

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: Central Community College **Program:** Business Administration & Accounting

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on **May 18, 2023**
- the governing board's action was:

Signed: _____
(Chief Academic Officer or designated representative) (Date)

Evidence of Demand and Efficiency

		17-18	18-19	19-20	20-21	21-22	5 yr avg
Student Credit Hours (SCH)		7930	7745	7295	8349	8462	7956.2
Faculty Full-time Equivalency (FTEF)*		13.88	13.69	15.77	12.07	12.26	13.53
SCH/Faculty FTE		570.91	565.74	462.59	776.54	690.21	588.05
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	AAS	72	78	84	90	78	80.4
	Diploma	95	100	89	123	121	105.6
	Certificate	116	125	154	226	177	159.6
	Total Awards	283	303	327	439	376	345.6
	# of Unduplicated Graduates	180	196	210	268	215	213.8

*By term analysis combined to conduct an annual review. Numbers reported reflect 2 different negotiated contract periods (FA17-SU20 and FA20-SU22)

Evidence of Need (provide a detailed explanation below or attach documentation)

Justification if the program is below either of the CCPE thresholds—complete page 2

For CCPE use: reviewer/date

Justification if the program is below CCPE thresholds—check one or more boxes and provide a detailed explanation or attach a document

☐ Program is critical to the role and mission of the institution (detailed explanation).

☐ Program contains courses supporting general education or other programs (detailed explanation).

☐ Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain)

☐ Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

☐ Program provides unique access to an underserved population or geographical area (explain).

☐ Program meets a unique need in the region, state, or nation (explain).

☐ Program is newly approved within the last five years (no additional justification needed).

☐ Other (detailed explanation).



Business Administration and Accounting

Coordinating Commission Seven-Year Review 2023

Information in this report reviewed and recommended to cabinet:

Central Community College Educational Services, 4/27/2023

Recommended continuation of programs without monitoring:

Central Community College College Cabinet, 05/4/2023
Central Community College Board of Governors, 05/18/2023-pending

Rena Allen, M.S. – Program Faculty
Sara Bennett, M.B.A. – Program Faculty
Britt Blackwell, M.B.A. – Program Faculty
Laura Bulas, M.A.T. – Program Faculty
Janis DeHaven, M.B.A. – Program Faculty
Lori Hodtwalker, M.B.A. – Program Faculty
Kim Hurt, M.B.A., C.P.A. – Program Faculty
Kellie Jacobs, M.S.E. – Program Faculty
Venus King, M.A. – Program Faculty
Michelle Konen, M.A.M. – Program Faculty
Shelly Kort, M.B.A. – Program Faculty
Theresa Powell, B.S., C.P.A. – Program Faculty
Shayla Stock, M.B.A. – Program Faculty

Daniel Deffenbaugh, Ph.D. – Associate Dean of Instruction, Arts, Sciences, and Business
Tod Heier, Ed.S. – Associate Dean of Instruction, Arts, Sciences, and Business
Michelle Setlik, M.A. – Associate Dean of Instruction, Arts, Sciences, and Business
Kyle Sterner, M.S. – Associate Dean of Instruction, Arts, Sciences, and Business

Amy Mancini, Ed.D. – Dean of Instruction, Arts, Sciences, and Business
Kathy J. Fuchser, Ed.D. – Division Vice President, Arts, Sciences, and Business

Business Administration and Accounting

Program Review Summary – Dr. Amy Mancini

The Business Administration/Accounting (BSAD/ACCT) program continues to be popular within the Arts, Sciences, and Business division at Central Community College. Within Central Community College's 25-county service area, the Business program fills a critical need for students and employers. AAS and Diploma students choose between two specializations within the Business program: Business Administration or Accounting. To enhance student learning and prepare students for future careers, certifications in Bookkeeping, Business Administration, Business Technology, Entrepreneurship, Logistics, Social Media Specialist, or Supervisory Management can be earned independently or as part of an AAS.

