Professional Programming Monitoring Report

Reporting Period: July 1, 2024 through June 30, 2025 (FY25)

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Professional Programming Monitoring Report

Policy Linkage: B1004 Professional Programming
SCCES Alignment: Student Success; Infrastructure Effectiveness
HLC Alignment: 3C, 3D, 4A, 4B

Policy Restatement & Values

Professional programming is central to the College's mission of preparing students for entry-level employment, industry-recognized apprenticeships, and sustained career advancement through credit-bearing career and technical education pathways. These programs provide students with applied learning opportunities that lead to credentials, licensure, and workforce entry aligned with regional labor market needs and community prosperity.

The Board recognizes that:

- Students value professional programs that lead to recognized credentials, licensure, and meaningful employment aligned with their field of study.
- The community values career pathways that support economic mobility, workforce participation, family stability, and regional economic vitality.
- Education partners value alignment of professional credentials and pathways that support stackable credentials, continued education, and long-term career flexibility.
- Employers value graduates who possess relevant technical skills, professional competencies, and readiness to contribute in evolving work environments.

The Board further affirms that professional programs should be aligned to high-wage, high-demand employment opportunities within the College's regional labor market that support the ability to earn a life-sustaining wage.

Board Expectation:
To honor these values, the Board expects Professional Programming to produce measurable results in credential attainment, employment placement in field of study, employer satisfaction, and licensure and certification pass rates; as evidenced through annual Monitoring Reports aligned with SCCES Key Performance Measures and used as the primary evidence base for evaluating progress toward Board Policy B1004 – Professional Programming.

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Key Performance Measures – Evidence of Results

KPM Select from List (i)	Indicator(s)	Target / Benchmark	Results (FY25)	Trend Select from List (i)	Interpretation
Credential Attainment Rates	Number of AAS degrees awarded Number of certificates awarded (Optionally, later) % of cohort completing AAS (Optionally, later) % of cohort completing certificates	Prior-year institutional performance Alignment with workforce credentialing expectations for regulated and workforce-responsive programs	Across FY23–FY25, CTE, Nursing, and Allied Health programs collectively produced consistent annual credential awards. CTE programs accounted for a significant proportion of certificate completions, reflecting short-term and workforce-entry credential structures. Nursing and Allied Health associate degree completions remained stable within cohort-based and capacity-regulated programs.	Stable →	Credential attainment results across FY23–FY25 demonstrate sustained institutional capacity to support student completion in professional and technical programs aligned with workforce demand. Program completion equates to credential attainment in most programs. Stability across CTE, Nursing, and Allied Health reflects effective presidential oversight of instructional capacity, program mix, and resource alignment. Results are consistent with Board expectations for credential attainment under Policy B1004.

|					
Employment Placement in Field of Study	Percentage of Professional Programming graduates employed in occupations related to their field of study within a defined post-completion period	Alignment with regional labor market demand Placement in occupations related to program of study	Aggregated employment outcomes indicate that a majority of Professional Programming graduates obtained employment aligned with their field of study. Year-to-year variation reflects external labor market conditions, program length, and data-collection maturity rather than systemic decline in workforce alignment.	Mixed Trend (↑↓)	Employment placement results across FY23–FY25 indicate continued alignment between Professional Programming and regional workforce needs, despite variability influenced by labor market dynamics and evolving data systems. Overall outcomes (based on limited data) support the conclusion that graduates are entering field-related employment consistent with Board expectations. Data can be collected in a more formalized and cohesive manner across the professional programs and the new Navigate system will allow for improved collection through completer surveys. The observed mixed trend reflects contextual factors rather than diminished institutional effectiveness and remains aligned with Policy B1004.
Employer Satisfaction	Employer feedback regarding graduate preparedness, technical competency, and workforce readiness	Sustained employer satisfaction with graduate preparedness Evidence of ongoing employer engagement and advisory input	Employer feedback collected through advisory engagement reflected generally positive satisfaction with Professional Programming graduates. Employers reported or stated	Stable →	We would classify this as Stable to Emerging consistency. Employer satisfaction results across FY23–FY25 indicate sustained confidence in the preparedness of Professional Programming graduates. Consistent positive feedback supports the conclusion that institutional leadership has maintained effective employer engagement and program relevance. Feedback can be captured in a more formalized and cohesive manner across professional programs. These outcomes align with Board expectations for employer-responsive professional programming under Policy B1004.

			that graduates possess relevant technical skills and professional behaviors needed for entry-level employment.		
Licensure/Certification Pass Rate	Aggregate licensure and certification exam pass rates for applicable Professional Programming graduates	Applicable accreditor, licensure, and regulatory standards	Nursing programs (CNA, PN, ADN) consistently met or exceeded applicable licensure benchmarks throughout the reporting period. CTE and Allied Health programs requiring external certification demonstrated acceptable to strong pass rates aligned with professional standards.	Stable →	We would classify this as stable to increasing. Licensure and certification outcomes across FY23–FY25 demonstrate sustained instructional quality, regulatory compliance, and effective academic oversight across Professional Programming. Consistent performance relative to external standards reflects institutional systems and leadership practices aligned with Board expectations for professional readiness and public accountability.

Detailed results for each Key Performance Measure, prepared in accordance with the approved Monitoring Report structure, are provided on the following pages.

