

John Wood Community College



Self-Study Report 2002-2003

SUBMITTED TO THE HIGHER LEARNING COMMISSION

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS

JOHN WOOD
COMMUNITY COLLEGE

Accreditation Self-Study Report

For

THE HIGHER LEARNING COMMISSION

of the

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS

2002-2003
Quincy, Illinois

Preface

The preparation of a comprehensive self-study is accomplished by teamwork. At John Wood Community College this has been the case, and participants have included administrators, staff, faculty, and students. As a result, the study is an accurate representation of the College, as over 100 members of the JWCC family participated in developing the document.

Planning for the self-study began with the appointment of co-chairs Carolyn Warren and Duane Taylor in 2000. A Steering Committee was established Fall Semester 2000 to coordinate the planning for the development of the self-study. On March 23, 2001, an all-college meeting was held to “kick-off” the self-study process and to inform all employees of the College about it. For the next year, committees met, researched, and wrote their reports. Regular meetings of the Steering Committee were held to maintain communication, facilitate resolution to problems, and keep the process moving forward. By the end of the 2001-2002 academic year data collection and analysis was mostly complete. In the summer months of 2002, the President appointed a Strike Force to do the final writing of the report. The writing was completed by October, and editors reviewed the report to put it into its final form.

A self-study is a serious reflection of a college. The strengths and concerns of the College have been acknowledged through a rigorous exercise. We have presented to the Commission of Higher Education a fair, complete, and accurate overview of JWCC. We believe the results of the self-study analysis will become the foundation for continued fulfillment of the college’s mission, improvement of existing services, and addition of new services needed by the college and the students it serves.

William M. Simpson, Ed.D.
President
John Wood Community College

JOHN WOOD COMMUNITY COLLEGE

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Mission of John Wood Community College

Consistent with legal obligations and the College's philosophy, it is the mission of the College to provide various educational opportunities, including:

- Courses in liberal arts and sciences and general education which provide the student with the first two years of baccalaureate and pre-professional programs.
- Courses in occupational, vocational, and technical programs leading directly to employment.
- Courses in adult education which includes developmental instruction and general education programs.
- Academic and student support services which complement the curriculum.
- Programs and activities that enrich the community.
- Support and training to assist business and industry and spur economic growth and development.

Core Values

- **SELF-DEVELOPMENT** – We support lifelong learning and personal growth.
- **EXCELLENCE** – We maintain the highest instructional standards.
- **ACCOUNTABILITY** – We hold ourselves accountable for the quality of academic programs and learning environments.
- **INTEGRITY** – We maintain responsible personal and professional behavior.

JWCC AT A GLANCE (2001-2002 Data Except Where Noted)	
LOCATION: West Central Illinois	
MISSION: Comprehensive Community College	
ECONOMY OF SERVICE AREA: Agriculture Production/Services, Commercial Distribution, Health Services, Manufacturing	
DISTRICT: Public Community College District composed of all or parts of nine counties – Adams, Brown, Calhoun, Cass, Hancock, Morgan, Pike, Schuyler, Scott	
COLLEGE DISTRICT ESTABLISHED: November 5, 1974	
FIRST CLASS: August, 1975	FIRST GRADUATION: May 22, 1976
NCA ACCREDITATION: May 2, 1980	
NCA REAFFIRMATION: February 21, 1986; December 2-4, 1991	

JWCC AT A GLANCE (2001-2002 Data Except Where Noted)		
	1991-1992	2001-2002
ADDRESS	150 S. 48 th Street Quincy, IL 62301	1301 S. 48 th Street Quincy, IL 62305
SIZE OF DISTRICT	2,283 sq. miles	2,363 sq. miles
POPULATION OF DISTRICT	99,188 residents	98,920 residents (2001 census)
TAX BASE OF COLLEGE DISTRICT	\$473,956,246	\$924,692,510 (2000)
TOTAL TAX RATE EXTENDED	32.60	30.99
PRESENT RESIDENTIAL TAX RATE	.2372	.35349
COLLEGE'S MAXIMUM ALLOWABLE TAX RATE	.2376	.35349
SIZE OF CAMPUS		
Total Acres	47.9 acres	206.32 acres
Main Campus	38 acres	150.54 acres
NET ASSIGNABLE SQUARE FEET (NASF)		
Main Campus	49,595	134,713
Pittsfield Education Center	7,200	14,373

JWCC AT A GLANCE (2001-2002 Data Except Where Noted)		
	1991-1992	2001-2002
NASF Continued		
Agricultural Education Center	5,166	14,870
Swine Management Center	4,725	6,385
Uptown Adult Education Learning Center	2,500	2,500
Home Health Care House	1,550	NA
Annex	NA	13,651
Mt. Sterling - Dot Foods Learning Center	NA	1,207
Truck Driver Training Facility	NA	1,440
Retired & Senior Volunteer Program	NA	750
<i>Total NASF</i>	<i>70,736</i>	<i>189,889</i>
NA - Not Applicable - Facility did not or does not exist.		
INSTRUCTIONAL AND GENERAL BUDGET	\$5,951,922	\$14,791,591
TUITION		
In-district	\$35/credit hour	\$58/credit hour
Out-of-district	\$77/credit hour	\$158/credit hour
Out-of-state	\$162/credit hour	\$158/credit hour
FINANCIAL SUPPORT		
State Aid	39%	37.2%
Tuition & Fees	32%	35.2%
Local Millage	20%	22.6%
Other	9%	4.7%
DEGREES AVAILABLE	AA, AS, AAS, AGS	AA, AS, AAS, AGS
NUMBER OF CERTIFICATES AVAILABLE	55	22

JWCC STUDENTS AT A GLANCE (2001-2002 Data Except Where Noted)		
	1991-1992	2001-2002
DEMOGRAPHICS		
Annual Enrollment	1,490 FTE	1,355 FTE
Annual Credit Unduplicated Headcount	6,638	4,244
Fall Term Enrollment	1,194 FTE	1,319 FTE
Fall Credit Student Head Count	2,512	2,111
Fall Student Headcount		
Full-time Students	690	998
Part-time Students	1,822	1,113
STATUS		
Freshmen	1,792	1,233

JWCC STUDENTS AT A GLANCE

(2001-2002 Data Except Where Noted)

	1991-1992	2001-2002
Sophomores	521	582
Still in High School	49	42
RACE (Annual Unduplicated Headcount)		
Asian	50	49
American Indian	7	10
Black	294	128
Hispanic	48	43
White	6,218	4,000
Foreign	21	14
TOTAL	6,638	4,244
AGE (Annual Unduplicated Headcount)		
Mean Age	32	27.60
Median Age	29.25	22.58
16 & Below	60	44
17 - 20	1,446	1,403
21 - 24	990	920
25 - 30	1,123	516
31-39	1,425	546
40-55	1,240	674
Over 55	337	138
Unknown	17	3
TOTAL	6,638	4,244
GENDER (Annual Unduplicated Headcount)		
Female	3,747	2,473
Male	2,891	1,771
TOTAL	6,638	4,244
COUNTY OF RESIDENCE		
Adams	4,164	3,022
Brown	205	157
Calhoun	5	4
Cass	9	6
Hancock	66	82
Morgan	42	25
Pike	864	603
Schuyler	10	6
Scott	43	22
TOTAL	6,638	4,244

JWCC INSTRUCTION AT A GLANCE		
(2001-2002 Data Except Where Noted)		
	1991-1992	2001-2002
TYPE OF RESIDENCY (Fall Term)		
In-District	2,303	1,912
Out-of-District	29	21
Out-of-State	67	172
Corrections	113	2
Foreign	0	4
ANNUAL UNDUPLICATED ENROLLMENT		
Transfer Degrees--AA and AS	3,917	2,325
Career and Technical	1,606	1,048
General Studies	404	469
DEGREES AWARDED		
AA Transfer Degrees	34	85
AS Transfer Degrees	48	96
<i>Total Transfer Degrees</i>	82	<i>181</i>
AAS Career and Technical Degrees	54	80
Certificates	221	209
<i>Total Career and Technical Degrees</i>	275	289
AGS Degrees	0	0
PROPORTIONS OF DISTRICT SERVED		
Headcount Per 1000 Population	26.46	21.34
FTE Per 1000 Population	12.58	13.34
FIRST TIME COLLEGE STUDENTS ENROLLED (Fall Term)	410	836
ANNUAL REIMBURSABLE CREDIT HOURS	44,692	40,660
INSTRUCTIONAL AND GENERAL COST PER FTE STUDENT	\$4,066 (\$5,951,922/1,463.7)	\$7,041 (\$9,541,072/1,355)
NET INSTRUCTIONAL UNIT COST	\$137.86	\$226.63
Statewide Average	\$121.74	\$194.25
PER CAPITA COSTS	\$161.02	\$290.43
Statewide Average	\$159.90	\$285.60
TOTAL CREDIT CLASSES (Fall Term)	317	264
AVERAGE SIZE OF ALL ON-CAMPUS CLASSES	15.9	15.08
NUMBER OF EMPLOYEES		
Full-time Teaching Faculty	46	49
Full-time Administrative Staff	16	30

JWCC INSTRUCTION AT A GLANCE

(2001-2002 Data Except Where Noted)

	1991-1992	2001-2002
Full-time Non-teaching Exempt Staff	24	35
Full-time Nonexempt Staff	51	44
Total Full-time Employees	137	158
Total Part-time Teaching Faculty (FTE)	23	32
Total Part-time Administrative Staff (FTE)	0	0
Total Part-time Non-teaching Exempt Staff (FTE)	3	2
Total Part-time Nonexempt Staff (FTE)	15	11
Total Part-time Employees (FTE)	41	55
AVERAGE SALARIES		
9-month Faculty	\$23,527	\$40,061
State Average	\$42,771	\$55,824
12-month Administrative	\$44,095	\$54,312
State Average	\$49,635	\$66,327
12-month Other Exempt	\$28,360	\$29,728
State Average	\$28,360	\$40,098

Source: *Data and Characteristics of the Illinois Public Community College System, August 1992 and August 2002*

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Criterion 1: John Wood Community College has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

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Criterion 4: John Wood Community College can continue to accomplish its purposes and strengthen its educational effectiveness.

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Introduction

**ORGANIZATION
OF
THE SELF-STUDY PROCESS
AT JWCC**

ORGANIZATION OF THE SELF-STUDY PROCESS AT JWCC

As John Wood Community College approached the new millennium, the self-study process for continued accreditation by the North Central Association of Colleges and Schools (NCA) was also begun. The common goal was to look inward and to conduct a study of what is done at John Wood, what is done well, what needs improvement, and how the improvements might be made.

In 1998, Dr. William Simpson, President of John Wood Community College, appointed co-chairs for the self study. Duane Taylor, Vice President for Instruction, and Carolyn Warren, instructor in early childhood education, agreed to lead the self study and began to work with Dr. Simpson to set the course for reflection. In preparation for the task ahead, Carolyn Warren attended the 1999 NCA Annual Meeting in Chicago. In 2000 and 2001, both co-chairs attended the NCA Annual Meeting.

As the organization continued, the underlying philosophy was to have broad representation and involvement of the total John Wood staff and faculty. Using the NCA five criteria for accreditation and the General Institutional Requirements (GIRs), an outline of topics to address was created. Further, the topics were divided into ten areas to be addressed and were used to determine the structure of the Self-Study Steering Committee. It was determined that the Steering Committee should have ten committees with a specific topic for each committee. Most of the committees had two or more subcommittees to fully deal with each topic.

Requests were sent to the President's Cabinet, asking for recommendations of people to serve on the Steering Committee. Using the long list of recommendations, the goal was to have the majority of the committees chaired by faculty but to have a balance in representation from the instructional departments, College service areas, men and women.

To have a true study of self, each committee was to be chaired by a person outside that topic area, with the hope of bringing about greater reflection, understanding and assessment of the topic. After much deliberation and thought, each proposed committee chair was approached, personally and individually, and asked to chair a committee. Some individuals declined but most agreed to accept the task. In addition to the President and the co-chairs, the Steering Committee had twenty members.

Self-Study Steering Committee

Duane Taylor, Co-Chair - Vice President for Instruction
Carolyn Warren, Co-Chair - Instructor, Early Childhood Education
Dr. William Simpson - President
Alan Steigelman - Vice President for Finance and Business Services
Dr. John Letts - Vice President for Student Services
Gerry Carter - Vice President for Community Services

David Shinn - Director, Institutional Research
George Beshears - Director, Information Services
Joan Larner - Administrative Assistant, Vice President for Instruction
Jeff Galle - Interim Director of Agricultural Programs
Sandy McKelvie - Director, Allied Health
Cathy Brown - Comptroller
Greg Lee - Instructor, Business
Susan Wand - Instructor, Nursing
Mike Terry - Instructor, Languages and Literature
Carla Gosney - Director, RSVP
Tim Morrell - Department Chair, Social and Behavioral Sciences
Nancy Schneblin - Department Chair, Office Technology
Sarah Hastings - Student

The Steering Committee met several times to discuss the goals of the self study for the College. In addition to receiving continued accreditation, the goals were to conduct an in-depth study of what John Wood Community College actually is, to identify strengths and concerns, and to improve what is being done. Through the co-chairs and the President, a charge was given to each Committee. While the charges were based on the five criteria and twenty-four General Institutional Requirements (GIRs), each committee was assigned one criterion and the related GIRs.

The Steering Committee wanted to involve as many people as possible from across the College community. To begin, the Committee wanted to inform the entire faculty and staff about the self study and what was involved, and also to seek participation. A kick-off meeting was planned for March 2000. Before the kick-off, the President notified all JWCC employees about the significance of the self study and the kick-off and urged everyone to attend. Classes were dismissed for the afternoon. Lunch was served and a light-hearted, narrated video presentation was made about the self study. Each committee chair and topic was introduced and a brief explanation was given about what each committee would study. The final task of the day was to provide break-out sessions for each committee chair and to urge everyone to choose a committee with which to work. By allowing personal selection of topics, most committees had appropriate numbers of people. For one committee and a few subcommittees, the number of people volunteering was too low to have an adequate size and additional people were personally recruited. While the chairs of the committees were asked to serve as chairs, the members served based on their interests.

PRINCIPAL COMMITTEES OF THE STEERING COMMITTEE

COMMITTEE	CHAIR	MEMBERSHIP
Mission, Purpose and Governance (Criterion 1)	Jeff Galle Resource Person - Dr. William Simpson	Lynn Curry Mary Lou McElroy Barb Taylor Betty McDonnell Gary Bracy Bob Hintz
Human, Financial, and Physical Resources (Criterion 2)	Sandy McKelvie Resource Person - Alan Steigelman	Human Resources Subcommittee Chair - Susan Deege Heidi Price Phil Steinkamp
		Financial Resources Subcommittee Chair - Cathy Myers Stacey Schnelle David Seward Lisa Snodgrass David Rigsbee Denise Williams
		Physical Resources Subcommittee Chair - Brad Hoyt Sandy Smith Kathy Neisen Jeff Moore Diana Holt Don Hess
Educational Programs	Cathy Brown Resource Persons - Duane Taylor Gerry Carter	Arts and Sciences Subcommittee Chair - Pat Woodworth Cheri Weyermann Jerry Culbertson Nancy Lohmeyer Shari Harris Michelle Behymer Charlene Winking Valerie Vlahakis
		Career Subcommittee Chair - Rose-Marie Akers Vicky Harrison Leah Benz Gary Wycislo Denise Williams

COMMITTEE	CHAIR	MEMBERSHIP
		Heidi Price
		Developmental/Adult Education Subcommittee Chair - Robin Martin Annette Newquist Barb Woodyard Margaret Steinbrecher LilliAnn Dittmer Candy Walker
		Community Services Subcommittee Chair - Renee Higgins Millie Barry Belva Dodd Annie Seaver Kelly Lewis
Student Support (Criterion 3)	Greg Lee Resource Person - Dr. John Letts	Enrollment Services Subcommittee Chair - Cindy Dadello Bertie Rose David Palmer Jackie Dickson Lynn Blickhan
		Student Support Services/ Talent Search Subcommittee Chair - Lilcritia Salyer Gina Chapman Paula Edgar Kathy Neisen Heidi Price Janet Davis
		Student Life/Athletics Subcommittee Chair - Tony Doxy Jeff Moore Stacey Schnelle David Seward
		Work Force Development Subcommittee Chair - Sherry Sparks Larry Fischer Tom Bentley Dennis Bingheim Mike Denum

COMMITTEE	CHAIR	MEMBERSHIP
Publications, Policies, and Practices (Criterion 5)	Susan Wand Resource Persons - Duane Taylor Evelyn Holtschlag	Publications Subcommittee Chair - Julie Barry Donna Zinner Mary Hass Gary Wycislo Mark Moore Betty Starman
		Policy/Practices Subcommittee Chair - Becky Crane Bill Crane Gary Shupe Barb Lovelace Janet Stuckman
Auxiliary Relationships (Criterion 5)	Mike Terry Resource Person - Barb Holthaus	Mike Denum Alan Bracy Jerry Hagmeier Gary DeClue Steve Prater Brenda Manis Rhonda Basinger Kerensa Lehr
Assessment of Student Learning (Criterion 4)	David Shinn Resource Person - Scott Johnson	Arts and Sciences Subcommittee Chair - Dave Laws Dana Collins Chris Wiewel Phyllis Schulte Marlene Ihnen Stephanie Morrill
		Career Programs Sub Committee Chair - Suzanne Woodward Linda Waite Randy Greenwell
		Adult/Developmental Education Subcommittee Chair - Lynne Weller Ginny Kamphaus Jim Nichols Vickie Nieders Janet Watson
		Non-Credit Programs Subcommittee Chair - Bill LaTour Dotty Oelklaus Kathy Tomlinson Sandy Jett

COMMITTEE	CHAIR	MEMBERSHIP
Assessment of Resources (Criterion 4)	Carla Gosney Resource Person - Alan Steigelman	Human Resources Subcommittee Chair - Terry Bordewick Laurie Arnold Becky Will Joyce Miller Janet Watson Judy Schnitzmeier
		Financial Resources Subcommittee Chair - Barb Vahle Kathy Gerecke Vickie Miller Deanna Mitchell
		Physical Resources Subcommittee Chair - Kathie Clark Sharon Bringer Sarah Bonness Diane Humke Jenny Venvertloh
Assessment of Decision- Making and Planning (Criterion 4)	Tim Morrell Resource Person - Gerry Carter	Decision-Making Subcommittee Chair - Jan Yates John Howser Noel Colgrove David Seward Barb Lovelace Jack Walbring Randy Greenwell
		Planning Subcommittee Chair - Janet Stuckman David Bullard Ron McCafferty Sandra Davis Glenn Harvey George Beshears Josh Brueck Cheryl Weinant
Institutional Strengths, Concerns, and Change (Criterion 4)	Nancy Schneblin Resource Person - Dr. John Letts	Strengths Subcommittee Chair - Lois Coonrod Roshani Shrestha Sandy McKelvie
		Concerns Subcommittee Chair - Marty Otto Sandi Plank Beverly Landis

COMMITTEE	CHAIR	MEMBERSHIP
		Carolyn Wheelock Bill LaTour Phyllis Schulte Jan Yates
		Change Subcommittee Chair - Stacey O'Brien Carol Sharpe Ron Larner D Denny Linda Ehrhardt Barb Lovelace David Harbin Betty Starman

Each committee met on a regular basis. Members planned, discussed, and researched their topic as it related to JWCC. One or both of the co-chairs met with each committee to provide any assistance needed. All the work of each committee was to culminate with a report that would become a chapter in the self-study report.

During spring 2002, the Vice President for Instruction requested a leave of absence for health reasons. While the Vice President was away, the Committee reports came in and final drafts were needed. The President appointed a Task Force to prepare final drafts from the committee reports. In addition to the President, the Task Force consisted of Dr. Julie Barry, Dr. Susan Deege, Jeff Galle, Joan Larner, Sandy McKelvie, Stacey O'Brien, David Shinn, Mike Terry, and Carolyn Warren, who continued to chair the self study.

Each person on the Task Force was assigned one or two committee reports. They were asked to check for accuracy, identify missing information, and research any needed data. They also were asked to refine and edit the reports and to create chapters with a unified voice. When their work was completed, the chapters were given to the President and each vice president for further editing. One last editing was done by the chair of the self study, Joan Larner, and the Vice President for Instruction, who had returned from the leave of absence and had requested reassignment to a faculty position. When the last editing was done, the final text was given to each vice president for the last reading before going to the printer.

The task is finished. The goals have been accomplished. The findings of the self study lie within the pages of this report but what has truly been learned from the self study cannot be totally expressed here. What has been learned goes much deeper than a report and provides a commitment for improvement, a commitment to more fully meet the mission of John Wood Community College to be a learning college, and a commitment to demonstrate the core values in everything that is done.

**UPDATED RESPONSE
TO CONCERNS
FROM THE 1991 NCA VISIT**

UPDATED RESPONSE TO CONCERNS

FROM THE 1991 NCA VISIT

Team comments are in italics. College response follows.

I. PHILOSOPHY, MISSION AND GOALS

1. The termination of the Quincy College contract and the continued evaluation of the contractual arrangements with other institutions should be assessed in terms of long-range financial obligations, instructional quality, and accessibility of programs. Instructional programs and services should be identified which will replace those previously contracted.

JWCC no longer utilizes any Common Market contracts with any college. Most contractual agreements to provide educational programs were terminated by July 1993 and all agreements were terminated by fall, 1997. Chapter 7 describes the arts and sciences transfer programs that have been developed during the last ten years at JWCC. During the last ten years, a number of career and technical programs have been developed and are described in Chapter 8.

2. The institution should determine its commitment to offering a comprehensive program of international awareness for students. Appropriate provisions and resources should be developed which will support the identified level of international awareness.

The international awareness element for community colleges was addressed several years ago when the ICCB provided community colleges with a model degree program. JWCC made international awareness a college graduation requirement. Courses that integrate international awareness were identified in the College catalog and student handbook. JWCC is a member of the Illinois Consortium for International Study Programs (ICISP).

JWCC is fully committed to providing its students with multiple opportunities in the area of international awareness. The courses offered at JWCC that meet an international awareness requirement include, but are not limited to, English Literature I and II (ENG 241, ENG 242), Major World Religions (PHL 201), and World History I and II (HIS 121, HIS 122). Also, many other courses address cultural and international topics.

JWCC also has a Multicultural Student Organization, whose purpose is to raise awareness of the various cultures present at JWCC and of cultures around the world.

II. GOVERNANCE, ADMINISTRATION AND ORGANIZATION

1. *Provisions should be examined to increase communication across the institution. Other vehicles of communication (newsletter, bulletin, informative meetings) should be implemented to improve communication among constituencies and to ensure that staff and faculty are kept apprised of JWCC activities.*

Since the last accreditation visit, the College has implemented the following activities to increase communication across the institution: The Pioneer, a monthly publication, and The Preview, a weekly publication, are distributed to staff and faculty providing information on items of importance and interest to College personnel. Following each Board meeting and President's Cabinet meeting, minutes are distributed via e-mail to all employees. Leadership meetings (composed of the President and all directors of various service areas of the College) are regularly held. Messages are sent via e-mail and voice mail, as appropriate, in order to keep employees informed of items needing immediate attention. Each area of the College holds regularly scheduled meetings with both managerial and support staff. Attendance at those meetings varies from area to area, as does the procedure to disseminate information. College-wide meetings for all employees are held six times each year. A College employee-only Intranet, which supplements the information available on the College Web site, was implemented in 2000.

Most recently, Blazer Vision was added with a number of closed circuit televisions displayed around the College, providing up-to-date messages.

2. *The recommendations developed by the Governance Review Task Force should be implemented which will increase the participation of classified (non-exempt) staff members in institutional governance and allow for greater representation of specific groups on individual standing committees.*

The governance structure of the College was changed in November 1999. At that time the previous College Council was disbanded, a new organizational chart was implemented, and new committees with guidelines for membership were instituted. This new structure met the need to have a staff- and faculty-inclusive committee system, which addresses various issues and activities of the College. The committees are Human Resources, Facilities and Environment, Activities and Special Events, Academic Issues, Student Issues, Salary and Fringe Benefits, Technology, and Institutional Effectiveness. Each committee has representatives from each of the four service areas and from each employee group--nonexempt staff, exempt staff, and faculty. Curricular and academic assessment issues are addressed by the advisory councils of the Faculty Senate. This revised governance structure has streamlined the decision-making process by disbanding the College Council and has committees reporting directly to the President, thus eliminating organizational redundancy.

III. INSTRUCTIONAL PROGRAMS AND SUPPORT

1. *A process designed to develop a comprehensive institutional outcomes model to specifically assess instructional effectiveness should be implemented. The basis for the assessment effort should be the value statements that have been identified as a part of the general education degree requirements.*

John Wood Community College has made advances toward a comprehensive institution outcomes model to address instructional effectiveness since the last self study, but the goal has not yet been realized. This recommendation was addressed initially in 1991 by the establishment of the Institutional Effectiveness committee, which developed a plan to be used for the purpose of assessment. One of the main accomplishments of the committee was to ensure that all courses use performance-based syllabi. JWCC also assesses effectiveness through student surveys, the Occupational Follow-Up Survey, and surveys of certain programs required by ICCB.

Certain obstacles have contributed to partial implementation of the proposed plan. The greatest obstacle has been the turnover in instructional administration in the late 1990s. Although many aspects of the plan were implemented regularly, the implementation was fragmented.

The Academic Assessment and Standards Advisory Council of the Faculty Senate, working with the current Institutional Effectiveness committee, has developed a pilot project for 2002-2003 to assess student learning of general education objectives through the use of portfolios. Program assessment of student learning is being implemented in different ways by different programs. Chapter 11 describes the variety of methods being used.

2. *An examination of the faculty evaluation processes should be completed to ensure that standardization exists for all JWCC faculty. Provisions should be made to ensure that appropriate evaluations from all contracting institutions be submitted to JWCC on a regular basis.*

Since the agreements with contracting institutions have been discontinued, evaluations of instruction and faculty from other colleges are no longer needed.

Evaluations are completed by students in traditional classes for all associate faculty every semester for every course, including summer. For all non-tenured full-time faculty, the student evaluations are completed each semester for every course taught. For tenured faculty, the evaluations are also completed at least once every two years but may be completed more frequently if the faculty member desires.

Department chairs or program directors complete classroom observations to evaluate teaching performance of all full-time faculty members. Non-tenured faculty is observed twice each semester the first year of employment and once per semester the

second and third years of employment. For tenured faculty, the evaluations are completed once per academic year.

Tenured faculty performance is assessed every two years with the supervisor completing one portion, the faculty member completing the self-assessment portion, and then merging the two assessments into one document. Department chairs complete a self-assessment, which is merged with the evaluation done by either the Vice President for Instruction or the Dean of Transfer Education or the Dean of Career and Technical Education. The instructional deans also complete an annual performance assessment with department chairs and program directors.

3. *Specific long-term facility needs of the library should be determined. Increased space in the patron areas and collection storage area should be provided. Budget increases over a period of time to support the expansion of library holdings should occur.*

The library moved to the new campus in November 2001. The new library has approximately 14,000 square feet, an increase from 952 in 1990 and 1,786 in 1996.

Previous years showed budgets at \$181,132 in 1990 and \$291,667 in 1996, which included both the library and Instructional Technology and Telecommunications. The new library alone has an operating budget of \$171,541 for FY02. Currently, Learning Resource Center holdings are 11,388 books and other printed materials, 159 periodicals, and 4,263 electronic periodicals, as compared to 8,155 books and other print materials in 1991.

4. *Appropriate resources should be provided to allow for increased coordination of the developmental education program. Coordination should focus on: development of additional course work; evaluation of learner outcomes; acquisition of appropriate equipment and support resources; and integration of a mandatory assessment program.*

In 1998, the Board and executive leadership of the College established, in a new position, the Director of the Open Learning Center and Developmental Education. The position was advertised in the fall of 1998 and was filled January 1999.

In 2000, a campus-wide advisory body, called Developmental Education Coalition, was established to direct and advise programs and leadership on the direction of developmental education at the College. The Developmental Education Coalition began deliberation of developmental education issues, distributing minutes of meetings to members and posting them regularly on a Web board server.

The effectiveness of current course work has been one of the areas of concern for the Developmental Education Coalition thus far. Through the Office of Institutional Research, the Coalition has examined student success and placement issues. Questions related to additional course work have been raised but interest has been moderated by the more urgent question of the effectiveness of assessment and placement. In the summer of 2001, the Coalition created a working pilot program called "Math Camp" to refresh

students' memories of math concepts. Students whose Computerized Placement and Assessment System (COMPASS) scores indicated placement in Prealgebra (MAT 011) were invited to participate, at minimal cost, with the opportunity to retest and potentially be placed into Elementary Algebra (MAT 012) instead of Prealgebra (MAT 011). An experienced developmental math instructor conducted the 16-hour Math Camp in two-hour sessions, four days per week for two weeks in July 2001. Enrollment was handled through the Office of Community Services.

Because of commitment to developmental education, the College purchased 25 licenses for a computerized developmental education tutorial system, developed by Educational Testing, called "Learning Plus." However, the College experienced a dramatic turnover in executive leadership that left the developmental education efforts of the College adrift. Neither the mathematics nor the English departments chose to or were able to use the Learning Plus software. In addition, the computers purchased for this purpose were administratively re-assigned to another function.

In the 2001-2002 school year, students in one section of Writing Skills (ENG 099) were directed to use the Learning Plus software as a course supplement to varying degrees and with mixed success. A formal evaluation addressing the usage of Learning Plus for developmental English is planned but has not yet been conducted.

Since the early nineties, mandatory entry assessment has been required for students who have not taken the ACT or SAT tests or who have not earned previous college credit. This policy requires that students seeking a degree or certificate participate in the student orientation and assessment program (SOAP). In the SOAP program, students complete the ACT Computerized Placement and Assessment System (COMPASS) test. COMPASS uses adaptive technology to identify students' basic skills level. Based on scores from the COMPASS testing, students plan their academic experience with their academic advisor/counselor. Until the spring of 2001, students were allowed to refuse a recommended remedial course and choose to take a course for which they did not meet the advising guidelines or prerequisites were not met. Consequently, many students waived the right to free tutoring and enrolled in courses and experienced little success. Many courses, particularly in the math department, experienced significant early attrition due to students' lack of preparation.

In the spring of 2001, the Developmental Education Coalition recommended to the President that the College adopt a success placement resolution for advisors/counselors. This resolution was put into place for summer enrollment in the year 2001. This resolution authorizes advisors/counselors to enforce placement guidelines based on directive criteria established by the faculty and counseling staff. Advisors/counselors may still exercise individual judgment regarding placement but are expected to operate within the guidelines established in the placement criteria. In anticipation of an enrollment shift which involves starting with developmental-level courses rather than transfer-level courses, the coalition ensured that sufficient numbers of courses would exist in both the mathematics and English departments to handle the

increased enrollments in developmental courses. Further, decreased initial enrollments in transfer-level courses were also expected as a consequence of the policy.

5. *The use of advisory committees for all directly offered occupational programs should be evaluated to determine the level of effectiveness. Provisions should be developed and committees will be formed for each contracted occupational program regardless of location.*

The career and technical programs have advisory committees made up of business people and executives from the community that meet at least once a year or once a semester, depending on the program. The committees are generally composed of 10-26 people who meet with program directors of JWCC career and technical programs that would benefit their business organizations. For some programs such as agriculture, nursing, allied health, and computer science, the committees provide advice for these programs.

Advisory committees exist or are being reactivated for nursing; nurse assistant; surgical technology; truck driving; agriculture; horticulture; fire science; office technology; computer science, which includes Cisco and AS/400; restaurant management; and early childhood education. The advisory committees have been active and positive in effectively guiding the programs. The committee completes its assessment through documentation of plans and demonstration of change in curriculum and/or programs because of recommendations for improvement. The long-term evaluation is the actual hiring of graduates by the businesses upon students completing the program.

IV. HUMAN RESOURCES AND DEVELOPMENT

1. *All Activities associated with the orientation of new staff members should be identified. A formalized program should be developed which includes a general orientation to the College as well as a specific orientation to the individual job. The Human Resources Committee should determine the level of effectiveness of the orientation program.*

The Office of Human Resources developed and implemented an orientation process, which includes a manual for new employees, including full-time and part-time staff and faculty.

2. *The efforts designed to examine the uniformity of release time procedures as initiated by the Human Resources Committee should continue. Any recommendations for change should be developed and submitted to the appropriate authority. A process to examine the uniformity of wage scales for professional and classified staff members should be determined and recommended to the President for implementation.*

In 1997, John Wood Community College began an extensive review of its salary structure for internal and external equity. Previously, there was no such system. Administration wanted to focus on the salary and classification structure of three employee groups: exempt staff, nonexempt staff, and faculty. To implement a classification/compensation system for staff (exempt and nonexempt), a college-wide task force was put in place. This task force reviewed various salary survey reports, both local and regional, and made a final recommendation to the President.

JWCC finalized a classification compensation system for its exempt and nonexempt employees in November 1997, and the system was officially implemented in 1998. This original classification system organized regular full-time and part-time staff positions into six levels. The salary structure utilized a range system of low to high per level. Salary ranges were established dependent on the market mean or base starting salary for each level. Information from five Illinois peer colleges was used to determine the market mean as published by the Illinois Community College Board Salary Guide.

Per Board Policy 320, the classification system is to be reviewed every two years. In 2000, the Salary and Fringe Benefits Committee was assigned the task to review the classification system and recommend changes. The work of that committee led to the current classification system, which uses the “work groups” concept.

Regular, non-bargaining unit positions within the College are grouped within like work groups. There are position titles within each work group, with the intention of clarifying that the various work groups are comparable only within themselves, and the recommended salary ranges are indicative of benchmarked salary information for each particular field. Each position title has unique and independent qualification requirements that are outlined on the job description. The Office of Human Resources prepares standard or generic job descriptions.

V. STUDENT SUPPORT AND ACHIEVEMENT

1. Standardization and coordination of the College’s assessment program should be continued. A program should be developed which will assess levels of student academic preparation and assist with program placement based upon career interest and ability.

Standardization and coordination of the College’s assessment program has been a continuing process. Over the last decade JWCC has implemented the use of performance-based syllabi for every course. Assessment is done regularly through student surveys, the Occupational Follow-Up Survey, and the Program Review required by ICCB, as well as individual instructor and/or department assessment (such as pre- and post- tests, portfolios, assessment of how material is applied, and the like). In the 2002-2003 academic year, a pilot project is being conducted for the assessment of general education objectives by students using portfolios.

Academic placement assessment is required for all certificate/degree-seeking students who enroll in a math or English course for the first time. Some exceptions are allowed but they are publicly stated in the JWCC catalog and student handbook (page 41) so students know the criteria for exceptions. The purpose of the assessment is to help students identify strengths/weaknesses in writing, reading, and mathematics. Based on the results achieved, students are placed in the appropriate courses.

All students are advised to meet with a counselor to help them develop an academic plan that will assist them in achieving their educational goals. The Office of Career Services assists students in identifying their interests, skills, and abilities so they can make an educated decision regarding what career best suits them. Resources available to help meet this goal include self-assessment instruments, academic information, career and employer information, and job-search guidance.

2. *An institutional outcomes model should be developed which will include comprehensive and uniform assessment strategies to determine the level of effectiveness of the College. Specific criteria should be identified such as retention, transferability, employment, and graduation rates, and included into an annual and routinely administered assessment program.*

The response to this comment was addressed in #1 under Instructional Programs and Support. At this time, effectiveness is measured through student surveys, the Occupational Follow-Up Survey (which addresses employment), and individual instructor and/or department assessments (such as pre- and post-tests, portfolios, assessment of application of material, and the like). JWCC receives information regarding transferability to public, state institutions such as Western Illinois University, University of Illinois at Springfield, Northern Illinois University, etc. Such data are not available from private colleges such as Quincy University or from colleges out of state, to which a number of students regularly transfer.

The Director of Institutional Research manages the transferability information from the public four-year colleges.

3. *Through program and administrative reviews, student service support areas should continue to be examined to determine appropriate resource and staffing needs.*

Through Program Review and more recently at Leadership Council and the President's Cabinet meetings, staff members review resources and staffing needs in an attempt to address student support issues. For additional information, see Chapter 5.

4. *Information on the College's student services should be formulated and incorporated into the College's marketing and advertising plan.*

Basic student services information has been incorporated into the College's marketing and advertising plan. For more information, see Chapter 5.

5. *Accommodations should also be made to provide appropriate internal information strategies to faculty and students on the availability of academic support programs and services.*

Information strategies have been implemented through the following methods: expansion of information in the College catalog and student handbook, brochures on each grant program; flyers about Learning Labs (math and writing) each semester; flyers about free Study Skills workshops each semester; flyers about open tutoring sessions in math and science; flyers about the Early Alert System (faculty referral of students for assistance); presentations at faculty convocations each semester; on-going informal contact with faculty; and a Web page describing services and how to access them.

VI. Institutional Support, Financial, and Physical Resources

1. *Trends in fluctuating data should be more closely examined to project the nature and extent of expenditures. The budget planning process should be evaluated so as to determine standard procedures, guidelines, and/or priorities that ensure equitable access to resources that the College has during a particular year. The process and intention of budget development should be presented to faculty and staff to prevent misconceptions and expectations of the fiscal year's allocation.*

Budget preparation begins with a training session presented once a year to all budget managers. At this session, managers are informed how to establish their budgets within the framework of available monies. The managers have the discretion to reallocate money from one line item to another, based on department needs. Additional meetings are held, if necessary, to discuss budget constraints.

Concerning fluctuating trends of expenditures, every quarter a report of budgeted expenditures is given to each vice president. All budget managers have access to their own budget data, comparing the budget to actual expenditures and to the previous year's budget and expenditures. It is the responsibility of the department chair, program director, or coordinator to evaluate and control fluctuating expenditures and the responsibility of the Vice President for Finance and Business Services to examine overall fluctuating trends.

2. *A new line in the expenditure reports should be created entitled "Lab Fees." The amount included in this line should match the anticipated/actual amount collected. Funds from this line item should be spent on educational supplies and materials. All lab fees should be recommended to and approved by the Board of Trustees.*

Based on expected expenditures for labs, the department chair or program director determines the amount of the lab fee to recommend to the Board of Trustees. The Board of Trustees approves the usage of a lab fee for a course and the amount of the lab fee. Once approved, lab fees are identified in the College catalog and student handbook and stated in dollar amounts through a column in the student enrollment schedule.

The department chair or program director has the discretion to include a budget line item for supplies, materials, and equipment for classes being taught through the year. As supplies and materials are needed for educational programs, the items can be purchased and charged to the appropriate line item, while staying within the limits of the budget.

The budget does not have a line item called “lab fees” but provisions are made to provide a corresponding total dollar amount for the supplies, materials, and equipment needed to conduct labs in an effective manner. Generally, the amount of lab fees actually collected is not the exact amount that is budgeted for supplies, materials, and equipment. The goal has been to provide the necessary funds to support laboratory instruction adequately. In some cases, more funds are made available for supplies, materials, and equipment than is collected through actual lab fee revenue.

3. Consistent procedures should be developed which would outline the institution’s obligation to fund grant programs. Measures should be taken to ensure that restricted purpose projects are self-sufficient in those cases when an institutional match is required. The grant development process should be more closely integrated into the planning function. The College needs to more carefully evaluate the grant programs it seeks to acquire such that they more closely match the institution’s mission.

John Wood Community College has established a number of procedures to ensure that the grant funds are used in the proper manner for the proper people. Each grant has a program manager that is responsible for the overall supervision of the grant. The program manager is accountable for how the program is planned, implemented and assessed. Through the Office of Business Services, the comptroller, and then the Vice President for Finance and Business Services, is ultimately responsible for how the grant money is spent. The specific supervision of the grant funds has been delegated to one individual in the Office of Business Services. Each of these three individuals provide checks that the money is being used in the manner it was allocated and that no spending is occurring without proper authorization. When an expense appears to be inappropriate, the individual in the Office of Business Services contacts the program manager to remind them to contact the funding agency to secure approval for budgetary changes.

The basic philosophy at John Wood is that each grant must be self-supporting. While JWCC has given cash matches in the past, none of the current grants require a cash match from the College. However, John Wood Community College does provide non-cash support for all the grants received. Most grants are not charged for rent, computer support, electricity or any utilities, phone service, fiscal services support, maintenance, workers’ compensation and unemployment. This type of support is in-kind but is support none the less.

Should a grant be about to end, a number of people at John Wood Community College would evaluate what the need is and make the decision based on need and mission of the College community. A decision regarding continued funding for the

program being funded would be made for each grant individually. As evaluation is made about continued support for a grant, consideration is given to its match with the College mission. When the grant is sought initially, the Board of Trustees determines that the grant is appropriate to the mission. However, the environment associated with the objectives of the funding may have changed over time.

One source of funds used in Students Services is the Perkins grant. The Perkins grant is awarded yearly according to the number of Pell-eligible JWCC students. The Perkins grant is used to improve career and technical education for special population students and to promote success in completion of their education.

Educational Talent Search (ETS), one of the TRIO grants, is awarded by the U.S. Department of Education for four years, typically. ETS encourages district residents to complete secondary education and enter postsecondary education.

The Student Support Services (SSS) Center, also one of the TRIO grants, assists first-generation and low-income students and students with disabilities to remain in good standing, graduate, and transfer to four-year institutions.

For both ETS and SSS, JWCC was the recipient of five-year grants beginning September 2001. The Secretary of Education approves the five-year project when applicants score in the highest ten percent of all approved applicants nation-wide.

A major source of funds used through Career Services comes from the Illinois Community College Board. The workforce preparation portion of the Welfare to Work (WTW) grant funds (Illinois Community College Board) is renewed yearly. The amounts have been slightly reduced over the past couple of years (from \$65,000 down to approximately \$62,000). The funds are designated for training, support services, instructional or employment supplies, and transportation expenses. The funds may also be used for seminar and travel expenses for staff members.

Another source of funds channeled through Career Services is the Illinois Cooperative Work-Study grant funds. These monies may be used only to pay for reimbursements to employers who have JWCC paid interns working for them. JWCC supplies in-kind services of an equal amount to cover administrative and operating costs, as well as supplies and postage, as a part of the agreement with the Illinois Board of Higher Education. This grant is awarded annually but JWCC has not receive funding each year.

JOBS project seeks to promote the economic development of the area through instruction and training offerings needed by employers to develop workers.

The primary funding for the Retired and Senior Volunteer Program (RSVP) comes from a federal grant from the Corporation for National Service. It is a 30 percent matching grant after the third year, allowing the match to be cash or in-kind. Currently, John Wood does not put any cash into the budget for the match. The JWCC match comes

from fund raising and from state and local funding. The grant is assumed to be recurring each year, but application for it must be made annually. This grant provides volunteer opportunities for persons 55 years and older.

Another grant that funds part of the RSVP budget is from the Illinois Department on Aging. The size of this grant varies slightly from year to year. This is not a matching grant, but these funds may be used to match the federal dollars. It is an ongoing grant, authorized by the Illinois legislature. County and city money for RSVP requires no match and has been constant throughout the years.

4. *The marketing initiative should be included as part of the institutional program review. Specific criteria related to cost, quality and need should be identified which would determine the level of effectiveness.*

The marketing initiative is part of the College's current strategic plan and is being implemented. However, assessment of marketing is not currently integrated with institutional Program Review.

5. *The written documentation of the program review process should be expanded to include information on time lines and responsibilities. The new program review process should be evaluated to ensure that the data on cost, quality, and need are consistent across programs and that the mechanism for ensuring action is effective.*

The written documentation of the Program Review process has been expanded to include information on time lines and responsibilities. The process now includes receiving feedback from ICCB regarding program costs to ensure that data on cost, quality, and need are consistent across programs. The mechanism for ensuring action is effective in continued program review.

6. *Pursuit of support for the initiation of the campus master plan should be continued. Alternative sources of funding, aside from state agencies, should be considered.*

John Wood Community College initiated a campus master plan in the early 1990s and extensively revised it in 1997. The College continues to update this plan through the efforts of the Master Plan Task Force. The Task Force meets monthly to discuss the future of the JWCC campus facilities.

The Task Force has been actively involved in identifying the needs of the College and how construction of the campus at 1301 S. 48th Street can meet those needs. Ground will be broken in the spring of 2003 for Building D, which will support the Community Services programs, music and fine arts, and Business and Industry Training. The building will also provide additional classrooms and offices. The fifth building planned is the Health Sciences Building (E). A greenhouse to support the JWCC horticulture program was part of the Master Plan, but because of donations through the JWCC Foundation, construction on the greenhouse was begun in the fall, 2002. The current

Master Plan includes consideration of all sites where JWCC offers classes, not just the main campus in Quincy, and does a more thorough analysis of all facility needs. Presently the Master Plan Task Force is looking at future projects, including:

- A recreational multi-purpose building that would house JWCC athletic programs. The Task Force has discussed the possibilities of what this building would offer, including fitness rooms and workout equipment, classrooms, a training room, locker rooms, basketball and volleyball courts, bleachers, offices, a track, a laundry room, concession areas, storage space, racquetball and tennis courts, and restrooms.
- A child care facility for employees, students, and the community in the care of their small children.
- Private housing near campus for students commuting from long distances and other students who choose to live in an on-campus, apartment-style atmosphere.
- Athletic fields to support the JWCC baseball and softball programs.
- Additional overflow parking to support a growing campus population.

John Wood Community College continues to look at alternative sources of funding for these projects. The JWCC Foundation has been involved in finishing construction of the Science and Technology Center and in funding the construction of the greenhouse. It will continue to be involved with funding a recreational building. JWCC continues to build partnerships with community organizations to access funds other than those provided by state or federal agencies.

7. The institutional research function should be examined to determine whether appropriate data and information related to effectiveness are being collected and analyzed. The College should continue to explore the acquisition of the necessary personnel, hardware, and a relational database which will allow the College to perform outcomes assessment, program review and meet state and federal reporting guidelines through a user friendly computer system.

Since the last NCA self study, the Board of Trustees approved the creation of a Director of Institutional Research position. This position was filled initially in 1997 and again in June 1999 when retirement left the position vacant. The Director of Institutional Research reports directly to the President of the College and is a member of the President's Cabinet. The position has assisted staff in various projects and surveys, including "hard" data collection, as well as doing the Integrated Postsecondary Education Data System (IPEDS) reporting and other required reporting.

Collecting and reporting data regarding student information and apportionment to ICCB has been a major responsibility of the Information Services Department, under the Director of Information Services. Data for these reports are taken from the database and

prepared in accordance with the guidelines established by ICCB. This reporting is currently done by the Systems Analyst/MIS position.

The College staff began to research various software packages that were available to be used as the administrative relational database during 1991. At the time of the last NCA visit, the administrative database was a flat file system called Poise. In fall of 1991, the College purchased a relational database, Banner, from SCT (Systems and Computer Technologies, Corporation). This database system is a fully integrated system, composed of modules for General, Student (including Admissions, Registration, and Academic History etc), Accounts Payable, Financial Aid, Human Resources, Finance, and Alumni.

In the migration from Poise to Banner, new computer equipment was mandated and has been installed. The Poise database ran on an 8350 machine and the Banner system required a VAX 4600. This migration of equipment began in the fall of 1991 and the computer equipment was installed and ready for the Banner product to be applied by January 31, 1992. Constant monitoring and upgrades have also included an alpha server 1000 and alpha server 4000.

The present Information Services staff is comprised of the Director, four technicians, a database administrator, a systems administrator, a systems analyst/MIS, and a Web administrator. These positions provide for the Banner database maintenance and upgrades, the systems maintenance and upgrades, the state reporting to ICCB and much ad-hoc reporting, as well as Web administration and implementation. In addition, the four technicians assist users with Banner problems, train staff, and provide the security on both the Banner database and the computer systems.

8. *Alternative sources of funding should be identified which are consistent with the goals and objectives of the College. Funding from state, local, and private sectors should be analyzed and pursued. The College's Foundation should continue with its investigation of private giving initiatives.*

The primary focus of the JWCC Foundation is on generating scholarship dollars for JWCC students. These scholarships come primarily from private sources including organizations, businesses, and individuals. The JWCC Foundation works in conjunction with the Illinois Community College System Foundation, which is affiliated with the Illinois Community College Board.

