

Career & Technical Education

College Name: Shawnee Community College

Academic Years Reviewed: 2018-2022

Program Identification Information

| Program Title | Degree or Cert | Total Credit Hours | 6-Digit CIP Code | List all certificate programs that are stackable within the parent degree |
|---------------------------------------|----------------|--------------------|------------------|---|
| Business Management (BUS 2210) | AAS | 63 | 520201 | N/A |

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives

What are the overarching objectives of the program? (*i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?*)

The two-year Business Management program is designed to provide students with basic knowledge and technical skills necessary for management in all sectors of work environment including health care, manufacturing, retailing, government, and business services. This program will help provide the skills and knowledge necessary to successfully achieve organizational goals. Learning to work with people in areas of financing, staffing, planning, and information management, with respect to diversity, is emphasized.

The program objectives are:

1. The student will plan, organize, actuate, and control management application of principles and techniques.
2. The student will demonstrate the four managerial functions of planning, organizing, leading, and controlling.
3. The student will demonstrate applicable knowledge of employment, environmental, securities, consumer protection, and labor laws.
4. The student will apply global human resource management concepts including, but not limited to, diversity in the workplace.

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include*

Achievement of the program objectives are measured with both written and practical application evaluations. Objectives are also measured by program completion placement data. Most recent data showed that 4 of the 5 program completers gained employment in a program related occupation.

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| <p><i>employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p> | |
| <p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p> | <ol style="list-style-type: none"> 1) Action included improvements in course sequence and removal/addition of industry related courses to increase the level of preparedness for immediate entry into the workplace or transfer to a four year university upon completion of the program. Implementation of the changes occurred in Fall 2019 semester. 2) Action included holding stakeholder advisory meetings on an annual basis in order to increase engagement in the review process. Following COVID, an advisory was held in the Fall of 21, Spring of 22 and one will follow in the Fall of 23. |
| <p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p> | <p>The faculty and department chair contributed to writing the narrative of the review and provided the outcomes data for the program. Additional contributors helped review the report and provide data analysis for the report. Below is a list of faculty and staff who were participants in the review of the Cosmetology program.</p> <p>Ruth Smith, CTE Department Chair (now retired) Dr. Kristin Shelby, Dean of Transfer Education Kristy Stephenson, J.D., Dean of Career and Technical Education Dr. Darci Cather, Vice President of Academic Affairs</p> |
| <p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p> | <p>Below is a list of area employers who were engaged in or participated in the review of the program by attending the bi-annual Advisory Council meetings:</p> <p>Dr. Odom Dr. Pete Mykytyn Emily Boyd Jasmine Winters Rachel Richey Kelsey Johnson</p> <p>The following students have participated in the review of the program by attending the one or more of the bi-annual Advisory Council meetings:</p> <p>Aaron Melcher Jaiden Sanders</p> <p>Shawnee Community College participants included Dr. Kristin Shelby Ruth Smith, Department Chair (retired as of May 23) Dr. April Teske Phyllis Sander, Instructor BrettWhitnel, SBDC (retired 6/23) Emily Forthman, HR Director</p> |

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| | Sherri Malone, adjunct faculty Leslie Weldon, advisor MIndy Reach, advisor Gregory Mason, Dean of CTE |
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CTE Program Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