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KPM: Credential Attainment Rates

CTE Completion by Program (FY23-FY25)
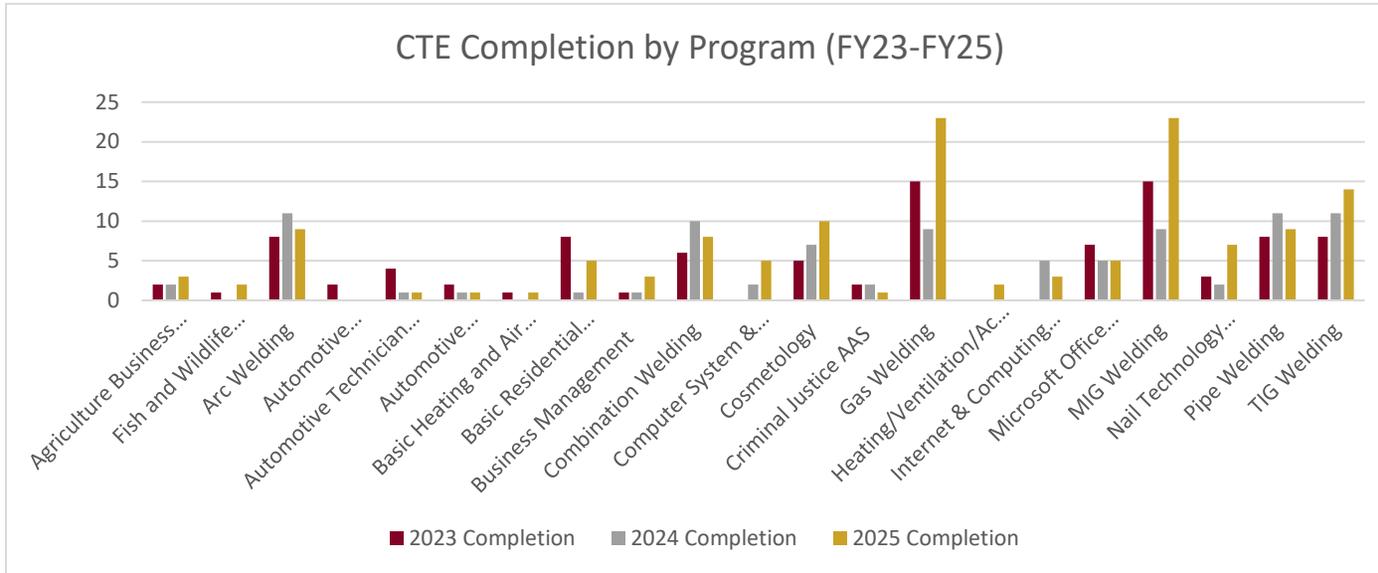
Chart 1 – Credential Attainment Rate (program completion) Technical Programs

Allied Health Program Completion (FY23-FY25)
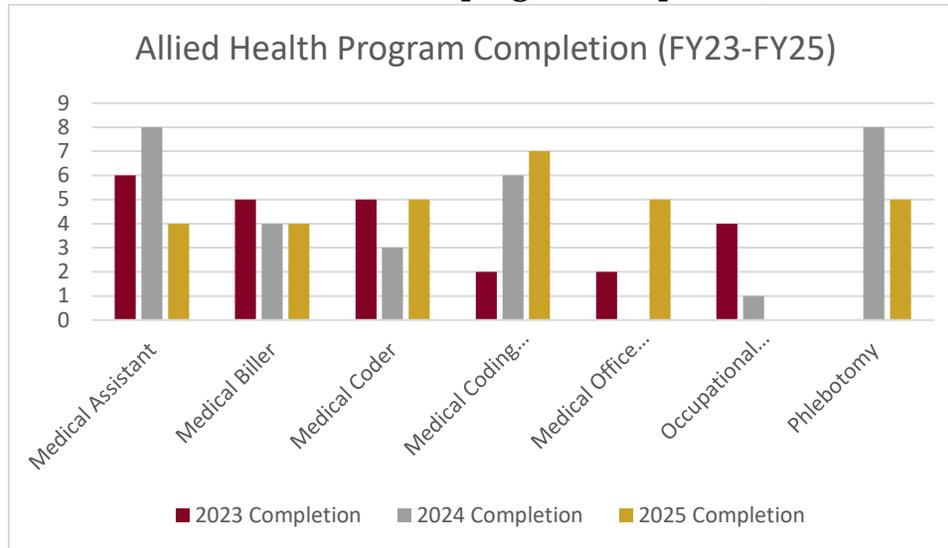
Chart 2 – Credential Attainment Rate (program completion) Allied Health Programs

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Nursing Programs Completion (FY23-FY25)