Employment outlook for careers in the Business program is strong nationally and within Nebraska, which should continue to drive enrollment within the Business program. According to the Nebraska Department of Labor, 9 occupations within the Business, Management and Administration Cluster are identified as H3 jobs and have an average projected growth of 13.41% with average annual openings of 382 in Nebraska. Nationally, the U.S. Bureau of Labor Statistics found that 22% of all U.S. jobs are in the Business field and the overall employment in business and financial occupations is projected to grow 7% from 2021-2031. Source: Nebraska Department of Labor www.h3.ne.gov; US Bureau of Labor Statistics Occupational Outlook Handbook. (2019)

Enrollment in the program is strong with a 5-year average of 213.8 unduplicated graduates. On average, during the same period, students in BSAD program courses completed an impressive 7,956.2 credit hours per year.

The Business Administration program exceeds the minimum thresholds for student credit hours, student credit hours to full-time equivalent faculty (FTEF) ratio, and number of graduates. The Arts, Sciences, and Business leadership team recommends continuation of the program.

- I. **Program:** **Business Administration and Accounting**
- II. **College Mission:** Central Community College maximizes student and community success.
- III. **College Vision: The Best Choice –**
- for students to achieve their educational goals.**
- quality education
 - personal service and individualized attention
 - exceptional and passionate faculty and staff
 - extraordinary value
- for developing a skilled workforce.**
- employability and/or successful credit transfers
 - graduates who advocate for CCC
 - business and industry partnerships
 - state-of-the-art facilities and technologies
- for advancing communities.**
- educational partnerships
 - strong alumni support
 - foster economic development
 - sustainability leaders
- IV. **Program Mission Statement:** To nurture a collaborative and inclusive educational community which prepares students for the future through strong partnerships with business and industry; available transfer options; and up-to-date technology. Students will obtain skills to be flexible, adaptable, accountable, innovative, and lifelong learners.
- V. **Program Vision Statement:** To nurture a collaborative and inclusive educational community.
- We Value:**
- Using continuous quality improvement principles to assure employment for graduates.
 - Meeting employer/employee training needs to upgrade or develop new skills.
 - Increasing student and staff awareness of transfer agreements with four-year institutions.
 - Building relationships with high schools, community colleges, and 4-year institutions.
 - Providing quality learning experiences regardless of delivery mode or location.
 - Professional development goals and certification of faculty and staff.

EMSI Q4 2022 Data Set

EMSI data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics.

Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumes, and job postings to give you a complete view of the workforce.

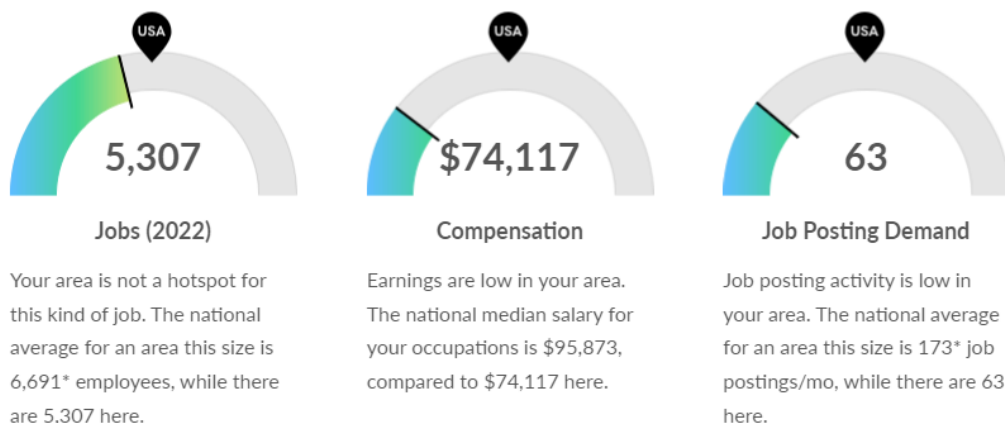
Report Parameters

11 Occupations

Chief Executives (11-1011)
Operations Managers (11-1021)
Managers (11-2022)
Administrative Services Managers (11-3012)
Facilities Managers (11-3013)
Industrial Production Managers (11-3051)
Transportation, Storage, and Distribution Managers (11-3071)
Construction Managers (11-9021)
Social and Community Service Managers (11-9151)
Cost Estimators (13-1051)
Management Analysts (13-1111)