The JWCC Foundation has a 19-member volunteer board and meets quarterly to discuss issues and set policies relating to the JWCC Foundation. The JWCC Foundation Board and Director work cooperatively with the JWCC Board of Trustees. The president of the JWCC Board of Trustees serves as a member of the JWCC Foundation Board. In addition, the JWCC President makes a report at each of the JWCC Foundation Board meetings.

The JWCC Foundation is beginning to embrace and identify priority needs for additional JWCC projects. These needs branch outside the traditional student scholarship

mission of the Foundation. For example, the Foundation raised \$25,000 for the JWCC greenhouse project and also raised \$200,000 for the completion of the Science and Technology Center. These monies were raised through private-giving initiatives.

The JWCC Foundation has set a goal to meet with all JWCC budget managers to identify the needs of academic and career and technical programs and to determine how the Foundation can assist in raising funds to meet those needs. In addition, the Master Plan Task Force has identified the need for an on-campus multi-purpose recreational building and the Foundation will be involved in raising funds to make this goal a reality for the College.

CHANGES TO
JOHN WOOD COMMUNITY COLLEGE
SINCE LAST SELF STUDY

INTRODUCTION

CHANGES TO JOHN WOOD COMMUNITY COLLEGE

SINCE LAST SELF STUDY

The last visit for accreditation by NCA took place in the fall, 1991. That same semester John Wood Community College hired ten new faculty, the largest number that had been hired at any one time previously. The hiring was just the first of many changes that have taken place over the last ten years.

Termination of the Common Market

By far, the most significant of all the changes at John Wood Community College over the last ten years has been the termination of instruction offered through the Common Market system and the beginning of traditional instruction on the JWCC campus. The 1991 Self Study identified the planned phase-out of the Common Market delivery system of instruction. Today, the College is significantly altered from 1991 and thrives as a self-sufficient, comprehensive community college.

The Common Market was established with the founding of the College in 1974 and called for a contractual arrangement between John Wood Community College and local educational institutions to offer courses of instruction to area residents through the community college. Basically, students registered with JWCC and took classes at existing educational institutions throughout the district. While this delivery system was politically expedient in dealing with local critics of the community college, it also enabled JWCC to offer students instant instruction in liberal arts and career programs with established institutions, as it was first emerging. The Common Market system of delivery of educational services was maintained for the first 15 years of the College's existence.

Following an internal study in the late 1980s, the Board of Trustees determined to phase out the Common Market contracts due to the inefficiency of operations. Research revealed that the cost of paying contracting institutions tuition to educate JWCC students was greater than the cost if the College hired its own faculty. The unit cost per credit hour at JWCC in FY88 was \$99.82; all other contracting institutions had a higher credit hour cost, ranging from \$105.11 to \$140.64. Furthermore, the cost of contracting was escalating. The payment to Culver-Stockton College increased 72.8 percent between 1980 and 1988; the increase was 62.3 percent for Quincy College and 60.6 percent for Hannibal-LaGrange College for the same time period.

At the time of the study, trends indicated a continuing escalation of contract charges at the private colleges. The JWCC Board of Trustees concluded that rising

charges were inconsistent with the open access and affordability mission of the College and moved to end the agreements, with the cooperation of the contracting institutions.

The first contract to be ended was that between JWCC and Quincy College (now Quincy University). Both Quincy College and John Wood Community College stated that the reason for ending the arrangement was financial. The president of Quincy College reported that the College could no longer afford the arrangement whereby JWCC students paid less than the QC students. In a similar vein, the president of JWCC stated that the community college could not afford to pay rates higher than other JWCC costs and greater than state averages.

The JWCC Board of Trustees voted on June 20, 1990, to end the contract with Quincy College effective on December 31, 1991. Subsequently, contracts were not renewed with Culver-Stockton College and Hannibal-LaGrange College by July 1993. By 1997-98, the last Common Market contracts had been terminated with Quincy Technical Schools, Gem City College, and other Common Market contracting agencies.

The self-study evaluation team in 1991 cited the ending of the Common Market as an area of concern and recommended a focused visit in 1996 to determine if the College was able to function unimpaired in the face of increased demands on its physical and fiscal resources. The Focus Visit concluded that the College was progressing successfully toward its goal of a traditional campus-based instructional program. As stated in the report, “. . . the change in delivery will have little or no major effect on the fiscal resources of the College.”

Thus, between 1990 and 1993, the greatest change in the history of JWCC occurred by ending the Common Market concept of instruction. The resulting challenges facing the College at that time included providing facilities, enhancing library services and holdings, expanding the faculty, and diversifying support services and curricula offerings.

Planning for facilities and staff resulted in a 1997 Master Plan for a new comprehensive campus to be built on a new site. By January 2002, most College operations were housed in new facilities, the faculty had been expanded, curricula additions/deletions had been made, enrollments had stabilized, and the College was fiscally sound. The College has successfully transitioned from a contracting college into a traditional, self-sufficient campus-based community college.

Development and Realization of New Campus

Since the establishment of John Wood Community College in 1974, facilities have been rented or purchased from existing businesses/institutions. When the College began, the use of the Common Market delivery system meant a relatively small amount of space would be needed. Thus the College began by leasing a suite on the seventh floor, as well as two offices on the sixth floor, of the Illinois State Bank Building at 6th

and Hampshire, Quincy. Within one year in 1975, however, because of a small degree of growth, different space was needed. In December 1975, JWCC moved to new leased space in Our Lady of Angels Seminary, 1919 North 18th Street, Quincy.

Following further growth, the Board of Trustees decided to enter into a lease-purchase agreement to acquire the Lincoln Elementary School building from the Quincy Public Schools. Thus in December 1983, JWCC moved from North 18th Street to the new campus at 48th and Maine Street, Quincy (the former Lincoln School). While the amount of available space was greatly improved with the move, the facility had obviously been designed as an elementary school building. The restrooms had low sinks, and water fountains were set low to accommodate elementary age children. At least one wall in each classroom did not extend all the way to the ceiling. Sound around the classroom easily carried over the walls, which could be disturbing to the people in and around the classroom depending on where the sound originated. The unique problems of the building were tolerated because the extra space was so badly needed.

As the Common Market delivery system was phased out, more courses were developed. Student enrollments increased to the point that more sections of classes were being offered. Additional programs throughout the College service areas brought more people to the campus. To help solve the space problem, in 1990-1991 three prefabricated buildings were purchased and set up around the grounds near the original school building. While more space was available, the buildings were far from ideal.

In August 1992, JWCC expanded again, this time into leased space from Madison Park Christian Church at 48th and Broadway in Quincy, approximately one-half mile north of the main campus. Eventually, the greatest part of the Community Services area moved into this space, dubbed the JWCC Annex, along with the fine arts program and Business and Industry Training programs. Several general purpose classrooms were also added in the Annex and most instructors had some classes there.

By January 1996, the growth at John Wood Community College was great enough that the Board of Trustees, deciding that the campus at 48th and Maine did not adequately meet the College's needs, exercised its option to purchase 154.4 acres at 48th and Harrison Streets, Quincy, approximately one mile south of the 48th and Maine Campus.

In 1997, the Board of Trustees adopted a Master Plan for the new campus. The Science and Technology Center was built and occupied in 1998. The next buildings in the plan (Learning Center, Student/Administrative Center, and Maintenance Building) were occupied in January 2002. Construction will begin on the final building in the Master Plan in 2003, with occupancy planned for 2004.

GENERAL INSTITUTIONAL REQUIREMENTS

INTRODUCTION

GENERAL INSTITUTIONAL REQUIREMENTS

John Wood Community College (JWCC) meets the General Institutional Requirements (GIRs) as established by the Higher Learning Commission of the North Central Association of Colleges and Schools. This chapter summarizes the ways in which JWCC meets the GIRs. Further explanation is given throughout the self-study report.

MISSION

- 1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.**

In 1990, the JWCC Board of Trustees formally approved an updated statement of philosophy, mission and goals, which was reviewed in 1998 and again in 1999. The philosophy, mission, and goals are stated in the College catalog and student handbook. The philosophy and mission are framed and posted in strategic locations around the campus. In 1998-1999, the College staff and faculty identified and the Board of Trustees approved the College's Core Values, which guide the day-to-day actions. See Chapter 1.

- 2. It is a degree-granting institution.**

JWCC offers the associate in arts, associate in science, associate in applied science and associate in general studies degrees. Certificates, which require fewer credit hours, are highly specialized and are available in a number of fields. See Chapters 7 and 8.

AUTHORIZATION

- 3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.**

John Wood Community College is a comprehensive, publicly supported community college, in accordance with the Illinois Public Community College Act. JWCC operates as Illinois Community College District #539, under the direction of the Illinois Community College Board (ICCB). ICCB is authorized and coordinated by the Illinois Board of Higher Education (IBHE). JWCC is duly authorized by ICCB and IBHE to offer programs and degrees in all of three counties and parts of six other counties in western Illinois.

4. It has legal documents to confirm its status: non-profit, for-profit, or public.

JWCC was granted public community college status in April 1974. ICCB initially established JWCC to operate on the “common market” approach and adopted the final map for the district in June 1974. The most recent Certificate of Recognition was issued by ICCB in July 2002 and extends through June 30, 2004. Documents are available for inspection.

GOVERNANCE

5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

JWCC is governed by an elected, seven-member Board of Trustees and one student member who casts an advisory vote. The Board of Trustees publishes a Board Policy Manual that sets forth policies and procedures for guiding college priorities, budgets, and personnel matters. The Board Policy Manual is revised and updated on a regular basis, and is made public through permanent placement in the College library, the President’s office, the office of each Vice President, and at each off-campus site.

The Board of Trustees meets regularly on the third Wednesday of each month and holds special meetings as necessary with all meetings being conducted according to the Illinois Open Meetings Act. A schedule of meetings for the year is prepared and posted in January of each calendar year. The meeting schedule includes the times and places of the meetings. The agenda for each meeting is posted for public viewing in the lobby of the Student Administrative Center and in the hallway adjacent to the President’s office. A summary of the Board meetings is distributed to all JWCC staff through e-mail. The Board minutes are kept on reserve in the College library and are available for public viewing. Following the guidelines of the Freedom of Information Act, any person may request a copy of the public records maintained by the Board of Trustees. See Chapter 1.

6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

Seven members are elected to the Board of Trustees from the district for staggered six-year terms. One student trustee is elected from the student body each year. Board members are not paid for their services and may not have any relationships that might cause conflicts of interest or even the appearance of impropriety. Any Board member who has direct or indirect interest in any matter presented to the Board may not participate in any discussion, decision, vote, or proceedings of the Board. Board Policy 110 sets the framework for dealing with matters that might be a conflict of interest. See Chapter 1.

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.

The Board of Trustees appoints the President of the College and gives the President the authority to act directly in all executive and administrative matters or to act by delegation of duties. The relationship between the Board and the President is outlined in Board Policy 108.

8. Its governing board authorizes the institution's affiliation with the Commission.

In May 1975, the Board of Trustees for JWCC began the process of accreditation with a letter of intent to seek affiliation with the North Central Association. This initial step culminated in March 1976 when John Wood Community College was granted the status of candidate for accreditation at the associate degree level.

In May 1980, the College was granted accreditation at the associate degree level with a comprehensive visit scheduled for 1985. However, based on the 1980 visit, a focused visit was planned for 1983 to review the facilities of one of the contracting institutions, Quincy Technical Schools. Because of the acquisition of new facilities and new equipment by Quincy Technical Schools in April, 1983, the focused evaluation status was removed from NCA's statement of affiliation.

The NCA visit in the spring of 1985 resulted in the recommendation for a five-year accreditation, with no focused visits. However, a review committee and the Commission requested a written report to address facilities, planning, and finances. The report was provided in 1987 and re-accreditation status was granted with the next comprehensive evaluation planned for 1991.

During the NCA visit in 1991, concerns were raised about the shift from the common market approach to a more traditional campus-based approach and a focused evaluation visit was scheduled for 1996. Concerns centered on the impact of the change on the short- and long-term financial and physical resources of the College. Based on the findings in 1996, the next comprehensive evaluation was scheduled for 2001-2002. Due to planned construction and movement into the new campus, the College requested a delay in the 2001-2002 accreditation visit. The Commission agreed and rescheduled this visit for 2002-2003.

FACULTY

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

JWCC has 49 full-time faculty members. All full-time faculty who teach arts and sciences (transfer) courses hold master's degrees or higher. Of the full-time faculty who teach in the career and technical programs, all but eleven hold master's degrees. Ten full-time faculty members teaching in career and technical programs hold bachelor's

degrees and one full-time faculty member has the appropriate certificate. While the number fluctuates each semester, JWCC employed 136 associate faculty in fall, 2002, with all associate faculty meeting NCA requirements regarding degrees. Both full-time and associate faculty have experience in the areas being taught. Credentials for faculty are published in the College catalog and student handbook and official records are maintained in the Office of Human Resources. See Chapter 3.

10. A sufficient number of the faculty are full-time employees of the institution.

In the 2001-2002 academic year, JWCC had 49 full-time faculty members and 136 associate faculty. See Chapter 3.

	2001			2002		
	Full-time Faculty	Associate Faculty	Total	Full-time Faculty	Associate Faculty	Total
Number of Sections Taught	320	338	658	225	270	495
Percent of Sections Taught	49%	51%		45%	55%	
Total Credit Hours Taught	9,986.5	5,038	15,024.5	10,319.5	6,830.5	17,150
Percent of Credit Hours Taught	66%	34%		60%	40%	

The decline in the total number of sections taught from 2001 to 2002 is due to shifts in student schedules in the Open Learning Center. The total credit hours taught increased by 2,125.4 credit hours from 2001 to 2002.

11. Its faculty has a significant role in developing and evaluating all of the institution’s educational programs.

The faculty of JWCC is responsible for development and review of all courses and programs offered. The initiation of new courses and programs begins at the department level with the chair or director and is next reviewed by the Vice President for Instruction and Dean of Transfer Education, Dean of Career and Technical Education, or Vice President for Community Services. Each course and new program and/or change is reviewed by the Curriculum Advisory Council of the Faculty Senate to assure that specific criteria are met. Upon approval by the Curriculum Advisory Council, the Faculty Senate must approve the curriculum changes. To this stage in curriculum development and evaluation, JWCC faculty members have had major involvement in what the changes will be in the educational programs. From Faculty Senate, the Vice President for Instruction or Vice President for Community Services and the President approve curriculum changes. Final approval of curriculum changes is made by the Board of Trustees and the Illinois Community College Board. See Chapter 6.

12. It confers degrees.

JWCC has conferred degrees since May 1976 when 26 people graduated in the first commencement ceremony. See Chapter 7 and 8.

Number of Degrees and Certificates Awarded

DEGREES	FY00 1999-2000	FY01 2000-2001	FY02 2001-2002	TOTAL
Associate in Arts	68	80	85	233
Associate in Science	64	42	96	202
Totals	132	122	181	435
Associate in Applied Science	90	98	80	268
Certificates	123	151	209	483
Totals	213	249	289	751

Source: Data and Characteristics of the Illinois Public Community College System, August, 2000, 2001, 2002

13. It has degree programs in operation, with students enrolled in them.

Associate in arts or associate in science degree programs are designed for students planning to transfer to a four-year institution for a baccalaureate degree. Associate in applied science degree programs are designed for students who seek specialized training in preparation for employment in an occupational field. Certificates are available for students who seek highly specialized and structured courses of study. The associate in general studies (AGS) is designed for students desiring a program of study to meet their individual needs.

From the three years, 1999-2000, 2000-2001, 2001-2002, the College had two transfer programs (AA and AS degrees), the AGS, and 22 AAS programs. While the specific certificates varied, in 1999-2002 and 2000-2001, 19 one-year certificates were in place. By 2001-2002, the College had 20 one-year certificates. See Chapters 7 and 8.

Number of Students Enrolled for Degrees and Certificates

DEGREES	FY00 1999-2000	FY01 2000-2001	FY02 2001-2002	TOTAL
Associate in Arts	477	458	483	1,418
Associate in Science	1,968	1,048	972	3,988
Totals	2,445	1,506	1,455	5,406
Associate in Applied Science	663	620	662	1,945
Certificates	326	343	436	1,105
Totals	989	963	1,098	3,050

Source: Data and Characteristics of the Illinois Public Community College System, August, 2000, 2001, 2002

14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

The College mission is to provide various educational opportunities including:

- Courses in liberal arts and sciences and general education which provide the student with the first two years of baccalaureate and pre-professional programs.
- Courses in occupational, vocational, and technical programs leading directly to employment.
- Courses in adult education which include developmental instruction and general education programs.
- Academic and student support services which complement the curriculum.
- Programs and activities that enrich the community.
- Support and training to assist business and industry and spur economic growth and development.

After the degree programs are developed by the faculty and approved by the Curriculum Advisory Council of the Faculty Senate, Faculty Senate, and the President, all courses and programs are taken to the Board of Trustees for approval. When the proposed degree programs complement the College mission, the Board of Trustees approves the degree program. Final approval lies with the Illinois Community College Board. Because the degree programs are scrutinized at several levels, the programs of study offered at JWCC are compatible and comparable to those at other institutions of higher education. See Chapter 6.

15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.

All degree programs are named using commonly accepted practice in higher education or industry. All courses which apply to degrees are at the lower-division level and numbered 100-200. The degree programs, associate in arts, associate in science, associate in applied science, and associate in general studies, require at least 64 credit hours for completion. See Chapters 7 and 8.

16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

Based on general education objectives for the transfer degrees (AA and AS) and the career and technical degrees (AAS) and within the framework of the Illinois Articulation Initiative, JWCC has a core general education requirement for each degree.

Associate in Arts: 46 credit hours of general education courses.

Associate in Science: 46 credit hours of general education courses.

Associate in Applied Science: 16-17 credit hours of general education courses.

See Chapters 7 and 8.

17. It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

JWCC maintains an "open door" admission policy that provides access to programs, courses, and services to anyone who can benefit from them. There are no costs associated with the admission application or in being admitted. Admission is granted to any person 18 years or older who has a high school diploma or general educational development (GED) diploma. Persons not meeting these minimum requirements may be admitted when specific criteria are met. All admission policies and procedures are published in the College catalog and student handbook. JWCC maintains some programs that have limited enrollment for which competitive admission policies are administered. See Chapter 5.

18. It provides its students access to those learning resources and support services requisite for its degree programs.

JWCC provides students with a wide variety of learning resources to enhance success in the College experience. The principal learning resource is the College library, with approximately 11,400 holdings of bound volumes and other printed materials; 160 periodicals; 4,263 (estimated) electronic periodicals; 3,025 films, tapes, and CDs; and five electronic on-line data bases.

Other learning support services include:

- Math, writing, and science labs to provide instructional assistance by qualified staff;
- Computer labs with instructional assistance, when needed; and
- Open Learning Center videotape modules with equipment available for viewing on-site.

Specialized support services include:

- Academic assistance with individual and small group tutoring;
- Disability services;
- Academic counseling and advising;
- Career counseling;
- Financial assistance and referral;
- Assessment; and
- Community outreach and referral.

Support services include:

- Career services; and
- Veterans programs.

See Chapters 2 and 5.

FINANCES

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

Currently, the external, independent certified public accounting firm, Gordon & Sweetland, P.C., conducts annual audits at JWCC. According to Board Policy 707, once every five years the Board will consider changing auditors. The audit is conducted in accordance with Generally Accepted Accounting Principles (GAAP) and Government Auditing Standards, issued by the Comptroller General of the United States. The audited financial statements are sent to the JWCC Board of Trustees and Illinois Community College Board, as well as a number of agencies and entities. See Chapter 4.

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

The accounting policies used at JWCC conform to the generally accepted accounting principles as promulgated by the Governmental Accounting Standards Board (GASB) and as prescribed in the Fiscal Management Manual published by the Illinois Community College Board.

The Board of Trustees approves the budget each year and strives to maintain a balanced budget. For the last complete fiscal year (FY01) the expenditures from all the funds were allocated in the following manner:

Instruction	\$4,138,295	27.3%
Academic Support	\$672,825	4.4%
Institutional Support	\$3,958,559	26.1%
Student Financial Aid	\$1,963,165	12.9%
Student Services	\$1,681,702	11.1%
Public Services	\$1,144,801	7.6%
Auxiliary Services	\$836,832	5.5%
Operations & Maintenance	\$765,639	5.1%
Total	\$15,161,818	100%

See Chapter 4.

21. Its financial practices, records, and reports demonstrate fiscal viability.

By Illinois state regulations, auditors are required to make note of any fiscal problem areas by stating it is a “going concern.” The “going concern” statement is then followed with a specific listing of each concern. JWCC has never had “going concern” with regard to the College’s fiscal practices, records, reports, or its overall fiscal viability.

The independent audit for FY01, conducted by Gordon & Sweetland, P.C., CPA, produced an unqualified report. The audit found and reported:

- No material weakness found with internal control over financial reporting;
- No noncompliance material to financial statements; and
- No material weakness found with internal control over financial reporting of federal awards.

Each year the budget is developed based on current situations and realistic projections of revenue and expenditures. The budget has been balanced each of the last four years. No attempt is made to utilize revenue that does not exist or is unlikely to exist. Estimates of expenditures are as realistic as possible even to the extent of overestimating the expenditures because of the unknown contingencies.

For at least the last five years, each fund maintained has ended the year with a positive balance. Challenges with fiscal viability would certainly be greater should a new year be started with a negative balance. The President, Vice President for Finance and Business Services, and ultimately the Board of Trustees have planned and reduced expenditures in such a manner that fund balances are positive.

Because of the College's reliance on state reimbursement revenue and the delay with which the funds for reimbursement arrive on campus and are available for use, a working cash fund has been established. When the state revenue is late in arriving, funds from the working cash fund may be used to meet current financial commitments. However, the principal of the working cash fund may be borrowed but not permanently used. When state revenue arrives, the amount used from the working cash fund is deposited back into the fund. Only the interest from the working cash fund will be available for use. However, the Board of Trustees has a self-imposed restriction on how the interest may be used. The interest from the working cash fund is used for the mortgage on the land for the main campus.

On an on-going basis, the College maintains a reserve equal to approximately one month's operating expenditures to hold for contingencies. Considering the previously mentioned practices, this reserve has met the contingency needs of the College since 1990.

Through the College's strategic planning process, cash flow projections for five years have been made. The projections were based on changes that have occurred at the College, as well as trends of past years. The projections are ambitious but realistic.

Each month the Board of Trustees is given a financial report showing budget to actual expenditures, balance sheet, investment report, and any relevant special financial report. Because of the regular reports, the Board promptly learns of any matter that might need its attention. See Chapter 4.

PUBLIC INFORMATION

22. Its catalog or other official documents includes its mission statement along with accurate descriptions of

- its educational programs and degree requirements;
- its learning resources;
- its admissions policies and practices;
- its academic and non-academic policies and procedures directly affecting students;
- its charges and refund policies; and
- the academic credentials of its faculty and administrators.

The College catalog and student handbook is reviewed, updated, and published each year. Since 1977, the scope of the document has been broad enough to serve as the student handbook as well as the College catalog. The catalog and student handbook includes the philosophy, mission statement, goals, and core values that guide JWCC in priorities and actions. The catalog and student handbook also includes descriptions and requirements for all the degree and certificate programs and all course descriptions. Admission policies and procedures and other policies directly affecting students are described in the catalog and student handbook. Financial information is placed in one chapter and identified in the table of contents for easy reference. The financial information includes the tuition, fees, fee payment date, refund policy, policies regarding chargebacks, and descriptions of financial aid programs. The catalog and student handbook describes the variety of learning centers and resources at JWCC, along with maps showing their general location, addresses, and phone numbers. The general college calendar for the academic year is printed in the catalog and student handbook. Academic credentials of the faculty and administrators are included in the catalog and student handbook, as well as listing and credentials of the Board of Trustees and all staff by service area.

The schedule of classes is published three times each year, before the fall, spring, and summer terms. In addition to the actual class schedule, the schedule of classes includes the calendar for the term, information about the location of the learning resources and how to access them, and financial information such as tuition, fees, and refund policies. See Chapter 13.

23. It accurately discloses its standing with accrediting bodies with which it is affiliated.

The College catalog and student handbook states that JWCC is accredited by The Higher Learning Commission and a member of the North Central Association. In compliance with federal regulations, the address and phone number of The Higher Learning Commission is included in the catalog and student handbook. Statements are also included about the College's recognition by the Illinois Community College Board and the Illinois Board of Higher Education. See Chapter 13.

24. It makes available upon request information that accurately describes its financial condition.

The external, independent firm of Gordon & Sweetland, P.C., certified public accountants, conducts the annual audit. A copy of the current audit is available for viewing in the library and is available upon request through the College Freedom of Information Officer.

Monthly financial reports are included in the packets given to each member of the Board of Trustees. The Board packets are available for viewing in the College library. When the budget is being developed, the proposed budget is posted on campus for public viewing. In accordance with state requirements, the annual report of the College's financial statements is published in a newspaper having general circulation in the district no later than November 15 each year. See Chapter 13.

Chapter 1

Mission, Purposes and Governance

Criterion 1: John Wood Community College has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Chapter 1

MISSION, PURPOSES, AND GOVERNANCE

John Wood Community College is showing patterns of evidence that a mission statement has been formally adopted by the governing board and that the institution has legal authorization to grant degrees and to operate as an institution of higher education. Further, JWCC has legal documents to confirm the school's non-profit, public status. Long- and short-range institutional and educational goals have been established in order that institutional commitment to excellence, both in the teaching provided by the faculty and the learning expected of students, can be maintained. JWCC has processes in place for decision-making to maintain its purposes, informing the public of its purposes, and evaluating its purposes on an on-going basis.

Governance and Organization

John Wood Community College was organized as a publicly supported, comprehensive community college by the state of Illinois. As such, it is a member of the Illinois community college system, comprising 39 districts and 48 separate colleges. The community college system is directed by the Illinois Community College Board (ICCB), which is composed of members appointed by the governor. Activities of the Illinois Community College Board are coordinated with those of the Illinois Board of Higher Education (IBHE), which provides overall management of the entire system of publicly funded institutions of higher education in Illinois and general oversight of private colleges.

Within this organizational context, John Wood Community College serves citizens residing in Adams, Pike, and Brown counties, and parts of Hancock, Calhoun, Schuyler, Cass, Morgan, and Scott counties in west central Illinois. The total region of three counties and parts of six other counties is designated as Illinois Community College District #539. The College is a taxing authority in this district and is supported in part by an annual levy of the real estate property holders in the district.

John Wood Community College is itself governed by a seven-person Board of Trustees elected from the district for staggered six-year terms and a student trustee elected from the student body each year. The Board governs the College by setting policies, establishing budgets and spending priorities, and making personnel decisions. The Board has invested executive authority in a president, who has delegated appropriate discretionary authority to four vice presidents over the four service areas within the College: Instructional Services, Student Services, Finance and Business Services, and Community Services. Administrative authority for

the various programs and services provided by the College is vested in managerial staff who report to the vice presidents.

When the College was originally organized as an institution, the delivery of instruction was to be through the Common Market approach. Instructional services were contracted from eight local private or public colleges, schools, and businesses (exceptions were agriculture education, open learning programs, practical nurse, adult education and community services, which the College itself organized and implemented). Initially tuition for the contracting entities was cost effective. However, the College discovered in the late 1980s that it could more cost effectively provide all of its own educational services. Consequently, most of the established educational services contracts were phased out, a qualified faculty was hired, and classroom facilities were secured and equipped. Regular college classes in the liberal arts and sciences were opened and populated by JWCC students beginning in fall, 1990. Educational services agreements currently include Blessing Hospital for the paramedic, radiological technology and medical laboratory technology programs and with the Cheryl Loatsch Studio and Fitness Center, Quincy Park District, the Quincy Racquet Club, Illini Rehab and the YMCA for physical education and fitness classes.

The Governance Structure

Initially conceived in the late 1980s, an internal governance structure was established, consisting of a College Council of elected and selected representatives from each service area. The College Council deliberated on recommendations from a number of standing committees, including Student Issues, Academic Issues, Facilities, and Human Resources. Recommendations approved by the Council were forwarded to the President for approval and action or discussion at weekly President's Cabinet meetings.

Within the last five years, the effectiveness of this internal governance structure had diminished. The College Council became an arena for dealing with issues of which the members had little interest or understanding. A new college president in 1997 provided the impetus to alter the structure, which replaced the Council with a quarterly All-College Meeting and refined the number and responsibilities of standing committees.

The current governance structure is much more inclusive than in past years and provides for input to the President and the Cabinet from the Leadership Council and a well defined standing committee structure. The Leadership Council, which consists of the President and directors of the various departments in the College, serves as an independent, but not autonomous, advisory council to the President. In its advisory capacity and through its activities, the Leadership Council identifies management challenges and collaboratively develops potential resolutions to issues.

The committees providing input to the President and Cabinet include Activities and Special Events, Institutional Effectiveness (which works closely with the Academic Assessment and Standards Advisory Council of the Faculty Senate), Human Resources, Facilities and Environment, Student Issues, Technology, Salary and Fringe Benefits, and Marketing.

Prior to the establishment of an Office of Human Resources, the Human Resources (HR) committee was given responsibility for human resources-related functions such as training and evaluation. Within the past five years, the Office of Human Resources has enveloped these and similar functions. Therefore, the usefulness of this committee was reviewed and its members and members of the Leadership Council recommended that the HR committee be disbanded. The HR committee is now in the process of being dissolved.

In the fall of 2000, a Faculty Senate was organized to promote the academic and professional welfare of JWCC. Faculty Senate provides an effective and democratic forum for empowering the faculty in its role in fulfilling John Wood's mission, facilitates the free exchange of ideas and philosophies related to academic issues, and builds and maintains constructive relationships throughout the College.

The Faculty Senate voting membership includes all full-time faculty members whose primary responsibility is teaching and ten representatives selected from the associate faculty for each semester. Non-teaching, non-administrative full-time personnel who work directly with students (for example, counselors, academic advisors, lab assistants, library personnel, student activities personnel and student support services personnel) are represented by five members on the Faculty Senate. All Faculty Senate meetings are open for any staff member to attend.

Through the constitution of the Faculty Senate, four advisory councils were established to oversee various issues affecting faculty. The Academic Assessment and Standards Advisory Council is responsible for assessment of student learning and for standards of academic conduct. The Curriculum Advisory Council oversees all curriculum development and changes. The Internal Support Advisory Council is responsible for ensuring clerical and physical support such as facilities, space, and equipment. The Professional Development Advisory Council deals with determining the types of professional development that is needed and seeking ways to provide for professional development of faculty.

The current internal governance structure proceeds from a larger constituent base than the former structure, fully incorporates the Faculty Senate, and frankly acknowledges the key role played by administrative management.

Assessment of Governance Issues

This governance structure of John Wood Community College has only recently emerged from the latest chapter of its evolution; consequently, not all staff members are knowledgeable

and fully conversant with the structure. Surveys administered to staff and faculty to assess governance issues indicate that these groups feel they are adequately represented in the College's governance structure and have adequate opportunities to serve. Nevertheless, responses associated with the effectiveness of the governance structure were significantly below average for virtually all questions associated with the issue. The survey also indicates the growth in the number of faculty and staff over the past few years creates challenges for providing input into the planning process. Likewise, faculty and staff rated their input into the decision-making process below the average, indicating that some internal constituents, primarily support staff, feel effectively excluded from the process. A significant number of faculty and staff also question whether decision making is accomplished logically and consistently.

These findings reveal directions for growth and improvements in internal governance, and none should assume that improvements would happen naturally with the passage of time. However, the very newness of the current governance structure demands that it be given time to operate fully as intended. Meanwhile, all staff and faculty should be re-oriented to the new structure to ensure that all constituents understand the internal governance mechanisms.

Philosophy and Mission

Historically, articulating the mission, philosophy, and goals for John Wood Community College has been the prerogative of the Board of Trustees. In 1990, the JWCC Board of Trustees approved an updated statement of philosophy, mission, and goals, which was reaffirmed at a Board retreat in the summer of 1998; that reaffirmation was confirmed at a regular Board meeting in the fall of 1999.

The philosophy forming the College mission and goals recognizes that the College must serve a population which is diverse in terms of geography, age, educational background, motivation, long- and short-term goals, and lifestyles. Providing educational services to such a population requires that the College offer both traditional and non-traditional learning venues. This philosophy also emphasizes the College's commitment to using all appropriate and available learning resources in the community. Finally, the philosophy recognizes that students differ in their rates of learning, not in their ability to learn. Proceeding from this philosophy is a utilitarian statement of mission:

Consistent with legal obligations and the College's philosophy, it is the mission of the College to provide various educational opportunities, including:

- *Courses in liberal arts and sciences and general education which provide the student with the first two years of baccalaureate and pre-professional programs.*

- *Courses in occupational, vocational, and technical programs leading directly to employment.*
- *Courses in adult education, which includes developmental instruction and general education programs.*
- *Academic and student support services, which complement the curriculum.*
- *Programs and activities that enrich the community.*
- *Support and training to assist business and industry and spur economic growth and development.*

The philosophy and mission of the College are featured prominently in the College catalog and student handbook and are also framed and posted in strategic locations around all John Wood locations throughout the district. Although the mission statement itself has been reaffirmed recently by the Board of Trustees, its focus precludes an emphasis on issues of quality, on recent efforts of the College staff to transform the College into a learning-centered institution, and a recent initiative to define the College's core values.

To fulfill the mission statement successfully, the College must receive continuous assistance from various segments of the community. This assistance is primarily in the form of advice and counsel from advisory committees established for various programs and activities. The Community Services area of the College uses fourteen such community or business committees. The Instructional Services area of the College uses seventeen advisory committees to guide and advise many educational programs. Advice and information from the committees helps the College establish courses, open new curricula, revise existing curricula, offer community-based special interest courses, and adjust educational learning environments to accommodate the needs of the community or the population needing a particular program or services.

Core Values

In 1998, the Illinois Community College Board encouraged all community colleges to adopt and incorporate a set of core values. The College President appointed a committee to oversee this process for JWCC. Members attended a statewide conference sponsored by the Illinois Community College Board and planned an all-college seminar to assist with the development of core values statements. The President suspended classes for a day, and the seminar was held beginning with an address from a consultant on core values. Employees were divided into groups to identify core values. Throughout the remainder of the year, the core values committee refined the statements and recommended four core values. In 1999, staff

finalized and the Board of Trustees adopted the following set of core values, which is used to guide all actions of the College:

- ***Self Development*** - We support lifelong learning and personal growth;
- ***Excellence*** - We maintain the highest instructional standards;
- ***Accountability*** - We hold ourselves accountable for the quality of academic programs and learning environments;
- ***Integrity*** - We maintain responsible personal and professional behavior.

Assessment of Successful Accomplishment of Mission and Goals

In a continuing effort to assess how well the College is meeting its mission and goals, formal survey instruments using a five-point Likert-style satisfaction scale were administered to students, alumni, faculty, staff, Board of Trustees, and the community at large during the fall, 2001. Responses falling outside the average are primarily emphasized below.

Students perceive a high quality in traditional structured classroom instruction at John Wood Community College, and the College continues to attract large numbers of students interested in this learning environment. Students noted less favorable perceptions of quality regarding non-traditional learning environments, such as distance learning with two-way audio and video. These results suggest a need to investigate non-traditional learning environments at greater depth to determine the sources of student dissatisfaction. Surveyed students also indicated a lower satisfaction rating for the College's efforts to meet community needs in areas remote from the main campus and for its efforts to provide GED instruction. Both these areas merit further exploration and improvement. Students' responses also indicate a very positive perception of academic support services, library services, media support, and lab equipment. However, student perceptions regarding opportunities for leadership, extracurricular activities, and recreational activities indicated less satisfaction than the norm, while still in the "satisfied" range. Both adult and traditional aged students perceive staff to be competent and caring and to demonstrate responsible personal and professional behavior; they also perceive that faculty members created a classroom environment that stimulates growth and critical thinking. Returning adult students indicate satisfaction with courses that are responsive to their needs.

Students expressed less satisfaction with how well JWCC prepares them for understanding and interacting with the global community. Although John Wood is apparently doing a better job of making students aware of the international dimensions of modern culture than it was ten years ago, greater emphasis is still necessary to strengthen the College's commitment to international education and global education.

Surveys returned by alumni suggest that the College provides high quality instruction in virtually every category; the overall average score for questions related to instruction was 4.2 on the five-point Likert Scale. Questions relating to instruction and learning which indicated lower alumni satisfaction typically involved programs with low enrollment and those questions which were answered by fewer than half the respondents. One particular issue that deserves further investigation concerns the quality of distance learning classes and opportunities, which received a lower-than-average alumni satisfaction rating. Although alumni believe that the College provides a variety of learning environments and offers off-campus centers which meet the needs of their communities, the quality of distance learning experiences appears less than satisfactory. Because of the limited number of alumni respondents to this item, however, it is probably premature to derive much more than a suggestion for further study from the alumni response. Lower ratings were also apparent in the alumni responses to support services available to traditional and non-traditional students, and the same cautions apply.

The faculty and staff survey provided a strong indication that John Wood Community College provides excellent instruction in all learning environments. Faculty and staff responses indicating above-average evaluations of instructional quality were also recorded for baccalaureate preparation; occupational, career, and technical training for employment; and developmental education. The faculty and staff believe that College personnel support the College's core values. Of concern was a below-average faculty and staff response to the item on appropriate academic advising.

Six surveys were returned from the seven elected members of the Board of Trustees. The extremely small number of respondents caused by the small size of the population of this stakeholder group makes establishing reliable averages or determining trends extremely difficult. Nonetheless, it is worth noting that most Board members believe that John Wood Community College is accomplishing its mission and purposes. Unqualified positive opinions were expressed regarding issues of access and financial aid, the quality of traditional instruction, student life opportunities, addressing the needs of a diverse student population, and preparation of students for employment and equipping them with life skills. Concerns by at least one elected Board member were expressed with regard to non-credit community education, preparation for baccalaureate and pre-professional programs, academic support services, academic advising, and satellite centers. Five of six respondents agree or strongly agree that faculty and staff demonstrate responsible personal and professional behavior, provide high quality GED instruction and literacy tutoring, and offer positive programs for enhancing lifelong learning and community enrichment. The majority also indicate that the College is doing well meeting the needs of the returning adult students, assisting business and industry with services, and supporting economic growth in the district's communities. While the overall opinion of the majority of Board members on these aspects of the College's mission and purposes was positive or strongly positive, the lack of unanimity on certain issues may suggest that further examination beyond continuing performance assessment is warranted.

The responses from the community at large to the survey instrument indicate a general agreement that John Wood Community College offers and provides quality instructional and support services. The community survey responses also indicate there is strong agreement that the College is successful in providing courses in the liberal arts and sciences; in occupational, career, and technical areas; and in preparing students for future baccalaureate programs and employment. They also believe that the College is satisfactorily offering programs which enhance lifelong learning and personal enrichment. In fact, the single item from the community survey which reflects a lower than average score concerns the College's offering high quality instruction in English as a Second Language. This item had the lowest number of valid responses returned from the community at large (39) and probably reflects the low visibility of this relatively small program.

Strengths, Concerns, and Recommendations

Strengths

- The philosophy, mission statement and goals statements for the College are clearly articulated and generally accessible to all stakeholders and constituent groups.
- The internal governance structure has undergone extensive revision to promote collegiality and efficacy.
- A Faculty Senate has been established and made an integral part of internal governance, acknowledging the critical role faculty must play in the governance of the College.
- A Leadership Council ensures that administrative directors have a clear voice in governance.
- Surveys administered to virtually all constituent groups indicate a generally high degree of satisfaction and agreement that the College is meeting its many purposes.

Concerns

- The mission statement is more utilitarian than inspiring and does not include elements of issues that the College has been consciously seeking to incorporate into its corporate life, such as its transformation into a learning- and learner-centered institution and its adoption of core values.
- Some faculty and staff members have significant concerns about the effectiveness of the relatively new governance structure and its performance in allowing them to provide input on governance issues and decision making.

- Students appear less satisfied with non-traditional learning environments, especially programs providing for learning at a distance, and question whether the quality of those environments matches that of traditional classroom environments.
- Some slight dissatisfaction appears among students regarding extra-curricular and recreational activities.
- The quality of academic advising appears to be a concern among some constituent groups.

Recommendations

- The Board of Trustees should complete a comprehensive review and re-evaluation of the John Wood Community College philosophy, mission, and goals. Such a review might well include representatives from all stakeholder and constituent groups of the College. Special attention should be given to the College staff's efforts to transform the College into a learning- and learner-centered institution and to incorporate certain core values into the College's activities and decision-making process.
- Staff should be trained and made familiar with the College's current internal governance structure.
- The current governance structure should be assessed and reviewed every two years for its effectiveness and remedial action taken as needed.
- A more intense and specialized assessment should be done of the quality of distance education at JWCC, of the effectiveness of off-campus centers in meeting their community's needs, and of the effectiveness of GED instruction.
- The College should integrate international education and global awareness more fully into the curricula, perhaps by using a "module" approach to the subject suitable for certain key general education courses.
- The Board's opinion on non-credit, liberal arts and sciences, academic advising, outlying service centers, and academic support programming should be assessed. The Board's opinions should be correlated with those drawn from other constituent groups and changes should be made as necessary.

Chapter 2

Physical Resources

Criterion 2: John Wood Community College has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

Chapter 2

PHYSICAL RESOURCES

John Wood Community College is showing patterns of evidence that facilities have been provided that afford all students the opportunity to succeed. The physical plant supports effective teaching and learning and maintains a safe and healthy environment for all students and staff. Learning resources are readily accessible to all students who are enrolled in its degree programs. Academic resources and equipment (e.g. libraries, electronic services and products, learning resource centers, laboratories and studios, computers) are adequate to support the institution's purposes.

Background

The most striking evidence for the significant changes undertaken by John Wood Community College since its last self-study process in 1990-1991 is the new campus located at 48th and Harrison in Quincy. Convinced that the College could not continue to grow, prosper, and accomplish its purposes in the former facilities, the Board approved plans for erecting new classroom and laboratory buildings in the early 1990s. The new buildings were to be on tracts adjacent to the former Lincoln Elementary School, which the College had purchased and renovated for use as its major Quincy facility in 1983. When a 150-acre parcel of ground one mile south of the former elementary school became available in 1994, the Board became convinced that this parcel could be more comprehensively developed as a college campus. The Board acted to negotiate a contract for the purchase of the site.

This major shift in planning for new physical resources arrived with a heavy cost, including the temporary loss of community support and the collapse of a major, on-going fundraising campaign. Nevertheless, the need for expanded facilities had been well established. When the Board decided to provide its own educational services and suspend the contractual arrangements which had characterized the College since its inception, the need for additional classrooms, which this decision necessarily prompted, was clearly understood. In fact, to immediately provide adequate classroom space close to the former Lincoln Elementary School, then serving as the administrative center of the College, the Board in 1990 authorized the purchase of three temporary modular classroom buildings and erected them on ground adjacent to the school; a short time later, it leased classroom and office space at the facility now called the Broadway Annex. At the same time, the Board contracted with Greer/SJCV, Inc., (campus planners from Albuquerque, NM) to study available acreage then owned by the College in the immediate vicinity of the school, analyze the College's needs for space, and produce a Site and Facilities Master Plan. Based on the assumption that the College would retain the almost 50 acres it owned adjacent to the former Lincoln School and develop it as a college campus, that

plan was presented to the Board of Trustees in early 1991. Plans to build a new science and technology center, the first in a series of proposed buildings, for this acreage, moved forward.

The Board's purchase of the 150-acre tract prompted a revision of the Greer study, which was presented to the Board in July 1996. Deemed inadequate for a variety of reasons, the facilities needs portion of the study was revised internally by the then interim dean of administration (formerly the chief financial officer of the Illinois Community College Board) and expanded into a new Site and Facilities Master Plan based on the new campus location and on contemporaneously identified needs and growth trends. Plans for building a science and technology center, identified as the greatest facility need at that time, continued, but the design was altered to suit the 150-acre tract designated as the new main campus site.

The new plan called for a permanent core campus of four buildings, including the science and technology center then under construction. The arrival of a new president spurred the creation of an inclusive staff structure for detailed planning of the buildings with the counsel of the College's contracted architectural firm. Fifteen key staff members served as the steering committee for the project; service areas which were to be located in the buildings were organized into representative committees for purposes of planning space and adjacencies. While some members of these committees were specifically designated, all committees were open to all interested staff, and efforts were made to set meetings to accommodate individual schedules. A student representative was appointed to each committee, and a representative from the architectural firm attended each meeting of each committee. Over a period of about a year (1997-1998), the committees finished their work, the architectural firm completed its basic design, and funding sources were secured.

The community controversy caused by the shift to a new campus site diminished within only a few years. The Science and Technology Center was completed and dedicated in 1998. Two additional buildings were completed on the new campus site by 2002, and construction on the fourth building is scheduled to begin early in 2003. The new buildings have been deliberately designed to help staff and faculty better achieve the mission and purposes of JWCC and to enhance student learning and academic achievement.

Yet the physical resources of John Wood Community College extend beyond its new campus to locations and outreach efforts in every part of its district. The opening of the new, permanent campus has not overshadowed other significant efforts to serve the rural communities by continuing to meet their needs for educational services.

Education Services Locations

Main Campus at 48th and Harrison Streets

Four interconnected buildings which house classrooms, laboratories, academic support center, faculty and staff offices, and special use and conference areas comprise the core of the campus master plan. Three of these buildings are currently in use, and construction on the fourth building is scheduled to begin in 2003.

Science and Technology Center

Opened for classes in the spring of 1998, the Science and Technology Center was the first building on the new campus to be completed and occupied. Classrooms, a variety of laboratories, the campus safety and security office, and faculty offices utilize the 35,200 square feet of this building. A large computer lab serving as the open learning center for office and computer technology programming is located on the upper level, along with three self-contained computer classrooms and an interactive physics/chemistry computer laboratory. Three large laboratories - for life sciences, physical sciences, and nursing education - have individual learning stations and are fully equipped with gas, water, safety equipment, and, in the nursing lab, patient care modules with sinks and the latest in hospital beds and equipment. On the lower level are located a small allied health classroom, an electricity lab, an electronics lab, an open office area for nursing faculty, and a small conference room which can be used as a seminar classroom. Four general purpose classrooms are located on the lower level. Each classroom has a console equipped with a computer, video cassette and compact disk player, and versatile document camera, all of which can be projected to a large screen from an overhead computerized projection unit. The building, as all buildings on campus, is completely handicapped accessible, with an elevator operating between levels.

Learning Center

Located north of the Science and Technology Center, the Learning Center is likewise divided into two stories. The lower level contains ten all-purpose classrooms; each equipped as above with a console with a computer, videocassette and compact disk player, document camera and large screen overhead computerized projection unit. Also on the lower level are offices and workspace for the Information Services department, offices and workspace for the Instructional Technology and Telecommunications department, the Student Life and Athletics Offices, and the student government office. Two of the all-purpose classrooms have been specially constructed with tile floors and cabinetry and designated for art and early childhood education classrooms.

The upper level of this 40,248 square-foot facility contains the Academic Support Center, which combines the main campus library and the open learning center. The Marion Gardner Jackson Information Literacy classroom is located inside the Academic Support Center. This classroom is designed for enhancing information literacy learning, modern bibliographic instruction, and community programming. The room contains 24 student computer stations, an instructor console, overhead digital projection unit, and a digital "smart board."

The Academic Support Center includes ample space for individual studying as well as a total of 40 network-linked and printer-connected computers available for student use. Approximately 175 seats are arranged for student reading or studying. Some areas are arranged as individual study modules, while others are two-person stations. Students taking courses in the open learning center or in the traditional structured classroom may view videos at eight individual video-viewing stations. A quiet study area includes comfortable chairs, a large central table, and a view of the wooded acreage east of the campus buildings. Two conference rooms, library offices, and technical service workrooms are also housed here. The library moved to the new campus in November 2001. The new library has approximately 14,000 square feet, an increase from 952 in 1990 and 1786 in 1996. Currently, the library holdings are 11,388 books and other printed materials, 159 periodicals, and 4,263 electronic periodicals, as compared to 8,155 books and other print materials in 1991.