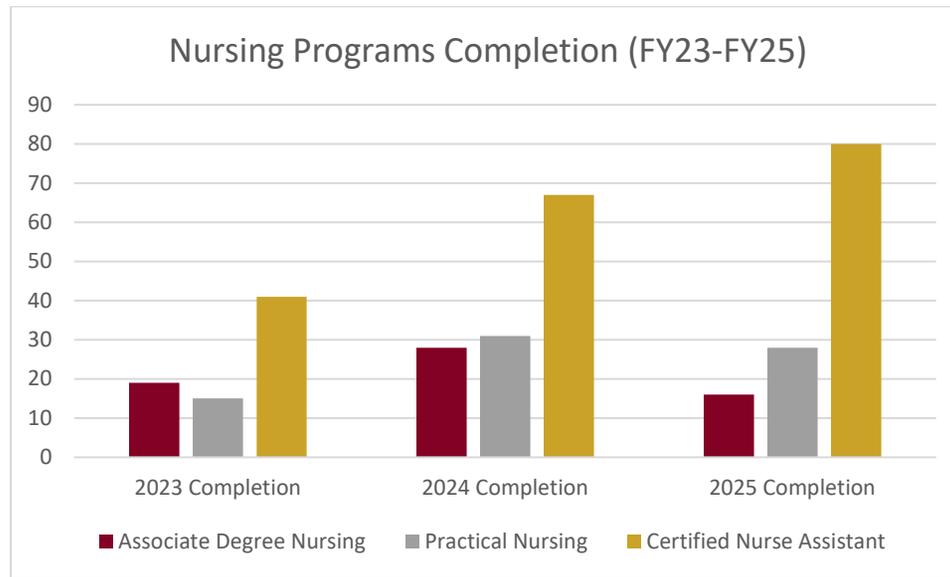**Chart 3 – Credential Attainment Rate (program completion) Allied Health Programs**

Outcome (FY25)

In FY25, Career and Technical Education, Nursing, and Allied Health programs collectively produced a substantial number of certificates and associate degrees aligned with workforce-entry and professional pathways. Certificate awards represented a significant portion of completions, particularly within CTE and Allied Health programs, while Nursing credential production reflected cohort-based and capacity-regulated pathways.

Interpretation

FY25 credential attainment results indicate that the College maintained effective systems to support student completion in professional programs aligned with workforce needs. Outcomes reflect appropriate institutional oversight of instructional capacity, program structure, and completion pathways, consistent with Board expectations for credential attainment under Policy B1004.

KPM: Employment Placement in Field of Study
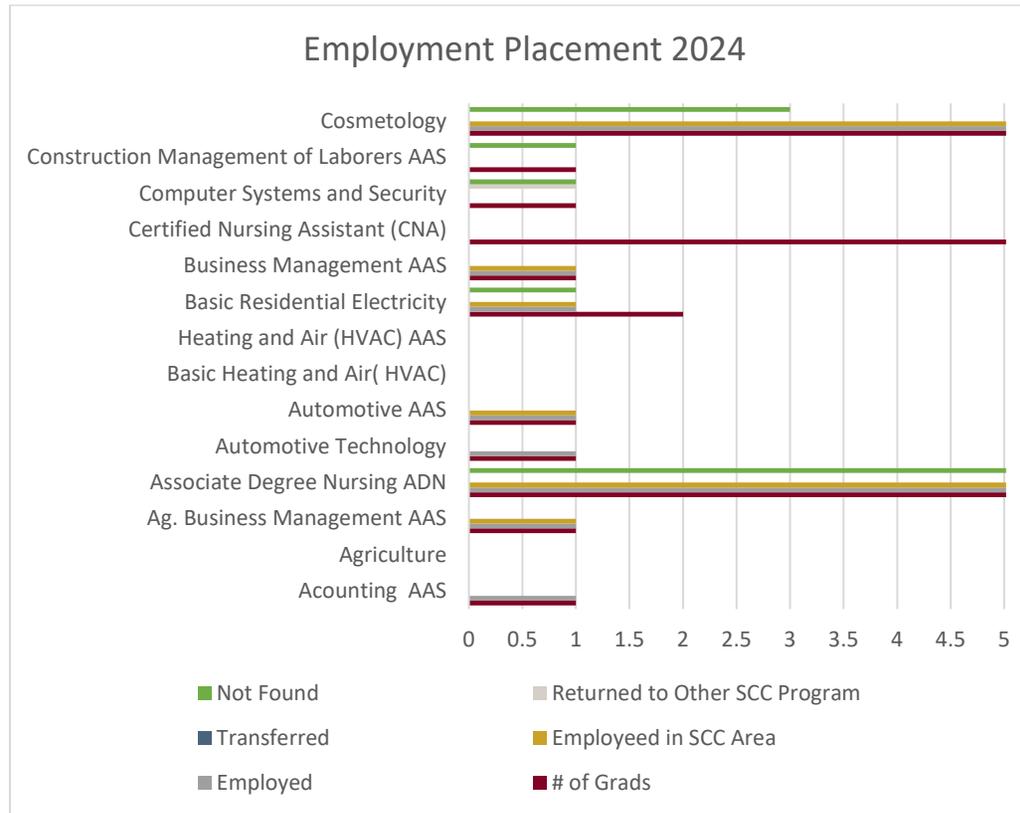
Chart 4 – Employment Placement in Field of Study (Incomplete data as collection is ongoing

Outcome (FY25)

In FY25, graduates from Career and Technical Education, Nursing, and Allied Health programs obtained employment in occupations related to their field of study. Employment outcomes reflect alignment between program offerings and regional labor market demand across professional and technical disciplines.

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Interpretation

FY25 employment placement outcomes support the conclusion that Professional Programming continues to prepare graduates for workforce entry in field-related occupations. Results were based upon intership and clinical evaluation and indicate alignment with Board expectations for workforce responsiveness and employment readiness under Policy B1004. Shawnee Community College recognizes the importance of accurate, timely data related to student completers and graduates in order to support compliance reporting, program evaluation, and continuous improvement.