Executive Summary

Light Job Posting Demand Over a Thin Supply of Regional Jobs

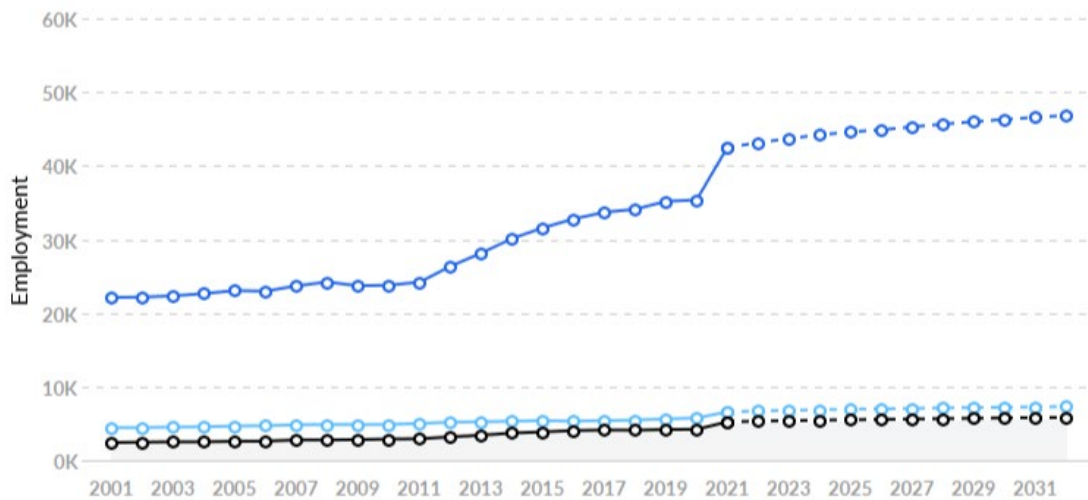


*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Lower Than the National Average

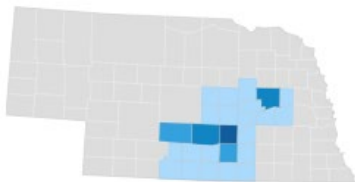
An average area of this size typically has 6,691* jobs, while there are 5,307 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.



Region	2022 Jobs	2027 Jobs	Change	% Change
● CCC Service Area	5,307	5,605	298	5.6%
● National Average	6,691	7,042	351	5.2%
● Nebraska	43,137	45,276	2,138	5.0%

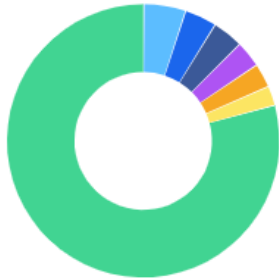
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Regional Breakdown



County	2022 Jobs
Hall County, NE	1,326
Buffalo County, NE	987
Platte County, NE	834
Adams County, NE	535
Dawson County, NE	338

Most Jobs are Found in the Local Government, Excluding Education and Hospitals Industry Sector



Industry	% of Occupation in Industry (2022)
Local Government, Excluding Education and Hospitals	5.0%
Building Equipment Contractors	3.8%
Animal Slaughtering and Processing	3.6%
Nonresidential Building Construction	3.1%
Medical Equipment and Supplies Manufacturing	2.9%
Management of Companies and Enterprises	2.3%
Other	79.3%

Compensation

Regional Compensation Is 23% Lower Than National Compensation

For your occupations, the 2021 median wage in your area is \$35.63/hr, while the national median wage is \$46.09/hr.



Job Posting Activity



752 Unique Job Postings

The number of unique postings for this job from Jan 2022 to Dec 2022.



