n/a	100%
2023	**87.5%	**92%	100%*	100%*	pending	pending	56%*	pending

\*Unofficial - IDFPR releases official pass rates in late February 2024; other programs released after February of each year.

\*\* INAT mid-year cluster report only; dual-credit is the average of all area Five-County Regional Vocational programs



## Career Placement

Practical and Associate Degree Nursing, Medical Lab Technician, and Surgical Technology programs monitor placement data, due to requirements of accreditation bodies. At present, 80% or more of SCC practical nursing students choose to advance their nursing career by application to an Associate Degree in Nursing (ADN) program. 100% of SCC's nursing graduates become employed or attend BSN programs upon completion of the Associate Degree in Nursing.

Placement Data for the truck driving program is provided through student internship opportunities. While the data is sometimes incomplete due to student submission, at least 75% of students that receive their CDL obtain employment post program completion. Efforts are being made in the other CTE programs to improve placement data. SCC has added Career Coach for current job listings and resume building. Advisers and the Coordinator of Career Services have also increased participation at the industry advisory board meetings to expand strategic partnerships for internship, apprenticeship and job placement opportunities (G4.O5.SA).

## Nursing Completions

Table 12. Allied Health Overall Completion

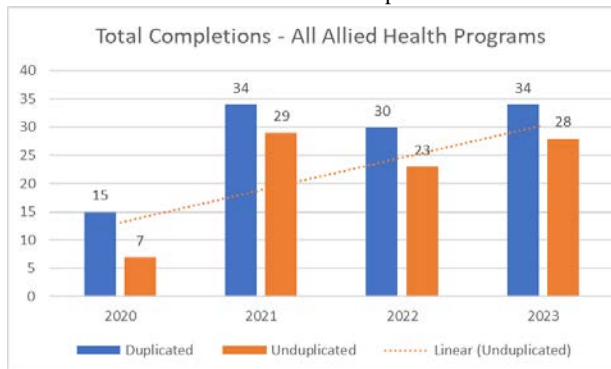


Table 13. Nursing Overall Completion

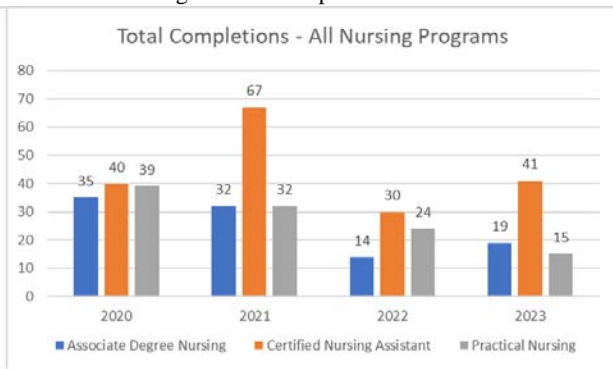


Table 14. Allied Health Completion by Gender

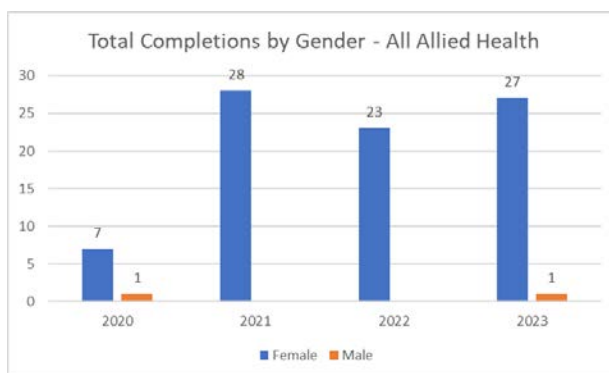


Table 15. Nursing Completion by Gender

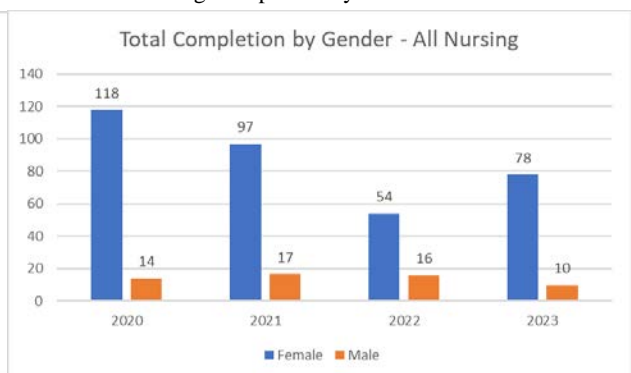




Table 16. Allied Health Completion by Ethnicity

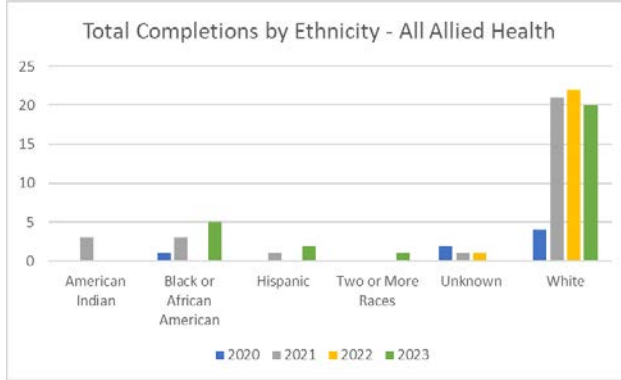
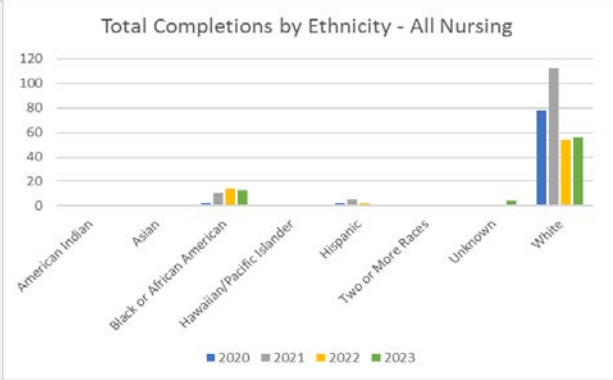


Table 17. Nursing Completion by Ethnicity



## CTE Completions

Table 18. CTE Overall Completion

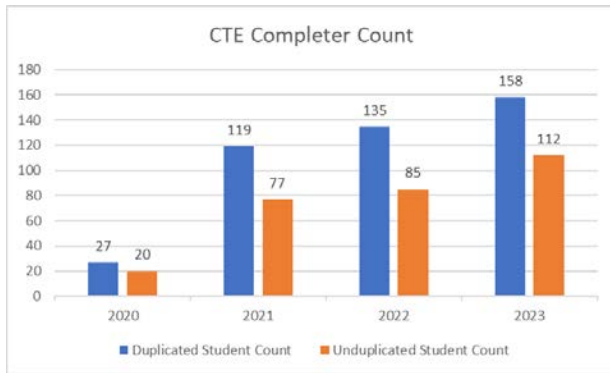


Table 19. CTE Completion by Gender

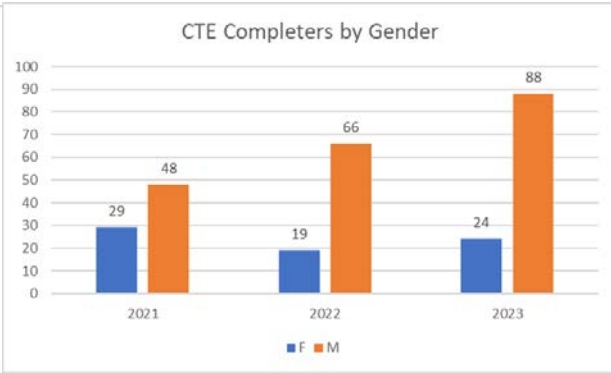
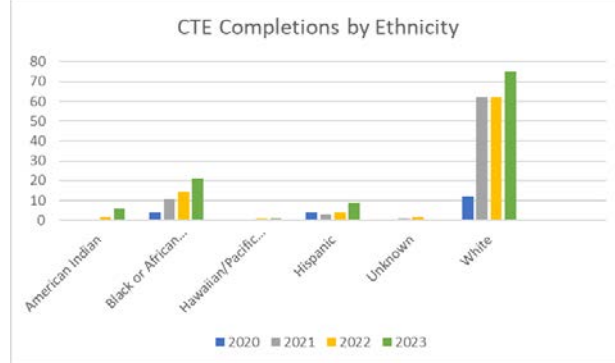