Recommendation

At present, institutional systems do not consistently capture post-completion outcomes or maintain updated graduate records in a centralized manner. This limitation is primarily due to historical process design and legacy data systems rather than a lack of institutional commitment. To strengthen data integrity and improve long-term student and graduate engagement, SCC recommends the following coordinated enhancements:

- Required graduation digital application survey to capture up to date contact information post completion or transfer
- Explore expanded use of Navigate CRM system for graduate, completer outreach and updated employer data and outreach to employers
- Transition of graduate data to SCC Foundation 6 months following transfer or graduation

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KPM: Employer Satisfaction
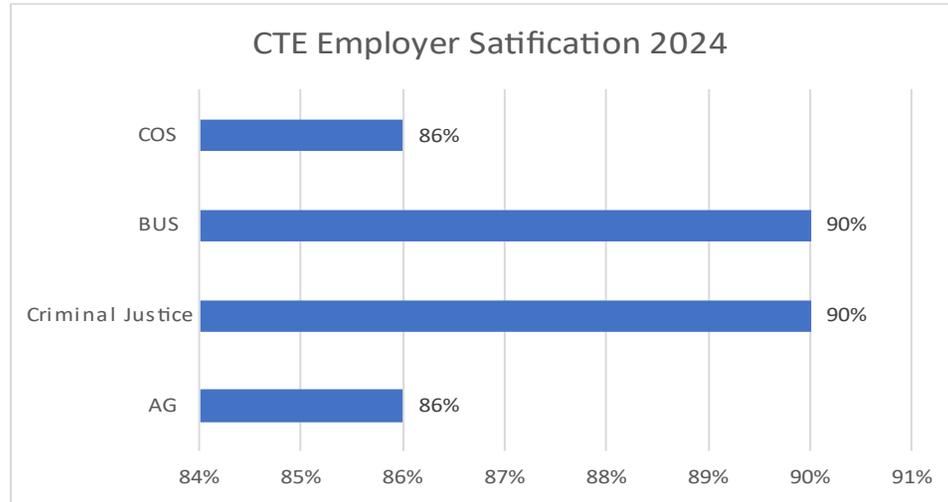
Chart 5 CTE Employer Satisfaction
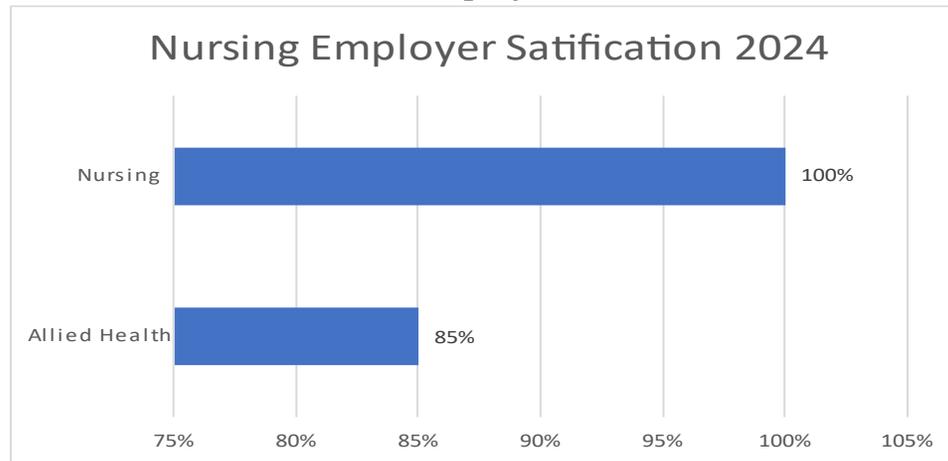
Chart 6 – Employer Satisfaction Bursing and Alied Health

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Outcome (FY25)
Employer feedback collected during FY25 through advisory committees and employer engagement activities and internship surveys indicated general satisfaction with the preparedness of progressing students and graduates from CTE, Nursing, and Allied Health programs. Employers reported that progressing students and graduates demonstrate relevant technical competencies and appropriate workplace readiness for entry-level roles.

Interpretation
Employer satisfaction results for FY25 indicate that Professional Programming remains aligned with employer expectations across technical and healthcare disciplines. Sustained positive feedback reflects effective institutional leadership in maintaining employer engagement and curriculum relevance, consistent with Board expectations under Policy B1004.
Improvements in gathering employment placement will aid in this data collection and interpretation also.

Recommendation
Improved use of and collection of employer surveys and workbased learning feedback will strengthen Employer Satisfaction date and the ability to better evaluate trends.   These efforts, coupled with the continued use of feedback from advisory meetings will allow for appropriate workplace readiness by our students and meet Board expectations under Policy B1004

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KPM: Licensure/Certification Pass Rates

Pass Rates by Professional Program- Percentage of Total Students

Occupational Therapy Assistant	
Practical Nursing	
Cosmetology	
Certified Nurse Assistant	
Associate Degree in Nursing	

Occupational Therapy Assistant: 2024 – 100%, 2023 – 75%

Practical Nursing: 2024 – 90%, 2023 – 100%

Cosmetology: 2024 – 100%, 2023 – 100%

Certified Nurse Assistant: 2025 – 97.30%, 2024 – 90.90%, 2023 – 89.20%

Associate Degree in Nursing: 2024 – 88%, 2023 – 100%

	Associate Degree in Nursing	Certified Nurse Assistant	Cosmetology	Practical Nursing	Occupational Therapy Assistant
2025		97.30%			
2024	88%	90.90%	100%	90%	100%
2023	100%	89.20%	100%	100%	75%

2025 2024 2023

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Chart 7 Licensure/Certification Pass Rates Trend

Outcome (FY25)

During FY25, Career and Technical Education, Nursing, and Allied Health programs demonstrated strong licensure and certification outcomes aligned with external professional standards. Cosmetology achieved a 100 percent licensure pass rate, and Medical Assistant certificate completers achieved a 100 percent certification pass rate in May 2025, reflecting full compliance with applicable credentialing expectations.