The open learning center portion of this unit provides eight separate glass-enclosed offices used by open learning instructors for meeting individually with students. A secure testing center for both open learning and traditional learning students is also provided, along with permanent office space for open learning staff and associate faculty members.

Immediately adjacent to the testing center is the temporary location of the American College Testing (ACT) Training and Testing Center. The ACT Center provides 16 computers designated for ACT-sponsored training and education and eight computers designated for what ACT has characterized as "high stakes" testing for a number of certifications, tests which ACT has devised and administers. Through these centers, ACT can provide online or service-based training and education in approximately 3,500 career or discipline areas. Designated one of several sites for ACT's network of training and testing centers, John Wood Community College has equipped this testing center with surveillance cameras and audio-sensitive equipment, as required by the College's agreement with ACT. In this venue many national tests will be administered in this secured area via the Internet; residents of the district who desire the training and testing provided by this special center will save both time and money by utilizing local resources. When the fourth building of the core campus is completed, the ACT Training and Testing Center will be moved from its location in the Academic Support Center and permanently housed there in a new, more commodious space. Also in the Academic Support Center, near the testing center, there is a computer classroom and a tutoring area equipped with several separate tutoring stations.

Student/Administrative Center

Containing 63,643 square feet of space, the Student/Administrative Center is the next building to the north and the only one with three stories. The college bookstore and cafeteria/food service are located on the lowest level, as are the purchasing office, receiving facilities, and storage area. The cafeteria is fully equipped with all the necessary equipment to serve meals both elaborate and simple to the staff and students. The large, well-equipped kitchen is used not only by the food service provider, but also by the restaurant

management/culinary arts program as a laboratory. Consequently, the area includes dressing rooms and locker areas.

The second, or main, floor of the Student/Administrative Center houses along its large central corridor most of the primary services and offices typically accessed by students. These include Enrollment Services (admissions, records and registration, advising and counseling, financial aid, placement and testing), Business Services (student accounts receivable, financial aid disbursement, and related services), and Student Support Services (tutoring services, special needs advisors, career counseling, and special programs). Included in this complex is a room equipped with 24 network-ready computer stations available for student placement testing. Conference rooms are also located on this level. The corridor terminates in a large comfortable student lounge.

The third, or top, floor contains the President's office area and the Board Room. Offices for the Foundation Director, Director of Institutional Research, Vice President for Finance and Business Services, Vice President for Instruction, Human Resources, and Public Relations are also located on the third floor. Two all-purpose classrooms, a small conference room, and more than 30 individual faculty offices are on this floor.

Maintenance Building

The 11,520 square-foot maintenance building is separate from the larger, interconnected structures and includes storage space and mechanical workspace divided between two floors. The lower floor can be accessed via large overhead doors for vehicle storage or equipment maintenance. The office of the coordinator of facilities maintenance is also located in this building.

Agricultural Education Center

The Agricultural Education Center located in rural Pike County, near Perry, Illinois, is the product of a unique cooperative project with the University of Illinois inaugurated more than 20 years ago. The project has proved beneficial for both institutions, providing office space for the University's research advisor and classroom and functional office space for JWCC faculty and staff members, classroom and laboratory areas, test and demonstration plots, and other physical facilities to support educational programming in agriculture and related industries.

First occupied by the College in September 1981, the 14,986 square-foot building contains two classrooms, a small welding lab and machine shop, a computer lab with 18 stations, a small agriculture library, and offices for faculty and staff. The center has on-site parking and is handicapped accessible. In addition to offering courses in agriculture education, a few general education courses that support the curriculum are offered for the convenience of students. The University of Illinois operates a nearby beef research lab, and students and faculty use the facilities cooperatively with University personnel.

James L. Reed Swine Management Center

Adjacent to the site of the Agricultural Education Center is the James L. Reed Swine Management Center, owned by the College. This facility, recently renovated to provide state-of-the-art, live laboratory experiences for students in the swine management program, offers classroom space and specially designed laboratory space for student observation and hands-on participation in swine management techniques. The 5,608 square-foot building houses two nurseries, two six-crate farrowing rooms, and a breeding and gestation room with five boar pens and 60 gestation crates. Changing and shower rooms to provide optimal bio-contamination deterrence are also included in the facility.

Pittsfield Education Center

The Pittsfield Education Center was developed in the early 1980s in order to provide easier access to John Wood's educational programs and services to students living in or near Pike County, Illinois. Initially used for open learning courses only and housed in a former elementary school building, the center now provides for the same variety of learning environments available at the Quincy campus: traditional classroom, open learning, two-way audio and video, and online. A student can complete an entire AA or AS degree at the Pittsfield center; select AAS degrees and certificates are also offered.

In 1990, 7,200 square feet in the current facility (built originally as an agriculture equipment dealership) was leased by the College for open learning and minimal office and classroom space. The balance of the building was occupied by a local food store. In 1998, a new lease was developed, and the entire 16,000 square-foot building, after appropriate renovation, was placed into use for the College's educational services to Pittsfield and greater Pike County. The building houses three all-purpose classrooms, one computer classroom with 15 student stations, a classroom devoted to adult education, two specially equipped classrooms suitable for two-way audio and video learning. An open learning center with an accompanying computer lab with 15 student stations (primarily for use by office technology students) is also located in the building, along with office space, a small student lounge, a small library, and storage. The Pittsfield Education Center is fully handicapped accessible and offers space for individual studying and learning.

JWCC Annex

Located at 48th Street and Broadway in Quincy, the JWCC Annex houses virtually the entire Community Services area of the College (adult and continuing education, community education, literacy programs), the music department of the baccalaureate-transfer program, and the office of business and industry training. The facility was renovated for the use of the College in 1992-1993 and included private offices and classroom spaces. Most staff members considered the facility adequate for its purposes. Over almost a decade of occupancy and College growth, however, the facility is no longer adequate for today's needs. It contains six small, all-purpose classrooms poorly furnished with classroom technology, one adult education classroom fitted for the open learning environment, one band and choral music classroom, a computer lab with 12 student stations, offices and office areas for Community Services,

business and industry programs, and music department faculty. Limited storage is available through closet space and a larger storage area toward the back of the building. The JWCC Annex represents the final remnant of John Wood Community College's main Quincy location yet to be moved to the 48th and Harrison campus. College operations and departments currently located in the Annex are slated to be moved to the fourth principal building on the new campus, which has been designed to provide adequate space for these services, departments, and offices.

Truck Driver Training Facility

On commercial property located on North 36th Street and donated for its use from Sharkey Transportation, Inc., a Quincy trucking firm, JWCC's truck driver training program utilizes a small 1,500 square-foot portable classroom and office space in a nearby building. A large graveled area serves as the "range" for driving instruction and parking space for the seven trucks and ten trailers that the College owns or has the use of in order to provide training. One of the trailers was recently converted into a mobile training facility for the fire science program, offering training for local paid and volunteer fire departments in the use of self-contained breathing apparatus and other tools.

The portable classroom building is divided into a classroom and a laboratory which houses a computerized shifting simulator, ten student computer stations used for training and individualized instruction, a live brake simulation board, and a truck transmission cutaway model for viewing gears. Office space for the director of the program and for full-time and associate instructors is located in a more permanent, nearby building.

Barely adequate, for example, rest rooms are not available on the range, these facilities have been made to answer the training needs of the students who wish to become truck drivers only through the continual efforts of the program director, who strongly advocates for better facilities for the program.

JWCC Mt. Sterling Learning Center

John Wood Community College contracts with Dot Foods, a food distribution business located in Mt. Sterling, the county seat of Brown County, to provide space for JWCC to operate a limited open learning center, a small computer lab with 15 student stations, and two fully equipped distance learning classrooms. Except for the small open learning center, these rooms are shared with Dot Foods for their internal training needs. Although the facility was renovated in the mid-1990s and presents a very professional appearance, shared scheduling, enrollment, and staffing challenges have limited the use of this center.

Retired and Senior Volunteer Program

John Wood Community College is the recipient for a federal action grant that allows the College to sponsor a Retired and Senior Volunteer Program (RSVP) in Adams County. Staff and offices to administer the program are housed at the Quincy Senior Citizens Center, which is

currently building a new facility in uptown Quincy. When the new senior center is completed, JWCC's RSVP program will continue to maintain offices at the new location.

Uptown Quincy Adult Education Learning Center

Since 1985, John Wood Community College has maintained an educational presence in uptown Quincy to serve the district's more urban population with needed services, typically adult education classes, literacy training, and English as a Second Language. Formerly located in leased space at 509 Maine in Quincy, the Uptown Quincy Adult Education Learning Center moved to leased space at 514 Hampshire, about a block away, in July 2002.

The new space is more cost-effective than the former and, while the amount of space in the new center is comparable to that in the old, the new space is laid out more effectively to support the educational purposes for which it is intended and is cleaner and lighter than the former space. Facilities include a classroom, a room for text resources, two individual tutoring rooms, an instructor's office which doubles as an additional tutoring space, and restrooms. Classes and tutorial services are available in a private atmosphere, which reduces potential student embarrassment, during the mornings, afternoons, and evenings.

Athletic Facilities

In 1990 John Wood Community College created the position of Director of Student Life and Athletics and embarked on an intercollegiate athletics program in a number of sports. The sports include men's soccer, men's and women's basketball, men's baseball, women's softball, women's volleyball, and men's golf. Although the soccer program was terminated after those years, all other intercollegiate sports have continued.

The College's lack of its own athletic fields and courts challenges the director and coaches to use already heavily utilized facilities across Quincy. Baseball and softball diamonds owned by the Quincy Park District are used for intercollegiate contests and practices. In the colder seasons, the men's baseball program leases a variety of inside training areas across the city to provide adequate training space for student athletes. The College has a long-standing lease agreement with the local Catholic Youth Organization for the use of its dated gymnasium in order to provide a home court to the men's and women's basketball and women's volleyball teams. Scheduling priorities for the use of the gym by other organizations have resulted in some innovative practice times for all teams.

The Board of Trustees voted in summer, 2002 to explore the development of athletic fields at the new campus site, but development of those fields as yet has no timetable and depends on the availability of funding. While a fitness center and gymnasium on campus would boost student life and athletics, potential funding for such a structure is probably even further in the future than athletic fields. Fitness centers and gymnasiums are low priorities for the state's capital development board, and private funding of a building of this type requires intensive fund-raising efforts. Neither the College nor the JWCC Foundation is currently prepared to

undertake such a campaign, and given the current economic and political climate in this rural district it may be unwise to do so.

Resources for Information Technology

In 1991, John Wood Community College purchased the Banner administrative software from SCT (Systems and Computer Technology Corporation); this move also mandated new computer hardware. The Poise database, the system previously used at JWCC, ran on an 8350 machine, and the Banner system was applied on a VAX 4600. Banner is designed to be a relational database, providing greater flexibility of use than POISE, which was a flat file system. Further upgrades have also included an alpha server 1000 and alpha server 4000. Banner is a fully integrated system, composed of several modules.

The General, Student, and Accounts Receivable modules went live in February 1994 and occasioned the kind of stress universally generated in a major administrative software conversion. These modules allowed student admissions, registration, and academic history, along with student payables data, to be integrated. The Finance and Financial Aid modules were activated in 1996, allowing accounts payable and financial aid to function with the rest of the integrated system. Through the Financial Aid modules, JWCC can access information from the students' FAFSA reports and manage Pell, MAP, and SEOG grants, loans, and work study. Special reports required by the state and federal governments can be generated based on the integrated information.

The Human Resources and Position Control modules were the last modules to be brought live in 1998. These modules manage employee benefits and deductions, payroll data, tax records, current and past jobs history at JWCC, vacation hours, and sick leave used and accumulated.

An additional function of the Office of Information Services is to maintain the College Web site. Through the JWCC Web site, employees can access personal work related data that is managed by Banner. Students can view their records, print an unofficial transcript, and soon will be able to register for classes online. E-mail accounts are available for all full-time and part-time faculty and staff, associate faculty, and all students enrolled in credit classes.

Each faculty and staff member has a personal computer linked to the local area network, which is also linked to the computer in every classroom. The desktop personal computers and the classroom personal computers are connected by a file server, which allows work to be done on the desktop computer and opened and used on the classroom computer. The server has multiple hard drives to keep data secure.

Information Services maintains the computerized phone and security systems, as well as Banner, the external Web site and the College's internal intranet, through four functional mainframes and 31 servers. The mainframes and servers are located in the Network Operating Center (NOC) on the lower level of the Learning Center.

The Office of Information Services staff is comprised of a director and four technician positions, a database administrator, a systems administrator, a systems analyst/MIS, and a Web administrator. These positions provide for all the Banner database maintenance and upgrades, the systems maintenance and upgrades, the state reports such as to ICCB and federal reports, as well as Web administration and implementation. In addition, the four technicians assist users with Banner problems, train staff, and provide all the security on both the Banner database and the computer systems.

Strengths, Concerns, and Recommendations

Strengths

- The spacious, attractive, and functional new buildings enhance all aspects of student learning.
- The many, varied technological tools integrated in the buildings allow faculty, staff, and students to complete learning and teaching tasks more effectively than previously.
- Educational centers are located in several areas around the JWCC district, permitting residents across the district easier access to services.

Concerns

- The physical size of the new buildings has caused every function to migrate physically such that interaction and communication patterns among staff and between instructors and students have radically altered. Isolation can easily occur.
- New facilities mean that typical work patterns have to be changed from the old facilities.
- Housekeeping and maintenance appear to be understaffed for such a large facility.

Recommendations

- Provide more training to faculty and staff so that the available educational technology can be used to its maximum.
- Identify and develop new ways of communicating among staff to overcome the greater size of the facilities.
- Look for ways to make faculty more accessible to students. For example, consider discontinuing the current practice of scheduling classes back to back and instead leave

the classroom empty for 30 minutes before class so faculty can arrive early and talk to students before class starts.

- Consider innovative ways to increase the housekeeping and maintenance staff.

Chapter 3

Human Resources

Criterion 2: John Wood Community College has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

Chapter 3

HUMAN RESOURCES

John Wood Community College is showing patterns of evidence that the administration of JWCC operates through well-defined organizational structure, policies, and procedures with qualified administrative personnel who are effective in their responsibility for overseeing institutional activities. The various systems of governance provide dependable information to the public and to the College's staff and students and, as appropriate, involve them in the decision-making processes. The College has a sufficient number of full-time faculty with educational credentials that testify to appropriate qualifications for the courses they teach. The faculty has a significant role in developing and evaluating all the institution's educational programs.

Introduction

John Wood is committed to developing and maintaining high-quality programs, outstanding faculty, and talented students. The College recruits faculty and staff who have an ambitious vision for what students should achieve. Employees demonstrate leadership ability, strong critical thinking skills, and a record of achievement in past endeavors, whether in academics, extracurricular activities, or work experience. The College strives to hire individuals who reflect thoughtfully on past experiences, maintain a sense of perspective in the face of challenges, operate with a positive attitude and a sense of realism, and demonstrate self-awareness and sensitivity to others.

Creation of the Office of Human Resources

The recognition of human resources as an integral part of the College's operations is apparent in the changes that have occurred in the past several years. Prior to 1997, a personnel assistant was responsible for most of the human resources-related activities. In 1997, an exempt, full-time director level position was created, leading to major changes in the practices and procedures of personnel and payroll operations. The Office of Human Resources centralized many of the functions that had previously been decentralized.

Currently, the Office of Human Resources consists of five full-time employees--director, payroll specialist, benefits specialist, and two office assistants. The director is a member of the Leadership Council and takes a leadership role in all human resources and employee-related activities at the College. The responsibility of the Office of Human Resources is particularly strong in terms of recruitment and screening applicants, affirmative action, employee orientation,

performance assessment, training and development, benefits implementation, and grievance resolution.

Prior to the establishment of an Office of Human Resources, the Human Resources Committee was given responsibility for human resources-related functions such as training and evaluation. Within the past five years, the Office of Human Resources has enveloped these and similar functions. Therefore, the usefulness of this committee was reviewed and its members and members of the Leadership Council recommended that the HR Committee be disbanded. The HR Committee is now in the process of being dissolved.

Human Resources Policies, Practices and Procedures

Employee Recruitment and Selection

The process of recruitment begins with authorization from the Board of Trustees to fill a vacant or new position. Upon approval, the Office of Human Resources begins coordinating the recruitment process by reviewing the position for appropriate classification placement and advertising the position--internally, locally, regionally, statewide and/or nationwide. The Office of Human Resources develops a vacancy announcement, summarizing the position duties and requirements, forwards it to all appropriate agencies, coordinates the applicant tracking process, and pre-screens all application materials. After materials are pre-screened, the search committee is notified that applications are ready for review. The search committee reviews applications and at their first meeting selects candidates for interview. The Office of Human Resources arranges interviews and prepares interview questions based on appropriate Equal Employment Opportunity/Affirmative Action guidelines as well as incorporating questions submitted by the search committee.

After interviews are conducted and references are checked, the search committee recommends a final candidate to the vice president of the service area where the position is located. The vice president may accept or reject the recommendation. When a recommendation is accepted, a verbal offer is made to the candidate and a salary is negotiated within the hire-in salary range. After the search is completed, the search chair or vice president forwards all the necessary information to the administrative assistant in the service area who completes a Personnel Information Form. All appointments must be approved by the president before being sent to the Board of Trustees. All new employees may begin work prior to Board approval except for the president and vice presidents.

The Office of Human Resources prepares materials for the Board, gathers all search-related material, and notifies the members of the search committee that the search is completed. The office performs a background check on the final applicant. Background checks were implemented in January 2001 and are performed on all hired individuals. If the employee is hired in the Office of Security and Facilities or the Office of Fiscal Services, he or she is

required to provide fingerprints for the background check investigation. All other candidates are notified that the position has been filled and all search materials are forwarded to the Office of Human Resources to be retained for a minimum of one year.

Employee Orientation Process

The Office of Human Resources provides an orientation process to regular full-time faculty and to regular full-time and part-time staff on their first full day of employment. This process includes an introduction to the College and its core values and a review of policies, procedures, and benefits. The new employee orientation process takes approximately four hours to complete. In addition to the process, the Office of Human Resources completes a “New Employee Check-in Sheet,” which ensures that all relevant employment information has been covered.

New employees meet with the Director of Human Resources, the Director of Security and Facilities, and the Benefits Specialist. The employee receives an orientation manual, staff handbook (as appropriate), core values information, health insurance/life insurance handbooks, and informational policies and procedures such as the drug free workplace policy. During the process, the history and mission of the College are discussed. The employee completes appropriate paperwork for benefits and payroll, verification of United States citizenship (I-9), a background check release form, and an employee emergency contact card. In addition, the Office of Human Resources assists in establishing an e-mail address for the employee.

When the employee visits the Office of Security and Facilities, he or she receives an ID card, information regarding parking permits, maintenance work requests, smoking regulations, crime prevention, the Jeanne Clery Act, sexual harassment, and workplace violence. He or she also receives a Critical Incident and Emergency Procedures Plan.

After the initial meetings, the employee is given a tour of the facility, introduced to employees, has his/her photo taken (which is later e-mailed to all staff as a “welcome notice”), and watches four educational videos (as appropriate)--State Universities Retirement System Options, Prevention of Sexual Harassment, Everyone’s Public Relations Role, and Professional Dress. The employee’s immediate supervisor is responsible for providing job-specific training to new employees.

Associate faculty is oriented by the department chair or program director, given an Associate Faculty Handbook and is strongly encouraged to attend a faculty convocation to gain additional information. Faculty convocations are held at the beginning of each fall and spring semester.

Student employees are oriented by the Office of Human Resources and given a Student Employment Handbook. They receive specific information regarding a drug free workplace,

confidentiality of student records, smoking, payroll information, sexual harassment, and proper dress code. In addition, supervisors of student workers are provided with a similar handbook called "Manager's Guide to Student Employment."

Classification and Compensation System for Staff

John Wood Community College has conducted an extensive review of its salary structure for internal and external equity. The initial focus was on three employee groups: exempt, non-exempt, and faculty. In November 1997 the College adopted Board Policy 320, which established a classification pay system for its exempt and non-exempt employees following a lengthy development process. By this policy, positions were classified into levels one through six and the salary structure utilized a range system of low to high per level. Salary ranges were established based on the market mean or base starting salary for each level. Data from five Illinois peer colleges published in the 1997 ICCB salary guide were used to determine the market mean.

In December 1999, the Salary and Fringe Benefits Committee, charged with the scheduled review of the classification structure, began developing a new system. The Board of Trustees adopted the revised policy in August 2001. In the Salary and Fringe Benefits Committee review, fundamental problems with the existing classification system were identified, primarily the horizontal grouping of levels across job types, as opposed to grouping positions within like workgroups. This new assembling of positions based on the type of duties performed resulted in the development of "workgroups" with various job titles appearing within each workgroup.

Workgroups are a broad grouping of occupations in the classification system that are related in one or more ways, such as similarity of functions performed, transferability of knowledge and skills from one occupation to another, or similarity of materials or equipment used. Each position title has unique and independent qualification requirements, and cannot be compared one to another. A Classification/Compensation Handbook was designed to highlight the classification system.

Following the definition of workgroups and the individual positions within them, the Salary and Fringe Benefits Committee continued with the next step in the process--researching the accuracy of the associated salary ranges. The Committee used information gathered from the 1999 ICCB salary guide to establish standard ranges for the same positions offered at peer schools. Likewise, for positions drawing from a more localized applicant pool, the standards were determined through information gathered from area employers and based on positions performing very similar duties.

When a hiring manager reviews the knowledge, skills, abilities, education and experience of a preferred applicant, he or she may offer an applicant a starting salary between

the minimum (or bottom) of a salary range and the first quartile of a salary range. This is called the “hire-in range.” In order to achieve internal equity, it is important that hiring managers, when determining a salary offer, take into account not only the qualifications of a new applicant but also the current salary and length of service of present employees.

Sometimes, the nature of a position does not permit a hiring manager to stay within the first quartile of a salary range because the position may require specialized skills and abilities or applicants may be highly desirable and recruitment highly competitive. When a hiring manager encounters this obstacle, he or she may go above the first quartile of a salary range with presidential approval in order to offer a preferred applicant a salary comparable to that offered by competitors.

Staff members do not “top out” at the maximum (or top) of a salary range. The top of a salary range is set in order to develop the first quartile (or hire-in range). Typically, the top of a salary range is a percentage of the bottom. For example, the salary range for a clerical assistant position is \$13,000 to \$22,750. The hire-in range is \$13,000 to \$15,438. In this example, the top salary (\$22,750) is derived by taking the bottom salary (\$13,000) and multiplying by 175 percent. The same is true for all salary ranges--the minimum salaries are multiplied by 175 percent in order to derive the maximum salary.

Classification and Compensation System for Faculty

In addition to a formalized classification and compensation structure for staff, a faculty salary structure was put in place and Board Policy 321 was adopted on June 17, 1998. Prior to the development of Board Policy 321, there was no faculty salary system in place. To address this situation, the President appointed a committee of several faculty and the Dean of Instruction in February 1998. Following several months of study, the committee recommended a system of placing faculty on a salary schedule and the committee designed a salary schedule. By working with the College President, the committee identified starting salaries for the several columns on the schedule. In order to determine the salary structure, comparisons were made with five Illinois peer colleges, resulting in starting salaries for each column equaling the mean of the peers. The original faculty salary schedule recognized teaching or related work experience and degrees and earned credits. Accompanying the adoption of the salary schedule was the change of employing all faculty on a nine-month contract, moving eighteen faculty from twelve-month contracts.

While the issue of faculty salaries is still of importance to the College administration, the College has made strides in closing the gap between the faculty salaries at John Wood and the faculty salaries at peer institutions. The salary increases given to the current faculty have increased dramatically over the past eight years. According to an October 1, 2002, report from the Illinois Board of Higher Education, the average salary for JWCC faculty experienced the greatest percentage increase as compared to all other community colleges in the state of Illinois.

From FY95 to FY02, faculty salaries increased 60.3 percent. These increases demonstrate the College's commitment to provide sufficient salaries to members of the faculty.

In May 1999, the faculty, on a 21 to 19 vote, elected to form a collective bargaining unit (John Wood Community College Faculty Association, IFT/AFT Local #6086) in an election conducted by the Illinois Educational Labor Relations Board. The management of the College and members of the faculty defined those eligible to vote in the election, and that group evolved into the bargaining unit. Negotiations began in May 2000 to develop a master contract which included a revised faculty salary schedule. The contract was ratified by the Board of Trustees and the JWCC Association on May 16, 2001. A three-year contract was approved covering the years FY01 through FY03.

Professional Development

Throughout the year, in-service opportunities are provided by the Office of Human Resources. Faculty and staff are encouraged to participate in both internal activities and external activities, as budgets and funding permit. In 2000, the Office of Human Resources focused in-service activities on the move to the College's permanent campus on 48th and Harrison and the effect this move might have on employees. Activities ranged from external speakers discussing how to effectively deal with change to informational flyers on how to appropriately pack and move boxes. In the past, a sampling of educational workshops offered have included:

- Compensatory time;
- Shift differentials;
- Collective bargaining agreement;
- Staff classification/compensation system;
- Performance evaluations;
- Microsoft Office XP software; and
- CPR and first aid.

College employees use a variety of methods to keep current in their field such as attending workshops, joining professional organizations, or working in their field of expertise. Historically, the College has sent employees to professional conferences and meetings. Since 2000, representatives from John Wood Community College have attended the following conferences:

- SCT Banner regional and national annual conferences;
- National Institute for Staff and Organizational Development's (NISOD) International Conference on Teaching and Leadership Excellence annual conference;
- Illinois Business Education Association annual conference;

- Illinois Adult and Continuing Education Association annual conference;
- National Council for Student Development annual conference;
- League of Innovation in the Community College annual conference;
- Illinois Association of Community College Agriculture Instructors.

In addition to internal and external professional development opportunities, the College offers tuition grants to regular full-time and part-time employees for advanced or continuing education. Exempt and non-exempt employees are eligible for tuition and fee grants up to \$600 for credit courses; exempt employees may be awarded supplemental tuition grants pending available funds. The amount of the tuition and fee grant is pro-rated based on the employee's percent of appointment. In FY02, 24 employees received tuition grants; in FY03, 29 employees received tuition grants.

Sabbatical leaves of absence are granted to exempt staff members for the purpose of improving the professional competencies of the employee. In FY02, four employees were provided a sabbatical; in FY03, one employee was provided a sabbatical.

Employee Benefits

In an effort to attract and maintain top quality employees, JWCC has a competitive and broad-based benefits package. Due to the implementation of the SCT Banner Human Resources Information System (HRIS) in January 1998, JWCC gained the payroll and administrative capabilities to expand its benefits package. JWCC has a current, semi-monthly payroll and offers direct deposit. Types of paid leaves include vacation, sick leave, personal, bereavement, military, religious, jury duty, and discretionary emergency leave.

Employees are mandated by state law to contribute to the State Universities Retirement System (SURS) and participation is mandatory for new staff members in the Medicare insurance program. Insurance programs are offered to regular full-time employees and include life insurance; disability insurance; medical, dental, vision insurance; and a prescription card. Recognizing the changing nature of families, the College chose to offer four coverage options – employee only, employee plus spouse, employee plus child(ren), and employee plus family. The College pays the full premium cost of the employee and half the premium cost for dependents for health insurance. Additionally, the College covers the cost of disability insurance, life insurance up to \$50,000 per \$1,000 of annual salary, and permits employees to purchase additional life insurance as they choose through the College insurance carrier.

Other benefits offered include flexible spending accounts, tuition and fee waivers, wellness programs, and a computer purchase loan program. The computer purchase loan program has been one of the most successful of the new benefits offered. The program is designed to allow regular full-time or part-time employees to purchase or upgrade personally

owned computers, related equipment, and software by borrowing money from the College on an interest-free basis. As of August 2002, the College has made 58 loans to 56 employees.

Performance Evaluation for Staff

The performance review and feedback process contributes to increased productivity, enhanced staff morale, and improved organizational effectiveness. Every year, managers and supervisors are required to conduct performance reviews of their staff. The performance review includes a self-evaluation and supervisor evaluation on twelve general work-related characteristics, such as job knowledge and skills; teamwork and interpersonal relations; the employee's job description; and the setting and attainment of goals.

While the College has no "pay for performance" system, the evaluation process is intended to accomplish a comprehensive evaluation of all staff members while recognizing differences in specific job responsibilities. Staff members and supervisors are encouraged to discuss job performance and goals on an informal, daily basis to provide both supervisors and staff members the opportunity to discuss job tasks; identify and correct weaknesses; encourage and recognize strengths; and discuss positive, purposeful approaches for meeting goals. Board Policies 404 and 507 outline the philosophy, purpose, and goals of performance evaluations for faculty and staff.

Performance Evaluation for Faculty

Board Policy 404 states that all full-time tenured faculty, full-time non-tenured faculty, librarians, and counselors shall be evaluated by their department chair or immediate supervisor in order to ensure quality in instruction and academic support, quality in performing other professional duties, and quality in conducting themselves in a professional manner. There are three components for tenured and non-tenured faculty evaluation--student evaluation, employee self-evaluation, and supervisor evaluation. The supervisor evaluation includes classroom observation. The department chair or immediate supervisor evaluates all other aspects of the job to be performed by full-time tenured faculty, full-time non-tenured faculty, librarians, and counselors. The criterion used in the evaluation process, in addition to classroom and other formal activity includes but is not limited to:

- Advisory committee work and programs;
- Maintaining curriculum, course updates, and revisions;
- College committee work;
- Maintaining scheduled office hours;
- Performing professional job related duties as assigned by the administration in accordance with College policies and practices.

The department chair or immediate supervisor is encouraged to hold a formal evaluation conference with the faculty member in order to review job performance criteria. The formal evaluation process allows for self-evaluation, and the faculty member is made aware of any deficiencies in his or her performance as discovered in the formal evaluation process. The faculty member evaluated will be advised to take appropriate action to remediate the defects/deficiencies identified in the formal evaluation process although there is no formal professional development process/program at the College. While the formal evaluation process for tenured and non-tenured faculty is noted in the collective bargaining agreement, both management and bargaining unit members have concern that the evaluation process be fair and equitable. Revisions to the evaluation process are currently under consideration with both affected parties working together to resolve concerns.

Grievance Procedures for Staff

Grievance procedures exist to ensure that a staff member who has a grievance regarding any aspect of his or her employment has the opportunity to raise the issue formally to seek a solution to the problem. These procedures define responsibilities and relationships between institutional components, the administration and employees, to guarantee due process and resolution. The Board of Trustees encourages any employee to bring any employment grievance or problem to the administration's attention in order to promote efficiency and contribute to a more pleasant working atmosphere and has established Board Policy 304, which outlines the procedures and time lines for filing a grievance.

Before initiating the grievance procedure, an employee is encouraged to try to resolve any grievance directly with the employee's immediate supervisor. Should a discussion with the immediate supervisor fail to resolve the problem (or if such discussion is inappropriate), the issue may be forwarded through the proper chain of command, allowing senior management the opportunity to meet with parties involved in the grievance and to satisfactorily resolve the grievance. In unusual cases, the President may grant an employee the opportunity to present the grievance or problem directly to the Board of Trustees for final resolution. Any Board member may also cause such matter to be considered by the Board, but employees are discouraged from taking grievance or problems to Board members except when absolutely necessary or when it is inappropriate for the President to consider the matter.

Grievance Procedures for Faculty

Grievance procedures for faculty are outlined in section 5.1 of the collective bargaining agreement. This section deals specifically with full-time tenured faculty, full-time non-tenured faculty, librarians, and counselors who are included in the bargaining unit of John Wood

Community College Faculty Association, IFT/AFT Local #6086. A grievance is defined as an alleged misinterpretation or misapplication of a specific article or section of the collective bargaining agreement. Any affected bargaining unit member may present a grievance to the appropriate administrator provided the situation shall have first been discussed informally with such administrator. If all informal action is exhausted, a bargaining unit member may file a formal petition of grievance. The grievance shall be in writing and shall:

- Describe the alleged violation in detail;
- Cite the specific provision(s) of the Agreement allegedly violated; and
- Indicate the requested remedy.

Tenure

Historically, tenure has been provided as a protection for professionals engaged in scholarly work. This protection has provided a measure of job security permitting scholars to pursue their work without fear of retribution. At John Wood Community College, the College provides tenure for its faculty under this traditional approach. As an academy of scholars, the College determined that tenure is a privilege earned, not a right granted solely on years of teaching service. While the state's tenure law provides a means for tenure to be gained through contract longevity, the College made a conscious effort to retain faculty and academic support staff whose outstanding performance has been recognized through the evaluation and tenure process. Therefore, tenure is earned at JWCC by faculty and academic support personnel whose performance is deemed to be outstanding.

The Illinois Community College Tenure Act became law on January 1, 1980. The Act states that every board shall provide by rule or contract for a procedure to evaluate the performance and qualifications of non-tenured faculty and academic support staff members. Although the College has an official handbook detailing the tenure and review process for faculty, the handbook is outdated and is superseded by the collective bargaining agreement. The original intent of the handbook was to describe the minimum requirements for faculty and academic support positions at JWCC. There is a desire on the part of the bargaining unit members to review the tenure award process and establish a Tenure Review Committee; both the administration and bargaining unit have agreed to review this issue and work together to develop a resolution.

Faculty Seniority

In matters where seniority is to be considered, the term “seniority” refers to the number of years of full-time employment as a bargaining unit member at the College starting from the bargaining unit member’s original date of attaining tenure or, if service has been broken by

termination, from the bargaining unit member's most recent date of attaining tenure. The seniority list, by discipline, program, and qualifications is provided to the Association president by the college administration.

Diversity

Diversity creates an organization that is enriched with people from different cultures, ages, ethnicity, gender, physical abilities, race and sexual orientation and who have different experiences, lifestyles, backgrounds, perspectives, and ideas. The College recognizes the lack of diversity among its faculty and staff, though it has an African-American on the Board of Trustees. Since 1999 the College's Strategic Plan has included goals and objectives to improve diversity among faculty and staff. The College also, in accordance with federal regulations, has an affirmative action policy and collects voluntary Equal Employment Opportunity/Affirmative Action information. The Strategic Plan specifically includes goals to increase the diversity of the student body and the staff. That goal is shared by the Office of Human Resources and the Marketing Committee. A Diversity Committee, which includes the Director of Human Resources, was formed in FY02 to address these issues. To improve understanding and knowledge, several members of this committee attended a diversity conference in Decatur, Illinois, in June 2001 to learn more about what other colleges and universities are doing to promote diversity.

To gain input and to gather information from the leaders of the minority community in the area, a focus group of African-American leaders in Quincy was held to discuss ways to attract local African-American students to the College. In the spring of 2002, the Diversity Committee was put under the auspices of the Leadership Council. A diversity plan is currently being developed and will be presented to the Leadership Council and to senior administration for approval and implementation at JWCC. Several positive efforts of the College over the past fiscal year include:

- Adding minority representation to non-credit advisory councils;
- Sponsoring month-long celebration of *Black History Month* through the Multicultural Club;
- Promoting diversity through the Humanities Series selection of speakers;
- Collaborating and distributing literature to the minority community;
- Recruiting African-American volunteers through the College's Retired and Senior Volunteer Program (RSVP); and
- Conducting outreach activities of holding job search and career information sessions for the minority community in Quincy and mini-training sessions for youth in the form of after-school programs through the Office of Career Services.

To increase the diversity among faculty and staff, the Office of Human Resources routinely mails job vacancy notices to more than 300 historically African-American and

Hispanic colleges in the United States. Affirmative action data is collected on all individuals that apply for positions at the College and follow all affirmative action/equal employment regulations. These efforts to increase diversity at JWCC have been accomplished within a limited budget for the College as a whole. There have been no new dollars allocated for these activities in FY03.

Organization of JWCC

The John Wood Community College organizational chart indicates a flow from the Illinois Board of Higher Education; Illinois Community College Board; JWCC Board of Trustees; president (chief executive officer of JWCC); to the vice presidents for the service areas of Instruction, Student Services, Community Services, and Finance and Business Services. Each service area, in turn, has an organizational chart to indicate the flow of authority and responsibility in that area. The President has the responsibility for updating organizational charts to indicate the current lines of authority. The service area structure of JWCC has remained basically the same since the 1991 site visit. However, in 2000, the President opted to change the title of the head of each service area from dean to vice president to more closely match that of other community colleges in Illinois.

The President of JWCC is the chief executive officer with the responsibility to serve as the liaison between the Board of Trustees and all employees and students of the College. The President provides overall staff leadership and organizational unity while ensuring that the functions of the College are achieved and delegates tasks to various staff members as appropriate.

The President meets with the Cabinet (formerly called the President's Staff) on a weekly basis. This group regularly includes the President; the Vice Presidents for Instruction, Student Services, Finance and Business Services and Community Services; the Director of Public Relations; the Director of Institutional Research; and the Executive Director of the JWCC Foundation. The Cabinet is instrumental in assisting the President with the decision-making process in terms of College operations.

Each service area has a vice president and managerial and support staff. The vice presidents also meet regularly with their respective directors, with the exception of the Vice President for Instruction who has a weekly meeting scheduled with the Dean of Transfer Education and the Dean of Career and Technical Education and a semi-monthly meeting scheduled with the senior management team. A monthly meeting is held which includes instructional directors and chairs.

Due to the turnover in the dean of instruction position since 1996, senior management in Instruction has been in flux. In 1996, the Dean of Instruction resigned following the resignation of the JWCC President. Since 1996, the College has had a shared deanship and three instructional deans (now vice president). The current Vice President has been appointed on an

interim basis. Such a turnover of instructional leadership has contributed to uncertainty and ambiguity for the faculty and staff in instruction as well as for the entire College and the subsequent affect has been contradictory directions, limited communications, and differing applications of enforcing work practices and college processes.

Community colleges are so multifaceted that a change in one aspect of operations often affects a large number of other areas and this has been the case at John Wood. This major challenge is currently being addressed by reorganization, clarification of positions and responsibilities, and the development of a structure that enhances faculty and staff input in instructional decision-making. This change in organization has improved the instructional service area's representation in college-wide decision-making.

Over the past ten years, the College has experienced rapid growth in the number of faculty positions because of the phasing out of the contractual relationship with other institutions to provide instruction. As instructional contracts were discontinued, faculty were hired to teach in those disciplines. The College added the following faculty and instructional administration positions:

- Behavioral Science - 2 faculty members
- Communications - 3 faculty members
- Horticulture - 1 faculty member
- Humanities - 2 faculty members
- Mathematics - 3 faculty members
- Natural Science - 4 faculty members
- Nursing (ADN) - 1 director; 3 faculty members
- Restaurant Management - 1 faculty member
- Truck Driver Training - 1 director; 1 faculty member
- Early Childhood Education - 1 faculty member

Faculty teaching baccalaureate transfer courses are required to have a master's degree in the appropriate subject area. A few faculty members have earned substantial graduate hours over the master's degree in a particular field. Full-time faculty members with bachelor's or associate's degrees teach in the non-transfer, career and occupational field. Specific educational requirements for instructors/staff for vocational/career programs are stated in the appropriate job description and the minimum requirements are often dictated by accrediting bodies. The collective bargaining agreement details the teaching qualifications of faculty members. The qualifications of a bargaining unit member to teach specific courses or in particular fields are determined by any one or more of the following:

- Teaching field specified in the college certificate or employment contract;
- Number of years of teaching experience in his/her field at the college level;
- Number of years in a work-related field;

- Graduate degrees or graduate work amounting to at least fifteen hours in the field; and
- Knowledge, skills, abilities, and aptitude for performing at the community college level.

A breakdown of credentials for the College’s regular full-time faculty and associate faculty is below, effective fall 2001:

Highest Degree Earned for Regular Full-time Faculty

	Diploma	Associate	Bachelor’s	Master’s	Professional	Doctoral
Instructor	1	0	8	40	0	0

Highest Degree Earned for Associate Faculty

	Diploma	Associate	Bachelor’s	Master’s	Professional	Doctoral
Instructor	21	3	37	67	3	5

The teaching load for full-time faculty is 15 credit hours per semester or 30 credit hours per year. In fall 2001, 32 full-time faculty taught an overload schedule of 118 credit hours.

A concern of the College is the small pool of qualified candidates in the district to fill associate faculty positions. The associate faculty had not received a pay increase since 1998, and morale began to suffer, making it difficult to find and maintain a well-qualified associate faculty. In order to rectify this situation, the Board of Trustees approved an approximate ten percent increase in the associate faculty salary schedule effective fall 2002. The new schedule accounts for verifiable JWCC teaching experience and education. Using a televised commercial, the College began a direct marketing campaign targeted to passive job seekers who held advanced degrees. Finally, the Office of Human Resources sent a letter explaining the College’s need for associate faculty to 2,262 individuals and businesses, including 1,250 K-12 teachers in the district. The administration hopes these efforts will begin to address the associate faculty concerns.

Employment Categories

John Wood Community College has many types of employment categories. These categories are defined below:

- *Regular Full-time Exempt*: Employees who are exempt from the provisions of the Fair Labor Standards Act and who are not in a temporary status. They are regularly scheduled to work John Wood Community College’s full-time schedule. Generally, they are eligible for the benefits package, subject to the terms, conditions, and limitations of each benefit program.

- *Regular Full-time Non-exempt*: Employees who are not exempt from the provisions of the Fair Labor Standards Act and who are not in a temporary status. They are regularly scheduled to work John Wood Community College's full-time schedule and are eligible for overtime pay at one and one-half times their regular pay for any hours worked more than 40 hours per week or compensatory time at time and a half. Generally, they are eligible for the benefits package, subject to the terms, conditions, and limitations of each benefit program.
- *Regular Part-time Exempt*: Employees who are exempt from the provisions of the Fair Labor Standards Act and who are not in a temporary status. They are regularly scheduled to work fewer than 40 hours per week. While they do receive all legally mandated benefits, such as Social Security, State Universities Retirement System and workers' compensation insurance, they are ineligible for the insurance benefit programs.
- *Regular Part-time Non-exempt*: Employees who are not exempt from the provisions of the Fair Labor Standards Act and who are not in a temporary status. They are regularly scheduled to work fewer than 40 hours per week and are eligible for overtime pay at their regular pay rate for any hours over their scheduled hours up to 40 hours per week. They are eligible for overtime pay at one and one-half times their regular pay for any hours worked over 40 hours per week. While they do receive all legally mandated benefits, such as Social Security, State Universities Retirement System and workers' compensation insurance, they are ineligible for insurance benefit programs.
- *Temporary*: Employees who are hired as interim replacements to temporarily supplement the work force or to assist in the completion of a specific project. Employment assignments in this category are of a limited duration. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain that status unless and until notified of a change. While they do receive all legally mandated benefits such as Social Security and workers' compensation insurance, they are ineligible for all other benefit programs.
- *Regular Faculty*: Employees who may or may not be part of the bargaining unit and whose primary duty is teaching. Regular faculty are a part of regular full-time or part-time exempt employees, determined by their load assignment, and receive the benefits for those categories or as determined by the collective bargaining agreement.
- *Associate Faculty*: Employees who are hired as interim replacements to temporarily supplement the faculty and whose primary duty is teaching. Employment assignments in this category are of a limited duration. Employment beyond any initially stated period does not in any way imply a change in employment status. Associate faculty members retain that status unless and until notified of a change. While associate faculty members receive all legally mandated benefits such as Social Security, State Universities

Retirement System and workers' compensation insurance, they are ineligible for all other benefit programs.

- *Bargaining Unit Member*: Employees determined to be eligible for participation in the bargaining unit and whose primary duty is teaching or academic support.

As of fall 2001, the profile of College employees by category was:	
Employment Category	Number of Employees
Regular Full-time Exempt Staff	54
Regular Full-time Non-exempt Staff	61
Regular Part-time Exempt Staff	4
Regular Part-time Non-exempt Staff	22
Temporary Staff	150
Associate Faculty	136
Adult Education Faculty	3
Bargaining Unit Members - Faculty	49
Bargaining Unit Members - Counselors	3
TOTALS	480

Strengths, Concerns, and Recommendations

Strengths

- The creation of the Office of Human Resources centralized personnel functions and ensured sound human resources programs, policies, procedures and practices are in place.
- The administration and the faculty came to an agreement relative to salary and working conditions.
- Positive salary movement has occurred in both the faculty and associate faculty salary schedules.
- The development of a classification and compensation structure for staff has assisted in providing fair and equitable job placements and salaries.
- The College's benefits package is comprehensive and competitive with local employers.
- The administration consists of well-qualified persons who seek input from their respective staff members.

- The faculty has experienced positive growth in size and variety of disciplines.
- The faculty has become more formally organized to provide for better representation in decision-making for themselves and in other select groups.
- From FY95 to FY02, faculty salaries increased 60.3 percent--the largest increase in Illinois among community colleges--which demonstrates the College's commitment to provide sufficient salaries to members of the faculty.

Concerns

- Revisions to the faculty evaluation system are needed and will require further research, as well as faculty and staff training for implementation.
- Revisions to the faculty tenure award process are needed and will require further research, as well as faculty and staff training for implementation.
- Major challenges in recruiting from diverse populations limit the College's attempts to have a diverse faculty and staff.
- The turnover in instructional leadership has delayed progress with respect to enhancing essential faculty processes and practices such as evaluation.
- An increase in student enrollment and difficulty in recruiting associate faculty members from the district has created problems in filling teaching assignments.
- In view of the uncertainty of state funding levels, the College will be challenged with providing appropriate salary increases to employees.

Recommendations

- The Offices of Instructional Services and Human Resources should consider revisions to the faculty evaluation system.
- The Office of Instructional Services and Human Resources should consider revisions to the faculty tenure award process.
- The Office of Human Resources should continue to address the challenges in recruiting from diverse populations.
- The Office of Human Resources should continue to address the challenges in recruiting associate faculty members from the district.

Chapter 4

Financial Resources

Criterion 2: John Wood Community College has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

Chapter 4

FINANCIAL RESOURCES

John Wood Community College is showing patterns of evidence in financial expenditures that show the commitment to effective teaching and learning. The ongoing expenditures have provided both the environment and human resources necessary for learning. Financial resources are managed to maximize the institution's capability to meet its purposes. Financial practices, records, and reports demonstrate fiscal viability verified by an external audit by a certified public accountant at least every two years.

Introduction

Financial responsibility at John Wood Community College primarily resides with the Vice President for Finance and Business Services, who is considered the chief financial officer. This position, in turn, is accountable to the President and the Board of Trustees for the financial state of the College. As indicated in the organization of the department, the Vice President is assisted by a professional staff consisting of an administrative assistant, a director of fiscal services, a director of human resources, a director of administrative services, a director of information services, and a director of security and facilities.

In the past ten years, two transitions have occurred which have had an effect on the College finances. The first was the complete transition from the common market concept for providing education (allowing for contractual arrangements with other post-secondary institutions to provide coursework/programs) to the more traditional approach (allowing for the provision of coursework offered on its own campus and by its own faculty). The increase in staff and faculty has accounted for a larger amount of instructional monies designated for salaries and benefits and less for contractual arrangements than in the 1980s. This transition also eventually necessitated that JWCC further develop the physical resources needed to house the classrooms, faculty, and staff. Thus, the planning, development, and building of a new campus became the second transition which has had a substantial effect on the finances of the College.

The Financing of the New Campus

In the early 1990s, when the College began to terminate the common market contractual arrangements, the Board of Trustees identified the need for new facilities, especially for specialized classrooms and laboratories and for faculty offices. The intention of the College at that time was to build a science and technology center on

College-owned property adjacent to the administrative center then housed at the former Lincoln Elementary School building. Planning and construction funding was secured from the state through the Resource Allocation and Management Program (RAMP) process, and local funds were raised through a capital campaign to meet the match requirement and the sale of the campus on Maine Street.

In the state of Illinois, the Community College Capital Resource Allocation Management Program (RAMP) is the official request of the College for state funding for capital improvement projects. A RAMP document describes the requested project in very specific detail. Guidelines for the request must be followed according to the Fiscal Year RAMP Community College Capital Projects Manual sent to community colleges every year. The Illinois Community College Board reviews all community college requests for funding for projects. Those projects approved are then submitted to the Illinois Board of Higher Education (IBHE). The IBHE reviews all college and university capital requests. Approved projects are prioritized, placed on a capital project list, and submitted first to the Governor of Illinois for approval or amendment and then to the Illinois General Assembly. The legislative process determines how many capital projects get funded in any given year. The state then provides for 75 percent of the project, and the local college must provide the remaining 25 percent. Any cost overruns are borne by the college and not the state.