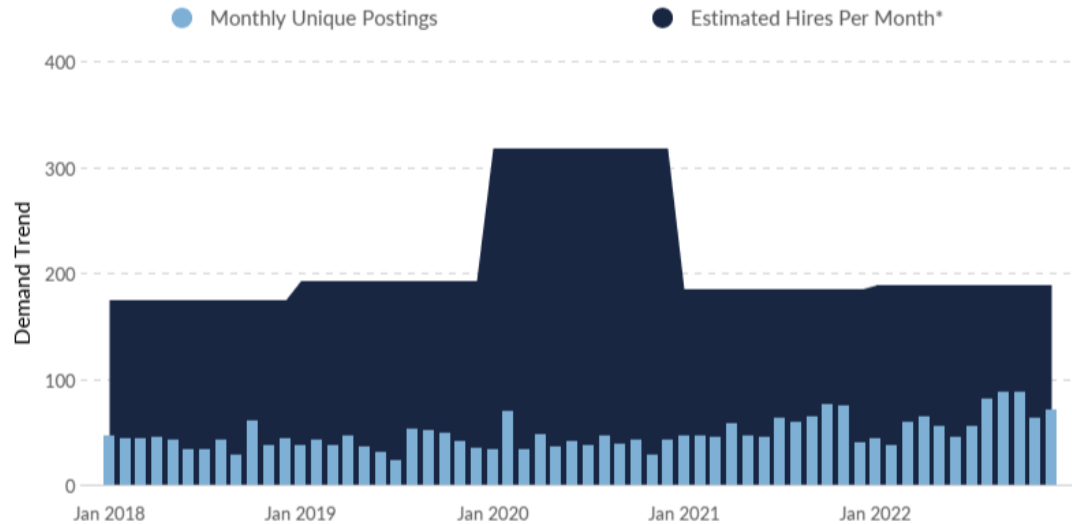
294 Employers Competing

All employers in the region who posted for this job from Jan 2022 to Dec 2022.



30 Day Median Duration

Posting duration is 3 days longer than what's typical in the region.

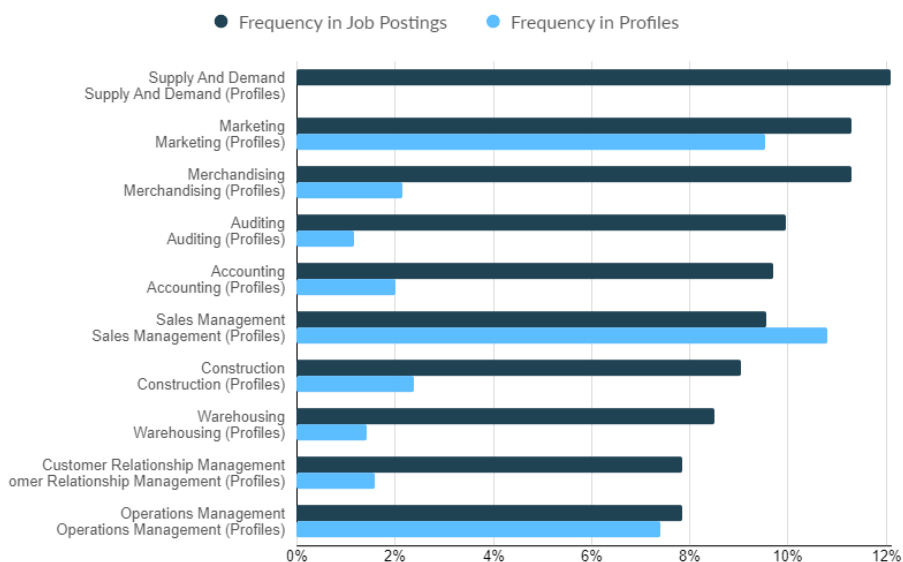


Occupation	Avg Monthly Postings (Jan 2022 - Dec 2022)	Avg Monthly Hires (Jan 2022 - Dec 2022)
General and Operations Managers	21	114
Sales Managers	11	9
Construction Managers	7	17
Industrial Production Managers	7	8
Transportation, Storage, and Distribution Managers	3	3
Facilities Managers	3	3
Management Analysts	3	7
Administrative Services Managers	2	5
Chief Executives	3	6
Cost Estimators	1	10

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings	Top Job Titles	Unique Postings
Bosselman Enterprises	36	Managers-in-Training	46
Dollar Tree	18	Assistant Operations Mana	25
CHS	17	Operations Supervisors	22
Nelnet	16	Operations Managers	18
GPAC	15	Sales Managers	16
Chief Industries	13	Territory Managers	15
State of Nebraska	13	Freight Operations Supervi:	13
XPO Logistics	13	Quality Managers	13
Allstate	12	Agency Owners	12
Mosaic	12	General Managers	12

Top Specialized Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Supply And Demand	91	12%	0	0%
Marketing	85	11%	826	10%
Merchandising	85	11%	187	2%
Auditing	75	10%	102	1%
Accounting	73	10%	175	2%
Sales Management	72	10%	936	11%
Construction	68	9%	207	2%
Warehousing	64	9%	123	1%
Customer Relationship Management	59	8%	137	2%
Operations Management	59	8%	641	7%

Demographics

Retirement Risk Is About Average, While Overall Diversity Is Low

1,619

Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 1,481* employees 55 or older, while there are 1,619 here.