For Nursing programs, preliminary institutional data indicate a 100 percent pass rate for Associate Degree Nursing (ADN) graduates and an 87 percent pass rate for Practical Nursing (PN) graduates. These results build on strong FY24 performance, when ADN graduates achieved an 88 percent pass rate and PN graduates achieved a 90 percent pass rate on applicable licensure examinations. Formal release of FY25 nursing licensure results by external agencies is pending at the time of this report.

Interpretation (FY25)

Licensure and certification outcomes for FY25 demonstrate sustained instructional quality, effective academic oversight, and strong alignment with regulatory and professional standards across Professional Programming. The achievement of 100 percent pass rates in Cosmetology and the Medical Assistant certificate program, combined with strong preliminary nursing outcomes, reflects institutional systems that support student readiness for external credentialing.

While final FY25 nursing licensure data and cosmetology pass rates are pending external confirmation, available evidence indicates continued alignment with Board expectations for professional readiness and public accountability under Policy B1004. Finalized licensure outcomes will be incorporated into the next monitoring cycle in accordance with established reporting standards.

Reporting Note:
FY25 nursing licensure pass rates are based on preliminary institutional data. Official pass rates will be reported upon formal release by the applicable licensing authority, Illinois Department of Finanial and Professional Regulation, and included in the subsequent monitoring cycle.

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Strategic Context: Enrollment

This section is provided for strategic planning and Board discussion only and is not used for evaluative scoring.
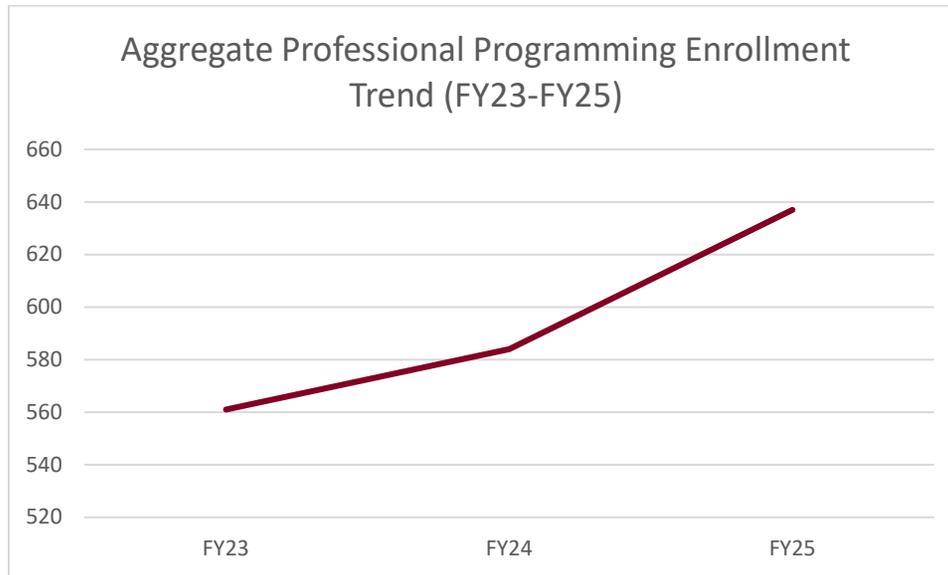
Chart 8 Aggregate Enrollment Trend

Contextual Interpretation : Aggregate enrollment and completion data across Career and Technical Education (CTE), Nursing, and Allied Health programs provide a high-level view of participation and credential completion within Professional Programming for FY23–FY25. These data are presented to support strategic awareness and Board discussion and are not used for evaluative scoring under Board Policy B1004.

Across the three-year period, aggregate enrollment increased from **561 in FY23** to **584 in FY24**, and to **637 in FY25**, reflecting variation in program demand, credential mix, and delivery models across professional program areas. Enrollment patterns are influenced by differences in cohort-based licensure programs, short-term certificates, summer-start structures, grant-supported initiatives, and regional workforce demand.

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Aggregate completions increased from **197 in FY23** to **246 in FY24**, and to **289 in FY25**, indicating sustained credential production across Professional Programming. Completion activity reflects program structure and duration, as well as the timing of credential eligibility and external certification or licensure requirements.

It is important to note that enrollment figures reflect official Institutional Effectiveness reporting and may include students who declared program intent but did not ultimately begin coursework, particularly in programs with flexible entry points or cohort-based start cycles. As a result, enrollment and completion counts are not expected to align on a one-to-one basis within a single reporting period.

The College continues to monitor enrollment and completion patterns at both the institutional and program levels and is actively collaborating with Institutional Effectiveness to strengthen alignment between declared intent, program entry, and census reporting. Aggregate enrollment and completion data are provided for strategic planning and contextual understanding only.

Strategic Context: Fiscal Stewardship

This section is provided for strategic planning and Board discussion only and is not used for evaluative scoring. This was the data provided upon request as to program costs. Program costs include expenditures but does not include revenue captured through tuition, fees, reimbursement or grant proceeds (that may offset equipment and supply purchases, professional development and other training).