When the opportunity arose to acquire 150 acres at a nearby site, the College proceeded to purchase the land, to alter its Site and Facilities Master Plan, to build the Science and Technology Center at the new site, and to proceed with planning for a permanent campus. (For a review of the situation and process which led to a new Site and Facilities Master Plan and the new campus, see Chapter 2, Physical Resources.)

While the specific design of the buildings was yet to be determined, an even greater challenge for the College was the financing of the project. During the design phase of the project, through 1997 and 1998, the College was faced with identifying the matching funds needed prior to the initiation of construction. The estimated need for the match was about \$4.1 million.

The construction of the Science and Technology Center did not include finishing the lower level, asphaltting the parking lot, or installing outside lighting. Because these elements were crucial to the success of the campus development, the College worked to fund completion of the lower level and the parking lot. The project was funded from several sources, including gifts, JWCC Foundation funding, College fund balances, and grants. An additional unpaved lot was included in the project. Of the full cost of the project, approximately \$1.6 million, was borne by the College and was allowed by the Illinois Board of Higher Education to be part of the 25 percent match (about \$4.1 million) for the proposed projects to follow.

In FY98, the state provided planning money for additional buildings at the new campus equaling about \$1.8 million, necessitating the College to provide about \$450,000. The College was able to fund the completion of the Science and

Technology Center and the planning match, but had no funds for new construction. A RAMP request was made for construction funds of about \$18 million, which was supported by the Illinois higher education hierarchy, and approved by the Illinois General Assembly and the Governor.

The local matching funds are required to be in place before state funds can be released for a capital project. Careful management of finances has allowed the reallocation of resources toward development of the new campus without any special taxes to fund the construction. For instance, the 25 percent local funding for construction of the Science and Technology Center was achieved primarily through utilization of fund balances and a JWCC Foundation campaign.

A referendum to finance the sale of bonds was out of the question for JWCC. The overall community environment toward additional taxes was overwhelmingly negative. Furthermore, there was considerable community opposition to the development of a new campus, making fund raising difficult. The single most likely source for financing the College match was the sale of College property.

The challenges of selling the property were multifold and contradictory. One, the College needed to use the property until the new campus was built. Two, the new construction couldn't begin until the matching funds had been deposited in a trust account. Three, the potential use of a school building had limited appeal for potential buyers. Four, potential developers who would want just the land would have the additional expense to raze the building, and in addition, room for parking for a commercial property was restricted because of the lot size.

In some way, the College would have to sell the facilities, but continue to use them for up to two years. Finding a willing buyer under such circumstances seemed impossible, but as with all successful endeavors, mutual needs merged. Because of rapid growth, the Payson Road Christian Church could not accommodate its congregation on Sundays and was renting space from the Quincy school district. They approached the College administration regarding the purchase of the building, and a negotiation process began.

The church was not ready to purchase the building from the College until it could raise funds accordingly, but it needed more space immediately. The College was not ready to vacate the building until the new facilities were finished, but needed the money to begin construction. The solution for both parties was to enter into a lease-purchase agreement whereby the church leased space from the College with the option to purchase. The rent and improvements the church made could be applied toward the purchase price. The College would finance the purchase at the same interest rate as the cost of alternate revenue bonds, and the lease/purchase agreement payments would help to retire the bonds over a 15 year period. With the agreement to purchase the building for \$2.5 million, both parties agreed to a lease-purchase contract.

The successful negotiations gave the College the leverage needed to sell alternate revenue bonds for \$3 million, and allowed them to meet the required 25 percent match. Upon the sale of bonds, the construction moved forward in a timely fashion.

Concern persisted regarding the ability of the College to construct the needed facilities within its available means. Obviously, the better the bid for the buildings, the more facilities could be constructed. The low bidder was able to allow for construction of all alternatives to the project, as well as the primary buildings. Hence, the College was able to have the Maintenance Building erected as part of Phase One. Due to the efficiency of the planning process, very few change orders were necessary, and \$1.2 million of the contingency balance was made available for a security system, new furniture, and the grading of twenty acres of property outside the construction zone.

Construction efficiencies and low bids enabled the College to add about 6,500 square feet to Phase Two of the project, allowing the College to meet additional needs within the context of the original Master Plan. Phase Two is in the design and bid stages of construction.

Working within a balanced budget while also reducing the overall tax levy and adding no new taxes, the College has funded the construction of a new campus.

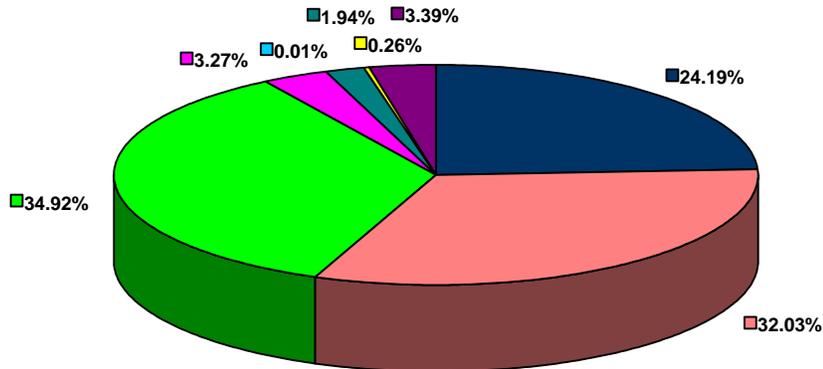
Operating Fund Revenues

There are three primary sources providing the operating revenue for the College: local taxes, state credit hour grants and equalization, and tuition and fees. Other sources of revenue include sales and service fees, facilities revenue, investment revenue, and other revenue.

Operating fund revenues for fiscal years 1991 and 2001 are illustrated in Chart 4-1 and reveal the decline in state revenues and the increase in both local tax support and support from student tuition over a ten-year period. In FY01, the primary sources of revenue were state reimbursement for credit hours and student tuition and fees, together accounting for approximately 67 percent of the total. In contrast, local tax dollars provided 24 percent of the revenue. In comparison, in 1991 reimbursement for credit hours and student tuition and fees was approximately 75 percent, with local tax dollars accounting for 21 percent of the revenue. Operating fund revenues for 1991 and 2001 are compared in Chart 4-1. Additionally as indicated in Chart 4-2 and 4-3, revenues for FY00 and FY99 have been fairly consistent and reliable.

Chart 4-1

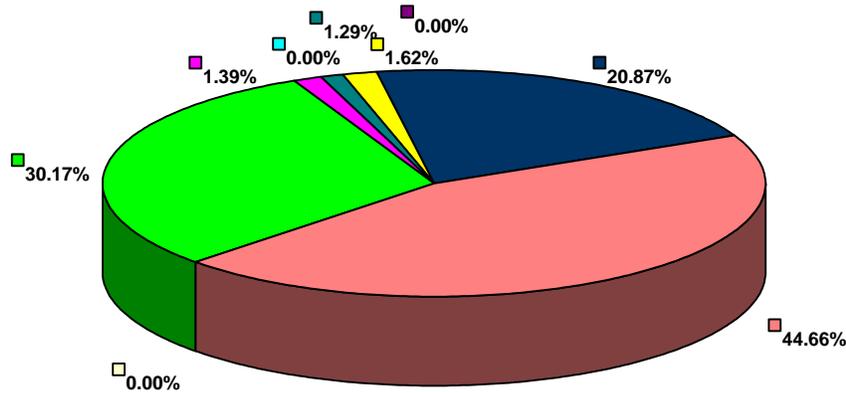
FY01 Operating Fund Revenues as of June 30, 2001



FY01 Operating Fund Revenues: \$8,894,244

24.19%	Local Government Sources	\$2,151,174
32.03%	State Government Sources	2,848,561
0.00%	Federal Government Sources	\$149
34.92%	Student Tuition and Fees	\$3,106,224
3.27%	Sales and Service Fees	\$290,692
0.01%	Facilities Revenue	\$450
1.94%	Investment Revenue	\$172,326
0.26%	Other Revenues	\$23,078
3.39%	Transfers from Other Funds	\$301,590

FY91 Operating Fund Revenues as of June 30, 1991

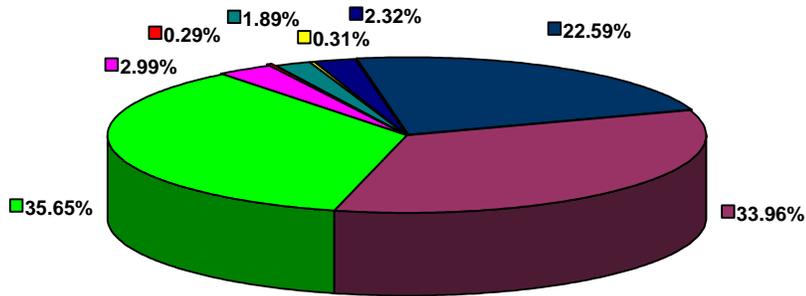


FY91 Operating Fund Revenues: \$5,563,274

20.87%	Local Government Sources	\$1,161,000
44.66%	State Government Sources	\$2,484,802
0.00%	Federal Government Sources	\$138
30.17%	Student Tuition and Fees	\$1,678,339
1.39%	Sales and Service Fees	\$77,080
0.00%	Facilities Revenue	\$0
1.29%	Investment Revenue	\$71,740
1.62%	Other Revenues	\$90,175
0.00%	Transfers from Other Funds	\$0

Chart 4-2

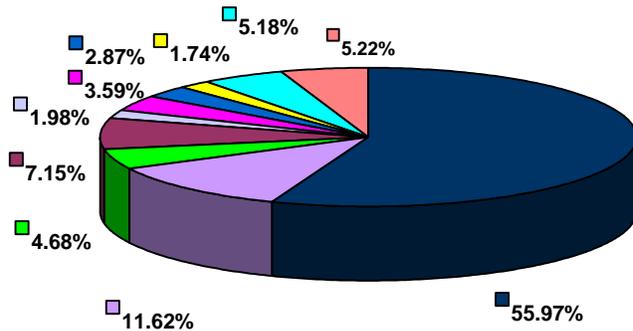
FY00 Operating Fund Revenues as of June 30, 2000



Operating Fund Revenues: \$8,900,041

22.59%	Local Government Sources	\$2,010,706
33.96%	State Government Sources	\$3,022,494
0.00%	Federal Government Sources	\$0
35.65%	Student Tuition and Fees	\$3,172,587
2.99%	Sales and Service Fees	\$266,527
0.29%	Facilities Revenue	\$25,396
1.89%	Investment Revenue	\$167,866
0.31%	Other Revenues	\$27,862
2.32%	Transfers from Other Funds	\$206,603
100%		

FY00 Operating Fund Expenditures as of June 30, 2000

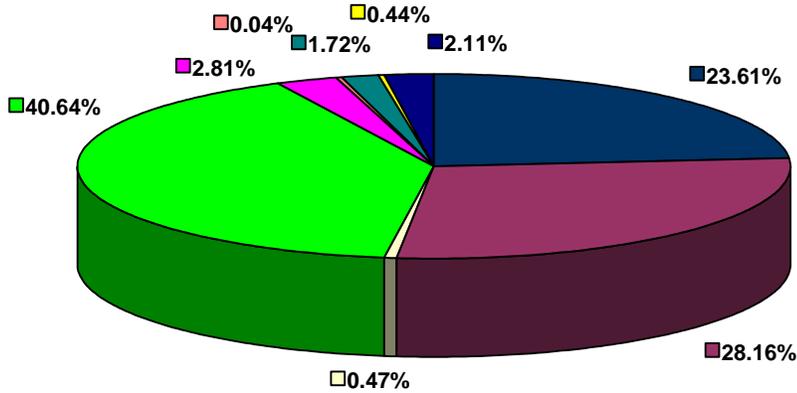


Operating Fund Expenditures: \$8,899,448

55.97%	Salaries	\$4,981,090
11.62%	Employee Benefits	\$1,034,267
4.68%	Contractual Services	\$416,811
7.15%	Materials and Supplies	\$636,554
1.98%	Conference and Meeting	\$176,645
3.59%	Fixed Charges	\$319,610
2.87%	Utilities	\$255,429
1.74%	Capital Outlay	\$154,494
5.18%	Other Expenditures	\$461,126
5.22%	Transfer to Other Funds	\$463,422
100.01%		\$8,899,448

Chart 4-3

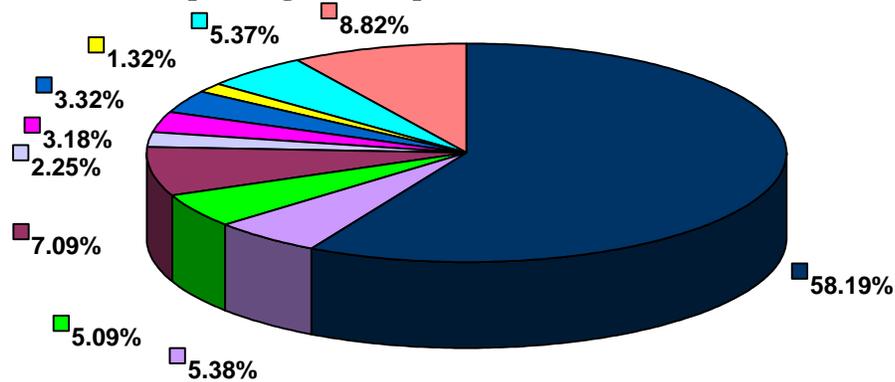
FY99 Operating Fund Revenues as of June 30, 1999



Operating Fund Revenues: \$7,771,598

40.64%	Student Tuition and Fees	\$3,158,434
28.16%	State Government Sources	\$2,188,497
23.61%	Local Government Sources	\$1,834,683
2.81%	Sales and Service Fees	\$218,686
2.11%	Transfers from Other Funds	\$163,992
1.72%	Investment Revenue	\$133,399
0.47%	Federal Government Sources	\$36,478
0.44%	Other Revenues	\$33,968
0.04%	Facilities Revenue	\$3,461

FY99 Operating Fund Expenditures as of June 30, 1999



Operating Fund Expenditures: \$7,760,234

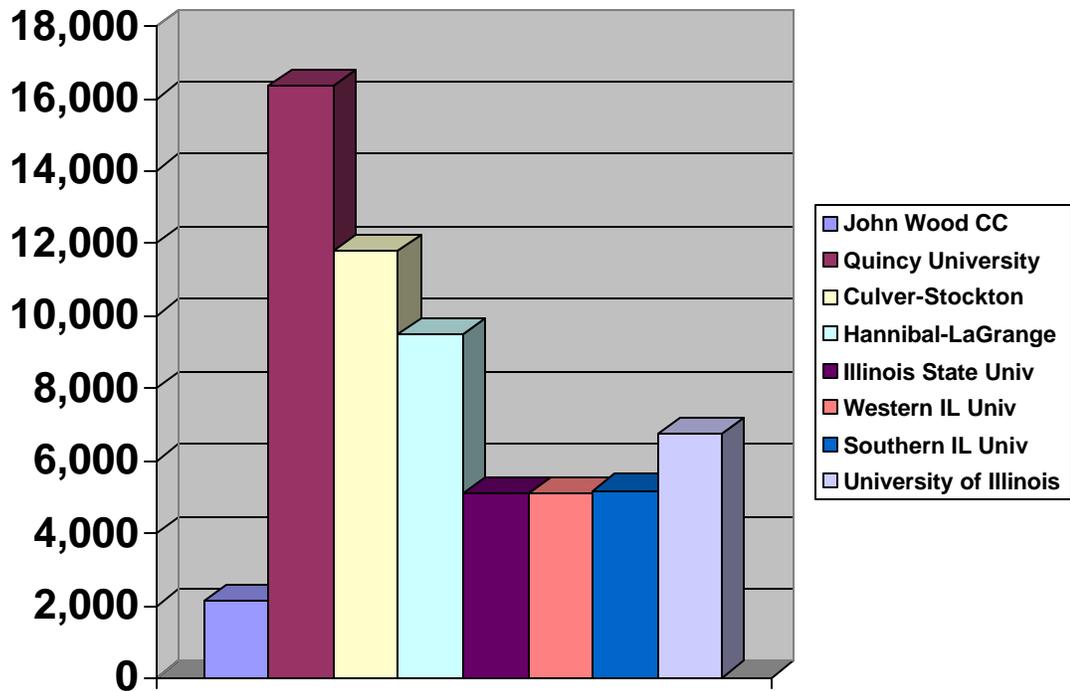
58.19%	Salaries	\$4,515,828
8.82%	Transfer to Other Funds	\$684,350
7.09%	Materials and Supplies	\$550,090
5.38%	Employee Benefits	\$417,335
5.37%	Other Expenditures	\$416,991
5.09%	Contractual Services	\$394,825
3.32%	Utilities	\$257,482
3.18%	Fixed Charges	\$246,756
2.25%	Conference and Meeting	\$174,289
1.32%	Capital Outlay	\$102,288

In December 2000, the Board of Trustees adopted a resolution to lower the tax levy and tax rate for 2000, providing district residents with the benefit of lower property tax bills. The levy was decreased by approximately \$50,000, and the tax rate dropped from 32.273 cents to 30.983 cents per \$100 Equalized Assessed Valuation (EAV). Although JWCC has always taxed at the maximum rate for the education, operational and maintenance tax levy, the total tax levy has decreased because of the fund balances in the restrictive areas. This action and previous reduction in the tax levy rate demonstrate that the College has managed to develop its new campus without increasing local taxes. This is particularly significant since JWCC receives an average of only five to six percent of the total property bill in each county, which is usually one of the lowest percentages of all taxing authorities in the district.

During the past year, state government dollar resources have become more unpredictable, creating a need to increase income in other areas. The one area over which the College maintains control is the area of student tuition and fees. After extensive discussion by the College staff and following much deliberation, the Board of Trustees agreed to an increase in student tuition and fees for the 2002-2003 school year. The per-credit-hour-cost for students increased from \$58.00 (\$55.00 tuition and a \$3.00 institutional support service fee) to \$66.00 (\$63.00 tuition and a \$3.00 institutional support service fee), which is now one of the highest tuition rates among community colleges in the state. John Wood Community College continues to provide parking, transcripts, and use of computers at no additional charge to students. In comparison to tuition at other post-secondary education providers in the immediate area, the tuition at John Wood Community College continues to be the lowest in the region for local students, as illustrated by Graph 4-1 on page 97.

Graph 4-1

**Comparison Costs of Yearly Tuition for Area Colleges
For Illinois Residents 2002-2003**



JWCC	\$ 2,112
Quincy University	\$16,360
Culver-Stockton College	\$11,800
Hannibal-LaGrange College	\$ 9,500
Illinois State University	\$ 5,075
Western Illinois University	\$ 5,107
Southern Illinois University (Carbondale)	\$5,167
University of Illinois	\$6,740

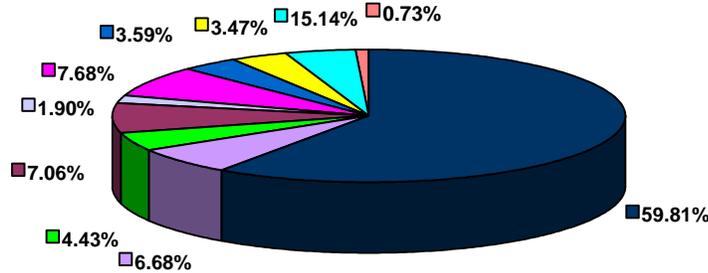
Operating Fund Expenditures

As indicated in the 2001 audit, approximately 70 percent of the expenditures for the College are dedicated to staff and faculty in the form of salaries and benefits. This represents an increase from 65.2 percent in 1999 and 67.6 percent in 2000. (See Chart 4-2 and 4-3 on pages 94 and 95.) Even though faculty and staff members have received substantial increases in the past three years (7 percent, 5.5 percent, 5.5 percent), the base salary at JWCC for a nine-month faculty member with a master's degree and no additional hours and no years of experience is \$29,743 (2002) and continues to be below the state average base salary of \$32,198.

Chart 4-4 illustrates the decrease in expenditures for contractual services and the subsequent increase in salaries over the same period, as the College moved from the common market to the traditional in-house delivery of post-secondary instruction.

Chart 4-4

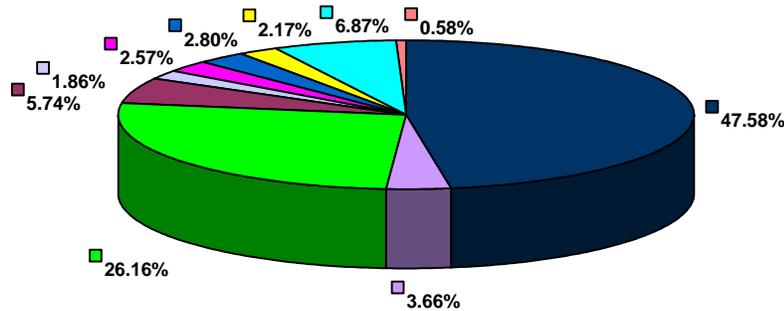
FY01 Operating Fund Expenditures as of June 30, 2001



Operating Fund Expenditures: \$9,074,122

59.81%	Salaries	\$5,427,292
6.68%	Employee Benefits	\$605,761
4.43%	Contractual Services	\$401,800
7.06%	Materials and Supplies	\$640,463
1.90%	Conference and Meeting	\$172,520
7.68%	Fixed Charges	\$696,817
3.59%	Utilities	\$325,901
3.47%	Capital Outlay	\$315,317
4.65%	Other Expenditures	\$422,028
0.73%	Transfer to Other Funds	\$66,223

FY91 Operating Fund Expenditures as of June 30, 1991



Operating Fund Expenditures: \$5,651,531

47.58%	Salaries	\$2,689,199
3.66%	Employee Benefits	\$207,012
26.16%	Contractual Services	\$1,478,684
5.74%	Materials and Supplies	\$324,399
1.86%	Conference and Meeting	\$105,020
2.57%	Fixed Charges	\$145,141
2.80%	Utilities	\$158,182
2.17%	Capital Outlay	\$122,454
6.87%	Other Expenditures	\$388,380
0.58%	Transfer to Other Funds	\$33,060

Restricted Funds – Grants and Other

The Restricted Fund accounts for resources that are expendable for operations that are restricted by the donors/grantors or other outside agencies for specific purposes. Federal programs that assist financially challenged students provide for the majority of these funds. At John Wood Community College, approximately 74 percent of certificate or degree-seeking students receive some type of financial assistance. In the last full reportable fiscal year, FY00–01, federal grants (Pell, SEOG) and scholarships were awarded to 1,431 JWCC students, totaling \$1,559,524; sixty-four students were hired to perform duties as a work study (\$51,505); state grants and scholarships were awarded to 1,138 JWCC students, totaling \$919,002; student loans were granted to 419 JWCC students, totaling \$607,905; and, grants and scholarships from other sources were awarded to 142 JWCC students, totaling \$129,160.

The College actively pursues restricted grants for individual programs or purposes. For an individual listing of the types of grants and resources, please refer to the audit for that year. Totals for years 1991, 1999, 2000, 2001, and unaudited 2002 are included in the table below.

Total Restricted Fund Source Amounts

	FY2002 Unaudited	FY2001 Audited	FY2000 Audited	FY1999 Audited	FY1991 Audited
Local Government	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 38,048
State Government	\$1,007,739	\$1,371,130	\$ 996,215	\$1,006,305	\$ 741,593
Federal Government	\$3,087,758	\$2,365,386	\$2,368,130	\$2,217,887	\$1,499,705
Other Sources	\$ 70,277	\$ 347,559*	\$ 162,446	\$ 165,567	\$ 157,366
TOTAL Restricted Purposes Fund Revenue	\$4,183,774	\$4,102,075	\$3,544,791	\$3,407,759	\$2,436,712

*Expenditures in the area of Institutional Support increased significantly in FY01 because of a debt retirement payment of \$340,000. Expenditures for other service areas remained fairly consistent with the same expenditures for previous years.

Auxiliary Revenues and Expenditures

The Auxiliary Fund accounts for transactions of self-supporting activities that provide services primarily to students, faculty, and staff. The College currently has

very limited auxiliary funds. In 1991, the auxiliary fund included operating revenues from the bookstore sales, child care fees, athletic revenue, investment income, and other. Since that time, the child care facilities have ceased to operate and the auxiliary funds include the bookstore sales, athletics, institutional fees, investment income, and other. Institutional fees are important for the support of student activities and student clubs.

As the cafeteria is new and has not yet completed its first year on the new campus, it has not been included in the auditing information regarding the auxiliary fund. However, in the future the cafeteria will be included in this category. Prior to the move to the new campus, John Wood Community College entered into an agreement with a local vendor, Hy-Vee Food Stores, to provide cafeteria services for the students, staff, and faculty. This agreement will cost the institution approximately \$50,000 annually. The cost will be absorbed by profits from the bookstore. Additional information regarding the auxiliary fund can be obtained in the appropriate General Purpose Financial Statements.

Budget Process

While in 1991 the College's budget process was centralized and structured as it suited the deans of individual service areas, in recent years the process has become more decentralized but structured through the Office of Fiscal Services. The current process has been in place for the past three years:

- Fiscal Services provides budget training for budget managers – procedures are reviewed and any new forms or changes in the process are presented around the end of February or the beginning of March.
- Departmental budgets are due to appropriate deans/vice presidents – any requests for additional monies must be justified in writing by the third week in March.
- Budgets are due to Fiscal Services (from the vice presidents of the four service areas) by the end of the first week in April.
- Preliminary recommendations are made at the President's Cabinet the second week in May.
- Preliminary budget is presented to the Board of Trustees the third week in June.
- Final modifications are made to the budget in July.
- Final budget is presented for approval of the Board of Trustees at the August meeting of the Board of Trustees.

In years when revenue is expected to fall short of budget projections, budget managers have been asked to adjust their financial needs without reducing educational services.

College Foundation

The John Wood Community College Foundation was established in 1986 as an Illinois not-for-profit corporation to conduct activities that support John Wood Community College. Under Section 501 (c) (3) of the IRS Code, the Foundation exists as a tax-exempt, charitable foundation. A volunteer board of directors governs the Foundation. Members attend quarterly meetings, Foundation- and College-sponsored events, and Foundation committee meetings. In addition, members assist the Foundation executive director in carrying out the mission of the Foundation.

The mission of the John Wood Community College Foundation is to encourage and administer private financial gifts in support of the educational mission of the College. A primary objective of the Foundation has been raising funds for student scholarships. Awards funded by gifts to the JWCC Foundation provide opportunities for students to continue and excel in their education. The scholarship program has grown from awards totaling \$2,500 in 1986 to more than \$40,000 being awarded in 2001. More than 100 awards are administered by the Foundation.

The Foundation has raised funds in support of campus capital projects that include the completion of the Science and Technology Center and the construction of the JWCC greenhouse for the horticulture program.

The Foundation's financial statements are prepared on the cash basis method of accounting. Annually, an independent auditor conducts an audit of the Foundation's financial statements. The audit ensures reasonable assurance about whether the financial statements are free of material misstatement.

Accounting and Financial Reporting

The accounting policies of the district conform to generally accepted accounting principles as promulgated by the Governmental Accounting Standards Board (GASB) and as prescribed in the Fiscal Management Manual published by the Illinois Community College Board. The fiscal year for JWCC begins July 1 and ends June 30 of the following year.

JWCC has an annual audit performed by an independent CPA firm (currently, Gordon & Sweetland, P.C., Certified Public Accountants). The audit is conducted in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States. As a result of the audit, a General Purpose Financial Statement with Supplementary Information is

compiled by the auditors and placed on file at JWCC. The College has consistently received an unqualified audit opinion on the financial statements. The audited financial statements clearly indicate that the Board of the Trustees has demonstrated a pattern of financial accountability and fiscal prudence. Financial documents demonstrate the appropriate allocation and use of resources to support JWCC's educational programs.

Fund Accounting

The accounts of the district are organized on the basis of funds and account groups, each of which is considered a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, reserves, fund balance, revenues, and expenditures. The various funds are grouped, in the financial statements, into broad fund categories and generic fund types as follows:

Governmental Fund Types

- The General Fund, which consists of the Educational Fund and the Operations and Maintenance Fund, is the general operating fund of the district. It is used to account for all financial resources except those required to be accounted for in another fund.
- Special Revenue Funds consist of the Restricted Purpose Fund; Working Cash Fund; Audit Fund; and Liability, Protection, and Settlement Fund. These funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specific purposes.
- Bond and Interest Fund, a debt service fund, is used to account for the accumulation of resources and the payment of debt principal, interest, and other related costs on any outstanding bonds.
- Operations and Maintenance Restricted Fund, a Capital Projects Fund, is used to account for financial resources to be used for the acquisition or construction of major capital facilities.

Proprietary Fund Types

- Auxiliary Enterprise Funds, which consist of the Bookstore Fund and Athletics Fund, are used to account for operations of the district that are financed and operated in a manner similar to private business enterprises – where the intent is that the costs of providing goods or services to students and staff on a continuing basis be financed or recovered primarily through user charges; or where the district has decided that periodic determination of revenues earned, expenses incurred, and/or net income is appropriate for

capital maintenance, public policy, management control, accountability, or other purposes.

Fiduciary Fund Types

- Fiduciary Funds are used to account for assets held by the district in a trustee capacity or as an agent for individuals, private organizations, other governments, or other funds.
- Agency Funds account for assets held by the district as an agent for students, faculty, or other governmental units. These funds are custodial in nature and do not involve the measurement of the results of operations.

Working Cash Fund

The Working Cash Fund includes accumulated and accrued interest of \$174,980 (FY2001) from investments, which may be permanently transferred to the Education Fund or the Operations and Maintenance Fund.

Deposits and Investments

As of June 30, 2001, the district's total demand deposits and savings accounts and its investment in certificates of deposit amounted to \$4,093,440 while the bank balances were \$4,318, 171. Of the bank balances, \$4,318,171 was covered by federal depository insurance or collateralized with securities held by the district's agent in the district's name.

Strengths, Concerns, and Recommendations

Strengths

- The College has operated on sound financial footing and continues to be fiscally sound.
- JWCC shows evidence of consistently unqualified audit opinions on the financial statements by an external certified auditor.
- The College is solvent and financially stable.
- Funding efforts have been successful in obtaining new facilities and technology.

- The College actively pursues resources for financial assistance for the students.
- The College has been able to develop a new campus without assessing additional taxes.

Concerns

- State and federal resources are not as stable as they have been in the past, which may necessitate seeking funding from other sources.
- Budgets are based on projected revenues. When those revenues are less than projected, difficult decisions have to be made.

Recommendations

- Because resources are so closely tied to tuition, fees and reimbursement, every effort should be made to continue to project and achieve increases in the number of credit hours generated.

Chapter 5

Students and Student Support

Criterion 3: John Wood Community College is accomplishing its educational and other purposes.

Chapter 5

STUDENTS AND STUDENT SUPPORT

John Wood Community College is showing patterns of evidence that the admission policies and practices are consistent with the institution's mission and appropriate to its educational goals. Before enrollment, proficiency in skills and competencies essential for all college-educated adults are determined and students are appropriately enrolled in the educational programs. JWCC has a plan for informing students about the services and programs available for them and provides educational support services to the students who encounter obstacles, which hinder successful learning. Financial assistance is available for eligible students along with academic advising and career counseling. JWCC provides activities to promote student leadership and to stimulate the students' understanding of personal, social, and civil values. A variety of intercollegiate athletics is available to diverse students.

Introduction

The Vice President for Student Services directs the activities of seven directors and their staffs, as well as the full-time counselors, adjunct academic advisors and the College Registrar. The often inter-related activities offered by Student Services are designed to meet the mission-driven goal *to strive to serve the whole student by offering a comprehensive program of services which provides for the student's physical, psychological, social well-being and which complements the curriculum of study.* The departments and directors within student services include:

- **Enrollment Services:** Registrar, Director of Financial Aid, Director of Admissions
- **Student Support Services:** Director of Student Support Services
- **Student Life and Athletics:** Director of Athletics
- **Center for Workforce Development:** Director of Workforce Programs, Director of Business and Industry Programs, Director of Education-to-Careers

The unique combination of programs and activities provided through the JWCC Center for Workforce Development, which includes three Student Services directors, supports the institutional mission of support and training to assist business and industry and spur economic growth and development.

Enrollment Services

Student related goals:

To determine the academic skill levels of all entering students and provide appropriate academic advising;

To identify student financial need and provide financial assistance when possible.

The four functional areas of Enrollment Services are Admissions and Recruitment, Financial Aid, the Registrar's Office, and Academic Advising. These four areas were integrated through the one-stop concept to better serve students.

A major change in the admissions, financial aid, and records functions at JWCC has been the move to the one-stop concept of Enrollment Services. Although implemented at John Wood's previous campus, the design of the new building has truly facilitated the goal of providing as many activities as possible for students in one location at one time. Offices with high student usage are in close proximity to one another and co-locating and cross-training employees have improved customer service.

Background

Admissions, registration, and financial aid personnel (along with Student Support Services personnel) were all located within the "Centrum" (Center) of the previous College location. All four offices situated in the Centrum reported to the Dean of Students (now Vice President for Student Services). It was widely acknowledged that space was grossly inadequate, with cramped quarters and a resulting high premium placed on private office areas. Those significant physical constraints did, however, result in one distinct advantage: The offices providing student services to the vast majority of students and those offices with the highest foot traffic were quite literally within steps of each other.

The Change to the One-Stop Concept

In January 1998, the JWCC administration announced that the areas providing services of admissions, registration, and financial aid would be redesigned into a single unit (a one-stop shop) to be known as the Enrollment Services Center. By implementing the new concept in a physical space that was acknowledged as less than perfect in the old location, the goal was to aid the planning and decision making processes regarding what arrangement in the new facility might best serve students. Decisions requiring input and/or a trial period revolved around what services should be available to students, and what services would be appropriately handled at a counter, in an office space or by other means. The "experiment" allowed staff and administrators a dry run with the organizational change. Extensive cross training in the Banner data base system has facilitated the one-stop concept. Up to a dozen JWCC employees have attended Banner training in one year, with representatives from several departments attending.

The Vice President for Student Services had two goals in mind initially. First, in order to provide a high level of service to students at all times, extensive cross training was needed so there was no dependence on any one person to perform any specific function. Secondly an ongoing evaluation of current procedures and processes would provide information for developing the physical space at the new campus.

The Results

The goals set forth for the Enrollment Services Center have initially been met, although increased enrollments will continually challenge the area to evaluate and adjust to best serve students. In February 1999 four staff members were reassigned from Admissions, to Enrollment Services, with supervision provided by the Vice President’s Administrative Assistant to serve as public contact generalists for the Enrollment Services Center. The counter generalists have been handling the expected 80 percent to 90 percent of all questions and transactions of the public. In July 2002 an additional enrollment services employee was hired primarily to staff the counter to answer questions and direct traffic. From initial feedback regarding the fall enrollment traffic flow, especially evident in the last two weeks before school started, the addition of the employee was beneficial and periodic spot checks to determine the number of waiting students were made to gather additional information for effective scheduling. Directors in the Enrollment Services Center have voiced concerns about accountability and adequate training to ensure quality control. The longest student delays involved financial aid inquiries and meetings, and those concerns have resulted in current efforts to find ways to serve more students efficiently.

Student Evaluation of the One-Stop Center

One hundred eighty students completed a survey of student perceptions of the Enrollment Services Center during March and April, 2001. Respondents most frequently reported visiting the Enrollment Services Center between zero and one time (45 percent), followed by two to three times (32.8 percent), then four to five times (13.9 percent), six to seven times (2.8 percent), eight or more times (1.1 percent); 4.4 percent were unsure how many times they had visited.

Respondents most often reported that the request that brought them to the Enrollment Services Center (ESC) was handled on the spot. The chart below presents responses regarding a student’s last visit to Enrollment Services.

Table 5-1

On your last visit to the Enrollment Services Center, did the staff send you to another office at the college to complete your request?	Percentage of students responding
No, my request was handled on the spot	55%
Yes, I was sent to the Business Office	9.4%
Yes, I was sent to the Career Center	1.7%

On your last visit to the Enrollment Services Center, did the staff send you to another office at the college to complete your request?	Percentage of students responding
Yes, I was sent to see my counselor	15.6%
Yes, I was sent to the Human Resources Office	3.9%
Yes, I was sent to the Vice President for Student Services office	.6%
Yes, I was sent to	2.8%
Other	8.3%

Students were provided the option to either complete the sentence regarding where they were sent to resolve their request or to give another explanation. Given below are the verbatim responses supplied:

- *I wasn't allowed to get assistance from my advisor because I was only signing up for one class*
- *They informed me I wouldn't more than likely meet their requirement for assistance financially so I left*
- *I needed to know where a class was*
- *My cousin called the other day and wanted some information about day care and how many credits you needed. They told her they didn't know and to call a day care to find out. I thought that was rude and non-professional.*
- *Haven't gone*
- *I don't remember*
- *I was sent to one place who sent me somewhere else who sent me somewhere else*
- *Haven't been there*
- *Have not been there*
- *Open Learning Office*

Students were asked on the survey if their questions were answered thoroughly and correctly at Enrollment Services. The majority of respondents (72 percent) indicated that their questions were answered, while 15 percent replied that a follow-up visit was necessary. A smaller number of respondents (6 percent) replied that their questions were not answered and a return visit was necessary to settle their concern. Their verbatim responses regarding the reason appear below.

- *I found out that I needed 3 psychology classes and was not told till the last semester here. The psychology classes are only offered in spring. They need to be offered all year round. I almost didn't get to graduate.*
- *B/c I was sent so many places I didn't have any more time on my lunch break.*
- *I was supposed to graduate and upon completion of my enrollment found out I would not.*
- *I had dropped a class & David was to rework my student loan.*
- *They keep screwing up my financial status.*
- *Too long to wait.*

Seven percent of the respondents chose the response of “other” for this question.

- *Not helpful, uncooperative*
- *Never been there*
- *None asked*
- *Did all billing by mail*
- *Handled things by mail*
- *Used mail, phone*
- *They handed me forms said to fill them out, but didn't offer any other financial aide assistance forms like FAFSA just the regular form*
- *Did not apply: part-time, picking classes, and go*

The fourth question of the survey asked each respondent to rate the staff of the Enrollment Services Center on eleven characteristics, using a scale ranging from “very positive” to “not at all positive.” The 11 characteristics were mutually selected by the Vice President and Director of Student Financial Aid as pertinent and desirable. Students evaluated Enrollment Services and its personnel as “very positive” in terms of ten characteristics: *helpful, competent, pleasant, professional, interested, attentive, efficient, courteous, effective and timely.* “Overall” was rated as “somewhat positive.”

Since John Wood Community College prides itself on individual service, it was anticipated that students would recognize and value one-on-one assistance. One hundred seven students out of 180 did, in fact, indicate that personal service was of “very great importance.” Students added comments to other questions or filled in comment sections and their verbatim comments follow.

- *The Financial Aid Office should be able to tell you how much is left on your grant, not to say, “you have to wait and see what the amount on your check is!”*
- *I find that while the financial aid services provided are effective, the counselors could stress scholarship opportunities. The only information I was given was local scholarships. Even a pamphlet with Web site listings for scholarships provided by the financial aid office would be helpful.*
- *Since I have been attending John Wood the Enrollment Service Center has been very helpful to me and has answered all my questions.*
- *I think that you guys do a good job! You are working people, mistakes happen, but I feel you guys handle them well. I feel the counselors could use some more training, though. I have more than 1 class I've taken & paid for that I can't use for my major, thanks to their misguidance.*
- *I think the center would be improved if they were in a bigger area and if there were more people working there.*
- *Enrollment services, at times when you go in for help, you will be waited on by someone (who) gives you the impression that he or she has more important things to do. This is discouraging at times. However, if I call I will talk to a woman who is very polite and seems to care very much. She always answers your questions fully. I*

wish the advisor I have spoken to on 3 occasions would be more knowledgeable in the field of nursing and rad-tech to answer my questions.

- *The counselor that I had was very helpful. The older lady registering me also did a fine job.*
- *The counselors have been very good to me helping me even when it looks like they are very busy.*
- *Create a packet of papers for each student that has different departments and their jobs so everyone knows whom to go to when they have a specific problem*
- *I was talking to my cousin about this and how I've never had a problem, but she was so disgusted that no one could help her. I just thought that it was rude—unprofessional.*
- *The student loan is not very clear to me and would be helpful if someone would more so inform me of the rules and etc.*
- *The staff is very helpful and knowledgeable. They are always able to answer my questions to the best of their knowledge. The few time(s) that they do not know the answer, they find someone that does.*
- *I am very pleased with the education I am getting. The teachers and staff have been very helpful. Thank you.*
- *Told different things about the same matter by different people*
- *Although I was misled on some classes I took 2 years ago—a few credits didn't transfer and/or was told after I had gone to a 4 yr. University that the 2 classes (particularly) only transferred as 1 class @ the 4 year university—It sucked! I had to take another class of that subject.*

Admissions and Recruitment

JWCC seeks to attract all interested students who meet its open admissions requirements and to provide them with the services and assistance required to complete their educational goals. Degree-seeking students attend orientation sessions that include COMPASS (Computer-adapted Placement Assessment) testing, information about available support services, and a tour of campus. COMPASS sessions are held at varying times and on Saturday mornings to accommodate prospective students. The addition of a second admissions advisor has increased the ability to visit high schools and community groups and to increase the number of dual enrollments. The new Career and Assessment Center lab, dedicated to COMPASS testing, job search, and career decision-making activities, provides a welcome first impression of the school.

The Director of Admissions works closely with the Marketing Committee and Director of Public Relations to promote the College to the community and local high schools. The catalog and student handbook and the credit class schedule, both of which are among the primary promotional tools for Admissions, are reviewed and updated each year.

Admissions advisors work closely with academic advisors and career counselors in terms of aiding students in career decision-making. The open communication among

the offices and staff within the Student/Administrative Center is beneficial to the students seeking information.

Financial Aid

Approximately 74 percent of JWCC students receive some sort of financial assistance. (This percentage refers to the percentage of degree- and certificate-seeking students in credit programs.) Aid from federal sources includes Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, the Federal Work-Study Program, and Stafford Loans. State sources include Monetary Award Program, and the Illinois Incentive for Access Grant. The catalog and student handbook describes the various funding sources, as well as targeted grants for technology students and veterans. John Wood Community College and local organizations and businesses also provide monetary awards and scholarships as detailed in the catalog and student handbook. The Financial Aid Impact Summary, compiled annually for community colleges, provided the following information regarding the type of financial aid and numbers of students receiving aid over a three-year period.

Table 5-2

Type of Aid	FY99 # of Students	FY00 # of Students	FY01 # of Students
Federal/State	1,668	1,688	1,903
Gift Assistance	1,539	1,531	1,689
Loans	370	307	388
Work – Study	76	69	81
Total \$ Financial Aid Allocations through all sources	\$3,418,212	\$3,468, 166	\$3,651,269

April 12, 2002 Figures from Annual Student Financial Aid Survey for Community Colleges. This report includes ISC and other state-funded awards. Figures in Chapter 4 also do not reflect Gift Assistance.

Registrar’s Office

In maintaining all records related to students, the function of the Registrar’s Office had grown tremendously with the increase in numbers of students over the last ten years. The full-record conversion to the Banner data base system, completed in summer 1994, provided for better customer service as multiple users in varied offices could access student information electronically.

Consistent cooperation between the Registrar and academic advisors has resulted in the development of worksheets that provide specific information to both students and advisors, including the program worksheets, advisor worksheets, and the Request for Graduation applications.

Records retention is in compliance with the state and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) standards, and a six-year retention schedule of all support documents has been implemented. Student records are

governed by the Family Education Rights and Privacy Act of 1974. Student transcripts are sent to third parties upon written request from the student. A focus on customer service has reduced the average turnaround time for transcript requests from four to five days several years ago to generally less than 24 hours.

JWCC is a contributing member of the Illinois Articulation Initiative (IAI) agreement and is up to date on submissions. Working with the IAI committees, a new Curriculum Approval Protocol has been implemented to provide guidelines for curriculum changes. The Curriculum Approval Protocol helps minimize or alleviate changes that may impact IAI and/or transferability.

The most significant improvement from the Registrar's Office is the rollout of the first phase of SOLAR (Student On Line Access to Records) in October 2002. SOLAR is an additional module of the Banner data base system.

Students are able to log on to jwcc.edu and, through their student accounts, are able to update or view personal information. Students will be able to

- change their account's security question,
- change the PIN,
- view e-mail, and
- answer surveys.

SOLAR will allow students to view their student record information, including

- midterm and final grades,
- unofficial transcripts, and
- financial account information, including "holds."

The next phase of SOLAR will include online registration for those students meeting certain requirements, such as having no financial holds or being in "good standing" status.

Academic Advising

Student-related goals:

To provide career-oriented students a smooth transition from high school through the associate and certificate levels to career placement;

To ensure students working toward a baccalaureate degree a smooth transition from high school through the associate level to transfer placement.

Three full-time counselors report directly to the Vice President for Student Services, as do eight adjunct advisors primarily scheduled for five to six weeks prior to, and including, the first week of classes each term. The academic counselors and adjunct advisors are responsible primarily for developing with each student an educational plan based on the student's needs and interests. In addition, they work with students to determine career interests, discuss barriers causing educational problems, and make referrals to other departments within the College. The full-time counselors and most of

the adjunct advisors' offices are located in the Career Center adjacent to Career Services, Education-to-Careers, and the Career Assessment Center where COMPASS testing is done. The Education-to-Careers secretary acts as the receptionist for the students with appointments or seeking walk-in assistance.

During the past several years the Vice President for Student Services, the Registrar, and the full- and part-time advisors have aggressively made improvements to the advising process. More meetings with the various instructional departments have resulted in a better informed advisor corps, as well as an increased mutual understanding of students' needs and concerns on the part of both Instruction and Student Services. Some of the changes and improvements overall include:

- More direct involvement in student retention efforts,
- "Assigned" advisors that work with specific majors or programs,
- Weekly meetings of the full-time counselors to discuss pertinent issues,
- Increased contact and discussions with Instruction, particularly with the Vice President for Instruction and the Deans,
- More late-hours appointments for students and scheduling of at least one "walk-in" counselor during most hours of every day (as possible),
- More involvement with career counseling and use of career assessment instruments, including referrals to Career Services career counselors for those with "undecided" majors, and
- Representation at the weekly directors meetings held with the Vice President and Student Services directors.

Issues discussed at the meetings between academic advisors and instructional faculty and staff include retention, registration and traffic flow, issues with COMPASS and placement, updates regarding financial aid and business office issues, instructional issues and changes, updates from each director's area, and other student-related issues that need to be discussed by representatives from all of Student Services. The counselors rotate attendance and report back at their weekly meetings. The counselors feel that they have a direct pipeline to Instruction through the Vice President and the Deans, and that open communication is leading to improved problem solving and course scheduling for the benefit of students.

Transfer agreements exist with many four-year institutions, and academic advisors provide specific information to transfer students. An extensive collection of college catalogs is kept in the Career Center's reception area and most of the advisors regularly use college and university Web sites to gather information. The Agriculture Department provides extensive information to the advisors about the transfer agreements it has arranged with other institutions.

Results of the One-Stop Implementation and the Move to the New Campus

Enrollment Services and Advising has evaluated all the steps in the process of serving new and returning students. The process of moving to the one-stop concept, as

well as the physical move to the new campus, seem to have improved the student-centered focus of staff members, and new processes or procedures are nearly always reviewed with a skeptical eye to barriers and procedural hurdles.

An awareness of the importance of retention has become very real at the new campus. Marketing efforts, fewer jobs, and the new campus itself have brought in new students. In all areas of Student Services the staff is actively concerned about retaining students. Additionally, the excitement of having a new campus will be short-lived. This period of time is a window of opportunity that is welcomed and one that must be utilized positively.

The ability of the One-Stop Enrollment Service Center staff to provide quality services has been enhanced with the move to the new facility, particularly in terms of more private areas to talk, more places to wait, and more counter space to accommodate up to three employees working with students at one time.