490

Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 1,349* racially diverse employees, while there are 490 here.

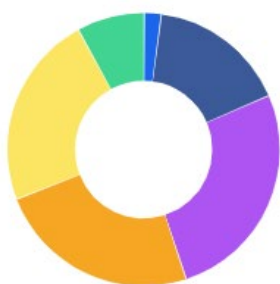
1,623

Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 1,720* female employees, while there are 1,623 here.

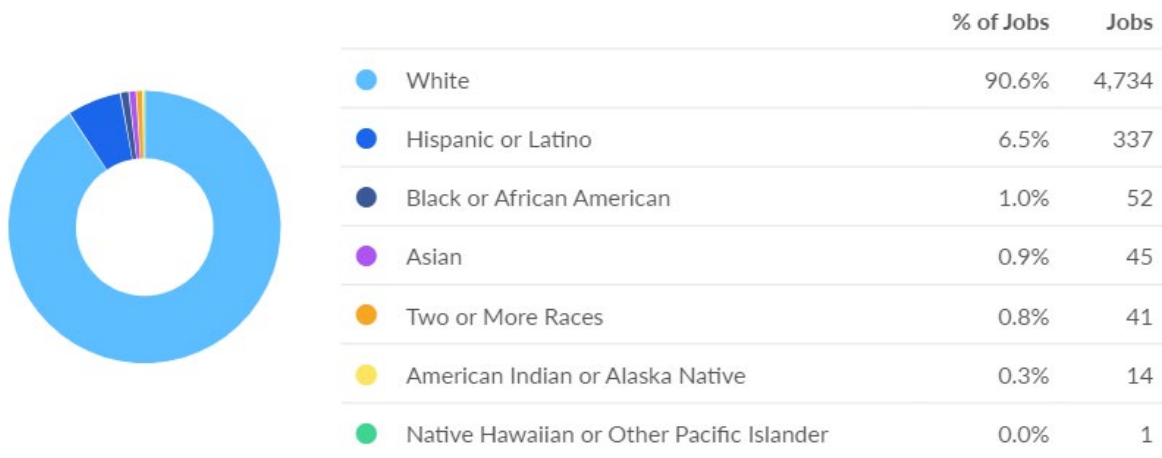
*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown



	% of Jobs	Jobs
14-18	0.1%	3
19-24	2.0%	102
25-34	16.4%	859
35-44	26.4%	1,379
45-54	24.1%	1,261
55-64	23.0%	1,201
65+	8.0%	418

Occupation Race/Ethnicity Breakdown



Occupation Gender Breakdown

Occupation Gender Breakdown



Graduate Pipeline



16 Programs

Of the programs that can train for this job, 16 have produced completions in the last 5 years.



1,098 Completions (2021)

The completions from all regional institutions for all degree types.



507 Openings (2021)

The average number of openings for an occupation in the region is 27.

CIP Code	Top Programs	Completions (2021)	
52.0201	Business Administration and Management, General	614	<div></div>
24.0101	Liberal Arts and Sciences/Liberal Studies	182	<div></div>
19.0708	Child Care and Support Services Management	75	<div></div>
24.0102	General Studies	58	<div></div>
44.0701	Social Work	44	<div></div>
52.0205	Operations Management and Supervision	43	<div></div>
30.9999	Multi-/Interdisciplinary Studies, Other	28	<div></div>
15.0702	Quality Control Technology/Technician	12	<div></div>
49.0101	Aeronautics/Aviation/Aerospace Science and Technology, C	10	<div></div>
31.0399	Parks, Recreation, and Leisure Facilities Management, Othe	8	<div></div>

Top Schools	Completions (2021)	
Central Community College	714	<div></div>
University of Nebraska at Kearney	298	<div></div>
Hastings College	86	<div></div>

2023 Summary of EMSI Q4 2022 Data Set:

The report parameters above reflect jobs listed in CIP Code 52.0201 (Business Administration and Management). CCC Business program graduates can also obtain jobs listed in CIP Code 52.0301 (Accounting). Based on the data provided in this section, we find that the job growth rate is higher in the CCC service area of +5.6% annually versus the national average of +5.2% and the Nebraska average of +5.0%. The average hourly rate of \$35.63/hr. is lower in the CCC service area versus the national average of \$46.09/hr. due to higher concentration of lower paying governmental, animal processing, and construction jobs. These three sectors represent 580 jobs in the service area or 17.2%. Advertisements of job openings for business related activities accounted for 59% of total jobs available in the service area. The most sought-after skills were management, communications, and leadership. The report indicates a huge disparity in racial diversity of only 9% versus the national average of 25%. Gender diversity lags behind the national average. Graduates of CCC represent 65% (642/976) of total graduates in the service area.