Chart 9 and 10 (below) Total Program Costs for CTE programs and Aggregate Costs

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Total Program Costs by Fiscal Year: CTE Programs

Welding
- FY2025: $104,231.04
- FY2024: $91,828.41
- FY2023: $97,796.24

Nail Tech
- FY2025: $30,955.34
- FY2024: $11,152.04
- FY2023: $16,222.42

Heating/Air Conditioning
- FY2025: $18,814.74
- FY2024: $13,201.42
- FY2023: $7,330.38

Criminal Justice
- FY2025: $80,503.08
- FY2024: $66,094.32
- FY2023: $57,500.46

Cosmetology
- FY2025: $161,730.41
- FY2024: $157,774.49
- FY2023: $126,731.44

Computer Systems
- FY2025: $38,987.96
- FY2024: $116,011.92
- FY2023: $106,764.65

Business Management
- FY2025: $99,775.33
- FY2024: $22,813.51
- FY2023: $34,232.03

Basic Electricity
- FY2025: $12,256.91
- FY2024: $15,901.87
- FY2023: $17,021.57

Automotive
- FY2025: $88,769.67
- FY2024: $79,831.33
- FY2023: $68,791.08

Agriculture Bus Mgmt
- FY2025: $25,333.88
- FY2024: $23,213.62
- FY2023: $21,588.02

Agriculture
- FY2025: $60,486.94
- FY2024: $59,141.24
- FY2023: $53,486.73

Legend: FY2025, FY2024, FY2023

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Total Program Costs by Fiscal Year: Nursing Programs

Occupational Therapy Assistant
- FY2025: $164,323.28

Medical Assistant
- FY2025: $75,549.88
- FY2024: $55,687.83
- FY2023: $1,641.64

Health Info Tech
- FY2025: $15,000.00
- FY2024: $14,400.00
- FY2023: $15,601.00

Phlebotomy
- FY2025: $9,970.42
- FY2024: $6,822.99
- FY2023: $5,727.22

Certified Nurse Assistant
- FY2025: $59,825.04
- FY2024: $52,153.28
- FY2023: $49,920.01

Associate Degree in Nursing
- FY2025: $191,217.90
- FY2024: $188,995.16
- FY2023: $159,145.89

Practical Nursing
- FY2025: $359,449.06
- FY2024: $312,111.14
- FY2023: $236,067.69

Legend: FY2025, FY2024, FY2023

X-axis: $-, $50,000.00, $100,000.00, $150,000.00, $200,000.00, $250,000.00, $300,000.00, $350,000.00, $400,000.00

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Contextual Interpretation : Professional Programming includes programs with varied cost structures driven by instructional delivery models, accreditation requirements, equipment intensity, and regulatory obligations. Aggregate fiscal trends provide a high-level view of resource commitment over time and support consideration of long-term sustainability and capital planning.

Program-area fiscal context is provided in Appendix A to inform strategic awareness of cost variation across professional programs. Detailed fiscal analysis and resource allocation decisions continue to be addressed through established planning, budgeting, and shared governance processes.

Summary of Findings

Overall, Professional Programming demonstrates alignment with Board Policy B1004 – Professional Programming. In FY25, Career and Technical Education, Nursing, and Allied Health programs collectively produced credentials aligned with workforce-entry and professional pathways, reflecting sustained institutional capacity to support student completion across regulated and workforce-responsive programs.

Employment outcomes for FY25 indicate that graduates from Professional Programming obtained employment in occupations related to their field of study, supporting workforce entry aligned with regional labor market needs. Employer feedback reflected general satisfaction with graduate preparedness, indicating that programs continue to produce graduates with the technical skills and workplace competencies expected by regional employers.

Licensure and certification outcomes in FY25 met or exceeded applicable external standards. Cosmetology achieved a 100 percent licensure pass rate, and preliminary institutional data indicate 100% Associate Degree Nursing licensure performance and 87% pass rate for Practical Nursing, with final results pending external confirmation. Collectively, these outcomes affirm instructional quality, regulatory alignment, and effective academic oversight across Professional Programming.

Taken together, FY25 results indicate that Professional Programming continues to support workforce readiness, regional economic vitality, and student success in a manner consistent with Board expectations.

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Future Goals & Actions
Based on FY25 outcomes and strategic planning considerations, future efforts will focus on:
- **Program Alignment & Responsiveness**: Continue reviewing CTE, Nursing, and Allied Health programs to ensure alignment with regional workforce demand, regulatory requirements, and emerging industry needs through advisory board feedback, employer satisfaction surveys and direct industry outreach.
- **Credential Pathways**: Strengthen stackable and sequenced credential pathways that support both immediate workforce entry and long-term career advancement.
- **Employer Engagement**: Maintain and expand employer advisory involvement to inform curriculum relevance, experiential learning opportunities, and evolving skill expectations.
- **Quality Assurance**: Monitor licensure and certification outcomes to ensure sustained compliance with external standards and continuous instructional improvement.
- **Data & Reporting Consistency**: Continue strengthening data systems related to graduate feedback and outreach, employment placement, employer feedback, and equity-focused analysis to support clearer reporting and future trend assessment.

These actions reflect administrative priorities and are intended to sustain and strengthen outcomes aligned with Board expectations.