Student Support Services

Student related goals:

To provide support to special student populations, such as returning, minority and disabled students;

To target specific audiences with special needs in an effort to reach all segments in the community in providing educational programs;

To provide career-oriented students a smooth transition from high school through the associate and certificate levels to career placement;

To ensure students working toward a baccalaureate degree a smooth transition from high school through the associate level to transfer placement.

The JWCC Support Services Center is composed of two institutional functions-- academic support services and disability services--and three grant programs: Educational Talent Search, Student Support Services, and Perkins III. Overall the support services provided at JWCC furnish a full range of individualized services designed to permit access to, retention in, and completion of programs of study. The Center's mission complements the stated philosophy of the College, providing equal opportunity for success at JWCC for all learners, regardless of diversity of age, educational background, motivation, long- and short-term goals, and lifestyles.

Support services are designed to give each student an integrated service package with primary emphasis on personal, vocational, academic, and career development. Because of the integration of services, JWCC students can receive assistance in addressing various obstacles to their success in college.

The Center was established in 1991, when the decision was made to coordinate all academic tutoring being provided to students by various segments of the College. During the next three years, the Dean of Students (now the Vice President for Student Services)

encouraged staff members to coordinate and collaborate with other service personnel and functions until the final form took shape.

Today students are able to access all of the Center's available services through one entry point. Students may seek assistance from Support Services through self-direction, referral, or by phone request. When students arrive in the reception area in person or by phone, they initially meet with intake staff who best determines the appropriate services. The intake interview attempts to reduce confusion and duplication of information gathering for students. Some students are eligible for comprehensive success programs that are grant funded while other students attend study skills workshops, receive disability accommodations, or connect with community resources.

Because of its organization, the JWCC Support Services Center was recognized by the Illinois Center for Specialized Professional Support, under the auspices of the Illinois State Board of Education - Division of Community and Family Partnerships, in a report called Innovative Quality Support in Illinois. This publication was designed as a guide for others interested in supporting postsecondary students and highlighted the learner-centered approach, intrusive advising, and open communication which is typical of the Center.

Academic Support Services

Academic support services for JWCC students have greatly evolved since 1990. At one time, JWCC only offered one-on-one tutoring for a restricted population with other services scattered among program areas and Student Services. Now, all activities are coordinated through the Support Services Center. Academic Support Services for JWCC credit students include:

- An early alert system which allows faculty, coaches, and staff to refer students who seem to be having difficulty. Support Services staff contacts these students to make them aware of available college and community assistance.
- Academic skills analysis for any referrals to Support Services to determine the nature and extent of the problem. The Coordinator of Academic Support Services completes these analyses.
- Study skills workshops offered for four weeks at the beginning of every semester. These are designed to review basic study techniques as well as improve studying content areas.
- Open tutoring sessions in writing, accounting, mathematics (from developmental level through statistics), and the sciences (biology, chemistry, anatomy and physiology, and earth science) taught by specialists. A computer science section was added to the fall, 2002, schedule as need was expressed by students and faculty. These are free to all JWCC students.
- One-on-one tutoring for all JWCC students earning an unsatisfactory grade or repeating a course.
- One-on-one tutoring for any success program participant who requests it.

During 2001, the open tutoring sessions in writing, accounting, mathematics, and the sciences were available 1,653 hours for walk-in assistance and were visited by students 1550 times. Additionally, 105 students received 992.75 hours of one-on-one tutoring.

The financial support for these tutoring services comes from Perkins, Student Support Services, and the College. Grant funds are used for any student who is eligible for the success programs. JWCC supports all other eligible students.

Academic Support Services is evaluated by several assessments. The students report both on the satisfaction and results of the service; tutors evaluate the student's effort and success and their interaction with the program; and faculty members comment on the accessibility and effectiveness of the entire program. Three surveys, Open Tutoring Evaluation, Math and Writing Lab Evaluations, and Tutoring Evaluation are distributed to tutors and tutees. The tutors evaluate the tutees in terms such as interest and how the service is used. Tutees evaluate tutors as well as the content and structure of delivery. All evaluation responses are reviewed for improvements and suggestions.

Information about academic support services and programs are marketed to students and/or faculty in several ways, including,

- distribution and posting of flyers about success programs and their eligibility,
- semester schedules posted on the College's Web page,
- distribution and posting of tutoring schedules to faculty and around the campus,
- referrals made by admissions, the business office, counselors or career services
- materials distributed to social service agencies, and
- the College catalog and student handbook and mailed course schedules.

Disability Services

The goal of John Wood Community College Disability Services is to provide appropriate resources and support services that will ensure qualified students with disabilities the opportunity to competitively pursue a college education. In addition, Disability Services assists other College departments in providing access to services and programs in the most integrated setting possible.

Applicable laws at the postsecondary level include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Staff members have become familiar with these laws through attendance at national and regional conferences, professional periodicals providing updates and accessibility guidelines, and memberships in professional organizations.

Under 504 and ADA, a person has a disability if he or she has: a) a physical or mental impairment that substantially limits one or more major life activities (such as walking, standing, seeing, speaking, hearing, sitting, breathing, reading, learning,

thinking, performing manual tasks, taking care of oneself); b) has a record of such impairment; or c) is regarded as having such an impairment.

Students are informed of available services and eligibility through multiple methods. Information about academic and disability support services is provided through

- the College catalog and student handbook in the Student Services/Support Services section,
- the website as Disability Services Procedures,
- the Disability Services Procedures handbook,
- the newsprint version of each semester's credit class schedule,
- flyers on information racks variously located on campus sites,
- informational presentations at faculty convocations,
- disability accommodation statements on class syllabi, and
- through individual referrals from interaction with staff/faculty/outside agencies.

Through the various means, students are encouraged to

- disclose the disability,
- provide documentation for review to establish disability status, and
- request academic adjustments/accommodations.

For students with self-identified disabilities, the process for entering support services programs begins with an intake session with the Disabilities Coordinator. During those sessions the following are completed:

- Application for Services/Intake.
- Discussion of the process of providing documentation for review.
- Request for Release of Information forms appropriate to the claimed disability are signed and processed to professionals as necessary.
- A confidential file is established.

The coordinator is responsible for the review of documentation and determining the student's disability status. This includes the following:

- Review of professional statement/report for diagnosis, manifestations, limitations, mitigating measures, effects of medications,
- Determination of disability status: ADA disability, non-ADA disability, no disability, and
- Notification of disability status to student by letter or consultation

Accommodations/adjustments must be requested in a timely manner to ensure their arrangement, and for this reason, staff inform and encourage the student body to come to Student Support Services to begin the process. To intentionally assure that all

that should be served are served, there are multiple ways by which a student “enters” disability services such as:

- Requests for pre-approved accommodations and adjustments can be submitted to the Disabilities Assistant (for obvious disabilities), or
- Consultations with the Disabilities Coordinator each semester are scheduled in cases of hidden disabilities to decide what, if any, adjustments may be requested/approved related to impact of the disability.

Requests for some instructional accommodations and adjustments and all test-taking adjustments require disclosure to faculty. To ensure that this step is accomplished, there are various disclosure methods.

- Students can self-disclose to faculty with supporting paperwork from the Disabilities Services office, or
- Disclosure letters with notice of accommodations/adjustments can be sent from the Disabilities Services office.

The possible instructional accommodations and adjustments include, but are not limited to, the following:

- Adjustment to physical environment
- Assistive device/service (e.g., tape recorder, assistive listening device, captioning, enlargements, taped texts, calculator)
- Personal assistance of an intermediary nature (e.g., notetaker, reader, sign language interpreter)
- Time allowance
- Technological assistance (e.g., word processor)

The possible test-taking accommodations and adjustments include, but are not limited to, the following:

- Adjustment to physical environment/location (e.g., separate proctored location)
- Personal assistance of an intermediary nature (e.g., scribe, reader, sign language interpreter)
- Assistive device/service (e.g., calculator, tape recorded test, electronic speller)
- Technological assistance (e.g., word processor)
- Extended time
- Oral exams
- Modification of test response format
- Alternative test format

To ensure professionalism and integrity among students, notetakers, scribes and interpreters, responsibilities and expectations are spelled out in three handbooks used in

training: Professional Standards and Expectations of Interpreters, Expectations and Responsibilities for Students Using Notetakers/Scribes/Interpreters, and Professional Standards and Expectations of Notetakers/Scribes.

In FY00, 890 supportive services were provided, with 43 students served through Disability Services. The types of disclosed disabilities served during the past three years are presented in the table 5-1 that follows. The Disabilities Coordinator analyzes changes from year to year to anticipate needs and services required, as well as to provide necessary guidance to tutors.

Table 5-3

Percent of Disclosed Disability by Category FY00		Percent of Disclosed Disability by Category FY01		Percent of Disclosed Disability by Category FY02	
LD/ADD/TBI	32.7%	LD/ADD/TBI	33.3%	LD/ADD/TBI	40%
Medical	25%	Medical	26.3%	Medical	22.2%
Psychiatric	13.5%	Psychiatric	10.5%	Psychiatric	8.9%
Physical	36.5%	Physical	36.8%	Physical	35.6%

Disability Services at JWCC is supported by institutional and grant funds. Students are enrolled in appropriate College classes and are offered other academic support and enrolled in success programs as available to all JWCC students.

Informal feedback and comments are sent to the Disabilities Coordinator. Faculty who deal with accommodations from a different perspective often offer their advice through conversations or phone calls. At this time, however, no formal system of feedback forms or surveys is in place.

Grant-funded Successful Programs

Educational Talent Search (ETS)

The Educational Talent Search program is one of the TRIO grants established by the U.S. Department of Education during the late 1960s. It has been in continuous service at JWCC since the first application submission in 1991. The program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. Additionally, ETS encourages middle, junior, and high school youth to graduate from high school and to continue on to the postsecondary school of their choice and serves high school dropouts by encouraging them to reenter the educational system and complete their education.

The eligible population includes individuals living in JWCC district #539 between the ages of 11 and 27 whose parents did not complete a bachelor's degree, students who

meet income guidelines (150 percent of federal poverty level), and/or students with disabilities.

Each year the ETS staff selects 750 individuals to participate in their wide variety of services at district middle, junior, and high schools. Activities include academic enrichment activities, career counseling, college planning, cultural enrichment activities, tutoring and mentoring services, and expanding the use of technology.

The United States Department of Education supports ETS with an extensive budget. The four-year cycle between 1998 and 2002 brought \$979,529 to the area for services. The proposal for the next cycle from 2002-2006 has been accepted and the program has been re-funded.

Six measurable objectives guide the process of assisting ETS students during each program year:

- To identify and serve annually 750 qualified participants with potential for education at the postsecondary level. Two-thirds will meet both first generation and low-income guidelines. Of the 750, at least 225 will be selected from grades six, seven, and eight.
- To provide services that will encourage active participants to achieve a) a 90 percent retention rate in school and b) a grade level advancement rate of 90 percent each program year, not including those who graduate, transfer, or exit due to health reasons or death.
- To provide services that will encourage 80 percent of high school seniors and active alternative education and GED students to graduate from high school or receive a certificate of high school equivalency each program year.
- At least 40 percent of ETS participants who are secondary school dropouts will reenter a program of secondary education each year.
- To ensure 95 percent of college-ready program participants will receive assistance in applying for postsecondary admission and financial aid each year.
- To ensure that 70 percent of all participating secondary school graduates and 40 percent of high school equivalency graduates and postsecondary dropouts will undertake a program of postsecondary education during the program period (or for the following fall term).

John Wood Community College's experience in achieving the goals of the TRIO ETS program demonstrates success in serving the needs of the targeted population. These services are included in the yearly ETS Annual Performance Report and have had favorable reviews. Results are as follows:

Table 5-4

GOAL	Ed. Dept. Target	JWCC ETS 1998-1999	JWCC ETS 1999-2000	JWCC ETS 2000-2001
Retention	85%	96%	96%	98%
Re-entry	40%	43%	40%	50%
Graduation	70%	85.4%	93.3%	93.4%
Administrative	100%	100%	100%	100%

Student Support Services

The Student Support Services program (SSS) is another of the U.S. Department of Education TRIO grants. It has been in continuous service at JWCC since the first application submission in 1988. The eligible population includes JWCC students whose parents did not complete a bachelor's degree (called first generation students), JWCC students who meet income guidelines (150 percent of federal poverty level), and/or JWCC students with disabilities. The purposes of the program are 1) to increase student retention and graduation rates, 2) to improve academic grade-point averages and increase the number of students in good standing, 3) to facilitate their transfer from two-year to four-year colleges, and 4) to foster an institutional climate supportive of this group of students.

SSS staff sponsors and provides a wide variety of support services fulfilling these purposes to eligible JWCC students each year. SSS provides assessments of student strengths and weaknesses, academic support in content areas, accommodations and advocacy training for students with disabilities, academic advising, basic skills development in reading, writing and mathematics, career exploration, cultural awareness activities, proactive retention counseling, study skills instruction, and transfer counseling and assistance. One hundred fifty JWCC students are selected from the eligible pool of candidates who wish to participate.

The SSS services and personnel are supported with an extensive U. S. Department of Education budget. The program received \$853,752 for the four-year cycle running from 1997 through 2001. JWCC is now the recipient of a five-year SSS grant that began September 1, 2001. The Secretary of Education approves a project of this duration for applicants that score in the highest ten percent of all approved applicants nation-wide. SSS will receive \$1,254,722 for this 2001-2006 budget cycle, including two \$5,000 technology supplements and two tuition supplements for students during 2001-2202 totaling over \$72,000.

Eight measurable objectives guide the process of assisting JWCC students during each program year:

- The JWCC SSS Program will identify and serve 150 participants each year. At least 67 percent (100 participants) will be both low income and first generation or students with disabilities; 33 percent (50 participants) will be low income, first

generation or students with disabilities. In addition, at least 33 percent of the students with disabilities will also be low income.

- SSS will retain 80 percent of its matriculating participants from one academic year to the next, excluding those who graduate, transfer, or exit due to illness or death.
- Sixty percent (60 percent) of SSS participants will maintain a minimum grade point average (GPA) of 2.5 on a 4.0 scale during each year with the program and at least 90 percent will remain in good academic standing with JWCC.
- SSS will graduate 50 percent of completion-ready participants (sophomore cohort earning at least 60 credit hours in their programs of choice) each program year.
- SSS will offer each participant (100 percent) an array of services, such as assessment, goal setting, academic advising, and problem-solving, designed to facilitate the student’s movement toward the attainment of identified educational goals.
- SSS will transfer 75 percent of the transfer-ready participants (as defined by individual Comprehensive Education Plans [CEP]) to other postsecondary institutions each program year.
- The SSS program will foster an institutional climate supportive of the success of eligible students by being represented by at least one staff member on at least six standing and/or intra-institutional governance committees.
- The SSS program will meet 100 percent of the administrative requirements, including recordkeeping, reporting, and financial accountability.

John Wood Community College’s experience during the last grant cycle shows an achievement of the goals required by the TRIO SSS program. The following results demonstrate success in meeting the needs of targeted students.

Table 5-5

GOAL	Ed. Dept. Target	JWCC SSS 1997-1998	JWCC SSS 1998-1999	JWCC SSS 1999-2000
Persistence	80%	64%	83%	80%
Good Standing	65%	68.50%	64%	75%
Graduation/Transfer	50%/65%	54%/85%	88.4%/86%	63%/78%
Administrative	100%	100%	100%	100%

Student Support Services and Perkins, the grant program described, work well together because most Perkins students are seeking AAS degrees or occupational certificates, and virtually all of the SSS students are seeking transfer degrees (although nursing students may be eligible).

The Carl D. Perkins III Program

During the last five years, the Perkins program has undergone significant changes through Congressional action. The original Act provided funding to JWCC in 1988 for

career and technical program improvement and some direct services to students. Because of its provision for tutoring to students with special needs (academically or economically disadvantaged), it was a natural inclusion into the College's Support Services programs.

As re-enacted in 1998, the Carl D. Perkins Vocational and Technical Education Act (Perkins III) redesigned vocational and technical education for the 21st century. The goals of the program are 1) improving student achievement, and 2) preparing students for postsecondary education, further learning, and careers. The law now provides flexibility to focus funding on those programs and student populations based on how the local program determines the greatest improvement in overall performance and assurance of success for all learners in career and technical education programs. Accountability is centered on baseline data that has been gathered state-wide on four core indicators:

- Student attainment of challenging academic and technical skill proficiencies
- Credential attainment - postsecondary credential or degree attainment
- Placement in postsecondary education, advanced training, military, or employment or retention in education and employment
- Nontraditional program participation and completion

In order to ensure continuous improvement on the core indicators, the College submits a yearly plan tailored to its population and situation. The following areas are goals for 2002-2003:

- Improvement of academic and technical skills of students participating in career and technical education programs
- Collaborations and partnerships
- Program quality and continuous improvement
- Access and success for special populations
- Nontraditional training and employment
- Faculty and staff professional development

Each year approximately 160 students are served directly by this program with such activities as: tutoring; intrusive counseling; career exploration; academic advising; financial assistance for tuition; fees; books; transportation and child care; disability services; nontraditional career support; and connections with community resources. Additionally, career and technical education programs have been improved with both technical and curriculum upgrades. Career and technical education faculty and Support Center members have attended staff development sessions to remain current on regulations and advancements in the field.

In terms of direct support services during 2000-2001, 359 students were served by the Perkins grant, receiving educational assistance with child care, tuition, books, and fees.

Center for Workforce Development

Student-related goals:

- To provide career planning and placement assistance;
- To target specific audiences with special needs in an effort to reach all segments in the community in providing educational programs

In 1998, JWCC created an institutional entity titled Center for Workforce Development (CWD). This entity was created by the President and is coordinated by a management team chaired by the Vice President for Student Services. The Center's functions are discussed in more detail in the self-study chapter, *Services to the Community*.

Since JWCC goals expanded in 1998 to better serve the community and targeted groups, the Center for Workforce Development has been an umbrella organization that includes Career Services, Education-to-Careers, Business and Industry, and Illinois Employment and Training Center (IETC). While the organizational supervision belongs to the Vice President for Student Services, a major portion of the offices of the CWD is also physically housed in the area of Student Services. However, some offices are located in the JWCC Annex and others in separate offices off-campus at 3rd and Maine Street, in space shared with the Illinois Employment Security.

JWCC provides short-term training, business and industry training, occupational awareness activities, internships, and job shadowing through its Center for Workforce Development.

Both Career Services and Education-to-Careers operate with two full-time staff members each (a director and an administrative assistant), with clerical assistance provided by one office assistant and part-time student workers. One part-time employment specialist/career counselor is scheduled to accommodate the needs of community members seeking career counseling and resume assistance associated with layoffs.

A title change from Director of Career Services to Director of Workforce Programs was made in 2000 to better reflect the activities involved in the director's position, particularly the short-term training programs funded by the Illinois Workforce Preparation grant/Welfare to Work component.

Career Services

The Career Services staff has maintained records of participation and survey responses indicating need. A participant is defined as a student, community member, business partner or other district constituent who has significantly participated in an activity provided through the College's Career Services/Workforce Programs. For the year 2000-2001, participation numbers in the following activities were as follows:

Table 5-6

JWCC Career Services seminars (on-campus)	336
Resume/job search document preparation	202
Computer Connections completers	165
Seminar attendees (Senior Center, Quincy Housing, Pittsfield Education Center, Tri-state Job Fair and other events)	135
Career Counseling sessions	121
JOBS Project participants - various programs including: welding, customer service, and computer repair	42
Student participation in vocational or occupational courses receiving tuition, uniforms/books/equipment, and travel vouchers	34
Welfare-to-Work Certified Nursing Assistant tuition	15
Internships	11

The use of technology has expanded the number of students and community members served through the computerized Job Line. This service offers an efficient method of matching job seekers and employers. In November 1999 JWCC received an Illinois Council of Community College Administrators' Innovation Award for its online "job fair." The service has continued to grow and now offers job search and career information as a part of the site accessible through www.jwcc.edu. Following are statistics for Job Line usage for 2000-2001.

Table 5-7

New positions listed	598
Most new positions in a single week	41
Average number of active students per week	200
Average number of hits* per week	89
Average number of employers listing job(s) per week	97
Average number of students with hits per week	53
Most number of hits in a single week	327
<i>*"Hits" is defined as a match between the type of job a student is seeking and job opportunities posted by an employer.</i>	

Career Services and Workforce Programs served almost 1100 for 2001-2002, not including Job Line participants. The prior year's total was around 800. Approximately 60 percent of the Career Services budget comes from the Welfare-to-Work grant through

the ICCB. Other grant funding sources have diminished in recent years, particularly those funds targeted to special groups such as Job Training Partnership Act (JTPA) eligible participants or temporary assistance to needy families (TANF) recipients. Relationships and cooperation built over the years with the IETC and social service agencies have allowed JWCC to continue to serve clients in a cost-effective manner. Marketing costs are very low because of referrals, and WIA and JWCC staffs work together to find appropriate funding for students seeking assistance.

Another program of the Career Services is the JOBS Project, which was created in 1998 offering industry-specific training geared to area employers. Area employers have been involved with the curriculum development, and in some cases classes have been taught on-site at the hospital or at a manufacturing site. Starting with welding, institutional housekeeping, and food service, the training areas have expanded to include computer repair and telephone customer service training. Prior to the JOBS Project, there were only two short-term training programs for those students desiring quick access to the workforce, nurse assistant and truck driver training. The creation of the JOBS Project was a goal initially set for the Center for Workforce Development. (The Center is further discussed in the Chapter *Services to the Community*.) Forty-two students completed JOBS Project training during the 2001-2002 school year, with over 130 completers since the program's inception. The training provided through the JOBS Project is industry-specific and competency based. Many JOBS Projects have been WIA-certified, and referrals are made through Workforce Investment Staff, social service agencies, and the Department of Human Services. Areas of training have changed to meet the needs of the labor market in the area. The JOBS Project has been awarded an ICCB award for Excellence in Workforce Preparation (1999), as well as a National Council for Student Development Exemplary Practice Award in 2000.

A program offering basic computer application classes--Computer Connections--was created in 2001 and offered to adults without basic computer employability skills. Computer Connections was developed as an extension of the JOBS Project and received a National Council for Student Development Exemplary Practice Award (2002). Over 260 persons have completed the training since it began in May 2001. In August 2002 the program received a Southwestern Bell Corporation Excelerator grant for \$12,500 to provide technology classes to at-risk populations and community-based organizations.

Career Services publishes a newspaper, *Career Connections*, highlighting information about career-related campus activities and success stories about career decision making. In FY03, six issues are planned for distribution on campus and to a small mailing list.

A Student Ambassador Corps was created in 2001 by Career Services with the goal of increasing requests for service from traditional on-campus students. Student ambassadors make presentations in the classrooms encouraging "undecided" students to seek career counseling, job search assistance, or interviewing practice.

Education-to-Careers

The West Central Illinois Education-to-Careers Partnership (WCIETC) is also located in the Career Center. It covers 15 school districts within six counties, serving 15 high schools, 14 middle schools, 21 elementary schools, one vocational site and an alternative school. The student population numbers over 17,500 students. In Illinois the School-to-Work system (developed by the Departments of Education and Labor in 1994) is known as Education-to-Careers and it meets the need to prepare students for jobs in an increasingly competitive global marketplace.

Through the Education to Careers program, the Illinois Cooperative Work-Study grant was awarded to provide funds to support internship activities for vocational programs by offering reimbursements to participating employers. Awards have ranged from \$15,000 to \$21,000 per year. Education-to-Careers, assisted by Career Services, has primary responsibility for internships and the grant in the FY03 school year.

Education-to-Careers activities (as of fall, 2002) have served the following populations through 100 various linking activities:

- 80 businesses
- 201 economically disadvantaged students
- 300 teachers, counselors and administrators
- 25 representatives from the building and construction trades
- 1,000 parents
- 5,600 students
- 15 mature job seekers

The ETC Career Expos, providing a link between the workplace and future employees, have served the largest number of students in the overall department beginning in 1999, Construction Expo, Health Careers Expo and Agricultural Careers have been rotated among schools and grade levels to provide maximum exposure to the district's students.

Education-to-Careers offers *Teacher Treks* each summer, providing continuing education unit (CEU) credits to teachers through visits to area employers. Lesson plans incorporating employability skills are prepared by the teachers after the treks and are distributed through the ETC office.

Athletics and Student Life

Student related goals:

To offer a student life program that includes opportunities for leadership development as well as recreational co-curricular activities.

The Director of Athletics and the Coordinator for Student Life oversee varied activities at JWCC. The intercollegiate athletics program at JWCC includes men's golf, women's volleyball, men's and women's basketball, men's baseball, and women's softball.

All athletic programs operate under the guidelines of the National Junior College Athletic Association (NJCAA). The Athletic Handbook is currently being updated. The Director works closely with the Vice President for Student Services, the Registrar, and Instruction to ensure the athletes' eligibility and academic success. The emphasis of all programs is academic success for the students and successful transfer to four-year colleges, for those students with that goal, has generally been met.

The primary focus of John Wood's athletics programs is to offer area students an opportunity to participate in intercollegiate athletics at a level that previously has not been available to them. Distant recruiting has brought, however, some needed ethnic and cultural diversity to the campus, and those students from outside the area have been supported and encouraged by the College and community at large. During fall, 2002, student participants are noted for each sport.

Men's Baseball--23	Women's Softball--15
Men's Basketball--15	Women's Basketball--15
Men's Golf--5	Women's Volleyball--10

Recent significant accomplishments for athletic teams include:

- 2000 and 2001: Lady Trail Blazers basketball team was named regional runner-up.
- March 2000: Lady Trail Blazers basketball team was named co-champion of the Collegiate Conference of Central Illinois.
- March 1996: Men's Trail Blazers basketball team placed 5th in NJCAA Division II national tournament.
- March 1995: Men's Trail Blazers basketball team placed 7th in NJCAA Division II national tournament.
- 1993, 1994, and 1995: Regional golf champions and two teams were sent to the Golf National Tournament

Student Life supports a variety of clubs, although the number of participants and quality of club sponsorship vary by year. The catalog and student handbook, flyers, the Blazer Vision screen announcements, and the first fall issue of Career Connections describe the various organizations and invite students to participate. The Student Government Association (SGA) is an active group, with the president of the organization given a high profile on campus. Two consistently active student organizations include the campus BACCHUS organization and Phi Theta Kappa. In 1999 the BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) received two cash awards from ICCB for its promotional efforts regarding healthy lifestyles. Twice the local chapter was named a National Outstanding Chapter. The same advisor has

worked with this prevention and educational group for several years, and leadership among the students has also been strong.

Phi Theta Kappa International Honor Society also has a strong presence on campus. Two advisors have been with the group for several months, and the students support and participate in community service activities including a blood drive coordinated with the Red Cross. In 1996 the local Alpha Tau Gamma chapter of Phi Theta Kappa was named a Five-Star Chapter and a Most Distinguished Chapter in the Illinois Region for 1995-96. In 1993 the local chapter, assisted by three Chicago-area chapters, collected more than 1900 stuffed animals for children affected by the flood.

Six hundred dollars is available to any campus group requesting funds for activities. The funds set aside are not always used every year because of a small number of requests. The Leadership Council has been discussing the need for more staff and faculty participation as sponsors.

Student Services coordinates the annual Student Recognition Ceremony which has been held for the past ten years. Fifty-eight students were honored by faculty and staff in 2001.

Student Issues Committee

Student-related purpose:

- To review student policies and procedures, hear and adjudicate student grievances;
- To make recommendations to the Vice President for Student Services

The Vice President for Student Services functions as the contact for most students' complaints or grievances. In general, faculty and staff members are encouraged and empowered to resolve student issues at the lowest hierarchical level possible. The Student Issues Committee meets to resolve issues particularly that of re-admittance, as necessity requires. Membership for the Student Issues Committee consists of nine members serving staggered two-year terms, representing all areas of the College.

Strengths, Concerns, and Recommendations

Strengths

- A positive team spirit and dedication to students, led by the Vice President for Student Services, has been dramatically energized with the move to the new campus.
- The goals--the retention of and service to students--are shared by the staff of Student Services and increase the possibilities of meeting the needs of the students.

- Collaboration among the grant programs of Student Support Services and other JWCC functions provide seamless services to students.
- Renewed funding of the Student Support Services programs has been based on successful performance.
- Multiple programs in Student Support Services, working for the benefit of students, assures that needs are not overlooked.
- Solid employer, high school, and social service agency relationships provide resources for Career Services, Education-to-Careers and Workforce Programs.
- Campus-wide support of athletic programs contributes to the academic success of the participants.
- The one-stop concept and regular communication between enrollment services, advising, and career services keep each department aware of issues and needs.

Concerns

- There is continuing need for dialog between Instruction and Student Services regarding advising processes.
- A major concern is the lack of a comprehensive plan, as of yet, for Student Services to be prepared for continuing cuts in financial aid, state operating budgets, and grant funds.
- Students participate inconsistently in campus clubs and organizations.
- No full-time employee is dedicated only to student life activities.

Recommendations

- Continued communication and interaction between Instruction and Student Services are needed for effective advising.
- A comprehensive plan should be developed for Student Services to be prepared for continuing cuts in financial aid, state operating budgets, and grant funds.
- A full-time employee should be dedicated to student life activities, with the goal of increasing student involvement.

Chapter 6

Instructional Development and Learning Environments

Criterion 3: John Wood Community College is accomplishing its educational and other purposes.

Chapter 6

INSTRUCTIONAL DEVELOPMENT AND LEARNING ENVIRONMENTS

John Wood Community College is showing patterns of evidence that effective teaching characterizes all its courses and programs are clearly defined, coherent, and intellectually rigorous. All courses, regardless of the learning environment, include components that require the use of scholarship and secondary research. JWCC has a variety of learning environments available to serve the needs of a diverse body of learners. The JWCC faculty are experienced in those occupational areas so that they can provide practical insights into those careers.

Background

John Wood Community College provides the educational and support services of a comprehensive community college. Courses in liberal arts and sciences and general education are offered to provide the first two years of baccalaureate and pre-professional programs. Additionally, courses in career and technical programs are available which lead directly to employment. This portion of the JWCC mission is provided through the Instructional Services division by academic professionals and support staff who deliver quality instructional programs via a variety of educational delivery systems.

John Wood enjoys a long tradition of implementing what were formerly designated “alternative delivery systems,” but which are now commonly referred to as “learning environments,” emphasizing the learning-centered concept. In the late 1970s, the College established a self-paced, individualized learning environment grounded in the mastery learning concept which used media-rich course materials, such as both purchased and internally produced videotaped lectures. Although the College at this early date was heavily involved in the common market approach to providing traditional classroom instruction, it established its own internal “open learning center” (OLC) for students who had difficulty meeting in regularly scheduled, traditional class settings. The OLC experienced strong and steadily increasing student enrollments. Later, the College developed an elaborate series of independent study courses based on videotaped course materials with student guidance provided by a designated instructor.

Developing course materials for both relatively innovative learning environments took enormous amounts of faculty time and effort; likewise, both created significant administrative difficulties. While intensive need for delivery-dedicated staff and competing institutional priorities caused the College gradually to retreat from independent study courses, the early 1990s saw the inception of the interactive television learning environment. Despite pressures on revenues, the College established a new online learning environment in the late 1990s.

The Board of Trustees, the faculty, and the staff remain committed to providing alternative learning environments to accommodate the schedules, situations, and preferred learning styles of students throughout the district. The discussion below presents the mechanisms for credit course and program development, outlines the various learning environments supported by the College in greater detail, provides insights into administrative and other processes, and discusses the faculty.

Course and Program Development

Development and approval of credit courses and degree and certificate programs of study may be initiated by program directors, department chairs, or full- or part-time faculty under the oversight of program directors or department chairs and with the approval of instructional administration. The approval process through administrative authorities to the Board of Trustees and the state is documented with the Curriculum Approval Protocol form. Proposed course or program development plans with attached, performance-based syllabi are submitted by the director or department chair for approval, first to the Faculty Senate Curriculum Advisory Council and then the full Faculty Senate. Upon receiving these approvals, the protocol forms and attached course materials are reviewed and acted upon by the appropriate vice president, the President, and the Board of Trustees before being forwarded to the Illinois Community College Board for appropriate action.

The approval process for developing and implementing innovative learning environments is far less structured, perhaps because developing a new learning environment is relatively rare compared to developing a new course or even a career-technical program, and historically has been initiated by the College's instructional administration or executive management. While this "top-down" procedure was not a problem some years ago when the faculty was few in number, the current large and better organized faculty cannot be bypassed in the development process for new and innovative learning environments. Lingering difficulties recruiting full-time faculty members to teach in the online environment may, in part, be linked to a lack of formalized process for developing this environment.

Performance-based Syllabi

A performance-based syllabus becomes the blueprint for each section of a course in whatever learning environment it is implemented. The course description, prerequisites, and course goals and objectives are approved for a given course and must remain unchanged for each section of that course regardless of the instructor, location, or learning environment. Additional information such as course outline, specific schedule, textbook, and assignments may be tailored by a specific instructor for the sections they teach. Nevertheless, this information must be included in the syllabus. A color-coded prototype syllabus is available on the College Intranet for faculty use when developing section specific course syllabi. A section specific syllabus is kept on file in the Office of

the Vice President for Instruction for each credit section of courses taught at the College. Additional course materials, such as multiple versions of exams or quizzes or specially selected or prepared materials in various media, must be prepared for use in the course as implemented in specific learning environments; the vital components of the syllabus, however, remain unchanged.

Articulation

The Illinois Articulation Initiative (IAI), a statewide agreement that facilitates transfer of courses between participating institutions, was developed in 1993. Development occurred through a joint effort of the Illinois Board of Higher Education, the Illinois Community College Board, and the Transfer Coordinators of Illinois Colleges and Universities. IAI was developed for the purpose of facilitating the transfer of students among all Illinois colleges and universities, both public and private, with associate- and baccalaureate-degree-granting authority. Faculty panels developed a General Education Core Curriculum that would be accepted in transfer to meet comparable general education requirements at participating Illinois institutions. Since 1999, courses require no documentation for articulation to participating schools other than approval by the IAI. Courses are reviewed for the criteria necessary to meet IAI standards by the Registrar during the course approval process.

Educational Learning Environments

Students have access to JWCC courses and programs through a variety of learning environments in a variety of locations, including traditional or structured classroom, open learning (OLC), interactive television (ITV), and the newest learning environment, online learning via the Internet.

Traditional, Structured Classes

Most of the instruction at JWCC occurs in the traditional classroom setting. Most of the structured classes take place in rooms enhanced by educational technology which enables instructors to reach a wide range of classroom learning styles. Although the new Quincy campus features rooms equipped with state-of-the-art technology, even older rooms at other locations are equipped with functional, if older, educational technology. Traditional, structured courses are offered at the main campus in Quincy, the Pittsfield Education Center, the Agricultural Education Center near Perry, and the Dot Foods Learning Center in Mt. Sterling. In addition, traditional, structured classes are offered via dual enrollment agreements or for community education purposes in several area high schools.

Evaluation of both the course and the instructor is administered as regularly as possible, with logistical and communications difficulties being experienced in off-campus locations. The generally high level of satisfaction with this learning environment

probably has resulted largely from its meeting most students' expectations for a learning environment; that most students continue to be trained as social learners also contributes to its popularity.

Open Learning Center

The Open Learning Center (OLC) provides self-motivated, largely independent learners a program of personalized, self-paced learning to accommodate the student's schedule. Students may begin a course at any time and may complete that course within a 16-week period or less, depending on the student's self-paced progress. Extensions to this schedule are regularly granted. Instructors and learning specialists, plus a variety of multimedia and Internet-enhanced learning tools, are available to support learning. More than 100 college-level and developmental courses are available in learning centers at the main Quincy campus; a smaller number, limited by instructor availability, can be accessed by students at the Pittsfield Education Center and the Dot Learning Center in Mt. Sterling. At the beginning of fall, 2002, 1064 students were enrolled in 104 courses in the open learning environment. Enrollment numbers in OLC courses change daily as students begin and complete courses.

Although an evaluation process for students enrolled in the open learning environment has been in place for many years, the results of which indicate a surprisingly high degree of student satisfaction, transmitting those evaluations to the instructors has proved extremely problematic throughout its history. Remediating this significant evaluative problem requires the dedicated efforts of a staff already too few and stretched thin by the need to attend to the myriad of administrative processes necessary to operate a large open-entry/open-exit environment.

Interactive Television/Satellite Courses

The interactive television system (ITV) allows students and teachers in two or more rooms at different locations to see and hear class activities and to interact with both instructor and students concurrently. The ITV learning environment permits a wide variety of courses in various locations to be offered for groups of students too small to be cost-effective in other learning environments, particularly traditional structured classes. ITV courses are generally scheduled within traditional semesters. The main Quincy campus provides three ITV classrooms, and there are two classrooms at the Pittsfield Education Center and one each at the Dot Foods Learning Center in Mt. Sterling and the Agricultural Education Center near Perry. A number of district high schools are also equipped to send or receive ITV courses. Many other JWCC classrooms are equipped to receive satellite signals for special course work. In the fall 2002 semester, 232 students were enrolled in 11 different courses delivered via the ITV system.

As required by the state of Illinois for the development of a statewide ITV system, JWCC has been a partner in the Western Illinois Education Consortium (WIEC) since its inception in 1992. WIEC was formed to enhance access to education for the citizens of western Illinois and to foster sharing of educational resources. Initially the consortium

focused on sharing courses among institutions via the interactive television system and later expanded its efforts to the coordination of Internet-based courses. The Illinois Board of Higher Education (IBHE) funded administrative functions and partial technical support of WIEC until FY03 when funding was cut from the IBHE budget, effectively eliminating the coordinator and support positions housed at Black Hawk College (Moline, IL), the fiscal agent for WIEC. Some of the support functions will continue to be provided by Black Hawk, and the Steering Committee, composed of the chief academic officers of the partner institutions, will continue to administer the WIEC until decisions are made regarding the future of the consortia throughout the state.

Assessment of student satisfaction with this technologically rich learning environment has been intense since its inception at John Wood, and the results have been decidedly mixed. Many students have difficulty establishing a strong working relationship with instructors if the instructor is originating the class at some location different than their receive site. They are often too intimidated by the technology to offer observations which will be transmitted to anonymous classrooms viewed only on television monitors; for many such students, even asking a question involves a level of courage and self-possession they lack. Additionally, a lack of on-site supervision can foster classroom management problems. Technical difficulties can stall or even derail the learning process, though experienced technicians correct most problems in a very short time. Instructors have difficulties remembering to involve four or five students sitting at a remote location while they attempt to present material for maximum learning value through a complicated medium.

Although many instructors have traveled to the remote locations of some of their smaller groups to originate the class from that location and build a more personal relationship with students at that site, scheduling problems for instructors with full loads of classes often make this solution difficult or impossible. Having all students at all locations meet early in the semester at a single location runs directly counter to the reason for having remote sites in the first place and is complicated, again, by scheduling difficulties.

Yet the system has made possible some stunning successes, primarily with more mature students. The ITV system allows JWCC to be a receive-site for graduate-level courses originating at Western Illinois University. A concerted, persistent effort by instructional administrators at the College to bring master's level courses to the College has meant that students in the immediate area could pursue graduate work without having to drive significant distances to find a course. One student in spring 2002 completed the MBA from Western entirely over the interactive television system in place at the JWCC Quincy campus.

Overall, however, the loss of state funding for this project, combined with the burden the College must assume to replace aging technology to make it work, indicates that the cost-efficiency of this particular learning environment will decrease dramatically in the near future. Instructional staff struggles to invent solutions to the problems seemingly endemic to this environment for younger, less self-secure students. However,

no other learning environment--with the possible exception of the online environment, which comes with its own challenges--is currently available to accommodate the needs of small groups of students scattered throughout a large rural district such as John Wood's.

Online Courses

JWCC began offering online courses in fall, 2000, as part of the Tri -State Community College Training Consortium and in partnership with eCollege.com of Denver, Colorado. Created under the auspices of the Tri-State Summit--a group of regional business leaders, educators, and public officials who desire to work cooperatively to ease the barriers to economic development imposed by artificial boundaries--the Consortium was developed to seek ways to improve training and educational opportunities in the region. The cooperative development of an online course system has been one tangible outcome of their efforts.

Courses may originate from any of the three partner schools: JWCC, Southeastern Community College in Iowa, or Moberly Area Community College in Missouri. Each of these small community colleges faced cost challenges of developing online courses individually; the partnership arrangement between them and with eCollege.com (which provided competitive grant funds for necessary start-up) made online course development possible for all three. JWCC has also participated in a cooperative arrangement among community colleges called Illinois Community College Online (ILCCO). The cooperative arrangement was structured under the Illinois Community College Board in fall 2001. Through ILCCO, an even wider variety of courses, which are not available either at the student's home college or through the Tri-State Training Consortium, are available via the Internet. The courses can be accessed at any place and time when a student has Internet access. Most of the JWCC locations have Internet-equipped labs for student use. Class times generally are not scheduled as this learning environment allows for asynchronous discussion and independent learning activities. Courses are normally scheduled restricted to a traditional semester for purposes of an instructor's load calculations.

Fall, 2002, enrollment numbers reflect 255 JWCC course enrollments in 38 course sections delivered through the Tri-State Consortium. Twenty-two of these sections originate from JWCC, with 16 other sections originating from the other two partner schools. Fall, 2002, also finds 13 JWCC enrollments in nine different courses coordinated through the ILCCO agreement and delivered from Black Hawk College, Spoon River College, Parkland Community College, and Western Illinois University.

Evaluations of online courses have been completed since the system's inception. Overall, evaluations indicate great satisfaction with the learning accomplished, in spite of the occasional difficulty spawned by faulty technology. In only one instance, an algebra course originating from John Wood, were the technical difficulties virtually insurmountable, discouraging both the instructor and the handful of students who persisted in the course.

Dual Enrollment

JWCC offers the opportunity for high school students to earn college credit and high school credit concurrently through dual enrollment agreements with several area high schools. The agreement must be pre-approved by JWCC prior to the beginning of the academic year in order for the student to receive JWCC credit. These courses may be implemented as (1) a pre-approved course taught at the high school by a high school teacher fully qualified to teach the course at the college level; (2) a dual enrollment course taught by a JWCC instructor via the Interactive Television (ITV) or online; or (3) a scheduled course at JWCC in which high school students who are granted early release from the high school who enroll and for which credit is also awarded by the high school.

The agreement for dual enrollment courses taught at a high school is finalized by the Dean of Transfer Education and a member of the JWCC faculty, who meet with high school representatives to evaluate the proposed course. In all cases, the course must actually be a JWCC course, meeting all objectives and learning criteria designated in the JWCC syllabus. Once the course has been agreed upon and a qualified instructor designated, a letter of agreement is drafted by JWCC and signed by representatives of both institutions. All faculty who teach dual enrollment classes are required to meet JWCC educational and/or licensure requirements for faculty employment. Courses taught in the high school require the high school to provide classroom space and manage scheduling.

JWCC approves all course modifications and any changes in instructional materials, provides materials and supplies for course delivery or provides reimbursement for same, and provides student evaluation forms each semester, which need to be completed by the students and returned to JWCC for review and summarization. The high school is reimbursed by JWCC according to the number of students and total number of credit hours enrolled. Students enrolled in dual enrollment courses pay current in-district tuition and fees; grants and waivers may be available to assist with tuition.

In the 2001-2002 academic year, high school students enrolled in 1361 dual enrollment credit hours, either in courses delivered to their high school from JWCC via the ITV system or in courses taught at their high school by a high school teacher under a dual enrollment agreement. Across the JWCC district, 59 sections of dual enrollment courses were offered at the high schools with the greatest number of sections, 36, being offered at Quincy High School; two to four sections each at Bluffs High School (2), Brown County High School (2), Barry High School (3), Southeastern High School (3), Unity High School (4), West Pike High School (4); and one section each at Liberty High School, Central High School, Pittsfield High School, and Griggsville-Perry High School.

Structure of Instructional Services

The faculty and staff who make up the Instructional Services division are organized in parallel fashion under the Dean of Transfer Education and the Dean of Career and Technical Education, both of whom report to the Vice President for Instruction. Department chairs and faculty in traditional academic disciplines such as fine arts and humanities, languages and literature, mathematics, natural sciences, and social and behavioral sciences are structured in the transfer line of Instructional Services and report to the Dean of Transfer Education. Program directors and faculty in career and technical programs report to the Dean of Career and Technical Education. Under a recent structural reorganization, other academic administration and academic support staff report to the Vice President or either Dean.

Multiple and rapid changes in instructional administration following the departure of John Wood's president in 1996 contributed to a general pattern of organizational drift in this vital service area. Further complicating the situation was the personality and management style of the next vice president for instruction (a position then designated as dean) and the assistant dean among the faculty. Moreover, the next individual who served as dean held the position for less than three years, which did not contribute to healing the loss of trust which had occurred. The current interim vice president has been an instructional administrator at the College for almost 25 years and has brought an important measure of stability and organizational understanding to the position that bodes well for future growth and trust.

Faculty

A major, even salient, strength of John Wood Community College lies in its faculty. A survey of faculty conducted in fall, 2001, indicates a broad, well-qualified, and dedicated faculty. Full-time faculty are well qualified by degree, holding at a minimum a master's degree in an appropriate field to teach transfer courses and at minimum a bachelor's degree and work experience in an appropriate field to teach in career and technical programs. The survey also indicates that a large number of faculty participate in the governance of the College by serving on College committees, actively participating in the Faculty Senate, and being involved in the life of the community through organizations and clubs throughout the JWCC district. Many JWCC faculty teach in a variety of learning environments supported by the College. A review of teaching methods also indicates a good mix of teaching styles and methods.

Yet the survey cannot tell the entire story. The whole story is available only to those who observe instructors working with individual students to provide extra assistance. What distinguishes John Wood instructors and makes them the strong resource they are for the College is their dominant attitude of maintaining high standards in a climate of academic support and caring.

Additionally, JWCC also employs a well-qualified associate faculty with diverse backgrounds and work experience which enrich students' educational experience, most of whom share the student-centered attitude of the full-time faculty. Associate faculty must meet the same degree and experience requirements as full-time faculty in their assigned discipline or career or technical program.

Faculty Senate

The constitution of the John Wood Community College Faculty Senate was unanimously ratified by the faculty and approved by the President and Board of Trustees in May 2000. As stated in that document, the Faculty Senate was formed to 1) promote the academic and professional welfare of John Wood Community College, 2) give an effective and democratic forum for empowering faculty in their role in fulfilling the College's mission, 3) facilitate the free exchange of ideas and philosophies related to academic issues, and 4) build and maintain constructive relationships through the College. The Faculty Senate is the official voice of the faculty to the staff, administration, community, and the Board of Trustees.

Members of the Senate include all full-time teaching faculty, and all non-teaching, non-administrative personnel who work directly with students including counselors and academic advisors, lab assistants, and library, student activities, and student support personnel. Associate faculty is represented by one representative per every twenty-five associate faculty members up to a maximum of ten representatives. The Vice President for Instruction serves as an ex-officio member of the Senate and the Senate Executive Committee.

The Senate Executive Committee was formed to provide organization for the Faculty Senate and to facilitate its operation. Membership of the Executive Committee includes the Senate President, Vice-President, Recorder, and the chairpersons from the Senate's advisory councils. Advisory councils include the Curriculum Advisory Council, Academic Assessment and Standards Advisory Council, Internal Support Advisory Council, and Professional Development Advisory Council.

Evaluation of Instruction

Quality of instruction is evaluated through administrative classroom observations and student evaluations of classroom instruction as well as assessment activities discussed in a later chapter of this report. Classroom observations are conducted by chairs, directors, or other faculty or administrators as delegated by the chair or director and are documented on the Classroom Observation Report form. Items for observation include areas such as the logical and organized fashion of class presentations, use of supplemental material and media, application of methods to involve students in the presentation, clear and effective communication, and knowledge and enthusiasm for the subject. Items are rated "needs improvement," "meets expectations," or "above

expectations” based on JWCC standards of effective teaching. The form is reviewed with the faculty member following the observation.