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| Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward. | Students must meet college-level English competencies. Students can meet these criteria with the use of college's Multiple Measures criteria or by achieving appropriate test scores on a placement test. |
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| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | Due to declining enrollment in some courses, multiple certificates/degree programs were merged under the last review period to create more industry - relevant and marketable programs. Also, the Business Management program is scheduled to be reviewed and redesigned beginning in the Spring of 24. This review will coincide with hiring a new full time instructor and curriculum design coordinator. |
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| Indicator 1: Need | Response |
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| 1.1 What is the labor market demand for the program? Cite local and regional labor market information. | According to a Labor Market Analysis Report prepared by the SCC Office of Institutional Effectiveness, using data for 2018-28 obtained from the Illinois Department of Labor for the Illinois Workforce Innovation Areas (LWIS) 25 and 26, demand is high for occupations served by the Program. Meeting the two prong test of high wage/high demand, positions in management, business and financial operations, accounting, and HR specialists are the highest need that align by SOC code to the current SCC program. |
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| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | The Labor Market Analysis Report as cited above provides a labor market review from 2018-2028. The demand is high for the above mentioned occupations and remains through the study of 2028. |
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| 1.3 What labor market information sources are utilized and how often are LMI data reviewed? | The SCC Office of Institutional Effectiveness uses data provided by the Illinois Department of Labor for the Illinois Local Workforce Innovation Areas (LWIA) 25 and 26, Missouri Economic research and Information Center for southeast Missouri, and Kentucky Center for Statistics for western Kentucky. Missouri and Kentucky labor statistics are vital for a thorough and concise labor market analysis due to SCC's geographical proximity to large employer regions in Paducah, KY and Cape Girardeau, MO. |
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| 1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?) | SCC has increased dual credit opportunities at District high schools in the service region through the Early College /Dual Credit Program. This will provide accelerated student completion of a certificate or degree and avoids unnecessary duplication in coursework. SCC also hosts annual promotion events including CTE Day and Shawnee Success Day to promote and educate District high school students about the degree and certificate programs offered at SCC. |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | Proposed needs/changes are brought to the Curriculum and Instruction Team for review by faculty, academic affairs staff, and administration. This team meets monthly throughout the academic year. |
| 1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. | Courses were resequenced on advice of the Advisory Board in 2019. A total program review with new design is scheduled to take place in the Fall of 23 continuing into SP 24. |
| Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/) | Response |
| 2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency | <ul style="list-style-type: none"> ● Costs to the institution associated with this program: <ul style="list-style-type: none"> -multiple part-time faculty -in-state travel for professional development and recruitment activities -recruitment supplies ● How costs compare to other similar programs on campus? <p>When the Business Administration program is compared to other ASS programs, it is similar.</p> ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.)? <p>The college pays for this program with tuition and state-generated revenue.</p> ● Revenue Analysis <p>There is a Revenue Analysis conducted by the college administration team on an annual basis when the budget for the next fiscal year is prepared.</p> ● Student to faculty ratio <p>The common ration is 10:1.</p> ● Course/section fill rates <p>The Business Administration courses tend to fill</p> |

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| | <p>sufficiently to remain on the schedule. The courses are in multiple programs.</p> <ul style="list-style-type: none"> ● Enrollment trends The enrollment trends for this 5-year review are ● Credit hours earned year to year ● Scheduling efficiency |
| 2.2 What are the findings of the cost-effectiveness analysis? | Students transfer to finish the degree . The Program is doing well in regards to cost recovery. |
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain. | N/A |
| <p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p> | <p>PELL and scholarship funds can be applied to this cost. Costs are similar to like programs across the college.</p> <p>Upon redesign of the program. SCC will seek Program of Study approval for Perkins V funding.</p> |
| 2.5 How will the college increase the cost- effectiveness of this program? | Cost effectiveness will be increased by getting Profram of Study approval following redesign of the program in 23/24. |
| 2.6 Did the review of program cost result in any actions or modifications? Please explain. | No, but modifications are expected as a result of the redesign in 23/24. |
| Indicator 3: Quality | Response |
| <p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p> | <p>Course content is delivered through face-to-face lecture, online course delivery, and hands-on internship experiences that is reinforced with student mastery demonstrated through completion of reading assignments, class participation, performance of hands-on activities, and satisfactory completion of daily quizzes, exams and comprehensive final. The theory courses are taught online (Section 95N), and the lab courses are taught face-to-face (Sections 01 and 02).</p> |

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| | <p>Course modality vs. success rate is a performance indicator measured in the college's Strategic Plan. Data is readily available to faculty and administrators in the form of a data dashboard developed by the Office of Institutional Effectiveness.</p> <p>Success rates are measured according to the following criteria:</p> |
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| <p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p> | <p>This is ensured upon feedback to faculty , and administration through the advisory board process.</p> |
| <p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p> | <p>NO</p> |
| <p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p> | <p>This program does not currently meet the definition of a career pathway program; however, a goal of the college's Strategic Plan is for all CTE programs to be aligned to industry standards.</p> |

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| <p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> | <p>We hope to offer many innovations to the program as a result of the review and redesign scheduled for 2023/24.</p> |
| <p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p> | <p>More than four district high schools offer courses that are part of the program with an average of 7-12 students in each course offering. Increasing participation with district high schools is a priority being addressed by the new Early College/Dual Credit initiative now being entered into with district high schools. Initiatives include increased course offerings at the SCC satellite campuses, including but not limited to the Massac County Center.</p> |
| <p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p> | <p>The program meets the need for student work-based learning opportunities with BUS 195 – Mid-Management Internship. Students are able to work for 150 hours in an approved business setting to obtain real-work experience that aligns classroom and workplace learning through the application of academic, technical, and employability skills in a workplace setting. Students can receive simultaneous support from the SCC Internship Coordinator and workplace mentors.</p> |
| <p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p> | <p>N/A</p> |
| <p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | <p>N/A</p> |
| <p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p> | <p>N/A</p> |
| <p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p> | <p>N/A</p> |
| <p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | <p>At SIU Carbondale for the AA General, AAS and AAC Acct to BS (BNAD), BS (MGMT), (MKTG) and BS (ACCT)</p> |
| <p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>N/A</p> |

