

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
Administrative Assistant (SEC 2207)	AAS	62	520402	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 program was made inactive on February 17, 2022.

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 employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*

The program was made inactive on February 17, 2022.

Past Program Review Action

What action was reported last time the program was reviewed? Were these actions completed?

Due to low enrollment, few completers, and multiple Independent Studies for students to complete the degree, the plan was to teach out the remaining students and discontinue promoting the program. It was made inactive on February 17, 2022.

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.

The department chair contributed to writing the narrative of the review. Additional contributors helped review the report. Below is a list of who were participants in the writing of the Information Processing Technology review:

Ruth Smith, CTE Department Chair
 Dr. Kristin Shelby, Dean of Transfer Education
 Dr. Kristy Stephenson, Dean of Career and Technical

	Education Dr. Darci Cather, Vice President of Academic Affairs
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.	No Advisory Meetings were held after the last meeting held in 2019, which resulted in the decision to allow teach outs and discontinue the program. Additional in-house departments and stakeholders at the final Advisory Council included college personnel from the Student Services and Workforce Development departments.
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.	
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.	N/A
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	N/A
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	N/A
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	N/A

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?)	N/A
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	N/A
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.	Yes. The program was made Inactive on February 17, 2022.
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 	N/A
2.2 What are the findings of the cost-effectiveness analysis?	N/A

<p>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.</p>	<p>N/A</p>
<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>N/A</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>N/A</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>N/A</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<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>N/A</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>N/A</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>N/A</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>	N/A
<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>	N/A
<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>	N/A
<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>	N/A
<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>	N/A
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	N/A

3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	N/A
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.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
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? What opportunities exist for other partnerships?	N/A
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	N/A
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>	N/A
3.16 <i>What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</i>	N/A
3.17 <i>What is the status of the current technology and equipment used for this program?</i>	N/A
3.18 What assessment methods are used to ensure student success?	N/A
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	N/A

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?)	N/A
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	N/A
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	N/A
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	N/A
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	N/A
3.25 What are the program's strengths?	N/A
3.26 What are the identified or potential weaknesses of the program?	N/A
3.27 Did the review of program quality result in any actions or modifications? Please explain.	N/A
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
N/A	

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.

CTE Program	Administrative Assistant				
CIP Code	520402				
	2018	2019	2020	2021	2022
Number of Students Enrolled					
Number of Completers					
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>	N/A				
<p>How does the data support the program goals? Elaborate.</p>	N/A				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	N/A				
<p>What is the college doing to overcome any identified gaps? If nothing is currently being</p>	N/A				

done, explain what the college plans to do to close identified gaps.	
Are the students served in this program representative of the total student population? Please explain.	N/A
Are the students served in this program representative of the district population? Please explain.	N/A
Review Results	
Action	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input checked="" 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.	Low enrollment and few completers.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	N/A
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	N/A