Student evaluation of instruction is completed on the JWCC Evaluation of Traditional Instruction Scantron form by students enrolled in every section of courses taught by non-tenured faculty and on randomly selected courses taught by tenured faculty. Students have the opportunity to respond on a five-point Likert scale to four items about themselves, such as number of courses enrolled, grade-point-average, hours of employment per week, and thirteen items regarding the instructor, such as preparation and enthusiasm for class, effectiveness of classroom methods and assessment, and interest and respect for students. Space is also provided for students to identify strengths and weaknesses of the instructor and the course, plus respond to any other questions the instructor would like to add.

Student evaluation questionnaires are routinely completed during the final 25% of a course and at other times, as desired by the instructor. Forms are returned in a sealed envelope by a student to the library. Completed forms are then forwarded to an instructional division secretary for Scantron analysis, and results are sent to the chair or director to whom the faculty member reports. These results are then shared and reviewed with the faculty member being evaluated.

Program Review and Improvement

Input from professional advisory committees, outcomes assessment, and student evaluations are incorporated in the review of curriculum and degree requirements to determine the necessity for revision or improvement. Formal program review is conducted annually on a five-year cycle as required by the ICCB, providing a more comprehensive evaluation of academic areas and career and technical programs with recommendations for program continuation and improvement.

Strengths, Concerns, and Recommendations

Strengths

- The wide variety of learning environments, locations, and dual enrollment arrangements allow the College to reach out to students in their geographic location and to accommodate their schedules.
- Syllabi are current and performance-based.
- JWCC has a well prepared, diverse faculty that is oriented toward student success while maintaining high learning standards. Faculty is well qualified for their work, and adjunct faculty, employed in their fields, brings current practical insight to the classrooms.

- The College has positive relationships with area high schools.
- Course and program development processes are clearly defined.

Concerns

- Recruitment of associate faculty is difficult across all disciplines, but especially in certain career and technical areas such as AS/400 and nursing because of the competitive employment opportunities available.
- The ability to maintain quality of instruction and integrity of courses and programs is challenged with multiple instruction sites and various delivery systems, combined with the relatively rapid growth in faculty.
- Instructor evaluations in the open learning environment rarely reach the relevant instructor so that improvement, if necessary, can occur.
- The interactive television environment is fraught with difficulties produced through the agency of the medium itself, none of which is easily amenable to solution; anticipated increasing costs for this environment are a source of concern.

Recommendations

- Develop a process to ensure that approved, performance-based syllabi are used for all courses, especially those in diverse locations.
- Create a more focused recruitment and development effort for associate faculty in all program areas with especial emphasis on areas with highly competitive employment opportunities.
- Continue to monitor the interactive television learning environment for both learning- and cost-effectiveness and consider a recommendation to abandon the environment should the learning problems or cost become uncontrollable.
- Develop a faculty evaluation process for full-time and associate faculty at all locations and in all learning environments which is more tightly focused on quality and effectiveness of instruction.
- Facilitate continuing education and skill update opportunities for faculty especially in areas where the emphasis is on implementation of technology.

Chapter 7

Arts and Sciences Transfer Programs

Criterion 3: John Wood Community College is accomplishing its educational and other purposes.

Chapter 7

ARTS AND SCIENCES TRANSFER PROGRAMS

John Wood Community College is showing patterns of evidence that the arts and sciences transfer program is clearly defined, coherent, and intellectually rigorous, with effective teaching that characterizes its courses. A variety of learning environments are available to serve the needs of a diverse body of learners. The general education component in the arts and sciences requires students to discover and learn approaches to the humanities, the natural sciences, the social and behavioral sciences, and the fine arts. The general education requirement ensures that students are aware of diverse international cultures and values. The arts and sciences requirements guarantee that students are competent with the tools of communication, including the use of information technology and the skills of public speaking. The learning components of arts and sciences require the use of scholarship and secondary research. In general, the program prepares students for academic success upon transfer to baccalaureate-granting institutions.

Background

As detailed in the College's philosophy, mission, and goals, John Wood Community College provides, among a variety of educational opportunities, courses in liberal arts and sciences and a general education component that together allow students to earn the first two years of baccalaureate and pre-professional programs. This provision addresses the College goal of preparing "students who intend to transfer." Commonly called "the transfer program", these programs of study are represented by the awarding of either the associate in arts or the associate in science degree upon a student's successful completion of the curriculum. The College has deliberately designed this educational opportunity to parallel the first half of a student's traditional baccalaureate-seeking experience. Currently, the transfer program at the College comprises by far the largest single credit-bearing educational program it offers, accounting for 2,325 students self-declared, degree-seeking students and 469 non-degree-seeking students of a total of 4,314 students enrolled in FY02.

Although John Wood Community College offered its own traditional classes in three major career and technical areas in its early years (office technology [formerly secretarial science], practical nursing and agriculture), the baccalaureate level courses were available mainly in the alternative, open learning environment. A few transfer courses were offered evenings in outreach centers in the district. For the most part, the College relied on the common market colleges--Quincy College (now Quincy University), Culver-Stockton College, and Hannibal-LaGrange College--to provide the

vast majority of the courses and classes in which JWCC students could enroll, earn academic credit, and eventually transfer to a baccalaureate-degree-granting institution.

When the College decided to change from the common market approach and establish its own faculty for reasons of cost efficiency, the emphasis in the transition was clearly on assembling a “transfer” faculty skilled in the liberal arts and sciences. Even though other career and technical disciplines were expanded at roughly the same time, a foundation for the transition had been previously well laid by the small JWCC faculty, comprised largely of area coordinators serving like department chairs but without faculty-populated departments. The area coordinators crafted objectives for the general education curriculum and established a pattern of coursework which would fulfill those objectives. By fall, 1992, 12 well qualified instructors new to John Wood had been added in the transfer area. In 2002, faculty members whose major assignment is to facilitate learning in transfer courses numbered 26, or more than half the teaching faculty. This number excludes seven additional faculty members who teach one or more transfer courses as a regular part of their assignment. The common goal of these faculty members is to provide students with all or part of the first 64 hours toward a baccalaureate degree, depending on the student’s individual educational goal, and to prepare them for academic success when they transfer.

General Education

In accord with College goals which state that the College will “provide a ‘common core of learning’ which encourages coherent and substantive learning in essential areas of knowledge,” the transfer program includes a strong and stable general education component. Inaugurated more than a decade ago, the general education core curriculum exceeds guidelines as originally organized by the Illinois Community College Board (ICCB) and continues to exceed guidelines now established by the Illinois Articulation Initiative (IAI). Table 7-1 illustrates the comparison between the IAI general education core and John Wood’s. The general education curriculum at John Wood is the responsibility of the Office of the Vice President for Instruction in cooperation with the faculty. The curriculum requires students to discover, learn, and apply approaches to the humanities, the natural sciences, the social and behavioral sciences, and the fine arts.

Table 7-1

IAI GENERAL EDUCATION CORE CURRICULUM	John Wood Community College	
	ASSOCIATE IN ARTS General Education Only	ASSOCIATE IN SCIENCE General Education Only
Communications (9 credit hours)	9 cr. hrs.	9 cr. hrs.
Including a 2-course writing	Yes	Yes
Including a public speaking course	Yes	Yes
Math (3-6 credit hours)	3 cr. hrs.	6 cr. hrs.
Physical and Life Science (7 credit hours)	8 cr. hrs.	8 cr. hrs.
Including one course from physical science	Yes	Yes
Including one course from life science	Yes	Yes

John Wood Community College		
IAI GENERAL EDUCATION CORE CURRICULUM	ASSOCIATE IN ARTS General Education Only	ASSOCIATE IN SCIENCE General Education Only
Humanities and Fine Arts (9 credit hours)	12 cr. hrs.	9 cr. hrs.
Including one course from humanities	Yes	Yes
Including one course from fine arts	Yes	Yes
One course from either humanities or fine arts	Yes	Yes
Social and Behavioral Science (9 credit hours)	12 cr. hrs.	12 cr. hrs.
From at least two areas	Yes	Yes
Other (0 credit hours)		
Lifelong Health and Fitness	2 cr. hrs.	2 cr. hrs.
Total (37-41 credit hours)	46 cr. hrs.	46 cr. hrs.

Students graduating with an AA or AS (the two transfer degrees offered at the College) are also expected to demonstrate competence in both written and oral communication skills and in the applications of commonly used information technologies. The College's transfer curriculum requires students to use scholarship and secondary research methods and deliberately seeks to foster a student's awareness of diverse international cultures and values. Specific courses are designated to meet the basic communications requirements, the computer literacy requirement, and the international awareness component. In other required areas, students may select courses from a carefully designed range.

John Wood Community College defines general education as "education which promotes a common base of knowledge intended to provide students with the skills necessary to participate in a wide range of activities which enhance the overall quality of life in the community." The College considers general education a vital and basic part of a transfer student's education. The faculty has identified the following skills and attributes that students must attain and demonstrate upon completion of their degree coursework:

- An awareness of human values and diverse cultures.
- An understanding of economics, politics and culture from local, national and world perspectives.
- Interpersonal skills to promote the achievement of personal and group goals.
- Critical and constructive thinking skills in the identification and solution of problems, including the methods and application of scientific inquiry.
- The personal attitudes and behaviors necessary for successful functioning in the workplace and society.
- Effective communication, utilizing verbal, nonverbal, listening and writing skills.

- An awareness of fine arts and humanities.
- The ability to evaluate and apply information technology.

These new general education objectives were discussed and finally approved by both the Academic Standards and Assessment Advisory Council and the Curriculum Advisory Council of the Faculty Senate from fall 2000 through February, 2002. The final version of the objectives was approved by the full Faculty Senate at its February 8, 2002, meeting. The objectives were then forwarded to the President for his approval and then to the Board of Trustees for adoption. Rather than being wholly new, these objectives represent an attempt to refine the original 12 objectives into a more manageable and more easily achieved number. They also ensure that students graduating from the transfer program are competent with the tools of communication, including the use of information technology and the skills of public speaking.

John Wood Community College requires 46 credit hours of general education out of the total 64 credit hours needed to graduate with an associate of arts or science degree. These 46 hours are distributed in the following pattern:

- Six hours of written and three hours of oral communication;
- 12 hours of humanities and fine arts for the AA (the AS requires nine hours);
- 12 hours of social and behavioral science;
- Three hours of math for the AA (the AS requires six hours);
- Four hours of a physical science;
- Four hours of a life science, which includes a lab component;
- Two hours of lifelong health and fitness.

John Wood Community College offers a wide range of courses that students may take to meet the general education requirements. A list of approved courses that meet the state articulation requirements as social and behavioral sciences, humanities, fine arts, natural sciences, and mathematics appears under the General Education Requirements in the John Wood Community College catalog and student handbook.

In addition to this distributed course work, JWCC transfer students must demonstrate computer literacy through a working knowledge and understanding of computer skills. This requirement may be met in a variety of ways. 1) The requirement can be met by passing any computer science or selected occupational or non-occupational course in which computer literacy is determined by the College to be one of the primary objectives of the course. 2) The student can successfully complete an approved computer science and or related computer course while in high school or from another accredited

institution. 3) The student can demonstrate the use of computers in the workplace with an approved function that meets the College's objectives and definitions of computer literacy. 4) The student can demonstrate competency or proficiency by successfully passing an approved examination. 5) The requirement can be met by completing a program of study that extensively uses computers to solve technical problems, to gather and analyze data, and to improve the general understanding of the technology.

Through the general education component, the transfer program at JWCC also offers students research opportunities across the disciplines. Rhetoric and Composition II (ENG 102) teaches the principles of research to all students desiring to transfer, and they have the opportunity to apply those principles in other courses. The self study committee reviewed syllabi of transfer courses and found that research papers are required in fourteen courses. General education requirements additionally requires students to be exposed to diverse international cultures and values through a number of course offerings, including, English Literature I and II (ENG 241, ENG 242), World Literature (ENG 251), Latin American Literature (ENG 252), World Civilization I and II (HIS 101, HIS 102), World History I and II (HIS 111, HIS 112), The Art of Being Human (HUM 200) or Major World Religions (PHL 201). Some voices in Instructional Services have expressed an interest in exploring a more modular approach to the College's international awareness requirement. Consideration has been given to incorporating a specific unit dealing with international diversity or values as the subject area in courses across the general education spectrum. However, no concerted effort has yet been made to study the reform.

The lifelong health and fitness requirement in transfer general education has never been consistently applied at JWCC. A real concern lies in the difficulty of establishing enough sections during the daytime hours to accommodate all transfer students. A second concern is the lack of adequate facilities in which to schedule the necessary sections. In reality, many baccalaureate-degree-granting colleges to which many of John Wood students transfer typically waive the health and fitness requirement for transfer students. The continuance of this particular general education requirement should be closely examined in terms of the College's mission and philosophy for transfer education and either affirmed and adhered to for all transfer students or dropped altogether.

Although the general education curriculum at John Wood provides a variety of course options to meet area-specific requirements, available courses are nonetheless strictly limited in number, constituting a valid criticism of the curriculum. Because the student demand for "basic" courses such as Introduction to Psychology (PSY 101) is so great, the College's limited faculty in psychology cannot afford to provide a more diverse range of courses. In general, associate faculty members are not sufficiently qualified to offer them. Transfer courses are slowly expanding at the College, however, the addition of an online astronomy course three years ago and the more recent development of an introduction to film course being relevant examples. Yet this slow expansion provides little immediate resolution to the problem. Another dimension to this concern is the lack of a transfer honors program, which could supply significant enrichment to the curriculum for high-achieving students.

Learning Environments

To address College goals of providing “a variety of educational delivery systems to address the needs of the diverse student population” and “to provide district residents with alternative learning options,” the transfer program of JWCC deliberately makes available a variety of learning environments. Students may pursue transfer and general education course work, including the traditional or structured classroom, open learning, interactive television, and the online environment. Although not all transfer or general education courses are available through each environment, all are available in the structured setting. Many are available in the open learning setting at three separate locations throughout the district; and a growing number are available through either interactive television or, increasing even faster, the online environment.

While ideally the College should provide all transfer courses in all available learning environments, faculty have deemed some transfer courses to be inappropriate for any but the traditional lecture-discussion classroom format. Other limiting factors include the time required of a faculty member to assemble a coherent body of course material suitable for study by students in the open learning or online environments, which materials must be ready at the time the course is introduced into those environments. The cost for course development in alternative environments is likewise high, calculated on the full-time faculty overload rate of \$500/credit hour. Finally, course development is limited by the difficulties faced by faculty members in specific disciplines to invest the time and effort to provide a greater range of courses in alternative environments when demands for traditional classroom sections remain unrelenting. The JWCC catalog and student handbook does not yet list transfer or other courses available through the online environment, and the irregular nature of ITV offerings renders catalog listings for that environment incomplete. All courses available in those two environments are completely identified, however, in the course schedule published each term.

Credit Transfer and Evaluation and Related Processes

To facilitate the transfer of credits earned at JWCC to a baccalaureate-degree granting institution, the College participates in a number of specific articulation agreements with several private colleges in western Illinois and northeastern Missouri to which JWCC students typically transfer: Illinois College, Quincy University, Culver-Stockton College, and Hannibal-LaGrange College. John Wood also maintains a dual admissions agreement with Western Illinois University, which offers a real measure of transfer security for the relatively large number of students who regularly transfer there. Additionally, JWCC is closely tied to the online bachelor’s degree program at the University of Illinois at Springfield through a written agreement signed in late 2001. The College remains deeply interested in facilitating alternative environments in which students may complete their baccalaureate degrees; to that end, JWCC signed a simple agreement with Hannibal-LaGrange College to assist John Wood graduates with AAS

degrees in finishing bachelor's degrees in that college's "evening cohort" approach in specific majors.

The College also actively participates in the Illinois Articulation Initiative (IAI). IAI is a successful attempt by the state coordinating boards and other groups to establish broad course-specific guidelines for both general education and various majors. Transferability of credits between two-year colleges as well as between two-year and four-year public and private institutions has been facilitated by IAI.

The Office of the Registrar evaluates the academic records of the College's transfer students for purposes of certifying that graduation requirements have been met by reviewing each student's transcript for compliance with College-established AA or AS requirements and with IAI and ICCB guidelines. The Registrar also serves as the transfer coordinator for the College, participating in statewide discussions and problem-solving efforts in this area, and evaluates and awards transfer and general education credit as appropriate which students earned from other regionally accredited institutions.

The counseling and advising staff of Student Services prepares a Transfer Advising Guide for use by counselors, adjunct advisors, faculty, and staff. The current edition is from 1999-2000 and demonstrates the challenge of keeping such a necessarily complex document regularly updated. Counselors and advisors work individually with transfer students, often calling a contact at the transfer institution to clarify a requirement which may be obscure. Because the requirements of a particular college within a university may differ from the more general university requirements themselves, counselors regularly advise transfer students which courses to take at JWCC. Firm identification of the transfer school is also necessary for flawless advising. Despite such caution, however, errors can easily be made when requirements at the transfer institution change without being adequately communicated to the College's advising staff or if advising times for students are limited by great demand.

Moreover, advisement for initial course placement in the transfer area has been a cause for concern for both Student Services and the transfer faculty. Advisors from Student Services may put students into transfer classes even when the students have low COMPASS scores. Many faculty believe that students with low COMPASS scores are unprepared for the level of academic work required for student success. However, data provided by the Director of Institutional Research in 2001 indicated that COMPASS was not a good predictor of a student's success or failure unless the scores were on the very low end of the range. While some students with low COMPASS scores do withdraw from transfer classes because of the level of difficulty, other students are successful in their classes in spite of low COMPASS scores. Faculty and Student Services advisors need to identify other factors, than COMPASS scores alone, which might influence success in a class. High school and/or college grades, motivation, work and family commitments, family support, and other factors might be included in guidelines for determining placement so that student success can be assured. The placement issue has been difficult to resolve but the search for resolution continues

The Arts and Sciences sub-committee of the College's self study organization reviewed similar transfer courses at peer institutions in Illinois to determine if the courses offered at JWCC are comparable in subject areas covered, academic demands, and in performance-based outcomes. The College uses the Institutional Effectiveness Syllabus Review Form to maintain continuity and rigor among its courses. Revised in February, 1996, by the Institutional Effectiveness Committee, the syllabus review form lists ten components characterizing a complete syllabus; five of the components are required. In 1996, the Institutional Effectiveness Committee was responsible for overseeing the conversion of syllabi into a performance-based objective format and for instructional assessment. The syllabus review form continues to be used to evaluate new syllabi. The Dean for Transfer Programs is responsible for applying the checklist to syllabi. All syllabi, new or revised, should comply with all ten criteria with five of these ten criteria being required on all course syllabi. However, many course syllabi lack one or more of the five required components. Currently, all JWCC syllabi are in performance-based objective format; however, few courses have a master syllabus that is used by all classes of one course. In many cases, different topics are included in a course depending on the full-time or associate faculty teaching the course.

Since fall, 2000, when the Faculty Senate was inaugurated, all course and program additions, deletions, and changes, including those in the transfer curriculum, must be approved by the Curriculum Advisory Council of the Faculty Senate. Objections, deficiencies, and problems with courses are primarily worked out in this Advisory Council. Then, the course changes or additions are forwarded to the Faculty Senate for action, to the President and then the Board of Trustees for approval, then to the appropriate IAI panel in the case of transfer courses, and finally to the ICCB.

The Curriculum Advisory Council membership consists of seven elected members of the Faculty Senate and four ex-officio, non-voting members, including the Vice President for Instruction, Vice President for Community Services, the Registrar, and a counselor appointed by the Vice President for Student Services. The duties of the Council are to review and recommend curriculum program development and course approval or deletion involving transfer, career-technical, and adult education courses. The Council also reviews and recommends revision of courses and programs based on assessment involving transfer, career-technical and adult education courses. And finally, the Council accepts and reports to the Senate all other curricular changes from Community Services (charged with administering community and continuing education programs) and procedural changes from Students Services as information items. Prior to the creation of the Curriculum Advisory Council, course approval and program changes were reviewed and approved by the Academic Issues Committee, a standing committee of the College comprised of representatives from all service areas. This committee forwarded recommendations to the College Council; if approved, they were forwarded to the President and then to the Board of Trustees and the Illinois Community College Board for final approvals.

Faculty

Of the 49 full-time faculty employed by John Wood Community College, 26 teach primarily transfer courses. Full-time faculty members in the transfer area have master's degrees in their disciplines and have significant years of teaching experience. Representative institutions at which these faculty members earned their advanced degrees include Northeast Missouri State University (now Truman State University), Western Illinois University, the University of Iowa, Washington University, Sangamon State University (now the University of Illinois at Springfield), University of Missouri-Columbia, Arkansas State University, Utah State University, Purdue University, and the State University of New York. Many full-time faculty members in the transfer area have many years of teaching experience.

Transfer faculty are organized into academic departments, each with an appointed chairperson who is allowed three hours of release time to complete the tasks associated with the position. In some departments, three hours of release cannot accommodate the work required; for one department, which combines some transfer work with courses in three major career-technical areas, the chair has been granted nine hours of release. No protocol has yet been developed to guide how a chair is chosen or appointed, largely because many current chairs have been with the College for many years and were originally hired as coordinators for their disciplines. When the chair of the Languages and Literature department became vacant in 2000 as the result of a reorganization, the dean offered the position to two individuals, both of whom rejected the offer before it was finally accepted by a third faculty member in the department. During the next negotiation period for the collective bargaining agreement, guidelines for the selection of department chair will be included since the need for an established protocol is evident.

The arts and sciences academic departments and their numerical strengths are as follows:

Languages and Literature: seven full-time faculty members; department is responsible for oral and written communications courses, including literature, foreign languages (rarely offered), and developmental reading and writing.

Mathematics: five full-time faculty members; department is responsible for all mathematics courses, ranging from arithmetic through the calculus series.

Natural Sciences: five full-time faculty members; department is responsible for courses in both the life sciences and physical sciences, most of which require a laboratory experience; faculty includes a full-time laboratory coordinator with faculty status.

Social and Behavioral Sciences: five full-time faculty members; department is responsible for courses in history, political science, psychology, sociology, and education; social and behavioral sciences also includes early childhood education, a career-technical program.

Fine Arts and Humanities: three full-time faculty members; department is responsible for courses in performance music, music education, art, drama, philosophy, and religion; department includes a large and active performance component, including chorus and jazz band.

Although not a typical academic department, the following nonetheless includes some transfer-level course work:

Business, Office Technology, and Computer Science: seven full-time faculty members, three of whom teach some courses in the transfer business area; the remaining four teach primarily in a variety of related career-technical programs; however, some transfer courses in these programs are regularly included in their loads.

Within the last three years the College has added five new permanent full-time faculty positions to the arts and sciences faculty, one each in languages and literature, mathematics, natural sciences, social and behavioral sciences, and fine arts and humanities. However, a concern lingers in the faculty that the College still does not employ enough faculty members in the transfer area to accommodate necessary sections in all learning environments. In some departments, the open learning and online environments are staffed primarily by associate faculty members. Moreover, qualified associate faculty members are often difficult to find within this rural district, especially during the daytime when the vast majority of students prefer to enroll for classes. Budget constraints continue to limit the number of full-time faculty members the College can afford to employ, even though the strong academic preparation and commitment that a full-time faculty member brings to the College strengthen student learning and the institution as a whole. One should not infer from this discussion, however, that associate faculty members employed in the arts and sciences are either poorly qualified or less than dedicated. In fact, many associate faculty members in the arts and sciences have been with the College for many years despite modest compensation that has only recently been increased and few benefits. All associate faculty have academic credentials that meet the requirements of instructors for these courses and are committed to student success. Still, such associate faculty members are increasingly difficult to find, nor can they adequately substitute for full-time faculty members fully engaged in the life and governance of the College.

John Wood Community College is fortunate indeed to have a full-time arts and sciences faculty that is dedicated and learner-centered, involved in governance and *ad hoc* committee work, advising student groups such as the Phi Theta Kappa chapter, and serving in various volunteer capacities throughout the community. These faculty members as a whole constitute the greatest strength of the arts and sciences at the College, without whom this program--and the educational opportunities it offers students--would not be possible.

Strengths, Concerns, and Recommendations

Strengths

- The arts and sciences faculty is dedicated and learner-centered and functions as the single greatest strength of the program.
- Transfer courses are available in a variety of learning environments.
- The transfer program participates actively in the Illinois Articulation Initiative.
- The College has engineered a web of agreements with a number of popular transfer institutions to facilitate transfer options.
- The general education program meets or exceeds the standards set by the IAI and the ICCB.
- Procedures in place for course and program revisions, deletions, or additions are faculty-driven through the Faculty Senate structure.

Concerns

- Although all active syllabi are in performance-based objective form, not all active syllabi include each of the five required elements of a syllabus at JWCC.
- Few courses have a “master syllabus” or “master outline” for each course.
- The arts and sciences curriculum lacks diversity in course offerings.
- The arts and sciences curriculum does not offer an honors program for qualifying students.
- Development of all courses in multiple learning environments is hindered by various problems; consequently, some courses are available in limited and traditional venues only.
- The lifelong health and fitness requirement in general education is regularly waived.
- Transfer faculty is generally dissatisfied with advisement for initial placement of students in certain rigorous transfer courses.
- The arts and sciences may not have sufficient full-time faculty members; reliance on associate faculty members to perform essential instructional functions in various learning environments is becoming increasingly problematic.

Recommendations

- Develop a master syllabus for each transfer course indicating invariable performance-based objectives and all necessary components. All syllabi should also be reviewed with the Syllabus Review Form; those that fail to meet essential criteria should be redone.
- Create methods to encourage faculty members to invent new transfer courses to widen the range of available choices in general education and electives and to encourage faculty members to prepare a greater range of transfer courses for non-traditional learning environments.
- Consider the creation of an honors program in the arts and sciences.
- Consider dropping the lifelong health and fitness requirement for general education.
- Convene a joint task force from both Instructional Services and Student Services to address with finality the issue of inadequate initial course placement.
- Continue to work toward employing a greater number of full-time faculty members in the arts and sciences while making even greater efforts to recruit and retain qualified associate faculty members.

Chapter 8

Career and Technical Programs

Criterion 3: John Wood Community College is accomplishing its educational and other purposes.

Chapter 8

CAREER AND TECHNICAL PROGRAMS

John Wood Community College is showing patterns of evidence that programs of study and training prepare students for entry-level careers in occupational areas in demand locally. The faculty is experienced in those occupational areas and can provide practical insights into those careers. The programs of study for associate degrees require students to achieve competence in communication tools and several general education disciplines. Advisory committees for each career area are composed of relevant business and industry practitioners and make sound recommendations regarding education and training in those areas. Strategic plans for each career area ensures that education and training keep pace with changes and innovation in the occupations.

Background

Consistent with the JWCC Mission Statement of providing “various educational opportunities, including courses in occupational, vocational, and technical programs leading directly to employment,” a variety of career and technical certificate and associate in applied science (AAS) degree programs is available through the Instructional Services area. JWCC offers 22 AAS degrees and 20 career and technical certificates in 19 professional fields. Approximately 28 percent of JWCC students in 2001-2002 were enrolled in credit courses with a goal of completing certificate or degree programs in a career or technical field. However, 60 percent of the completers in 2001-2002 received a degree or certificate in a career or technical field.

Changes in Career and Technical Programs

Over the past ten years, a large number of career and technical programs previously available through the common market approach at contracted institutions has necessarily been deleted. Such specialized courses of study as horology, engraving, cosmetology, air conditioning and heating, and auto body repair, among many others, were available to students only through the common market arrangement. A number of programs which had been offered through the common market contracts are now offered through educational cooperative agreements with other community colleges and, thus, were not altogether lost. These include programs such as automotive technology, auto body repair, air conditioning and heating, cosmetology, dental assisting, graphic and interior design, and welding. These cooperative agreements allow residents of the JWCC district to enroll at the participating college’s in-district tuition rate.

Over the past ten years, other established career and technical programs changed in focus or delivery system, and a number of new programs have been developed to serve

residents and local community needs. AAS degrees and certificates have been added in the following program areas:

AS/400	Paramedic (approval pending)
Compressor Technology	Restaurant Management
Electricity	Surgical Technology
Horticulture	Truck Driver Training
Nursing	

Significant revision and the addition of certificate or degree options have occurred in the areas of agriculture, business, early childhood education, office technology, and nursing. The newest program to be offered at JWCC, approved in 2002, is Compressor Technology, offered in conjunction with the local compressor industry. Other degree programs are being considered in Corrections with options in Correctional Officer/Youth Supervisor, Parole Officer, and in Education with an option for Paraprofessional. The certificate and degree options currently available at JWCC are identified in Table 8-1.

Degree and certificate options in Electronics Technology were put on inactive status effective August 2002 due to changes in employment in the industry. The Physical Therapist Assistant program was developed and implemented but was canceled after failing to receive a recommendation for accreditation by the Commission on Accreditation for Physical Therapy Education of the American Physical Therapy Association. The Machine Tool Technology curriculum was developed to address a perceived need in local industry but, due to the cost of implementing the program, a consortium of local industries was formed to provide facilities and equipment for instruction. The curriculum was discontinued when the consortium of private industries failed to reach agreement on course location and time offerings. Without this cooperation, students were unable to complete degrees and certificates.

Table 8-1 AAS Degree and Certificate Options in Career and Technical Programs

AAS Degree	Credit Hours	Number of Students Enrolled and Completed					
		1999-2000		2000-2001		2001-2002	
		E	C	E	C	E	C
Accounting	64	24	3	15	0	16	4
Agriculture Business Management	64	49	10	52	9	50	13
Agriculture - Swine Management	64	10	2	8	2	9	2
Business Management	64	58	9	52	7	46	4
Business – Computer Information Systems	64	47	0	38	6	23	0
Business – Information Management	64	10	1	12	1	10	2
Business – Marketing and Sales	64	8	1	5	0	8	0
Compressor Technology (Fall 2002)	64	NA		NA		NA	
Computer Aided Design	64	53	2	41	2	40	1
Computer Science – AS/400 (Fall 1999)	64	7	NA	20	1	23	0
Early Childhood Education	64	119	9	93	11	100	11
Electrical Technology	64	21	0	18	2	20	2
Fire Science	64	48	2	46	6	44	7
Horticulture (Fall 1999)	66	3	NA	13	0	31	3
Law Enforcement	64	6	1	5	0	14	0

AAS Degree	Credit Hours	Number of Students Enrolled and Completed					
		1999-2000		2000-2001		2001-2002	
		E	C	E	C	E	C
Medical Laboratory Technology	65	7	1	8	0	9	0
Nursing	66	69	20	65	29	62	22
Office Technology	64	35	7	33	1	29	1
Office Technology – Administrative Asst.	64	17	1	25	2	27	3
Office Technology – Legal	64	6	1	5	1	7	1
Office Technology – Medical	64	27	3	26	4	36	0
Radiologic Technology	64	21	2	22	0	45	0
Restaurant Management (Fall 1999)	65	18	NA	18	3	13	3

Certificate	Credit Hours	Number of Students Enrolled and Completed					
		1999-2000		2000-2001		2001-2002	
		E	C	E	C	E	C
Accounting	45	12	0	8	0	9	0
Agriculture – Production Management	35	2	0	1	0	0	0
Agriculture – Supply and Service	32	0	0	0	0	0	0
Agriculture – Beef Management	32	2	2	3	2	2	1
Agriculture – Swine Management	32	1	0	0	0	3	2
Business Management	31	10	0	8	0	8	2
Business – Information Management	33	5	2	3	0	7	0
Business – Sales	32	3	0	2	0	0	0
Computer Science – AS/400	32	3	NA	2	0	7	0
Compressor Technology (Spring 2002)	20	NA		NA		3	3
Culinary Arts (Fall 1999)	35	2	NA	0	2	5	1
Dietary Manager	17	9	2	2	1	11	2
Electrician	31	14	1	9	0	6	0
Horticulture (Fall 1999)	24	NA		5	0	3	1
Industrial Electrical Maintenance	18	5	1	6	0	6	1
Nurse Assistant	8	83	56	72	70	98	73
Office Technology	32	31	1	24	4	34	6
Practical Nursing	43	67	17	90	18	99	35
Surgical Technology (Fall 2000)	40	NA		16	NA	29	9
Truck Driver Training	16	77	38	94	48	106	76

Enrollment Trends and Program Completion

Dates when instruction began in new programs are indicated in the table. Growth in those programs is indicated by the numbers of students enrolled and those who completed the programs in subsequent years. Enrollment in the practical nursing program increased after a major revision of curriculum and admission requirements implemented in the 1998-1999 academic year and after required summer courses were eliminated from the curriculum beginning in 1999.

While completion numbers appear low in some career and technical programs, several reasons exist. Students may enter a career or technical program with the intention

to take one or two classes to learn new skills or update current skills for employment opportunities. Other students may leave a program before completing all degree requirements despite their stated intention to acquire a degree or certificate. Employment opportunities become available that do not require a degree or certificate, this has been identified as a factor in the low completion rates especially for the AS/400 and CAD programs.

Courses in the fire science program are completed primarily as continuing education courses or advanced training after gaining employment as a firefighter. Regulations of the State Fire Marshal and policies of the Quincy Fire Department, the largest employer in the district, preclude entry level opportunities based on an applicant having completed the AAS degree.

Occupational Follow-up Survey data indicate that a large majority of students who completed the career and technical programs targeted in the survey over the past three years were employed in their field and in the JWCC district. If they were not employed in the field of their major, the reason cited was generally that jobs were not available or that hours and pay were better in another field. Respondents indicated that they were somewhat to very satisfied with courses both in their major and in general education areas.

Curriculum Requirements for Career-Technical Programs

The foundation for the associate in applied science degree lies in the general education objectives which were reviewed and revised by chairs and directors of career and technical programs and approved by the Faculty Senate, the President, and Board of Trustees during the 2001-2002 academic year. The previous set of objectives included twelve statements. The revised objectives state that "In addition to mastering the knowledge and skills of their specific vocational program(s) students will: (1) Develop an awareness of the values of diverse cultures; (2) Explain economic, political, and cultural issues from a world perspective; (3) Demonstrate knowledge of the U. S. and State constitution; (4) Develop interpersonal skills to promote the achievement of personal and group goals; (5) Use critical and constructive thinking skills in the identification and solution of problems; (6) Explain the personal attitudes, skills and behaviors necessary for gainful employment; (7) Develop the ability to make judgments reflective of human values; (8) Communicate effectively utilizing verbal, nonverbal, listening, and written skills; and (9) Discuss the importance of facilitating and adapting to change."

To earn the AAS degree, a student must complete a minimum of 64 semester credit hours of course work, including courses in three areas: general education, area of concentration and electives. Some programs identify specific courses to be taken in each category. General education requirements for students seeking AAS degrees at JWCC are as follows:

- 6 hours communication skills
 - 3 hours written communication skills
 - 3 hours oral communication skills
- 3 hours humanities or social/behavioral science
- 3 hours mathematics
- 1 hour career management
- 3-4 hours general education courses from an approved list of communications, natural science, mathematics, humanities or social/behavioral science courses

Major Area of Concentration is the set of courses which directly supports learning in the technical field. The number of hours required in a given occupational field varies depending on the career or technical program. A minimum of 35 semester credit hours is needed to satisfy the Major Area of Concentration requirement. A strong connection between academic preparation and practical application is incorporated through practicum, internship and clinical experiences in most programs. Elective courses may be required to fulfill the total program credit hours. Other requirements necessary to complete an AAS degree include a working knowledge and understanding of computer literacy and a working knowledge and understanding of the United States and Illinois constitutions.

Requirements for certificate programs are highly specialized and structured around an employment objective. Depending on the employer and labor needs, the certificate will provide sufficient preparation for direct entry into many skilled jobs. All courses in the certificate program are directly related to the selected career or technical area. Total credit hours required vary, typically from 16 to 40 credit hours.

Articulation and Related Processes and Internal Programs

Although many courses are transferable, career and technical programs are designed primarily as pre-employment programs. JWCC has made a concerted effort to create programs with “laddering” options that allow students to complete a certificate program with a second step to complete the AAS degree. Programs in agriculture, marketing and sales, electrical technology, AS/400, nursing, office technology, and restaurant management offer these options.

JWCC has also focused efforts on the development of articulation to four-year degrees in several of the career and technical areas. Articulation agreements are in place for students who have completed AAS degrees in accounting, agricultural business management, electrical technology, law enforcement, and nursing.

Program Approval - All career and technical programs are approved by the Illinois Board of Higher Education and the Illinois Community College Board. Some programs require approval by other state regulatory bodies, such as the Illinois Department of Professional Regulation for Nursing and the Illinois Department of Public

Health for the CNA program. In addition, two certificate programs, Surgical Technology and Truck Driver Training, are accredited by external accrediting bodies.

Instructional Organization - The planning and implementation of career and technical programs are managed through the Instructional Services structure and are directly supervised by the chairs and directors of career and technical programs. Career and technical chairs and directors report to the Dean of Career and Technical Education and participate in the senior management structure of the Instructional Services area. Through this structure, strategic plans, assessment plans, Tech Prep plans and articulation agreements are developed and maintained. Funding priorities for the use of Perkins funds are also established within this structure.

Tech Prep - Tech Prep is a program of study that begins in high school. Tech Prep continues at a postsecondary institution and culminates in an associate in applied science degree, two-year certificate or apprenticeship in a career area. The career areas can be agriculture, business, health care, child care, or industrial and engineering technology. The goal of Tech Prep is curriculum reform in the schools and at the community college level. The reform is planned to make learning more relevant to the student and to support a smooth transition from the secondary to the postsecondary levels. Articulation agreements, dual credit, and regularly scheduled interaction between secondary and postsecondary faculty and staff facilitate the smooth transition. The Tech Prep plan at JWCC has been developed in partnership with the West Central Region Tech Prep coordinator and several area high schools.

A Tech Prep sequence of courses consists of a program-specific core of academic and technical courses. The courses are taught during at least the last two years of high school and at least two years of postsecondary education. Articulation agreements are in place with the following schools:

- **Barry High School** – Ag Business Management, Nursing, Restaurant Management
- **Bluffs High School** – Ag Business Management
- **Brown County High School** – Nursing, Office Technology
- **Central High School** – Ag Business Management, Office Technology, Restaurant Management
- **Griggsville/Perry High School** – Child Care
- **Marion County R-II High School** – Office Technology
- **Pike County Health Consortium** – Nursing
- **Pikeland School District** – Restaurant Management
- **Quincy Area Vocational Technical Center** – Child Care, CISCO, Nursing, Restaurant Management
- **Southeastern High School** – Ag Business Management, Office Technology
- **Unity High School** – Ag Business Management, CAD, CISCO, Office Technology
- **West Pike High School** - Office Technology

Advisory Committees - Eleven program areas have advisory committees which include business leaders, program graduates, and individual members from throughout the district to support the College in determining employment trends and requirements for career and technical areas. The advisory committees make recommendations about current job needs, relevance of current programs, and program improvement. Program areas which have active advisory committees are Agriculture, Computer-Aided Design, Dietary Manager, Electrical Technology, Horticulture, Nursing, Nurse Assistant, Office Technology/Computer Science, Restaurant Management, Surgical Technology, and Truck Driver Training.

Marketing and Recruitment - Chairs and directors of the career and technical programs have worked in concert with the Office of Public Relations to develop informational brochures in several career and technical areas. Horticulture, surgical technology, restaurant management, nurse assistant, early childhood education, office technology, and truck driver training are among programs that have current brochures available. This literature is made available to students upon request or through recruitment activities at local schools and businesses, as well as group activities sponsored by JWCC.

Associate in Applied Science Degree Programs

Agriculture

Agriculture Business Management

The Agriculture Business Management program (64 semester hours) provides scientific and technical skills, plus knowledge in agronomy, economics, marketing, accounting and application of the microcomputer.

Swine Management

The Swine Management program (64 semester hours) prepares students for a scientific and business-oriented field of animal husbandry requiring extensive knowledge of efficient swine production practices.

Horticulture

The Horticulture program (66 semester hours) presents preparation for careers in the production, marketing, management and use of horticultural flower, landscape and food crops.

These JWCC programs show a steady to somewhat downward trend in student completers. In terms of employment outlook in Illinois, employment in each agricultural

field is expected to grow as fast as average through 2008, with the short term forecast through 2002 being favorable. The agriculture programs have strong backing from two extremely active advisory committees, the Agriculture Advisory Council and the Horticulture Advisory Council, with internal institutional representation, as well as external seats held by relevant business and industry practitioners. The committees continually evaluate the applicability of course content and course offerings to meet current industry standards. Strategic planning, with objectives, strategies and time frames for implementation, is a strong suit of the agricultural programs as a whole. There is a satisfactory budget to provide for the delivery of the programs.

For the agriculture business management, swine management and horticulture programs, strengths are (1) strong advisory council composed of professionals employed in agriculture that regularly evaluates new technology and employment trends. Course content and degree offerings are then adapted to meet the current needs of industry. (2) A well organized strategic plan that includes strengthening the relationship of the agricultural community, administration, faculty, and the media through cooperative efforts. The concern is downward trend in student enrollment. Recommendations of the council are to increase marketing and recruitment through advisory council network.

Accounting and Business Options

Accounting

The AAS in Accounting (64 semester hours) is intended to prepare students for immediate entry-level positions in bookkeeping, where employees record and classify incoming transactions, and more advanced positions in public, managerial, and governmental accounting.

Computer Information Systems

Computer Information Systems (64 semester hours) is concerned with education and training designed to reflect the leading edge of technology while being tempered by the practical demands of the business/industrial world. Students prepare with basic technical knowledge of computer hardware and software systems and will have an understanding of the information needs, procedures, and delivery systems required in small and medium-sized business organizations.

Information Management

Information Management (64 semester hours) is intended for individuals seeking entry- and mid-level positions in an automated office environment and trains in managing the flow of information in an office setting.

Management

Management (64 semester hours) is a program of study intended for individuals seeking immediate employment into entry- and some middle-level management positions in business and industry or for those presently employed who seek advancement.

Marketing and Sales

The Marketing and Sales AAS (64 semester hours) is intended to prepare individuals for entry- and mid-level positions in sales and marketing, and also for those presently employed in the field who seek formal training.

These JWCC programs bring varying numbers of students to completion, with matriculation trends varying by program as steady, increasing, decreasing, and for marketing and sales, quite low. Addressing the employment outlook, the Illinois Department of Employment Security forecasts vary in the same manner as student completers from very favorable, steady, to slower than average.

Presently, there is no active advisory committee expressly concerned with the business and accounting programs, though attempts have been made by the program director to reactivate a formerly involved group. A strategic plan is being developed for these program areas to ensure that training keeps pace with changes and innovation in the employment arena. The budget provided for these programs would be inadequate without the use of grant money, namely Perkins funds.

Strengths of the accounting and business options programs are up-to-date curriculum and an instructor who is MOUS (Microsoft Office User Specialist) certified. Concerns are low enrollment in the marketing and sales program and an inadequate budget. Recommendations from the advisory council are provisions for additional funding and additional instructors in the accounting area.

Computer-Aided Design

The intention of the AAS - Computer-Aided Design program (64 semester hours) is to prepare students for immediate employment as computer aided designers. The program is also suited to individuals currently employed in the field of drafting who are seeking training in computer-aided design.

This program has had a low number of completers since the mid-1990s as the program experienced an enrollment decline. The FY99 Accountability/Program Review attributes the low completion rate to the great need for CAD-educated employees in the area. Students leave the program prior to graduation to take jobs in the field. The employment outlook in Illinois shows that a decline is expected in employment of drafters through 2008, with the short-term forecast for drafters through the year 2002 as very unfavorable.

The program has an advisory committee composed of the program director, faculty and selected members of the community working within the field, some of whom are associate faculty. Record keeping of advisory committee input and undertakings seems to be a weakness for the program. A strategic plan is being developed for this program to ensure that training keeps pace with changes and innovation in the employment arena, with thrusts leaning toward life-long learning, work-based education (internships) and up-dated course content. Even though better documentation of advisory committee actions is needed, in FY99 the Accountability/Program Review Report states that a strong advisory council drives the program and that there is excellent placement with area employers.

For the computer aided-design program, strengths are the strong pool of associate faculty from local business (Coltec, Gardner Denver), use of the latest version of CAD software, and the potential for high-paying jobs for the JWCC area. Concerns are low completion rate because students can obtain employment before earning the degree, poorly marketed program, and poor record keeping of the advisory committee. Recommendations for the program are stronger marketing and recruitment, possible development of a certificate program, and the creation of structure for advisory committee records.

AS/400 (Computer System)

The AS/400 two-year degree program (64 semester hours) is designed to meet the specific knowledge and skills required of the business and industrial community for an entry-level operator/programmer position. The work environment of mid-range computer systems is presented and courses in the curriculum provide for hands-on experience working in the environment and developing programming skills; understanding operating systems and working with Control Language; using systems utilities and subfile programming functions; working with a relational database and using a query language; designing and using physical and logical files; and, acquiring a basic knowledge of business operating procedures through business and accounting classes. This program is designed to meet the specific needs of local business and industry in their AS/400 operating environments.

This program has been available at JWCC since the fall semester of 1999, with 2001 showing the first completer. Addressing the employment outlook in Illinois, employment of database administrators is expected to grow much faster than the average through 2008. Database administrators are one of the 50 fastest growing occupations in the state. According to the Illinois Department of Employment Security, the short-term forecast for database administrators through 2002 is very favorable.

The program has an active advisory committee composed of the program director, faculty, and selected members of industry and other community businesses that work with the AS/400 operating system. The committee has evaluated the applicability of

course content and course offerings to meet current industry standards and discussed any potential program changes prior to development and implementation. A strategic plan is being developed for this program to ensure that training keeps pace with changes and innovation in the employment arena, with thrusts leaning toward life-long learning, work-based education (internships) and up-dated course content. JWCC received funding from IBM for the initial start-up of this program. Currently the budget for the AS/400 program is incorporated in the Computer Science budget and is adequate for running the program.

Strengths of the AS/400 program are strong partnerships with local businesses, high demand for graduates, active advisory committee, and a well-paying career. Concerns of the AS/400 program are anticipated low completion rate because students can obtain employment before earning the degree and difficulty in attracting an associate faculty pool since employment in the field is high. Recommendations for the AS/400 program are stronger marketing and recruitment for the program and additional faculty.

Early Childhood Education

The AAS degree in Early Childhood Education (64 semester hours) is designed to prepare students for employment locally as child care workers in day care centers and home and teachers in Head Start. Students learn the fundamentals of caring for the health and safety of children and how to plan and implement various educational activities for children. The courses cover educational planning for children from infancy through age twelve. An internship integrating classroom instruction is required for all students.

This program has had consistent enrollment since 1991 and high completion rates. Addressing the employment outlook in Illinois, employment of child care workers is expected to grow about as fast as average through 2008. Opportunities are expected to remain good for those interested in work at both day care centers and home day care. According to the Illinois Department of Employment Security, the short-term forecast for child care workers is very favorable through the year 2002.

The program has had an active advisory committee until the later part of 1998. Because a number of committee members moved from the area, the committee became inactive. Currently the advisory committee is being revived and includes full-time and associate faculty as well as directors of day care centers and homes, Head Start directors, and graduates of the program. Additionally, the program maintains strong relationships in the community. According to the FY01 Accountability/Program Review report, relationships with local child care professionals have grown because instructors are willing to volunteer time to do in-service training and workshops in the community. The College also coordinates an extensive internship program and labs with placement in local agencies. Admittedly, the program has no strategic plan for long-range growth and improvement. Changes, revisions and innovations to the program are initiated by responding to advisory committee recommendations and community contacts in the field and by changes occurring in government. The budget allocation for the program is

sufficient for supplies for both lecture and lab classes. Shortfall in the budget is related to the lack of a training lab.

For the early childhood education program, strengths are strong community-based contacts with child care professionals and facilities, use of a variety of child care settings for student lab and internship placement, and strong employment demand for graduates. Concerns are lack of permanent lab setting for student training; the need for a more complete system of documenting changes in the program; and the administrative, advising, and classroom teaching are handled by one full-time faculty/program coordinator. Recommendations are the provisions for an additional full time faculty member and a permanent on-campus lab facility and the development of a system for documenting changes to the program.

Electrical Technology

The AAS in Electrical Technology (67 semester hours) prepares graduates to enter the job market as residential, commercial, or industrial electricians. Employment opportunities are not limited to a particular type of business or industry as most all companies require electrical service maintenance. The program is extensively hands-on and provides opportunities for work-based training.