A. Supporting Data

a. Awards

Degree/ Credential Awarded	17-18	18-19	19-20	20-21	21-22	5-yr avg
AAS	72	78	84	90	78	80.4
Diploma	95	100	89	123	121	105.6
Certificate	116	125	154	226	177	159.6
Total Awards	283	303	327	439	376	345.6
# Of Unduplicated Graduates	180	196	210	268	215	213.8

2023 Summary of Awards (2021-2022 data):

The total awards decreased by 14.35% from last year, but this can be attributed to actions taken during the pandemic the year before. AAS decreased by 13.3%; diplomas decreased by 1.6%; and certificates decreased by 21.68%. This was not surprising as many workers were displaced during the COVID lockdown in 2020-2021 and were given federal funding to pursue a certificate during the shutdown, which accounted for the 46.8% jump in certificates in 2020-2021. This anomaly skews the statistics from 2020-2021 to 2021-2022. The overall 5-year average for total awards is 8.8% higher. The number of AAS degrees declined by 2.99% in 2021-2022 over the 5-year average; the number of diplomas increased by 14.58% compared to the 5-year average; and certificates increased by 10.9% in 2021-2022 compared to the 5-year average.

b. Student Credit Hours Produced per Faculty FTE

		2017-18	2018-19	2019-20	2020-21	2021-22	5-year average*
BSAD	Student Credit Hours (SCH)	4987	5000	4878	5538	5357	5152.0
	Faculty Full-Time Equivalency (FTE)	7.78	7.16	8.97	7.95	7.45	7.86
	SCH/ Faculty FTE	641.00	698.32	543.81	696.60	719.06	655.47
ACCT	Student Credit Hours (SCH)	2514	2310	1988	2088	2391	2258.2
	Faculty Full-Time Equivalency (FTE)	5.30	5.31	5.26	3.13	3.96	4.59
	SCH/ Faculty FTE	474.34	435.03	377.95	643.52	603.79	491.98
ENTR	Student Credit Hours (SCH)	378	351	363	630	654	475.2
	Faculty Full-Time Equivalency (FTE)	.59	.93	1.27	.70	.56	.81
	SCH/ Faculty FTE	640.68	377.42	285.83	900.00	1167.85	586.67
TDWL	Student Credit Hours (SCH)	51	84	66	93	60	70.8
	Faculty Full-Time Equivalency (FTE)	.21	.29	.27	.29	.29	.27
	SCH/ Faculty FTE	242.85	289.66	244.44	320.69	206.90	262.22
TOTAL	Student Credit Hours (SCH)	7930	7745	7295	8349	8462	7956.2
	Faculty Full-Time Equivalency (FTE)	13.88	13.69	15.77	12.07	12.26	13.53
	SCH/ Faculty FTE	570.91	565.74	462.59	776.54	690.21	588.04

Source: Program Stats by Alpha and Instructor-Student FTE reports.

*By term analysis combined to conduct an annual review. Numbers reported reflect 2 different negotiated contract periods (FA17-SU20 and FA20-SU22)

2023 Summary of the Student Credit Hours per Faculty FTE (2021-22 data):

BSAD and TDWL had a decrease in student credit hours (SCH) -3.27% and -24.73% respectively, while ACCT and ENTR increased by 14.51% and 3.8% respectively. Faculty Full-Time Equivalency (FTE) for BSAD decreased -6.29% from the prior year; ACCT increased by 26.52%; ENTR decreased by -20%; and FTE for TDWL was unchanged from the prior year. Compared to 5-year average across all four alphas SCH increased by 6.36%; FTE decreased by 9.39%; and SCH/FTE increased by 17.38%. The dramatic increase in SCH of all alphas in 2020-2021 can be attributed to workers displaced during the pandemic, so that year was an anomaly.