Resource Support Needed
At this time, Professional Programming outcomes are being achieved within existing institutional resources. Future considerations that may warrant Board awareness include:

- **Instructional Capacity**: Periodic investments to maintain qualified faculty, instructional equipment, and accreditation requirements in high-cost professional programs.
- **Employer & Workforce Data Systems**: Continued refinement of data systems to support graduate outreach, employment placement tracking and employer feedback collection.
- **Program Adaptation**: Targeted investments, if needed, to respond to shifts in regional workforce demand or regulatory requirements.

Any resource implications will be brought forward through established planning and budget processes as appropriate.

Compliance Statement
This report provides evidence of institutional performance consistent with Board Policy B1004 – Professional Programming. Based on the results presented, the College affirms that Professional Programming is operating in alignment with Board expectations and

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demonstrates compliance with applicable Higher Learning Commission Criteria, including 3C, 3D, 4A, and 4B, as identified in the College's HLC crosswalk

Appendix

Use & Interpretation Guidance

The information presented in this appendix is provided to support strategic awareness and future Board discussion. These indicators are informational only and are not used for evaluative scoring under Board Policy B1004 – Professional Programming or the President Evaluation Instrument. The data presented do not establish enrollment thresholds, fiscal performance targets, or additional Board expectations.

A.1 Technical Programs Enrollment

(Line chart showing credit-hour enrollment for Technical Programs across multiple fiscal years.)
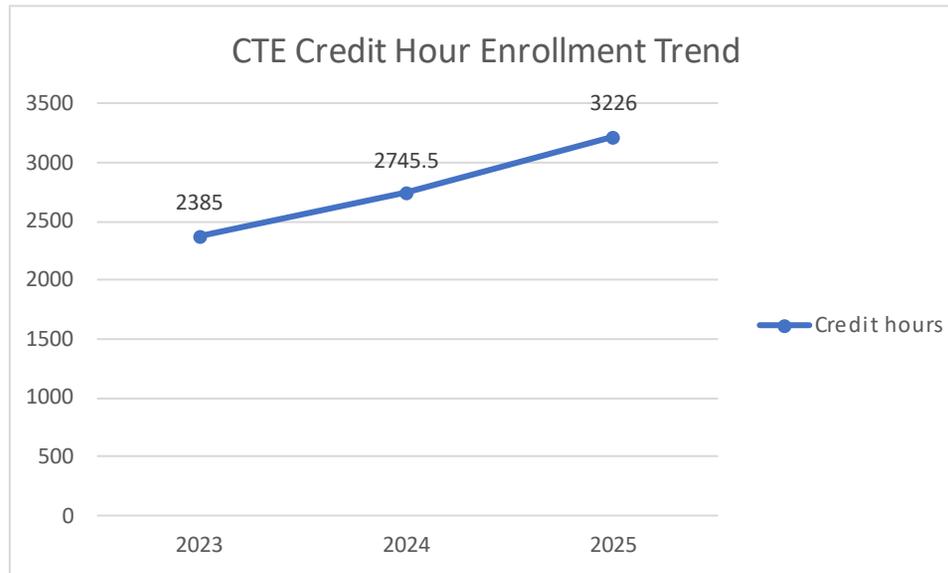
A-1 – Technical Program Enrollment Trend

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Enrollment data for Career and Technical Education (CTE) programs are provided for strategic planning and Board discussion only. CTE enrollment patterns reflect a mix of short-term certificate and associate degree pathways designed to support workforce entry and upskilling across diverse technical fields. Of note, FY24 enrollment data declined due to the CDL program data tracking moving to Workforce and Business as opposed to CTE.

Variation in CTE enrollment is influenced by program length, delivery modality, equipment and facility capacity, and responsiveness to regional workforce demand. Enrollment levels may also fluctuate based on grant-supported initiatives, employer partnerships, and cohort timing.

CTE enrollment data are presented in aggregate to support strategic awareness and are not used for evaluative scoring under Board Policy B1004 – Professional Programming.

A.2 Nursing Programs Enrollment
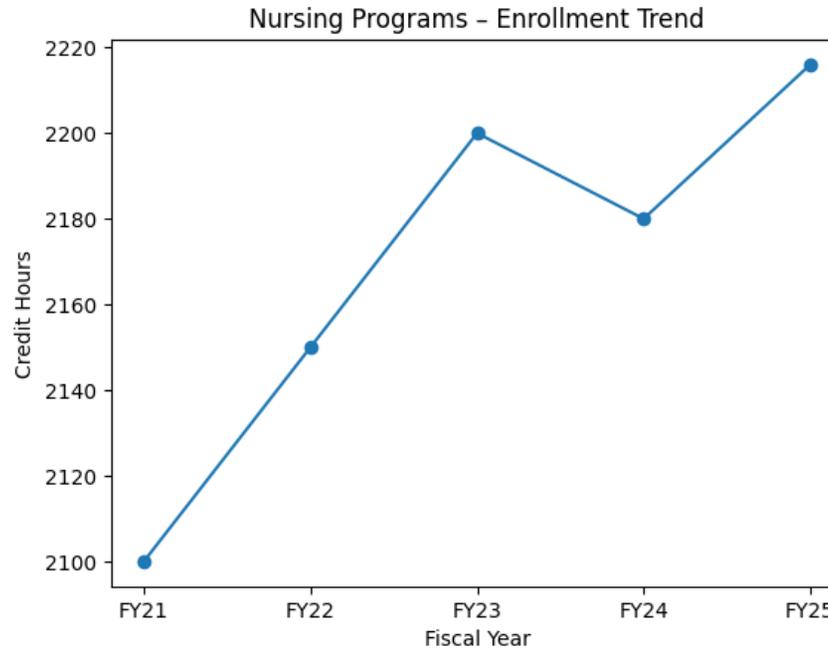
Chart A-2 Nursing Program Enrollment Trend

Enrollment data for Nursing programs, including CNA, Practical Nursing (PN), and Associate Degree Nursing (ADN), are provided for strategic planning and Board discussion only. Nursing programs operate within highly regulated, cohort-based delivery models governed by licensure standards, clinical placement capacity, and accreditation requirements.