Table 20. CTE Completion by Ethnicity





## Student Entrance Intent

Understanding student entrance intent is pivotal for tailoring program offerings and support services to meet diverse needs. The majority of SCC students aim to enhance skills for current or future employment, while some prepare for transfer to other institutions. A minority pursue programs out of personal interest or for non-career-oriented skill development. Acknowledging and aligning with these intentions allows SCC to enhance programs and support structures, facilitating successful transitions into the workforce or higher education (Table 21).

Table 21. Student Entrance Intent

Entrance Student Intent	2020	2021	2022	2023	2024	Sum:
To prepare for transfer	151	110	103	85	80	529
To improve skills for my present job	321	295	348	321	277	1562
To prepare for a future job immediately after attending SCC	231	223	234	291	251	1230
To prepare for the High School Equivalency test or improve basic academic skills	4	6	9	5	3	27
For personal interest/self-development—not career oriented	48	50	42	68	40	248
Unknown/Other	45	54	50	71	44	264

## Trends in Completion

- Often, completions are the measure used to determine student success. However, many of our students enter SCC with the goal of completing one or more courses to increase their skills to obtain a job immediately after taking the courses. Therefore, we cannot look at completion data alone to measure whether students obtained their goals (Table 21).
- A goal of CBE (competency-based education) in the area of CTE, is to create multiple entry and exit points in a program. This will allow students to complete programs at their own pace and to overcome completion barriers that might arise in a non CBE based curriculum.
- Data for 2022 and 2023 are more accurate and reflective of actual numbers due to improvements in the ways we collect and report our data, whereas previous years have not fully captured the accurate data needed. For some programs, such as associate degree and practical nursing, these accurate numbers are captured in annual reports submitted to [IDFPR](#) and ACEN. (Table 13) Note: Nursing programs are defined by the accreditors by a different annual cycle than the academic year.
- A key part of success within the nursing programs is the addition of the nursing tutor. This role has been pivotal in assisting students to successful completion of the



program. Data from the nursing tutor will be placed in monthly board reports to show the impact for the FY25 academic year.

- Improving the lab spaces and utilizing advanced technology and equipment boosts student engagement and academic success among professional programs.

### **Programmatic Highlights**

- Associate Degree and Practical Nursing Accreditation Commission on Education in Nursing (ACEN) Initial Accreditation (October 2022) reaffirmed in June 2023
- Associate Degree Nursing 100% Pass Rate (IDFPR, 2022)
- The PATH grant supported Nursing and Allied Health students and allowed for the purchase of a second Anatomage Table at the college
- Added a Phlebotomy short-term certificate program and additional internship opportunities
- Planned for the acquisition of the Occupational Therapy Assistant (OTA) program upon the dissolution of SICCM
- Cosmetology 100% Licensure Rate
- Welding Program at full capacity
- Equipment Purchases and Improvements were made in the Auto Technology Lab and progress toward Automotive Service Excellence (ASE) accreditation.
- Added Truck Driving equipment and staff utilizing the Congressional Member Spending Authorization
- Began the transition to CBE in the welding program

### **Recommendations and Actions for Consideration**

- Complete transfer of OTA Accreditation (ACOTE) for FY25
- Submit for ICCB CBE Approval for Welding
- Begin CBE Design Process for Business
- Continue Development of Health Information Technology Associate of Applied Science degree
- Explore addition of Respiratory Therapy and Biomedical Engineering program
- Expand Allied Health offering to include EKG and Patient Care Technician short-term certificate programs
- Develop and offer short-term CDL program for industry
- Explore the addition of mobile State Police Training Academy