This program has had a steady number of completers. According to the Illinois Department of Employment Security, through 2008, employment growth for electricians is expected to be average. The short-term forecast through the year 2002 is very favorable. The JWCC program is largely driven by the training needs of Electrical Workers Local 34 for journeymen electricians and the requirements of each of four classifications of electricians. The program instructor is the electrical inspector for the City of Quincy. This program has no full-time faculty.

The electrical technology program has an advisory committee consisting primarily of electricians. However, the advisory committee does not meet on a frequent basis because there is little need for curriculum changes. All the courses for the program are determined by licensure requirements. There is no specific budget allocated for the electrical technology program; funding is in combination with other electrical/electronics programs.

Strengths of the electrical technology program are curriculum content is driven by local licensure requirements, steady enrollment mainly because of local contractors, and classes are offered predominantly in the evening to accommodate the working person.

Emergency Services

Law Enforcement Option

The Law Enforcement option AAS program (64 semester hours) is intended for students seeking immediate employment in the field of law enforcement and for individuals working in the field who are seeking additional training for career and skill advancement purposes.

Program trends show low completion rates compared to capacity, though on the rise. Addressing the employment outlook in Illinois, employment of police officers is expected to increase faster than average through 2008.

Though admittedly inactive as a formal group for at least two years, the program has an advisory committee composed of the program part-time instructor, City of Quincy Police Chief, Western Illinois Correctional Center (Mt. Sterling) warden, Illinois State Police District 20 Commander, a representative for the Adams County Sheriff, Director of Court Services (Adams County), a representative of Western Illinois University Law Enforcement/Criminal Justice department, and a former student. Advisory committee members serve as key contacts for program input for developing and redesigning courses as well as do peers in the law enforcement arena. The FY97 Community College PQP/Program Review noted as a recommendation that two courses, Hazardous Materials (FSC 173) and Roadway Extrication (FSC 160), were not suitable for the law enforcement curriculum and should be replaced during the next academic year. Those programmatic changes never occurred as recommended; the courses remain in the law enforcement curriculum. There is a strategic plan being developed with thrusts toward strengthening the program and increasing enrollment. Beginning with FY02, the first working budget expressly for the law enforcement program was considered modest though adequate initially.

A strength of the law enforcement option program is the close relationship with Western Illinois University that allows greater ease of transferability since the program is articulated. Diverse faculty from the fields of law enforcement and criminal justice and small class sizes allowing greater student participation are also strengths. Concerns are the need for recruitment, relatively low enrollment, and recommended changes suggested five years ago did not occur. Recommendations for the Law Enforcement option program are the development of a recruitment plan and review of courses included in the program for applicability to law enforcement separate from emergency services as a whole entity.

Fire Science Option

The AAS Fire Science Option (64 semester hours) degree program is intended to prepare students for entry-level employment in the fire service field. Students are trained in fire suppression, prevention, and investigation techniques. Students are also prepared to react correctly to emergency situations. The fire science option is also intended for

individuals currently employed in the fire service field who are seeking additional training.

The fire science program has a low number of completers compared to capacity, though on the rise. The JWCC FY97 Community College PQP/Program Review stated that the fire science program had been recommended for elimination; however, the decision was made to continue the program with a new coordinator who revived it and extended the training to the small volunteer fire departments in the district. The JWCC FY98 Community College PQP/Program Review addressed the complicating and challenging issues with the State Fire Marshal and the Quincy Fire Department regulations and policies, it would seem that the program is not serving the original purpose of preparing students for entry-level employment. However, the program provides advanced training to Quincy firefighters and allows them to advance and prepares them for instructor or management positions. The employment outlook in Illinois for fire fighters is expected to grow more slowly than average through 2008, with the short-term forecast through the year 2002 as very unfavorable.

There is no active advisory committee for the fire science program at the present time. Since all instructors are employed in the fire fighting field, course work remains current by their input regarding the latest fire equipment and skills as well as the changing concepts of the fire service. Most of the syllabi for the program are taken from the Illinois State Fire Marshal's office, but instructors develop courses that are not set by that office. There is a strategic plan being developed for the program with thrusts toward providing nationwide Internet courses and degree opportunities, expanding to include offering a certificate program, offering more hands-on skill-based classes in the tri-state area, and developing a plan for a possible fixed site fire service training area at JWCC. There is a working budget expressly for the fire science program. Over the past few years, this program has been scrutinized and its needs assessed, with changes and increases having been made to keep the program moving and growing.

Strengths of the fire science option program are growing enrollment as a result of program coordinator's efforts and upgraded and advanced training for professional and volunteer fire fighters. Concerns are low enrollment compared to potential capacity; the program does not provide entry-level opportunities because of regulations of the State Fire Marshal and policies of the Quincy Fire Department.

Associate Degree in Nursing (ADN)

The Associate Degree in Nursing program (66 semester hours) is designed to prepare nurses who, as beginning practitioners, are able to give quality care to patients and function as members of nursing and health care teams. Registered nurses are employed in hospitals, nursing homes, physicians' offices, clinics, and community agencies.

The number of prospective student applications has consistently exceeded the College's maximum enrollment allowance and the completion rate is high. Employment of registered nurses is expected to continue rising much faster than the average for all occupations, in response to the health needs of a growing and aging population. The employment outlook in Illinois is expected to increase about as fast as average through 2008. According to the Illinois Department of Employment Security, the short-term forecast is very favorable through 2002. The program has an advisory committee composed of twenty to twenty-four members representing each health care provider institution in the district. Program input is gathered through the advisory committee and clinical contacts. Presently there is no strategic plan in place for the program. The departmental budget allocated to the program is not adequate to support the program in its entirety. Equipment, A/V software, and faculty development needs are generally addressed through the Perkins grant, which varies year to year and has been declining in resources available to the nursing program.

Strengths of the associate degree in nursing program are more interested applicants than the program can enroll; strong placement/employment opportunities; and fairly smooth articulation of courses from CNA to LPN to ADN programs within the institution. Concerns are that the faculty and program are limited in comparison to potential enrollments and the budget is not entirely adequate. The recommendation is to continue articulation within the institution through the nursing programs.

Restaurant Management

The AAS in Restaurant Management (65 semester hours) prepares restaurant managers for the responsibilities of the overall operation of food establishments. Among other duties, the manager hires and supervises kitchen and dining room workers, plans menus, maintains payroll, keeps inventory records and orders food and supplies. The manager is also responsible for ensuring that the kitchen and dining room meets sanitation standards. Managers may greet diners and handle complaints. Salaries are competitive with those of other management positions.

The job market for restaurant managers continues to increase in a variety of settings. This program's matriculation rate tends to be in the low range, with the need seen for more marketing and recruitment. Higher enrollment is needed, also, in order to offer all the courses available as part of the program. According to the Illinois Department of Employment Security, employment for this group is expected to increase about as fast as average through 2008 and the short-term forecast is favorable through the year 2002. The program has an advisory committee composed of members representing managers and/or owners of local food service operations, the program director, full-time program faculty, faculty from the Quincy Area Vocational Technical School. Program input is gathered through the advisory committee and internship contacts. Framework of course content follows the curriculum criteria as outlined by the Educational Foundations of Restaurant Association. Changes, revisions and innovations to the program are initiated by responding to suggestions from community contacts in the field, the advisory

committee, local and national restaurant association trends, and students. A strategic plan for long-range growth and improvement is currently being developed. As a fairly new program, the budget has supplied the program with necessary fundamental start-up materials and equipment. Beginning with the spring 2002 semester, students have used the kitchen facility at the new JWCC campus.

Strengths of the restaurant management program are the new kitchen facility that provides a better learning environment than the former campus, strong community base contacts with the local Restaurant Management Association, use of a variety of restaurants for internship lab sites, and strong potential for employment or promotions in the field. Concerns are low enrollment and the bulk of administrative and advising duties being handled by one full-time faculty member. The recommendation for the restaurant management program is more promotion of the program through better marketing and recruitment to increase enrollment.

Office Technology Options

Office Technology

The AAS Office Technology program (64 semester hours) is intended to prepare students for entry-level employment as secretaries. The program also serves individuals already employed that are seeking to upgrade their skills. This program has had higher completion rates in previous years. The employment outlook in Illinois for secretaries is expected to decline slightly through 2008.

Administrative Assistant Option

The AAS Office Technology: Administrative Assistant option (64 semester hours) is designed to prepare students to be responsible for a variety of administrative and clerical duties that are necessary to run and maintain organizations efficiently. Upon completion of the program, students will possess a solid background in office skills, organizational ability, communication, and interpersonal skills. This program has had low completion rates but the number of jobs in Illinois is expected to grow about as fast as average through the year 2008.

Legal Option

The AAS Office Technology: Legal option (64 semester hours) is designed to prepare students for employment in modern legal offices as legal secretaries. This program has had low completion rates and employment of legal secretaries, in Illinois, is expected to decline slightly through 2008. According to the Illinois Department of Employment Security, the short-term forecast for legal secretaries is very unfavorable through the year 2002.

Medical Option

The AAS Office Technology: Medical option (64 semester hours) is designed to prepare students for employment in modern medical offices as medical secretaries. Graduates can expect to find employment in a physician's office, clinic, or hospital. This program has had variable completion rates. In Illinois, employment of medical secretaries is expected to increase more slowly than average through 2008.

The office technology AAS programs have an advisory committee in conjunction with the computer science department. The committee is composed of the department chair, faculty, representatives from area high schools, and representatives from area businesses who are employed in the fields. Some of the community representatives are employed at JWCC as associate faculty members. Any new program or changes to programs must have advisory committee planning and approval. The committee works closely with faculty during the planning and implementation of new programs and continues to work with faculty providing input after programs are implemented. A strategic plan is being developed with thrusts toward ensuring that the programs remain up to date and provide relevant training for students, employers, and the community. The budget provided for these programs would be inadequate without the use of grant money, namely Perkins funds.

Strengths of the office technology programs are the new facility for providing instruction; courses consolidated under the computer science umbrella; certified MOUS instructor; and advisory committee communication. Concerns are limited employment opportunities for medical and legal option students; tracking within programs needs improvement; challenges in remaining current with technology changes; and budget constraints. Recommendations for the office technology programs are additional funding to remain current with technology changes and subsequent instructor training and additional faculty.

Programs in Cooperation with Blessing Hospital

Medical Laboratory Technology

The AAS degree in Medical Laboratory Technology (65 semester hours) is offered by JWCC in cooperation with Blessing Hospital. The program prepares students for the branch of medicine concerned with laboratory procedures used in the diagnosis, treatment and prevention of disease. Laboratory technicians perform procedures in all areas of the clinical laboratory including blood bank, chemistry, hematology, microbiology, phlebotomy, radio-immunoassay, serology and urinalysis. Medical laboratory workers are in demand in hospitals, clinics, medical and industrial research facilities, blood banks, health and crime laboratories, and environmental facilities. Students accepted into the Blessing School of Medical Laboratory Technicians complete sixteen hours of science specialty courses and seventeen credit hours of general education courses at JWCC or an accredited college. Upon successful completion of requirements

of the Blessing School of Medical Laboratory Technicians, thirty-two credit hours will be given in transfer to complete degree requirements.

Radiologic Technology

The AAS degree in Radiologic Technology (64 semester hours) is offered by JWCC in cooperation with Blessing Hospital. The program prepares graduates to perform a variety of functions in radiology departments of hospitals, clinics and other health care facilities. Students receive experience in the operation of diagnostic x-ray equipment in general health, emergency and surgical settings. Graduates are needed to provide patient services in hospitals, clinics and offices. Advanced opportunities such as computed tomography, magnetic resonance imaging, cardiovascular interventional technology, and mammography are available to the radiographer. Students accepted by the Blessing School of Radiologic Technology complete eight credit hours of science specialty courses and sixteen credit hours of general education courses at JWCC or an accredited college. Upon successful completion of the requirements of the Blessing School of Radiologic Technology, forty credit hours will be given in transfer to complete degree requirements.

This program in conjunction with Blessing Hospital enrolls a limited number of students. Because students attend JWCC only for specialty science courses and general education course work, tracking is not always precise. The employment outlook for medical laboratory technologists, in Illinois, is expected to increase about as fast as average through 2008. For radiologic technologists in Illinois employment outlook is expected to increase about as fast as average through 2008, with the short-term forecast through the year 2002 as very favorable.

Because of the unique relationship between the College and Blessing Hospital in offering these programs, with the core technical curriculum for each presented by the latter, there are neither in-house advisory committees nor strategic plans for the programs. The FY99 Accountability/Program Review Report states that concerns with these programs are twofold. First, lack of control over admissions decisions. Students must be admitted to Blessing's programs before degree completion is even possible and the College has no voice in those decisions. Secondly, the College has little direct control over the technical aspects/academic requirements of the programs. At the time of the review, a recommendation for improvement was to open dialogue with the laboratory director at Blessing Hospital to express concerns over the College's lack of academic and admission control and to seek resolution. There is no budget per se for the programs, since there are no direct costs associated with them since students enroll in existing general education and support courses.

Strengths for the medical laboratory technology program and the radiologic technology program are strong employment possibilities for skilled technicians in these fields. Both programs have had steady enrollment for the limited number of students per program, by design. The cooperative format with Blessing Hospital provides a technical skill base while allowing students to receive college credit for both general education and

support content. Concerns of the medical laboratory technology program and the radiologic technology program are enrollment is limited and is solely dependent on admission to the Blessing Hospital schools. Lack of control over admissions and academic requirements of the technical aspects of the programs are concerns. The AAS degree seems to confer no employment advantage for completers since the professions do not require the AAS degree. The recommendation for the medical laboratory technology program and the radiologic technology program is to strengthen the relationship with Blessing Hospital for establishing input into admissions and curriculum for the programs.

Certificate Programs

Certificates are generally highly specialized and structured courses of study which require between sixteen and forty-five credit hours, and are offered for twenty programs in occupational areas.

Agriculture

Agricultural Production Management

The Agriculture Production Management certificate program (35 semester hours) is designed to prepare the agriculturist for his or her role in the rapidly expanding industry of agriculture production management and business. The student will be allowed to develop an extensive understanding of production agriculture along with the successful management aspects of an agriculture business.

The overall employment outlook for farmers in Illinois is expected to decline through 2008. Despite a slight decline in employment growth in Illinois “farmers” is one of 50 occupations expected to provide the most job openings each year. Many job openings will occur each year in the state as experienced farmers retire or leave the work force.

Agriculture Supply and Service

The Agriculture Supply and Service certificate program (32 semester hours) is designed to provide students with a basic framework of knowledge concerning agribusiness management principles.

Beef Management

The Beef Management certificate program (32 semester hours) is designed to provide students with the practical skills and knowledge needed to be successful in the beef industry. Emphasis is placed on practical hands-on training by working with the beef cattle at the University of Illinois Animal Science Research Center, adjacent to the JWCC Agricultural Education Center. In Illinois employment of beef caretakers is

expected to grow as fast as average through the year 2008. According to the Illinois Department of Employment Security, the short-term forecast is favorable through the year 2002.

Swine Management

The Swine Management certificate program (32 semester hours) emphasizes knowledge and skill development associated specifically with pork production. According to the Illinois Department of Employment Security, the employment of swine caretakers is expected to grow as fast as average through the year 2008, with the short-term forecast for being favorable through the year 2002.

Horticulture

The Horticulture certificate program (24 semester hours) is designed to prepare the horticulturist for his/her role in the rapidly expanding industry of horticulture production and business. The student is encouraged to develop an extensive understanding of production horticulture along with the basic principles of operating a horticulture business. According to the Illinois Department of Employment Security, employment of landscapers and groundskeepers is expected to increase about as fast as average. The short-term forecast is favorable through the year 2002.

These JWCC agricultural programs show both low enrollment and low completion rates. The agriculture programs have strong backing from extremely active advisory committees, the Agriculture Advisory Council and the Horticulture Advisory Council, with internal institutional representation, as well as external seats held by relevant business and industry practitioners. The committees continually evaluate the applicability of course content and course offerings to meet current industry standards. Strategic planning, with objectives, strategies and time frames for implementation, is a strong suit of the agricultural programs as a whole. There is a satisfactory budget to provide for the delivery of the programs.

Strengths for the agriculture certificate programs are a strong advisory council and a well-organized strategic plan. The concern is the downward trend in student enrollment. Recommendations for the agriculture certificate programs are marketing and recruitment through advisory council network.

Business

Accounting

The certificate program in Accounting (45 semester hours) is intended for persons seeking immediate employment in a clerical accounting position or wishing to upgrade from an existing position to a higher one. The certificate includes courses that deal

directly with the skill areas of accounting, as well as a limited number of general education support courses. This program has had steady completer rates. According to the Illinois Department of Employment Security, the employment outlook for accountants and auditors in Illinois is slower than average growth through 2008. However, “accountants and auditors” is one of 50 occupations expected to provide the most job openings each year. The short-term forecast for “accountants and auditors” is favorable through the year 2002.

Information Management

The Information Management certificate program (33 semester hours) is intended for individuals seeking immediate entry-level employment in an electronic office setting where the storing, retrieval, and manipulation of data is required. It includes only those courses that deal directly with the skill area of information management. This program has had increasing completer rates. For information management, data about the outlook for computer and information systems managers is not available at the state level. However, many jobs are expected to become available as more organizations and companies add or expand computer and information technologies. Growth is expected in almost all industries.

Business Management

The certificate program in Business Management (31 semester hours) is intended for persons seeking immediate entry-level employment in the field of management or to upgrade from an existing position to a higher one. The certificate includes only those courses that deal directly with the skill areas of management. This program has had decreasing completer rates. In Illinois employment of administrative services managers is expected to grow as fast as average through 2008, with the short-term forecast for “administrative services managers” being favorable through the year 2002.

Sales

The Sales certificate program (32 semester hours) is intended to prepare individuals for entry-level positions in sales. It is also intended for employed individuals seeking formal sales training. This program has had low completer rates. For sales, in Illinois, the profession is included in the group “marketing, advertising, and public relations managers.” Employment of these workers is expected to increase about as fast as average through 2008. According to the Illinois Department of Employment Security, the short-term forecast for marketing managers is very favorable through the year 2002.

Presently, there is no active advisory committee expressly concerned with the business and accounting programs, though attempts have been made by the program director to reactivate a formerly involved group. A strategic plan is being developed for these program areas to ensure that training keeps pace with changes and innovation in the employment arena. These programs were the subjects of Accountability/Program Review for FY98, FY99, and FY00 and, from those findings, action plans were created to

ensure that the programs maintain currency. The budget provided for these programs would be inadequate without the use of grant money, namely Perkins funds.

Strengths of the accounting and business certificate programs are up-to-date programs, good advisory committee relationship, and MOUS certified instructor. Concerns are low enrollment in sales program and inadequate budget. Recommendations for the accounting and business certificate programs are additional funding, additional instructors in the accounting area, and marketing and recruitment for the sales program.

AS/400 (Computer System)

The AS/400 certificate program (32 semester hours) is designed to meet the specific knowledge and skills required of the business and industrial community for an entry-level operator/programmer position. The work environment of mid-range computer systems is presented and courses in the curriculum provide for hands-on experience working in the environment and developing programming skills. Students are trained in operating systems, working with Control Language and working with a relational database and using a query language. They learn how to design and use physical and logical files and acquire a basic knowledge of business operating procedures through business and accounting classes. This program is designed to meet the specific needs of local business and industry in their AS/400 operating environments.

This program has been in operation at JWCC since the fall semester of 1999, with first students completing the program during 2001. Labor market study at the time the program was proposed for approval indicated an annual supply need of one new operator to meet local needs, with no sources of supply in the area. The employment outlook for database administrators in Illinois is expected to grow much faster than the average through 2008. Database administrators are one of the 50 fastest growing occupations in the state. According to the Illinois Department of Employment Security, the short-term forecast for database administrators is very favorable through 2002.

The program has an active advisory committee, the AS/400 Advisory Committee, composed of the program director, faculty, and selected members of industry and other community businesses that work with the AS/400 operating system. The committee actively evaluates the curriculum for applicability. A strategic plan is being developed for this program to ensure that training keeps pace with changes and innovation in the employment arena, with thrusts leaning toward life-long learning and up-dated course content. JWCC received funding from IBM for the initial start-up of this program. Currently the budget for the AS/400 program is incorporated in the computer science budget and is adequate for running the program.

Strengths of the AS/400 program are the strong business partnerships with local companies and IBM; strong local demand for the program because AS/400 is the system used by 90 percent of medium-sized businesses; strong advisory committee; and well-paying career. The concern is the difficulty in attracting associate faculty since

employment in the field is high. Recommendations for the AS/400 program are stronger marketing and recruitment for the program and additional faculty.

Electrician

The Electrician certificate program (31 semester hours) is designed for students who are interested in acquiring basic skills for immediate entry into the job market. Because of the scheduling of courses, it is possible for students to maintain employment while attending classes. The successful certificate graduate has the option of entering the workplace or continuing with the pursuit of the AAS degree in electrical technology. This program has had steady completion rates. According to the Illinois Department of Employment Security, the employment outlook for electricians is expected to be average through 2008, with the short-term forecast being very favorable through the year 2002.

The program has an advisory committee consisting primarily of electricians. It meets on a less frequent basis than other advisory committees since courses are dictated by City of Quincy licensure requirements, and there is infrequent need for curriculum change. There is no specific budget allocated for the electrician program.

Strengths of the electrician program are steady enrollment, curriculum content driven by local licensure requirements, and classes offered predominantly in the evening to accommodate the working person. There are no apparent concerns or recommendations for the program.

Certified Nurse Assistant (CNA)

The curriculum for certification as Nurse Assistant (eight semester hours) is designed to prepare the student to perform basic bedside nursing skills for patients/residents in various health care facilities, nursing homes and hospitals or home care. The curriculum includes 100 hours of theory in the classroom and 55 hours of clinical experience in a nursing home or hospital. The program is offered on both a full-time and part-time basis depending on student preference. Students completing the program receive a nurse assistant certificate (CNA), which is required in Illinois for employment in long-term care facilities. Since 1989, all students are required to take the Nurse Aide Training Competency Written Evaluation upon completion of the program to meet state and federal mandates. Employment opportunities locally are excellent.

The CNA program has had high completion rates. The number of students per class is limited to twelve, and because the need for this skill level of care is high, there is a need for more classes. The employment outlook for nursing assistants in Illinois is expected to increase about as fast as average through 2008. The program has an advisory committee composed of the coordinator of the CNA program, directors of nursing/administrators from long-term care facilities, the JWCC vice president for instruction, director of the JWCC allied health programs, and a former graduate. Program input is gathered through the advisory committee and clinical contacts. A

strategic plan for the program is currently being developed. The CNA program falls under the budget of the allied health programs.

The strength of the CNA program is the high employment demand with graduates finding immediate employment. Concerns are financial aid is not available to students because program completion requires only eight semester hours and locating funding sources to help needy students enter the program. The recommendation for the CNA program is to include more geriatric care in the curriculum to strengthen students' skills.

Surgical Technology

The intent of the Surgical Technology certificate program (40 semester hours) is to prepare students for the role of surgical technologist. Surgical technologists are allied health professionals who function as integral parts of the surgical team. They possess expertise in the theory and application of sterile and aseptic techniques. Surgical technologists who work as members of the surgical team are responsible for preparing the sterile set-up for the appropriate surgical procedure, passing instruments, anticipating the needs of the surgeon during surgery and cleaning and preparing the operating room for the next patient. Surgical technologists are employed in hospital operating rooms, delivery rooms, cast rooms, emergency departments, ambulatory care centers and central supply departments. The surgical technology class size is limited to twelve students, with high enrollment in the new program.

This program has been in operation at JWCC since fall 2000, with the first cohort of completers finishing the program in August, 2001. The employment outlook for surgical technologists in Illinois is expected to increase faster than average through 2008, with the short-term forecast for surgical technologists being very favorable through the year 2002.

The program has an advisory committee consisting of the program chair, program instructors, College personnel, a current surgical technology student, a working member of the field, directors of surgery from all area hospitals, and a surgeon. The program is developing a strategic plan with thrusts toward all graduates becoming certified, developing a campus surgical tech lab, and including more clinical sites for student preparation. The initial budget supplied for surgical technology as a new program was adequate to provide start-up materials and equipment; the program now falls within the allied health budget.

The strength of the surgical technology program is that, as a new program, interest in enrollment is high. The recommendation for the surgical technology program is to continue with development plans for a surgical technology lab in the fifth building of the new campus.

Practical Nurse (LPN)

The Practical Nurse program (45 semester hours) prepares students with the knowledge and skills needed to provide care to patients with predictable nursing care problems in well-defined situations. As part of the health care team, the LPN works under the direction of the licensed physician, dentist, or registered nurse. Graduates of the practical nurse program are eligible to take the national examination (NCLEX-PN) to become licensed practical nurses. LPNs may choose to work in a variety of settings, including hospitals, long-term care facilities/nursing homes, physicians' offices and home care settings.

This program has had high, constant completion rates and normally has a waiting list of students wishing to enroll. Employment opportunities are readily available in a variety of settings for LPNs. According to the Illinois Department of Employment Security, the employment outlook for licensed practical nurses is expected to increase about as fast as average through 2008, with the short-term forecast very favorable through the year 2002. The program has an advisory committee, Nursing Advisory Council, composed of twenty to twenty-four members representing each health care provider institution in the district. Presently there is no strategic plan in place for the program. The departmental budget allocated to the program is not adequate to support the program in entirety. Equipment, A/V software, and faculty development needs are generally addressed through the Perkins grant, which varies year to year and has been declining in resources available to the nursing program.

Strengths of the licensed practical nurse program are high number of interested applicants for the program, strong placement/employment opportunities, and fairly smooth articulation of courses from CNA to LPN to ADN programs within the College. Concerns are that the faculty and program is limited in comparison to potential enrollments; the budget is not entirely adequate. The recommendation for the LPN program is to continue articulation within the institution through the nursing programs.

Office Technology

The certificate program in Office Technology (32 semester hours) is intended for persons seeking immediate entry-level employment as secretaries or to upgrade from an existing position to a higher one. The certificate includes only those courses that deal directly with the skill areas of office technology.

This program has had low completion rates. The employment outlook for secretaries is expected to decline slightly through 2008. The office technology program has an advisory committee in conjunction with the computer science department. The committee is composed of the department chair, faculty, representatives from area high schools, and representatives from area businesses who are employed in the fields. Some of the community representatives are employed at JWCC as associate faculty. A strategic plan is being developed with thrusts toward ensuring that the programs remain up to date

and provide relevant training for students, employers, and the community. The budget provided for these programs would be inadequate without the use of grant money, namely Perkins funds.

Strengths of the office technology program are the new facility for providing instruction, courses consolidated under computer science umbrella, certified MOUS instructor, and advisory committee communication. Concerns are the limited employment opportunities, challenges in remaining current as technology changes, and budget constraints. Recommendations for the office technology program are additional faculty and funding to remain current as technology changes.

Restaurant Management

Culinary Arts

The certificate program in Culinary Arts (35 semester hours) prepares the student to work in a variety of food service establishments as chefs or cooks. Chefs and cooks are responsible for preparing meals that are pleasing to the customer. The cook frequently is responsible for the reputation of a restaurant. Some cooks are prepared to offer a varied menu featuring meals that are time consuming and difficult to prepare, while others may offer a simple, but varied menu. Cooks and chefs are educated to prepare a great variety of foods but may decide to specialize in one area such as pastries or meats. The job market is excellent for all types of chefs and cooks.

Dietary Manager

The Dietary Manager certificate program (17 semester hours) trains dietary managers to understand the basic nutritional needs of their clientele. Often they work in partnership with dietitians, who offer specialized nutrition expertise. Dietary managers are charged with balancing menu variety while appealing to client preferences and managing cost/profit objectives. They purchase the goods, equipment, and services used in the foodservice department. They also hire, motivate, train, and supervise their employees.

These programs have had low completion rates, with the need seen for more marketing and recruitment. Higher enrollment is needed, also, in order to offer all the courses available as part of the program. According to the Illinois Department of Employment Security, the employment outlook for culinary arts and dietary manager in Illinois is expected to increase as fast as average through 2008, with the short-term forecast as favorable through the year 2002. Each of the programs has an advisory committee composed of members representing managers and/or owners of local food service operations, the programs' director, full-time program faculty, and faculty of the Quincy Area Vocational Technical School. A strategic plan for long-range growth and improvement is currently being developed. The budget for the culinary arts program has supplied the program with what was needed to function for the past two years.

Strength of the culinary arts and dietary manager programs is the new kitchen facility which will provide a better learning environment than the former building. Another strength is the strong community contacts with the local Restaurant Management Association and nursing home facilities. Other strengths are the use of a variety of restaurants for internship lab sites and high employment rates or promotions in the field. Concerns are low enrollment and one full-time faculty member handles the bulk of administrative and advising duties. The recommendation for the culinary arts and dietary manager programs is more promotion of the programs through better marketing and recruitment to increase enrollment.

Truck Driver Training

Training for the Truck Driver Training certificate (16 semester hours) is intended to prepare students for immediate employment and was developed with assistance from representatives of area trucking firms. The fifteen-week course combines lecture, laboratory work, observation, practice driving on the truck driving range, street driving, and an internship. A maximum of twelve students is accepted into each class.

This program has had steady to increasing completion rates. According to the Illinois Department of Employment Security, the employment outlook for heavy truck drivers is expected to increase about as fast as average through 2008, with the short-term forecast as very favorable through the year 2002. The program has an advisory committee composed of members who represent six area trucking companies, ranging from chief executive officer to human resources personnel to safety professionals, and the Illinois State Police. Program input is gathered through the advisory council, student input, instructor suggestions, as well as feedback generated by on-site visits conducted by the Professional Truck Driver Institute. A strategic plan is currently being developed which will outline ways to continue to serve the community and trucking industry needs as required, and find additional ways to serve the community. There is a working budget specifically for the truck driver training program, which falls short in many ways and areas, including staffing, program advertising, continuing education for instructors, and office facilities.

Strengths of the truck driver training program are high employment demand and good rapport with area employers which enhances placement. Truck driver training is a short-term training-to-work program and provides a viable career option for individuals with modest literacy skills. A major strength is that the program is one of only 70 programs nationally and the only one in Illinois certified by the Professional Truck Driver Institute. Concerns are budgetary constraints affecting staffing and facilities. Recommendations for the truck driver training program are to increase the number of support staff and general funding.

Discontinued Programs

Electronics Technology: RF Communications Option

The Electronics Technology: RF Communications option (AAS - 65 semester hours) program prepared students for employment in communications-related industries. Positions are available with firms in the fields of broadcast equipment manufacturing, radio and television transmission/reception, satellite transmission, Community Antenna Television (CATV), microwave transmission, mobile communications, consumer electronics repair, CCTV, and audio/video production houses. The FY00 Accountability/Program Review Report action summary showed the inactivation of the RF communications option AAS degree program, with consideration of moving it to workforce development, and the program was no longer an offering in the 2001-2002 College catalog and student handbook. In March 2002, the Faculty Senate deleted courses that had remained as offerings but which no longer pertained to a viable program.

Electronics Technology (formerly Broadcast Electronics Technology)

The AAS in Electronics Technology program (65 semester hours) was designed for students who want to work in a technical position in industry. Typical jobs include the selection, installation, modification, maintenance, and servicing of a wide variety of electronic products. Considerable practical work was provided in concepts of AC and DC circuitry, electronic active devices, communication circuits, and digital fundamentals, as well as the basic broadcast systems.

This program had steady enrollment at the peak of industry demand, with dramatic decreases as industry needs and demands declined. The FY01 Accountability/Program Review Report included a programmatic action of contemplating the inactivation of the electronics technology program because of consistent low enrollment. The low enrollment reflects dramatic deterioration of the industry, which is essentially closed with the move to newer technologies. JWCC is no longer enrolling students in the program. Effective fall, 2002, the electronics technology AAS program was phased out.

Electronics Technology: Electronics Engineering Technology Option

The AAS program in Electronics Engineering Technology option (65 semester hours) prepared students to work as assistants to engineers, scientists, and producers in a wide variety of industries not limited to electronics. Employment opportunities exist in electronics, aviation, automotive, computers, communications, business, health services, and transportation industries.

This program has had a low number of completers. The program had an advisory committee but no strategic plan. The budget was adequate for the program, with

industry-supplied labs, classrooms, instructors and contract costs being sufficiently covered. Effective fall, 2002, the electronics engineering technology option AAS degree program was phased out.

Physical Therapist Assistant

The Physical Therapist Assistant program (AAS - 72 semester hours) provided training for health care workers that provided physical therapy under the supervision of a physical therapist. The program had an advisory committee composed of full-time faculty, physical therapists and physical therapist assistants in the region. The budget provided specifically for this program seemed to be sufficient. In February 1998, site visits and consideration for candidacy status by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA) were started. Ultimately, in October 1999, accreditation for the program was withheld by CAPTE. Documents of the chronology for consideration, objections, summary of action, and repercussions involving matriculating students are on file with the Vice President for Instruction. The FY00 Accountability/Program Review Report lists inactivation of the physical therapist assistant program in the Action Summary section. The October 2001 meeting of the JWCC Faculty Senate approved the deletion of the remaining PTA courses that remained on the books for the College and were no longer applicable to a viable program.

Strengths, Concerns, and Recommendations

Strengths

- JWCC offers a wide variety of career and technical degree and certificate options consistent with the mission and with regional employment needs.
- Faculty have input in curriculum and syllabus development within their departments or disciplines.
- Curricula are consistent with the general education requirements for AAS degrees and certificates.
- Career and technical certificate and degree programs have a strong practical focus with the integration of practicum, internship and clinical experiences in the field of study.
- Cooperative agreements with other community programs allow JWCC students to complete career and technical programs not available at JWCC at the other school's in-district tuition rates.

- Most program areas have active advisory committees to help maintain a current focus in curriculum content and employment trends.
- Programs are reviewed on a five year cycle with recommendations for continuation, improvement, and revision.

Concerns

- Low or declining enrollment is a concern in programs such as agriculture, the marketing and sales option in business, CAD, fire science, law enforcement, and restaurant management.
- Completion rates are low in programs such as CAD and AS/400 because students are able to acquire lucrative employment opportunities without completing a degree or certificate.
- Active advisory groups are not in place in several program areas.
- Maintaining the necessary resources to stay current with changes in technology is a challenge especially in programs which are heavily dependent on technology.

Recommendations

- Marketing and recruitment programs are necessary for all career and technical programs but should be specifically targeted toward low enrollment program areas. Informational brochures should be developed and maintained in current form for programs in all career and technical areas.
- Advisory committees should be actively maintained for all career and technical fields.
- Consideration should be afforded to degree and certificate options in program areas with low enrollment or low completion rates.
- Continuous development of resources, including facilities, equipment and personnel, is necessary in all career and technical program areas.

Chapter 9

Adult and Developmental Education

Criterion 3: John Wood Community College is
accomplishing its educational and other purposes.

Chapter 9

ADULT AND DEVELOPMENTAL EDUCATION

John Wood Community College is showing patterns of evidence that educational components for accurately identifying competency levels in reading, writing, and math of under-prepared students are in place to increase the possibility of successful learning. JWCC has educational programs to enhance proficiency in skills and competencies essential for adults to become successful college learners. A variety of learning environments are available to serve the diverse needs of under-prepared students. Training in life-coping skills and academics is provided for the adult students who have not gained a high school diploma. Staff and faculty provide effective teaching which is characteristic of its courses and programs.

Background

John Wood Community College is a comprehensive institution that provides students a variety of educational opportunities. Under the umbrella of both the Office of Community Services and the Office of Instruction, the College provides educational programming to enhance proficiency in skills and competencies essential for adults to become successful college learners. These programs are offered to meet the mission and purposes of the College and needs of the community college district residents and include (1) courses in the basic skills of mathematics, reading, and writing necessary for students to become successful in pursuing either transfer or career-technical educational programming and the support mechanisms which serve those students; and (2) a wide range of educational opportunities below the postsecondary level to address the needs of those residents who can use those opportunities to meet their full potential.

Identification of Needs

When students present themselves at the Adult Education/Developmental offices or at the JWCC main campus, they are referred to the proper programs. Typically, first-time students complete an application in the Admissions Office. After the student has filled out an application, the application is reviewed by admissions. If the student has no GED/high school transcript, he or she is referred to the Adult Education/Literacy office. A student may take one college class (up to five hours) without a GED/high school transcript, then a “hold” is placed on the student record. Students with a GED or high school transcript are sent to student orientation where the COMPASS test is given. The scores from COMPASS are manually entered into the student’s record on the Banner computer system. A student makes an appointment with a counselor, who determines whether the student needs to enroll in developmental education courses. Students may apply for financial aid for developmental education courses and, if eligible, receive

services. Tuition is waived for GED/literacy courses. Students may be referred to JWCC by outside agencies, such as social service agencies, probation department, etc. If a student is having difficulties in a developmental education class, the student is referred to Academic Support Services for assistance. Free tutoring services are available to any developmental students earning a “D” or “F” in a course, with approval of the instructor. There are also math and writing labs offering free services to all. Individual and small-group tutoring is arranged through Support Services. Also available are study skills training and writing and math lab assistance.

Any student with a disability or chronic medical condition may be eligible for services according to Americans with Disabilities Act (ADA) guidelines. Those students are referred directly to the Coordinator for Disability Services. Support and assistance is individualized according to the needs of the student. Accommodations/adjustments may include but are not limited to advocacy training, facility access, adaptive equipment and/or materials, sign-language interpreters, and coordination with area agencies.

Developmental Education

Under the general supervision of the Office of Instruction and with an extensive support network provided by the Office of Student Services, developmental education provides instruction and services to help under-prepared students. Even though these students are not adequately prepared, they desire to pursue a credit-bearing educational program and need to develop effective academic skills necessary to become successful learners. Whether under-prepared students are recent high school graduates, returning adults, undecided students, or students who need to upgrade their English, reading or math skills, developmental education is designed to provide an appropriate transition to success. More than 700 students utilized remedial course enrollments at JWCC in the fall, 2002.

First-time students take an assessment test to determine their skill levels in reading, English, and mathematics. This assessment helps the College place students in courses best suited to their skills. Developed by American College Testing (ACT), COMPASS stands for COMputer-adapted Placement Assessment and Support Services. Either the COMPASS or ASSET test is given to new students continuing their education beyond GED or high school. The COMPASS program is a series of basic skill assessments completed on a computer; the ASSET is a series of basic skill assessments done with the traditional pencil and paper. Both of these assessments allow the student and the College staff to work together for success. Based on COMPASS/ASSET test results and an analysis of the student’s academic record in high school and ACT test results if available, a student will be placed in appropriate courses according to the counselor or adjunct advisor’s best judgment and experience. This placement procedure helps the student succeed in his or her academic pursuits and has been dubbed “success placement” at the College.

“Success placement,” however, is a relatively recent innovation. Previously, students could individually opt out of developmental classes despite recommendations from their counselor or advisor. The students were required to waive their free tutoring privileges for those specific disciplines. In so doing, a large number of tutoring requests that would strain the College’s tutoring services would be avoided. Such a strain actually occurred in the early 1990s. Internal research conducted in the mid-1990s, however, revealed that of those who opted out of developmental education courses, almost 70 percent achieved success, defined as course completion with a grade of “C” or better, in the regular transfer or career-technical courses for which they enrolled. Clearly, either a student’s motivation to succeed in the postsecondary academic setting was an overriding factor in his or her success, and one virtually impossible to measure objectively, or initial placement criteria at the College was faulty. Even more surprising, faculty members across the disciplines continued to observe a large number of students in their classes who were seemingly unprepared for the rigors of college-level work as demonstrated by low basic-skills applications. “Success placement” represents one recent institutional strategy to ensure that students who lack basic skills are successfully remediated before attempting regular postsecondary college classes.

Yet “success placement” is not the whole answer. Faculty members perceive that students are misadvised into courses that are beyond their skill levels either because COMPASS cut-off scores are inaccurate or because advisors in Student Services are poorly trained. On their part, advisors and counselors complain of a lack of appropriate sections (the responsibility of Instructional Services) in which to place entering freshmen, especially during the last four weeks before a semester begins when many sections have closed. Frustrations in both service areas fuel long-standing concerns over developmental education.

Concern over the supposed ineffectiveness of developmental courses to remedy a student’s basic skills deficiencies has been evident at least since 1988, when the first task force was constituted to investigate the issue and suggest reforms. A staff position to strengthen and coordinate developmental education efforts was created in response to recommendations by that group, although the position was discontinued after two or three years because of funding and organizational difficulties. After providing its own educational programming in the transfer area, the College attempted to remedy certain organizational problems with developmental education by transferring administrative control of the program from Community Services, where it had been historically lodged, to Instructional Services. Instructional Services, in turn, attempted to coordinate efforts to strengthen developmental education by assigning an assistant dean the responsibility for the area and making available special institutional funds to grow the program. A pilot project to address the needs of students deficient in all three areas of math, reading, and writing, using a cohort concept and computer-assisted instruction with computers and software specially purchased for the project, was developed and then aborted at the eleventh hour because the assistant dean’s position was terminated in reorganization.

In 1998, College administration recognized that developmental education continued to need administrator attention especially in terms of student retention, and

responsibility for the programming was vested in a director-level administrator in Instructional Services. Although this position has recently been changed to a coordinator-level, responsibility for developmental education remains with the position. In 2000, this position created the Developmental Education Coalition, a large body consisting of relevant department chairs, support services administrators and staff, Community Services staff, the Director of Institutional Research, and the Vice Presidents for Instruction, for Student Services, and for Community Services in a well-intentioned attempt to address the challenges inherent in developmental education at the College in the most global manner possible.

Discussions in the Coalition have been fruitful. The “success placement” concept emerged from the Coalition in 2001 and was approved by the President. As a result of its deliberations, a summer “math camp” for under-prepared students was piloted by Community Services in cooperation with Student Services and Instruction. The Coalition most recently revived the pilot project initially created in 1996-1997 for a cohort-based, block-scheduling approach to developmental education for motivated students who are assessed as under-prepared in the three basic skills areas of math, reading, and writing.

Called the S.T.E.P. program, an acronym for “Student Transition to Excellent Performance,” 20 qualified students were interviewed and admitted during summer 2002; the program is currently operational in the fall 2002 semester. Designed as an intensive cohort or learning-community experience, students are enrolled for an experimental communications course combining reading instruction with writing development, a math course, and a study skills-personal development course paired with a course in social problems and taught by the same instructor. A support services counselor works intensively with the students in a support capacity.

The vast majority of students who require basic skills preparation, however, enroll for individual developmental education courses within primarily three academic departments: languages and literature, mathematics, and social and behavioral sciences. The math department features a range of courses suited to the variety of basic math skills represented by many students. Sections of these courses are well populated; however, some students who are assessed at skill levels indicative of the need for developmental work in math are resentful of having to enroll in them. Part of the problem lies in the stricter standard maintained by the JWCC math department requiring proficiency in basic operations calculations by hand rather than by calculator. Many local students leave their high schools thinking they have attained a particular proficiency only to discover that they are, in fact, deficient in some important areas.

While the math department offers a logically stepped range of developmental math courses, languages and literature offers only two developmental education writing courses. The first and most popular, Writing Skills (ENG 099), was modeled years ago on a similar course available at Quincy College. The second, Basic Grammar and Sentence Structure (ENG 008), is available only in the open learning environment and is little more than a coherent collection of grammar and usage exercises punctuated by quizzes and tests. A recent attempt to offer the course in the traditional classroom format

failed because of low enrollment. Whether additional developmental writing courses or revisions to existing courses will better prepare under-prepared students for success in college-level classes requiring writing is an open and active question in the Developmental Education Coalition.

Languages and literature also houses the College's two developmental reading classes, Fundamentals of Reading (RDG 001) and Reading Development (RDG 002). Historically under-enrolled because of the students' distaste for having to take a reading class, these courses remain under-enrolled even following the establishment of "success placement." Primarily under-enrollment occurs because the counseling and advising staff lack confidence that these classes will produce the gains in reading levels necessary to prepare students with low reading scores, despite deliberate course design which ties grades in and progress out of these courses to reading-level gains.

The social and behavioral sciences department offers a three-credit-hour transfer-level elective in study skills and personal development which is entirely suitable for students for whom academic success has been previously elusive. However, the course is not approved to fulfill the general education requirement in social and behavioral science; so, students who could profit from the course are often reluctant to enroll.

Clearly, a continuing task of the Developmental Education Coalition is to study the learning outcomes of students enrolled in these developmental education courses and to recommend curricular reform based on that assessment. Other problems embedded in either the students' or the counseling staff's perception of the necessity or effectiveness of these courses must also be addressed if developmental education is to become a useful retention tool and a reliable method of remediating skill-level deficiencies. Further, the Open Learning Center developmental education faculty needs feedback through course evaluations on a regular basis. Currently, OLC instructors receive little feedback from students. Students are able to complete an evaluation on line, but few do so. Of the approximately 150-200 enrollments in developmental-level courses in the OLC each semester, there is evaluation data from only about five percent of them.

Additionally, the accuracy of initial student placement in courses, based on COMPASS cut-off scores in particular, should be examined within the course advising process. At the same time, course scheduling and section staffing patterns should also be carefully examined if the College is to approach resolution on this crucial issue.

Unlike most other postsecondary institutions, John Wood Community College offers a variety of learning environments to serve the diverse needs of under-prepared students. Students enrolled in developmental math or English courses have the option of taking them traditionally or in the Open Learning Center. Students enrolled in reading courses encounter a modified traditional classroom with additional lab hours required. JWCC offers a variety of courses utilizing the traditional, or lecture/discussion, learning environment. Courses are offered during day and evening hours, and students attend classes at regularly scheduled time periods throughout the semester. The average size of JWCC developmental education classes is 13. This smaller class size allows the College

to provide an optimum learning experience for the student, with ample opportunities for personal attention from the instructor, and for small-group discussion and interaction.

Not everyone can attend classes the same day and time each week, however. Open Learning Center (OLC) courses are designed to allow students to attend college at a time convenient for them, register at anytime during the semester, and receive individualized assistance from instructors. JWCC has two full-time Open Learning Centers offering self-paced, personalized instruction: one housed at the main campus in Quincy and the other in the Pittsfield Education Center. Both centers are open five days and four evenings a week. These centers offer courses designed to prepare students for college-level work. Selected developmental education courses are also available at the OLC located in the Dot Foods Learning Center in Mt. Sterling; this center is open four evenings per week.

Developmental education classes can be and have been offered in various communities throughout the district upon evidence of need. Assistance with the costs of child care and transportation is available to those students who qualify.

While a learning assistance center has yet to be formally established at JWCC, all components for this support group now exist at the College. These components include

- walk-in subject matter specialists in various academic disciplines, including mathematics, reading, and writing;
- one-on-one and group tutoring services;
- supplemental instruction providing specific additional academic support to focused academic courses or disciplines;
- designated advising and counseling to the developmental student population; and
- study skills workshops and skill-building opportunities.

These components support the developmental education curriculum by providing additional avenues for students' acquisition of cognitive skills and by offering substantial, personal interactions with College staff.

Successful course completion, either of the developmental course or the subsequent college-level course, is the only current measure of developmental education success. No systematic method of assessment currently exists to evaluate the attainment of student learning outcomes targeted by this educational program although anecdotal evidence based largely on instructor and counselor/advisor observation abounds and is often expressed. The Developmental Education Coalition should also address this critical issue.

Literacy Programs

Under the direction of the Office of Community Services, Literacy Services matches trained volunteers on a one-to-one basis with non-reading or low-level reading adults and with adults who need to learn English as a Second Language (ESL). Direct literacy services are provided to adult students over the age of 16 who read below the ninth grade level and are not enrolled in school. Both programs are free. Times and locations for tutoring are flexible for the 132 tutors who provided 19,000 plus hours in FY02. They served 742 literacy students, which included inmates at the Western Illinois Correctional Center in Mt. Sterling. Privacy and confidentiality are assured as students proceed through lessons designed to help them meet their personal goals.

The goal of Literacy Services is to increase adult literacy within the district by providing effective, non-threatening, and easily accessible literacy instruction and by building public awareness of the issue of adult illiteracy. Tutor training is offered throughout the district by the Coordinator of Adult Education/Literacy. Students or tutors may enroll in the program anytime during the year. Literacy offices have been established in two counties to train tutors, match students, and circulate instructional materials. Successful volunteer tutors are the cornerstones of the program. Volunteer tutors need to have a high school diploma or a General Educational Development (GED) diploma and must attend a three-night tutor training session before they can tutor.