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| What opportunities exist for other partnerships? | |
| 3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? | This is a priority item for the review and redesign schedule for FY23/24. |
| 3.15 <i>What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</i> <i>What additional professional development is needed?</i> | Both the Dean of Transfer and Adult Education and the Dean of Career Technology Education attended the DACUM (Developing a Curriculum) in July at Ohio State University. As a result of their certification as a DACUM facilitator, we will use the occupational analysis process to increase the quality of the program. Both deans also plan to attend the second part of the training (task analysis) in the Spring of 24). |
| 3.16 <i>What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</i> | Presentation on diversity (Fall 2019) Presentation regarding providing a safe space (January 2022) Juneteenth Day presentation to faculty and staff (June 23) Women's History Month activities (2023) Black History Month activities January 2023 |
| 3.17 <i>What is the status of the current technology and equipment used for this program?</i> | The program makes use of five computer labs on Main campus and labs on the four other extension centers. At least one lab is upgraded per year with new hardware and software. |
| 3.18 What assessment methods are used to ensure student success? | Student evaluation methods used as part of the assessment process include <ul style="list-style-type: none"> ● Paper/online tests ● Observations ● Demonstrations ● Oral reviews |
| 3.19 How are these results utilized and shared with others at the institution for continuous improvement? | The data is analyzed on the semester Core Competency Assessment Forms for consideration of any potential changes that may need to occur in the instructional processes. |
| 3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?) | As a result of the assessment of student learning, we have planned a complete review and redesign of the program in Fall23/SP 24. |
| 3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected? | Students are satisfied with their preparation for employment based upon feedback received through surveys and advisory board meetings. |

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| 3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? | This engagement can be improved by expanding the number and quality of industry and employer representatives at the advisory committee meetings and increasing past student participation also. |
| 3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) | Employers will be utilized as part of the curriculum design and review process. |
| 3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected? | Employers are satisfied in the preparation of the program's graduates but want to see more program participation to increase the pool of program graduates. The redesign of the program will focus on creating a seamless pathway through the certificate and degree process. The information is collected through the advisory committee. |
| 3.25 What are the program's strengths? | The curriculum guide reflects current industry trends to reflect the needs of local employers. The upcoming review will strive to further strengthen this and also improve the pathway to success of the students receiving a certificate or transferring for a degree. |
| 3.26 What are the identified or potential weaknesses of the program? | The program is lacking a full time faculty member due to retirement. The position is posted and a new faculty member will play an instrumental role in the upcoming review. |
| 3.27 Did the review of program quality result in any actions or modifications? Please explain. | It resulted in the affirmation of the need for curriculum redesign. |

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

Performance and Equity

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort.

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| CTE Program | Business Management (BUS 2210) | | | | |
| CIP Code | 520201 | | | | |
| | 2018 | 2019 | 2020 | 2021 | 2022 |
| Number of Students Enrolled | 9 | 23 | 32 | 43 | 47 |

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| Number of Completers | 2 | 0 | 1 | 3 | 0 |
| Other (Please identify) | | | | | |
| <p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p> | None | | | | |
| <p>How does the data support the program goals? Elaborate.</p> | It was found that students were transferring directly to the 4 year institution with an AA/AS degree rather than applying for the completion of the AAS degree. An articulation agreement is now in place with SIU Carbondale to in combination with the redesign, we hope to see an increase in the number of completers. | | | | |
| <p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p> | Completer data can be improved by building in apprenticeship and internship opportunities. This will help capture more accurate data. | | | | |
| <p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p> | The creation of the Office of Institutional Effectiveness will improve data analysis and identifying gaps. | | | | |
| <p>Are the students served in this program representative of the total student population? Please explain.</p> | Yes, the students are representative of the various demographic characteristics represented in the student population. | | | | |
| <p>Are the students served in this program representative of the district population? Please explain.</p> | Yes, the students are representative of the various demographic characteristics represented in the district population. | | | | |

| Review Results | |
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| Action | <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) |
| Summary Rationale Please provide a brief rationale for the chosen action. | The program of study provides a solid foundation for students and the recent articulation agreement with SIU Carbondale provides a path for students wanting to attend a 4 year university. The feedback from employers provides data that the students completing the program are work ready and have the skills needed to enter the workforce. |
| Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step. | Improve upon the foundation that is in place and review the curriculum and make design changes where needed. This review may include eliminating current prerequisite courses and sequencing. This design is scheduled to commence in the Fall of 23 and continue into the Spring of 24. |
| Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives? | Program objectives are being met but will be improved by the addition of needed faculty and the planned review. |
| Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps? | Action steps will improve the quality of the program for all demographics served by the College. |
| Resources Needed | none |
| Responsibility Who is responsible for completing or implementing the modifications? | Kristy Stephenson, Dean of CTE Dr. Darci Cather, V.P for Academic Affairs Advice to be given by the advisory committee meeting in Fall 23. |