Reported enrollment figures may not fully reflect cohort size or program demand within a single reporting period due to summer-start structures, fixed cohort sequencing, and academic-year and fiscal-year alignment differences. As a result, enrollment patterns in Nursing programs may appear compressed or shifted across reporting years.

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Nursing enrollment data are presented for contextual awareness only and are not used for evaluative scoring under Board Policy B1004.

A.3 Allied Health Programs Enrollment
(Line chart showing credit-hour enrollment for Allied Health Programs across multiple fiscal years.)
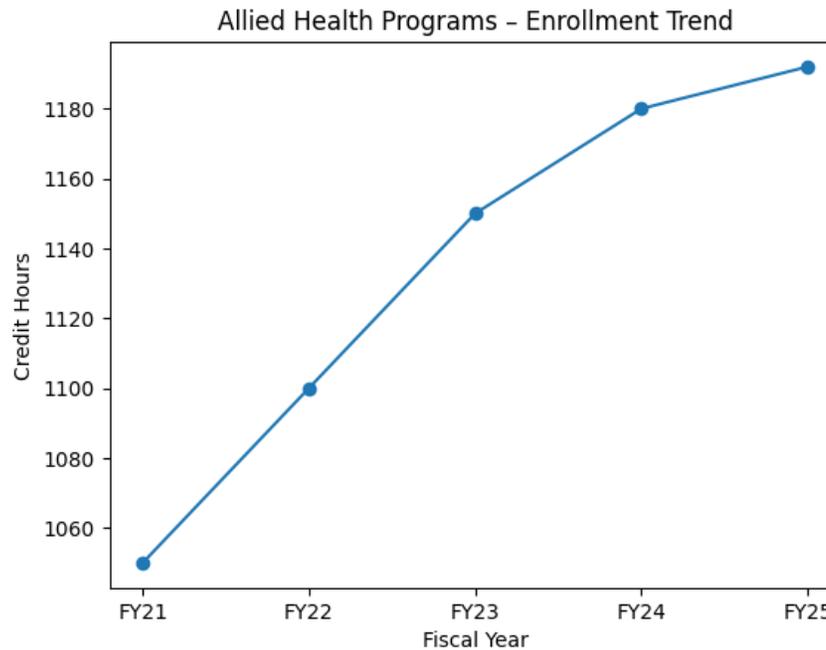
Chart A-3 – Allied Health Program Enrollment Trend

Enrollment data for Allied Health programs are provided for strategic planning and Board discussion only. Allied Health programs include a diverse portfolio of certificate and associate degree pathways with varying credential lengths, delivery models, and workforce-entry functions.

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Enrollment figures reflect official Institutional Effectiveness reporting and may include students who declared an intended program or pathway but did not ultimately begin coursework. This reporting structure can result in enrollment counts that do not fully align with operational program rosters or cohort starts, particularly in programs with flexible entry points or short-term credentials.

The College is actively working with Institutional Effectiveness to refine enrollment definitions and improve alignment between declared intent, program entry, and census reporting. Allied Health enrollment data are presented for contextual awareness only and are not used for evaluative scoring under Board Policy B1004.

A.4 Professional Programs Unit Cost

Professional Programing Unit Cost – Shawnee Community College CTE Programs (including technical programs and Allied Health and Nursing)

At this time, Shawnee Community College does not have a single integrated reporting platform that calculates per-student or per-program unit cost for Career and Technical Education (CTE) programs. Current institutional financial and student information systems track expenditures and enrollments separately and do not aggregate costs at the individual program level in a manner that allows for a precise unit-cost calculation.

However, SCC is able to document total program costs for its technical programs using existing accounting and grant management records. Total program cost estimates include the following components:

- **Instructional costs**, including faculty and adjunct instructor salaries and benefits directly attributable to CTE program delivery;
- **Program supplies and consumables**, such as instructional materials, lab supplies, safety equipment, and other recurring costs necessary for hands-on technical instruction;
- **Capital equipment costs**, including the purchase, maintenance, and replacement of specialized equipment required to meet industry standards and credentialing requirements;
- **Program-related fees**, including licensure, testing, and lab fees assessed to students.

These total program costs can be offset by multiple funding sources, including:

- Federal and state grant funding (e.g., Perkins, workforce, and special initiative grants);
- Restricted and unrestricted institutional funds (including state reimbursement and equalization);
- Student-paid tuition and program fees.

While SCC cannot currently calculate a precise unit cost per student or completer, the College uses total program cost data to guide budgeting decisions, ensure grant compliance, and evaluate program sustainability. Grant funds are strategically applied to reduce student financial burden, modernize equipment, and expand access to high-cost technical programs.

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The College recognizes the importance of program-level cost transparency and is actively working toward improved data integration and financial reporting capabilities that will allow for more refined unit cost analysis in future reporting cycles.