Adult Education Program

The Adult Education program also under the direction of the Office of Community Services operates year-round on an open-entry/open-exit basis. The services of this program are free to all district residents who lack basic reading, writing, math, life-coping, job-seeking, and job-retention skills, and/or those who do not have high school diplomas. This program is also open to those who seek to master English as a Second Language (ESL), seek American citizenship, seek assistance in preparing for entry into the armed services, seek preparation for taking the GED exam, or simply wish to upgrade their basic academic skills. JWCC's individualized adult education program has proven to be highly successful. For FY02, 59 GED students successfully completed the GED exam, representing a 36 percent completion rate; in addition, another 20 percent of GED students made significant improvement to the next level. Participants are first assessed for placement; they then work at their own pace with instructor assistance. Students proceed through various levels until their individual goals are met. Although participant numbers have not warranted scheduled citizenship classes in the past few years, a series of citizenship review sessions has been taught by a volunteer to aid community members preparing for the citizenship interview/test. Several students successfully completed the citizenship interviews to become U.S. citizens.

FY02 Adult Education Participation:

Total students	286
Beginning ABE	11

Intermediate ABE	92
Adult Secondary Ed	153
Beginning ESL	6
Intermediate ESL	6
Advanced ESL	15

Adult Basic Education classes are offered at the Broadway Annex and the Uptown Adult Education Learning Center in Quincy and the Pittsfield Education Center. Instructional materials are loaned to students in the program without charge. Assistance with transportation is available. John Wood Community College uses several different skill assessment tests for identifying competency levels in reading, writing, and math. Adult education students are given the Tests of Adult Basic Education (TABE) or the Combined English Language Skills Assessment (CELSA) to identify reading, writing, and math levels. The Tests of Adult Basic Education (TABE) are norm-referenced tests designed to measure the level of basic skills commonly found in adult basic education curricula and taught in instructional programs. The content areas measured are reading, language, mathematics, and spelling. The content stresses the integration and application of specific skills in a context that is meaningful to adults. Students are first given a “locator” to determine the level of TABE to be given. The CELSA test is given to ESL students to determine their proficiency level. Students are put into courses by test scores, course description, and student input. Tests scores are kept in a student’s permanent file and also on the state mandated database program called STAIRS for both adult education and literacy program participants.

Job Skills

JWCC offers training in job-coping skills for the adult students. Job Skills (JSK) are offered through both the Office of Community Services Adult Education program and the Office of Student Services JOBS Project. A sequence of eight courses, each Job Skills class carries one-half hour of credit. Classes cover choosing, acquiring, and retaining a job, as well as information about financial and legal aspects of employment.

JSK classes are offered on an as-needed basis, based on referrals from the Illinois Department of Health and Human Services, the Office of Rehabilitation Services, or Workforce Investment. Clients of these agencies and some John Wood adult education students attend these classes. Any interested person in the JWCC district may be referred for classes. Job Skills may be offered at the Illinois Employment and Training Center (Quincy) as part of the One-Stop Shop program. Classes may also be held at PACT Head Start (Mt. Sterling), JWCC Pittsfield Education Center, or Senior Citizens Center/Area Agency on Aging (Quincy). In addition, JSK classes have been offered at businesses which were experiencing layoffs, or closings. These classes were sponsored by the Workforce Investment Act.

The instructor for JSK in the Adult Education department is the Coordinator of Adult Education/Literacy. In FY01, Job Skills were taught four times and served

approximately 100 students. The length of the classes may vary, depending upon requirements of agency grants.

Career counseling and vocational testing are handled by the Director of Workforce programs at the JWCC Quincy campus. JSK classes are part of the training for Jobs Project students, but JSK classes are not required for all Jobs Project students. People in the Jobs Project are not college students, but most have a GED diploma or high school diploma. The basic behavioral and awareness training given depends on the level of the group. Students may include Temporary Aid to Needy Families (TANF) clients, Welfare to Work clients, or participants in the Advancing Opportunities grant program. JSK classes for the Jobs Project are usually taught at the John Wood Community College main campus in Quincy, but have occasionally been offered at Blessing Hospital. Fifteen to twenty students were enrolled in JSK through the Jobs Program during the last year. JSK components are also incorporated into the Career Management (PSY 123) class.

Life Skills

Life skills (LSK) are a sequence of 18 courses, each carrying one-half hour of credit. These classes include basic life, consumer skills, and concepts. At the present time, LSK classes are not being offered by either Adult Education or the Jobs Project because of a lack of demand for classes. Life skills classes are offered on the adult basic level.

Effective Teaching

The JWCC Adult Education program developed a description of the “quality faculty member.” A quality faculty member is described as “a positive and enthusiastic student- centered educational facilitator that is knowledgeable in his/her given subject and its course objectives. This facilitator uses class time effectively, explains assignments clearly, presents material in a logical and organized fashion, and speaks clearly without distracting mannerisms. He/she uses questioning techniques that check for understanding and encourages critical thinking. This facilitator uses relevant, supplemental materials and equipment appropriately. He/she is committed to the belief that all students can learn, regardless of differences in learning styles. This facilitator understands the relationship between life-long learning and personal professional development. He/she is willing to collaborate with others to seek ways to achieve excellence in teaching.”

When considering prospective instructors, screening committees prepare questions based on the definitions of “quality faculty member.” The questioning sessions should include the following pedagogical issues: the prospective faculty member’s knowledge of the subject matter that he or she will be teaching, the potential faculty member’s knowledge of the course, and course objectives that he or she will be teaching, the ability of the potential faculty member to organize and present courses, the potential

faculty member's knowledge of learning styles and cultural differences, the potential faculty member's ability to work with others, and the methods used by the potential faculty member to keep abreast of the advances in his or her field of expertise.

Strengths, Concerns, and Recommendations

Strengths

- Developmental education provides an appropriate transition to student success in postsecondary education.
- Developmental education classes are offered in a variety of locations and may be taken in either traditional structured format or through the more flexible open learning environment.
- The Developmental Education Coalition was formed in the year 2000 to formally evaluate and lead the direction and activities of the College's remedial efforts.
- Students enrolled in JWCC's individualized adult education program have been proven to be successful.
- The Adult Education Program operates on a year-round, open-entry/open-exit basis and students work at their own pace.
- The Adult Education program is free to eligible district residents, and classes are offered at a variety of locations.
- Instructional materials are loaned to students in Adult Education without charge.
- Assistance with transportation is available for adult education students in need.

Concerns

- Initial placement of students into developmental education or college-level classes continues to be a major concern and the source of frustration and a lack of confidence in developmental education efforts overall.
- The effectiveness of current COMPASS cut-off scores for purposes of placement has been seriously questioned.
- The math department's standards have apparently not been well communicated to certain feeder high schools.
- The developmental writing curriculum may feature too few courses to effectively remediate writing skills deficiencies.

- Support services staff lack confidence in the effectiveness of current reading courses to raise a student's reading skills to the levels necessary for successful completion of college-level work.
- Assessment of student learning outcomes in developmental education is poor.

Recommendations

- The College should support the recommendations of the Developmental Education Coalition with resources and action.
- The Developmental Education Coalition, in cooperation with relevant academic departments and the Office of Institutional Research, should undertake a study of COMPASS scores in terms of initial (and developmental) course placements and a study of course and section scheduling and staffing difficulties.
- The math department should open a dialogue with area high schools to remedy structural problems in the placement of math students.
- Curricular development for developmental writing courses should be studied potentially to improve success rates.
- The reading program must demonstrate to student services personnel that the design of current reading courses is effective; if it is not, then a new design should be developed.
- Assessment by multiple measures of learning outcomes of students enrolled in developmental education courses should be undertaken as quickly as possible.

Chapter 10

Services to the Community

Criterion 3: John Wood Community College is accomplishing its educational and other purposes.

Chapter 10

SERVICES TO THE COMMUNITY

John Wood Community College is showing patterns of evidence that diverse educational and other services have been provided to the community. The College has developed and offered effective courses and programs to meet the needs of business and industry in the community. A variety of programs of continuing education have been designed to meet the special needs of community interest groups. Courses and programs to enhance personal and professional growth are offered for community constituencies of all ages.

As outlined in the Mission, Purposes and Goals, the general objectives for the Office of Community Services' programs is to provide a variety of educational opportunities, encourage participation in various programs for students, and self-development, and assist in carrying out more effectively, civic, social, and economic responsibilities. Community Services, under the direction of the Vice President for Community Services, provides community access to lifelong learning by providing programs in convenient locations. All program planning is based on an annual, ongoing assessment of community needs. Programs are developed by the Community Services staff in cooperation with area (community) coordinators and advisory committees comprised of local residents interested in bringing quality programs to their communities.

Under the Community Services area of the College, programming is provided by the following departments: Community and Continuing Education, Retired and Senior Volunteer Program (RSVP), and Adult Education and Literacy. Programs offered within these categories deal with community, family, and individual improvement, health and safety, cultural enrichment, and creative use of leisure time. Each offering must be self-supporting from the fees charged to the participants because state appropriated funding is not to be used to cover the direct expenses of the courses. In some cases, however, grants especially written for a particular course fund all or portions of a course. Grants have been used from a number of Quincy agencies such as West Central Child Care Connection to fund Early Childhood Workshops, Quincy Society of Fine Arts Dollars for Art/Photography Shows, Quincy Society of Fine Arts Dollars to fund the Calligraphy Guild, and Quincy Society of Fine Arts to sponsor the Humanities Series.

A report from the Office of Community Services showing a summary of activities for the current year and two previous years for comparison purposes is presented annually to the Board of Trustees. The figures cited in this report are for FY01. The FY01 report includes 11,867 participants, 10,932 participants in FY00, and 11,347 participants in FY99. The participants in FY99 are higher than for FY00 due to the activities of the Business and Industry Program, which were no longer included in the Annual Report after Business and Industry was moved to the Office of Student Services in FY00.

Community Education

Within Community Services, the office of Community Education offers workshops, teleconferences, non-credit classes, conferences, and a few credit classes. Community Education offered a total of 432 activities in FY01, 446 activities in FY00, and 437 activities in FY99. These activity sessions included all courses within community education, health professions, and children's college. The number of enrolled participants in each Community Education category for three fiscal years is listed below:

	FY99	FY00	FY01
Seminars/Workshops	3,998	3,445	3,636
Conferences	4,638	4,601	5,432
Non-Credit Classes	663	739	726
Credit Classes	428	441	289

A new advisory committee was established recently to increase attendance by men at more subjects/classes of interest to men. Historically, Community Services' activities have seen a 6:1 female-to-male ratio. This new advisory committee, called the Men's Advisory Council, consists of 15 professional and business men in the community who advise the department about the types of classes which may be of interest to men. As a result of this input, the department started wine appreciation and wine-making classes, fishing classes, a turkey calling and hunting seminar, and two free hunting classes which have drawn an attendance of more than 100 participants each.

One of the most successful programs in Community Education is the JWCC Children's College. JWCC began offering a Children's College in Pike County in 1984 and in Quincy in 1993. Pike County's Children's College was initially a program for gifted children and was modified in the mid-90s to include all children. In 2001, Children's College was offered in Mt. Sterling for the first time.

Children's College is offered each summer to children who have completed first through sixth grades. Students may enroll for a maximum of three courses per session. Classes meet daily during the two-week session. In Quincy, three two-week sessions are offered each summer; one two-week session is offered in Pittsfield and Mt. Sterling. The courses provide children with unique and enjoyable educational activities that are different in form and content from regular classroom activities. A wide variety of courses is offered with ten to fourteen class offerings each hour. Some courses that have been offered in Quincy are Bridge Building, COPS (police), Computers and Kids, Fraction Frenzy (math), French for Fun, Gymnastics, Martial Arts, Let Your Fingers Do the Talking (sign language), Pet-A-Rama (advanced veterinary class), Photography, Scrapbooking Funshop, Star Struck (drama), and Wild and Wacky Science. Some classes have been so popular that they fill within a few days after enrollment is started and are requested year after year. However, even for those classes that do not fill as quickly as others, they provide a wide variety of topics from which to choose. Typically,

children return to Children's College year after year because of satisfaction and enroll in all three sessions throughout the summer.

The success of Children's College and the high number of children that are on campus from 8:30 A.M. to noon Monday through Friday for six weeks in the summer have created a unique space problem even with the new campus facilities. Almost every classroom is reserved in the morning for Children's College classes, leaving few if any available for College classes. Also, Children's College classes obviously need to be conducted at a developmentally appropriate level for children, which often interfere with College classes. Noise, rearrangement of furniture, and messiness of rooms creates the need for adjustments in the College classes. Accommodations need to be made so that Children's College can have the facilities that they need and College classes can be conducted in the appropriate manner.

In 1997 and 1998, a Summer Academy was held during the afternoon for teenagers and pre-teenagers who had completed sixth through eighth grades. In conjunction with the Quincy Children's College, a Summer Safari Club provided on-campus care for children ages seven to twelve. The childcare was available before and after the JWCC's Children's College, in addition to some full-time care prior to and following the Children's College sessions.

This program, like all Community Services programs, must be self-supporting as production costs are not supported by tax dollars. Registration fees must pay for instructors' salaries, supplies, administrative costs, and printing. During summer 1998, 478 children participated in the Quincy Children's College, 26 in the Summer Academy, and 33 participated in Pittsfield. In 1998, 32 scholarships were given by John Wood Community College for children to attend Children's College. In 2001, Children's College in Quincy served over 600 children and 21 attended at Mt. Sterling. Twenty-four scholarships were given by John Wood Community College in 2001. Fewer scholarships were given in 2001 than in 1998, because JWCC worked with the Tolton Grant to provide scholarships for children from the Redmon and Lee and Indian Hills Community Centers. The Tolton Grant, funded for the past three years, is a state-sponsored Higher Education Cooperation Act (HECA) grant in which JWCC and the Redmon-Lee Center partner with Quincy University in providing services to the community. The Tolton Grant also provided transportation for children receiving scholarships. JWCC will continue to work cooperatively to provide Children's College to children of low-income neighborhoods and to those who would be unable to attend due to lack of transportation.

Community Education provides a wide variety of one-day conferences, workshops, or topics of general interest.

- Senior Sampler offers a wide selection of one-hour classes of interest to older adults. The classes are available for one day at a minimal cost. Senior Sampler is for older adults and is held the second Thursday of August each year. Participants may choose four classes and lunch is provided. In 2002, 120 people attended.

- Girls Conference is for girls in grades six, seven, and eight. It is held on a Saturday and consists of four one-hour sessions and lunch. It encourages youth to pursue careers in math and science. The conference is in March each year.
- Mid-Mississippi River Writers' Conference is open to all residents who like to write. It is usually a one- to three-day event held in April.
- Calligraphy Guild Workshops are held once or twice a year on a Saturday. They are open to calligraphers of all levels.
- Child Care Conference, sponsored by West Central Child Care Connection and JWCC is held yearly on a Saturday in September. It is open to personnel of all day care centers and homes. It is a half day event.
- The Parenting Fair is held in February for all area residents. It is a half day offering with informational booths, hands-on activities and workshops to help meet the challenge of parenting and the enjoyment of it. In 2002, 436 individuals attended the session.
- The Health Fair serves 1,000 fifth graders from area schools and focuses on physical, emotional, safety and environmental health areas. The two-day experience is held at Baldwin Intermediate School in Quincy. Approximately 120 volunteers and 45 teachers assist with the Health Fair each year.
- The Gem and Mineral Show is a free two-day display of gems, minerals, fossils, shells, artifacts and demonstrations. Some items are available for purchase. Approximately 1,500 individuals attend on a walk-in basis and about 390 students attend with their school class.
- Great River Arts and Games are held in July or August. This is a one-day event that provides developmentally appropriate Olympic-style games for nursing home residents.
- Great River Arts Fishing Rodeo is held in early June each year at the Illinois Veterans Home. This event is the second one held for area nursing home residents.
- Shattering the Myths on Aging is held in November each year. This conference is based on the premise that the greatest contributions to life, career, family and community occur during the second half of our lives. Various topics address renewal and balance for every age and stage of life.
- Great River Golden Games is held the last weekend of August for able bodied participants ages 50 and up.

- Regional Summit on Violence provides effective intervention to local practitioners in the fields of criminal law, law enforcement, advocacy, and human services. It is held in the fall each year.

Continuing Education

The Office of Continuing Education provides working adults with a variety of ways to keep up to date in their occupations and at the same time, in some cases, renew their licenses. Seminars, conferences, and workshops designed to meet the special needs of community professional or career groups are conducted. Over the past several years the three basic areas of focus have been on early childhood education, cosmetology, and health professions.

Early Childhood Continuing Education Programs

These programs are offered in cooperation with West Central Child Care Connection to provide courses, seminars, and workshops for individuals working in child care centers or family day care homes. The Illinois Department of Children and Family Services (DCFS), which licenses all child care centers and family day care homes in the state, requires that workers have a minimum of 15 hours of in-service training each year. The early childhood continuing education programs allow workers to upgrade their skills or maintain their licensed status with the DCFS. Many of these offerings are also suitable for parents. Some of the health continuing education classes such as Cardiopulmonary Resuscitation (CPR) for Child Care Providers and First Aid also meet the DCFS licensing requirements for child care workers.

Cosmetology Continuing Education Programs

These classes are developed in cooperation with the Quincy Cosmetology Association, an affiliate of the Illinois Cosmetology Association. The state of Illinois requires that all licensed cosmetologists and cosmetology instructors continue their education by attending seminars and workshops designed to keep them current in cosmetology. These workshops and seminars are designed to meet those needs.

The Cosmetology Continuing Education Program has a strong association with the local cosmetology association. This cooperative relationship has been continuing over a number of years and provides current information from practicing hairdressers. The concerns of the Cosmetology Continuing Education Program are threefold. (1) The numbers of attendees have been declining over the past several years. (2) Presenters from out of town are requesting higher fees. In order to maintain the revenue necessary for the program's solvency either the numbers must be increased or the cost for the individual program must be increased. (3) Currently, the facility being used for this program is the Quincy Mall Community Room, which presents logistical concerns for the staff. In the future, this program should be co-sponsored with other providers in the area to reduce the cost of each presentation. Another recommendation would be to revise the

large mailing list and make it more current with those that have attended over the past five years.

Health Professions Continuing Education Programs

This program offers educational activities to address the needs of health professionals, including nurses, emergency medical professionals, nursing home administrators, social workers, counselors, and dietetic professionals. Classes and activities present newly emerging concepts of health care and new research which will enhance the professionals' knowledge base and enable them to practice at increasingly higher levels of excellence. Many health professionals who attend are not required to meet mandatory continuing education requirements for relicensure or recertification, yet enroll for personal improvement. Continuing Education Units (CEU's) are granted on a contact-hour basis for all JWCC Continuing Education programs, and have approval from appropriate authorizing agencies.

The strength of the Health Professions Continuing Education Program is that it is responsive to the needs of health professionals as their role expands in the delivery of health care. Many health professionals are now required to meet mandatory continuing education requirements for re-licensure or re-certification. Research-based programs provide professionals with enhancement of their knowledge base that enables them to participate at higher levels of excellence. One concern is the shortage of healthcare providers and the lack of available time for healthcare professionals to attend seminars and workshops. In the future, mini workshops could be offered to allow for greater flexibility for those who need health care continuing education.

Retired and Senior Volunteer Program

John Wood Community College recognizes the special needs of senior citizens and strives to provide appropriate programs for them. The College sponsors the Adams County Retired and Senior Volunteer Program (RSVP), which creates meaningful opportunities for persons 55 years or older to participate more fully in the lives of their communities through volunteer service. The program, housed at the Quincy Senior Citizens Center, currently has more than 500 active volunteers. Some examples of volunteer assignments are assisting literacy programs, transporting older adults to medical appointments, and tutoring students in school. The RSVP also offers technical assistance to community organizations in volunteer recruitment, development of volunteer assignments, and maintenance of volunteer records. Last year the program provided 91,411 hours of service. This program is funded by the Corporation for National Service, the Illinois Department on Aging, the Adams County Board, the City of Quincy, and the Adams County United Way, with some fundraising activities to supplement the budget.

The Retired and Senior Volunteer Program is a strong program with substantial community support, as its focus is on the positive aspects of aging. The program has an

active advisory council, more than 600 volunteers and provides support to 68 different agencies or organizations throughout the county. However, public funding for the program could be reduced or eliminated at a political whim. Another concern is that there are multiple competitions for senior citizens' time with many choices available. To rectify the concerns, the program needs to have a more stable funding base. Additional staff should be available to keep abreast of the community needs for RSVP volunteers. In order to do this and to maintain the necessary number of volunteers, a more consistent public awareness campaign is necessary.

Adult Education and Literacy

Although Adult Education and Literacy is a part of Community Services, information regarding this area is provided under the chapter entitled Adult and Developmental Education. Please see Chapter 9 for further information.

Business and Industry

The Business and Industry program has a full-time director who reports to the Vice President for Student Services. It also has a full-time office assistant. The office is funded by a workforce development grant through the Illinois Community College Board. The Business and Industry program meets the educational needs of local business and industry by conducting a variety of multi-session programs, teleconferences/satellite broadcasts, scheduled structured courses, and job-specific activities.

The Business and Industry program is committed to serving the needs of business and industry, with an Employer Survey distributed each year to assess these needs. The Director for Business and Industry programs serves in an advisory capacity for the following consortiums: Small Business Management Advisory Council, Rural Partners Economic Development Council, Regional Economic Development Consortium, Quincy Business and Technology Board, Quincy Area Economic Development Loan Board of Directors, Illinois Community College Economic Development Association, and Illinois Employment and Training Association Conference. Both the survey results and the director's participation in these groups help the director decide what courses or workshops the office offers each year.

According to a report of activities developed by the Director for Business and Industry programs, the following programs were offered: classes from the American Management Association program, a range of non-credit computer courses, and "Starting or Expanding a Business" workshops. Additionally, programs on topics such as Occupational Safety and Health Administration (OSHA), OSHA's Hazardous Waste Operations and Emergency Response (HAZWOPER), small business tax seminars, electric deregulation, Y2K, and bow hunter education were offered. Teleconferences and satellite broadcasts were offered to the public and the business community. While Business and Industry began offering programs in insurance continuing education in

1989, food service sanitation update was started in 1999, and the Cisco Networking Academy Program in 2000. Additionally, individualized programs were also developed for businesses and organizations. These programs included CPR/First Aid training, grammar, punctuation, and business writing workshops, fire science, safety training, basic manufacturing skills, communication techniques, flagger training and certification, productivity and morale improvement, and welding. Net income generated by Business and Industry programs increased from \$25,735 in FY98 to \$55,342 in FY01.

The Director of Business and Industry was also responsible for the Procurement Assistance Center until June 2001. At that time, the coordinator of the center retired, and the program was discontinued because that service became available via the Internet.

For two years, the Central Illinois Manufacturing Extension Center (CIMEC) operated under the supervision of Business and Industry programs. At the end of the two-year period, Western Illinois University took over the program, as CIMEC did not fit within the mission of John Wood Community College.

During FY02, Business and Industry provided the following services to the community:

Contract/Customized Job Training

Organizations served	91
Workshops/seminars/courses	160
Number of instructional contact hours	10,917
Employees trained	974
Companies started	9
Companies expanded	5
Companies retained	7
Jobs created	35
Jobs retained	27

Public Training Activities

Non-credit courses provided	55
Workshops/seminars provided	23
Organizations served	71
Individuals trained	558

Business Attraction, Retentions, and Expansions

Companies started	2
Jobs created	87
Potential locations	2

Other Activities

Internet course	31
Satellite broadcasts	6
Two-way interactive video	11

Center for Workforce Development

In 1998, JWCC created an institutional entity entitled Center for Workforce Development (CWD). This entity was created by the President and coordinated by a management team chaired by the Vice President for Student Services. This entity is charged with coordinating the College's workforce development initiatives, particularly those in Business and Industry, Career Services/Workforce Programs, Instruction's Career and Technical Programs, and Education-to-Careers.

The Center in FY01, in cooperation with Two Rivers Regional Council and the local Illinois Department of Employment Securities, submitted an application to operate the Quincy Illinois Employment Training Center (IETC). The application was accepted by the Local Workforce Investment Board (LWIB) and the agreement has been extended through June 2003. The Vice President for Student Services is one of three co-managers of the IETC, and the Director of Workforce Programs and the Coordinator of Adult Education provide staffing at the one-stop shop for four to five hours each week.

Through the Center for Workforce Development, JWCC led an effort to form a consortium with Southeastern Community College of Iowa and Moberly Area Community College of Missouri to address training needs in the tri-state area. In fall, 2000 this group began offering an online AAS degree in computer science. Enrollment in this program has increased annually. In FY01 the consortium was honored as a finalist in the prestigious Bellwether Awards competition, showcasing leading-edge community college programs from around the country. The computer science degree available through the Tri-State Consortium is awarded by each college based on the school that enrolls the student for the classes (usually the primary location of the student). Degree requirements are met--according to the requirements of each school --through the combination of previously completed work, structured courses and/or on-line courses. The students' transcript does not distinguish the course delivery mode.

During the last three years JWCC, through its Center for Workforce Development, has been a major sponsor of the Tri-State Job Fair. This event annually has drawn over a thousand job seekers to explore employment opportunities with approximately 30 employers from the three-state area. The Tri-State Community College Training Consortium has hosted educational sessions at this event that included resume writing, interview techniques and online job searches.

The JWCC ACT Center is open for business offering area employers and employees on-line, professional quality training. While progress has been slower than the College would have liked, system bugs have been eliminated and both the testing and training portions of the center are functional.

The creation of the Center for Workforce Development has resulted in coordinating the College's workforce development initiatives. The College's representation and involvement in a majority of the district's workforce development

entities i.e., the Tri-State Workforce Development Task Force, Quincy's office of Illinois Employment Training Center, the Chamber of Commerce, etc. has made a cooperative impact on businesses in the College district.

The Center for Workforce Development has encountered challenges because of the current down turn in the economy. An increase in job seekers has resulted while at the same time a decrease in viable job/career opportunities has occurred. Efforts need to focus on identifying alternative funding sources to supplement reductions in state allocations. In the future, the Center for Workforce Development will need to seek and develop new partnerships with area business and industry that will lead to increased service and training opportunities.

Strengths, Concerns, and Recommendations

Strengths

- JWCC has implemented a variety of community service initiatives.
- Initiatives are provided not only at the Quincy campus, but throughout the John Wood Community College district.
- The Business and Industry department offers extensive customized job-training functions for the business community.
- Customized job-training programs appear to be successful.
- Active ad hoc advisory councils represent area plant managers, chief executive officers, and human resource managers from the Quincy area.
- The Children's College program provides an opportunity for children to participate in a unique enrichment activity.
- RSVP and the Health Professions Continuing Education program have strong community support.
- The College has been designated as an ACT Center.

Concerns

- Serving the district-wide needs means providing transportation or repeating programs in communities throughout the district.
- Allocation of physical resources will need to continually be evaluated so that all components of the College can function.

- JWCC currently does not track students who have participated within these programs to determine satisfaction or whether expectations have been met.
- No assessment is done on the impact these programs have had for the participants.

Recommendations

- JWCC Children's College program needs to assess the transportation needs of the participants.
- The needs for low-income children to participate in the Children's College should be met.
- JWCC needs to track students who participate in enrichment programs offered by Community Services to determine satisfaction or if expectations have been met.
- On-going assessment will be needed on the impact of the services to the community and the use of College resources.
- The establishment of a more stable funding base for RSVP should be a high priority.

Chapter 11

Assessment of Student Learning

Criterion 4: John Wood Community College can continue to accomplish its purposes and strengthen its educational effectiveness.

Chapter 11

ASSESSMENT OF STUDENT LEARNING

John Wood Community College is showing patterns of evidence that levels of general education, skills and competencies of all students are assessed regularly and systematically. Faculty and administration have included meaningful and useful information gained from assessment of student learning in the planning processes of the College in order to strengthen its educational programs and improve institutional effectiveness. Resources are organized and allocated to support assessment of student learning. The level of academic success of students transferring to baccalaureate-granting institutions is assessed, along with success of graduates in the career and technical programs.

Introduction

Through the John Wood Community College philosophy statement, the foundation is established for the structure of learning and accomplishment. Belief number six of the JWCC philosophy states the value that is placed on quality and improvement. Excellence and quality in all educational programs must be maintained, requiring continuous evaluation of all College activities.

The College community hears the calls for continual improvement and accountability from many directions, the local public, state agencies, funding agencies, accreditation associations, and the federal government, to name a few. The need to have in place a reliable and viable assessment program is clearly important. To meet the challenges of accountability the College has made slow, unsteady progress toward creating a culture of assessment.

History of Assessment of Student Learning at JWCC Since 1991

In 1991, the College submitted an assessment plan with its self study. The plan was four-fold and progressed through unified steps. First, the plan provided the basis for assuring that classroom instruction is linked to program goals (see appendices C and F in *Appendices: Outcomes Assessment Plan, 1991*). Second, specific assessment questions related to program outcomes and general education outcomes were identified (see Appendix G in *Appendices: Outcomes Assessment Plan, 1991*). Third, a timeline for accomplishing related tasks was included (see Appendix A in *Appendices: Outcomes Assessment Plan, 1991*). Fourth, program review, a function mandated by the Illinois Community College Board, was incorporated into the assessment plan (see Appendix E in *Appendices: Outcomes Assessment Plan, 1991*). The plan identified an Institutional Effectiveness Committee as the mechanism or body responsible for executing the plan.

The timeline extended to 1993 and concluded with a revised assessment plan to be implemented in fiscal year 1994. The tasks identified on the timeline appear to have been completed and indeed the assessment plan was revised and submitted to the NCA office in August 1993. The revisions of the original plan included input from the faculty through the creation and work of a Faculty Institutional Effectiveness Plan[®] as had been detailed in the original plan.

Through the financial commitment of \$30,000, the College purchased the PEAKS software to ensure that classroom instruction was linked to program goals. PEAKS had three components, syllabus builder, course builder, and test builder. The syllabus builder guided the instructor by assuring that the syllabus had performance-based objectives which were tied to course goals. The course builder established class materials and activities that were linked to the objectives to ensure that learning would meet the objectives. The test builder helped the instructor create tests that assessed whether the planned objectives had been met through the classroom activities. An instruction manual and floppy disk was available to each instructor so that necessary planning work could be done on the instructor's personal computer.

The revised plan started in 1994 emphasized the assessment of student learning and the use of the results to make changes in the curriculum. Faculty involvement (or buy-in) in assessment planning was critical. Each instructor was responsible for creating the syllabus and conducting the necessary activities to ensure learning and then assessing whether learning had occurred. An updated timeline was not included in the plan but it did include a categorization of assessment activities detailing the frequency and responsibility of those activities. Many activities were to be completed on an annual basis.

About 1996 as the revised plan was underway, changes in administration began to take place, particularly within Instructional Services. Although leadership was waning, the Institutional Effectiveness Committee continued to meet. The primary charge of the IEC was the performance-based syllabus. Meetings were routine but focused on the conversion of syllabi. Additionally during this period, faculty was resistant to using the PEAKS software program because it was judged to be time consuming and cumbersome while producing lengthy and unwieldy documents. (See the examples of software generated products in Appendix D of the *Appendices: Outcomes Assessment Plan, 1991*, document.) However, commitment to convert all syllabi to include performance-based objectives was strong. A timeline was established for each program to have all syllabi converted to include performance-based objectives and the conversion was successfully made. In most cases, syllabi were converted to performance-based objectives, tied to course goals, without the use of the PEAKS software.

From late 1996 to early 1998, IEC was chaired by the Assistant Dean of Instruction. The activity and meetings of the IEC slowed to quarterly meetings. About spring 1998 the IEC became the Assessment Committee but carried over many of the same members. The activity was sparse and was virtually non-existent by mid-1999. In the meantime, from 1993 through 1999, some assessment activity was occurring because

of faculty commitment and efforts but it was not occurring under the auspices of a formal institutional structure (be it the IEC or the Assessment Committee).

Each year from 1998 through 2000, a team of faculty members attended the Summer Assessment Conferences held through NCA. Each year a different group participated in the conference in an effort to expose a number of faculty to new concepts, techniques, and procedures for assessing student learning. The teams came back and shared ideas with fellow faculty members. One idea that was implemented was to bring in faculty from other colleges who had tried some assessment techniques and found them to be successful. For the fall 1998 faculty convocation, two faculty members from the Assessment Center at Parkland Community College in Champaign, Illinois, presented a training workshop during the morning and worked with small groups in the afternoon to assist in planning further assessment efforts.

From mid-1999 to the end of 2000, the team that attended the Assessment Workshop in Cincinnati met to discuss the state of assessment at the College and how to apply information they had gathered at the meetings. In 2000, the group produced a document called *Assessment at JWCC, Planning, Implementation and Acculturation*. This document described the formation of an institutional effectiveness committee and a mechanism to educate and train faculty and staff about assessment as well as document and disseminate assessment plans, results, and applications. The President and Cabinet accepted the document. With the adoption of that document, a new Assessment Committee was created. Even with the new Assessment Committee unrest was present because the term Assessment@ did not adequately describe what the committee should be and more faculty involvement was needed. The name of the Assessment Committee was changed to the Institutional Effectiveness Committee (IEC). While the name of the committee is the same as the committee of the early 1990s, the membership and functions of the current IEC are different.

Through the Institutional Effectiveness Committee, in an effort to establish and clearly identify ownership of assessment of student learning, a proposal was developed and presented to the full Faculty Senate. The proposal set forth that assessment of student learning within instructional programs would be the responsibility of the Faculty Senate and, more specifically, the Academic Assessment and Standards Advisory Council (AASAC). In early 2002 the proposal was adopted by the full Faculty Senate and implementation of the plan was immediately put in place.

Overview of Assessment of Student Learning Now

The current assessment effort of the College has three fronts B implementing a formal process for the documentation of assessment being done; training and education; and assessing general education objectives. The IEC and the AASAC work together to accomplish the tasks of those three fronts. The AASAC and the IEC agreed on a working relationship summarized and described in Table 1. The relationship takes into account the importance of the assessment of student learning being faculty-owned and standing

independently of institutional effectiveness. Yet, at the same time, the IEC is poised to offer support to the faculty.

Table 11-1

Roles of the IEC and AASAC with Regard to the Assessment of Student Learning

IEC	AASAC
Educate/Train	Gen Education Objectives Assessment
Evaluate/Collect Plans	Lead Academic Departments (Development of Plans, Reports, Utilizing Results)
Evaluate/Collect Reports	
Share/Recognize	
Work with AASAC	Work with IEC

In November, 2001, Lloyd Hammonds, vice president of the Page Campus of Coconino Community College, spent a day at the College as a consultant. Mr. Hammonds, who is experienced as an NCA consultant/evaluator gave three presentations on assessment and talked with several groups on campus. One recommendation that was made was to establish a benchmark with regard to the level of implementation of assessment.

Using Cecilia Lopez's scheme describing the characteristics and patterns that define the different levels of implementation of assessment, the Director of Institutional Research created an instrument using Likert-type items to obtain input from the College directors from all service areas about the College's current level of implementation. The results indicated that the College is at the beginning stages of implementation in all areas: institutional culture, shared responsibility, institutional support, and efficacy of assessment.

Regardless of the findings from the survey on levels of implementation, assessment of student learning has and does occur within the institution. The College lacks many of the important functions that characterize a high level of implementation such as formal process of integrating the assessment results into decision-making, formal documentation, coordination, dissemination, and recognition of assessment efforts. The structure and responsibilities of the current IEC and the AASAC demonstrate that the College has entered into the new phase of implementation--setting into place a mechanism to formalize the assessment-related processes in order to attain those characteristics.

Mandated Reports of Assessment Results

Organization and coordination of assessment efforts has become imperative because of developments related to mandate reporting to state agencies. The Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB)

each require the College to conduct substantive assessment activities. The IBHE initiated the *Illinois Commitment* in 1998, and one of the six goals specifically addresses the assessment of student learning. Every institution of higher education within Illinois is required to fulfill the intent of the six goals. The College submits an annual *Results Report* to the IBHE describing how the College is meeting the six goals of the *Illinois Commitment*. The ICCB has required, almost since JWCC's inception, an annual program review, currently called the *Accountability/Program Review*. The *Accountability/Program Review* demands that all aspects of the institution be reviewed within a repeating five-year cycle. Following a five-year schedule, each year a subset of programs within the College--instructional and non-instructional--are evaluated identifying strengths, weaknesses, and recommendations for improvement. The expected evaluations coincide one-to-one with the assessment of student learning and institutional effectiveness measures. Through the IEC and the AASAC, the College has an opportunity to coordinate assessment activity, integrate the assessment of student learning activities, and document the activity.

Assessment of Student Learning

This section provides a brief synopsis of departments' assessment efforts--current and planned. The College's degree and certificate programs are classified as either transfer programs or career and technical programs. Other departments in which student learning occurs are developmental education, adult education, and non-credit programs. The general education objectives represent another student learning area in which assessment of student learning is important.

General Education Courses

John Wood Community College offers courses that comprise the general education curricula and form the foundation for students who transfer to four-year institutions and for students who seek a degree in a career or technical field. Six departments provide the course work for general education requirements:

- Computer Science
- Fine Arts and Humanities
- Languages and Literature
- Mathematics
- Natural Sciences
- Social/Behavioral Sciences

Since 2000, the multidisciplinary faculty who teach general education courses has been planning ways to incorporate portfolios into the course work. The purpose of using portfolios is to assess the accomplishment of general education objectives. In the fall, 2002, a pilot project has been conducted using portfolios. The pilot has included instructors and courses in math, English, fine arts, computer science. Even though the faculty has planned the pilot project with the group, each instructor has worked

independently to determine the portion of the course that will be included in the portfolio. After evaluating the project, the plan is to expand the use of portfolios in other courses and to require a portfolio of students seeking an AA or AS degree from John Wood Community College.

Transfer Programs

A student can complete curricula that lead to an associate in arts (AA) or an associate in science (AS) degree. Students earn a transfer degree by meeting the requirements for general education objectives and their “Major Area of Concentration.” If a particular four-year institution’s major is not listed, the student is encouraged to contact a counselor who can help the student build a set of courses to prepare for that major. All courses in the transfer programs use performance-based syllabi. The stated objectives are linked directly to the assessments performed in each course.

Business

The Business Department has used course objectives to create pre- and post-tests for five of its courses. Curriculum changes have been based upon the observations about student performance on post-tests. The department is currently collecting baseline data about students in the business area of concentration to compare students’ academic performance to the performance of the general student body and to track retention. The department faculty is considering a capstone-type assessment instrument.

Fine Arts and Humanities

The Fine Arts and Humanities Department is responsible for courses in music, drama, art and art history, and philosophy and religion. The fine arts faculty (drama, music, art, but not art history) conduct assessment of student learning through performance measures. These assessments occur within the classroom and determine, in part, course grades. The music appreciation, music theory, and applied music courses include pre- and post-testing of students and individual conferences between students and instructors. Philosophy and religion courses offer traditional assessment to determine course grades but no other assessment of student learning. At the department level there is no assessment regarding the extent to which the program contributes to meeting the general education objectives.

Language and Literature

The Language and Literature Department includes the instruction of rhetoric and composition, communication, and literature. As with all departments, the course syllabi are all performance-based. In the Language and Literature department, the faculty is currently developing a master syllabus for each course that retains the performance-based objectives model but allows for individual instructor flexibility.

Natural Sciences

The Natural Sciences Department has performance-based syllabi for each of its courses. Earth science and biology instructors have used pre- and post-testing of students for assessment of student learning beyond course grade determination.

Mathematics

The Mathematics Department relies upon its performance-based syllabi. There have been various attempts to measure student learning with the use of pre- and post-tests in statistics and college algebra courses. Although, the department faculty has informally discussed the results of these assessments, there has been no follow-up or formal application of the information to the curriculum or courses.

Social/Behavioral Sciences

The Social/Behavioral Sciences Department includes the instruction of psychology, sociology, and education. The psychology and sociology courses are taught to fulfill general education requirements and to provide a basis for students intending to transfer to four-year colleges to seek baccalaureate degrees. The course syllabi are all performance based and the tests used in the courses are linked to the objectives stated in the syllabi. In the psychology and sociology courses, the in-course assessment of student performance that is used to determine grades is the only assessment that occurs.

Career and Technical Programs

John Wood Community College currently offers 22 associate in applied science degree programs and 20 certificate programs. Throughout all programs, there are both similarities and differences in the types of assessments being conducted. All courses in the career and technical programs employ performance-based syllabi. The stated objectives are linked directly to the assessments performed in each course. Within each course, assessment is accomplished by a variety of typical and conventional methods such as tests, quizzes, papers, group projects, oral presentations, and student self-evaluations. Some programs, such as fire science and truck driver training, employ learning assessment on specific and obvious tools such as fire fighting equipment and tractor-trailer rigs.

Other assessment is conducted on the job site or in conjunction with employers. The information that is gained from these assessments is mainly used to make curricular changes to ensure that students learn relevant and up-to-date material and gain skills necessary for successful employment. Because of employer feedback, a number of changes have occurred. The AS/400 program increased the credit hours of Advanced COBOL/400 Programming (CSC 264). Law enforcement instructors have added modules on ethics into currently offered courses. Office technology has added a pharmacology course and deleted shorthand altogether. Early childhood education has

added courses and changed others to align the program with teacher certification requirements.

Agriculture

The Agricultural Department employs multiple measures of student learning within its degree and certificate programs. First, as with all programs, the courses use performance-based syllabi. Every student completes an internship; certificate-seeking students complete one and degree-seeking students complete two. The program receives feedback about the internships from supervisors who evaluate the students' performances. Each summer the agriculture program faculty and staff invite the students and past graduates to meet with them for a "mid-training seminar." At that time, program staff gains feedback from the students and graduates on the positives and negatives of the swine, beef and agriculture business programs. The faculty ask such questions as "What information and techniques have you used, what haven't you used and what should we be teaching in the program which is not currently being covered to improve the agriculture classes and program?" Graduates are asked what knowledge and training is needed to be successful on the job. This mid-training seminar has been occurring for almost 20 years. The feedback has led to specific changes within the program. The program also conducts graduate follow-up surveys every five years for the agriculture business and swine programs. The program also has an unobtrusive measure in the performance of students at various agriculture competitions. JWCC agricultural students typically perform well in these competitions at both the state and national levels. The competition results serve as another measure of student learning.

Computer Science/Office Technology

There have been discussions among the faculty at departmental meetings regarding assessment, both on a course-by-course basis and on a program basis. Courses and program requirements are reviewed annually, and changes are made based on faculty and advisory committee recommendations. There have been some informal types of assessment instituted in this department, primarily based upon individual courses. Portfolios are used in some of the classes. There are pre- and post-tests given in several courses. The faculty in the department are concerned that pre- and post-testing might be a discouragement to a student rather than an incentive. There have been no documented changes made to courses and/or programs solely based upon the data gathered through the testing processes. Data is now available for a two-year period for some courses, and the faculty is beginning to consider what should be done and plan to implement changes that are dictated. The faculty is aware of the need to address the results of the testing. The computer science and office technology faculty are concerned because change occurs so rapidly (e.g., textbooks as well as operating systems and application software change quickly) that maintaining an up-to-date assessment tool adds additional challenges.

Early Childhood Education

Since 1998, the portfolio is used as one assessment tool of student learning by the early childhood education (ECE) program. A section of the portfolio is completed for each course within the curriculum. Through the portfolio, ECE faculty can monitor learning not only within courses but also at the program level. Changes are being made to incorporate the Illinois Professional Teaching Standards (IPTS) into the materials required for the portfolio. With the changes, using the portfolio artifacts, the student and the department faculty can clearly show the degree to which the student has met specific standards of the IPTS. The early childhood education program also conducts assessment by observing students teaching young children and evaluating their performances using a program-established rubric. Additionally, each student completes an internship in an early childhood setting where the employer as well as JWCC faculty evaluate them, using a detailed five-page rubric. Through the rubric, the student is given a numeric score which reflects overall level of performance.

Nursing

The Nursing Department uses a set of expected outcomes to assess their students. These outcomes are published in the department's student handbook. Each outcome is measured using one of three basic approaches that can be characterized as a triple-faceted-assessment-system. The department uses standardized tests, professional trade-created checklists, and informal monitoring.

Through a third-party test developer and service, Educational Resources, content area tests are available to students; these provide detailed feedback to the students about their knowledge and understanding of given content areas. Students are not required to take these tests but are encouraged to do so. The nursing department also uses the test scores to assess how well students are learning in their courses. Test results are not used to grade the students, but for improvement of student learning for both the student and the department.

Clinical checklists are used to assess how well students have learned clinical skills. As with content area tests, the checklists provide the student and department with specific feedback about student learning. The checklists' content is determined by national nursing standards.

Nursing faculty meet regularly to discuss assessment-related issues such as those described above as well as to discuss informally observations about students' progress or lack of progress. Such discussions often lead to a more formal investigation. For example, nursing instructors noted that some students who were having trouble with the pharmacology course also had poor math skills. An investigation of the relationship between COMPASS math scores and success in the pharmacology course identified a minimum COMPASS score that is needed to ensure success in the course. The nursing department has informed counselors and advisors of this observation and work with them

to ensure that students are properly prepared before enrolling in the pharmacology course.

In addition to these three types of assessment activities, the department also uses the NCLEX pass rates as a rough measure of student learning. The NCLEX is a nationally normed exam which the state of Illinois requires for licensing. Furthermore, the pass rate (how many nursing students from JWCC pass the exam) is used by the state to monitor and certify nursing programs.

The nursing department exemplifies a few of the critical characteristics of a department that uses assessment to benefit students. First, faculty uses multiple measures of assessment--checklists, content area tests, NCLEX passing rates, and one-time-investigations of specific questions. Second, department meetings are held to discuss assessment and assessment results. Third, results of assessment activity are used to make changes for enrolling students in courses, such as the math requirement for the pharmacology course. Fourth, faculty explicitly informs students about the assessment activities. Students are informed when assessments will take place, what types of assessment will occur and how the results will be used for the students' benefit.

Surgical Technology

The surgical technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). In approximately 2001, CAAHEP introduced an Outcome Based Accreditation (OBA) process. As a part of continuing accreditation, an annual report is completed by the director of the program. Some of the data collected that is to be incorporated into the report includes assessment of student learning. First, results from the Accreditation Review Committee for Surgical Technology (ARC-ST) program assessment examination (PAE) are required. The PAE is taken by the students approximately two to three weeks prior to graduation and indicates that the students have achieved the necessary knowledge/competencies to function as an entry-level surgical technologist. Second, graduate follow-up surveys indicating graduate satisfaction with the program must be completed approximately six months after graduation and must be included in the report. Third, employer follow-up surveys indicating employer satisfaction with the graduates are completed approximately one year after graduation and reported to CAAHEP. Graduation rates (retention) and job placement rates have to be included in the report.

The Accreditation Review Committee has set benchmarks for Surgical Technology (ARC-ST) and any deficiencies and corrective actions must be addressed in the report. Students are also given the opportunity to take a self-assessment examination that is offered by the Liaison Council for Certification (LCC). The intention of this examination is to identify strengths and weaknesses for the student preparing to take the certification examination.

Plans for future assessments are varied across the disciplines. The office technology area plans to increase the use of MOUS (Microsoft Office User Specialist)

testing for its program participants. Small changes are planned for assessment requirements within courses, such as adding portfolios and increasing the amount of oral presentations. A number of programs plan to increase the involvement of advisory committees and local employers.

Many JWCC career and technical programs have outside licensing and certifications which students are eligible to complete. Many of these are not required but highly recommended by faculty members. Three career and technical areas require certification before becoming employed in those areas: nursing (including certified nurse assistant, licensed practical nurse, and registered nurse), truck driving, and fire science. The following is a list of career and technical field certifications that students are required or encouraged to complete.

- Private Pesticides Applicator Certification - Illinois Department of Agriculture
- PQA Level III Certification - National Pork Producers Council
- Certified Livestock Manager - Illinois Department of Agriculture
- Commercial Drivers License B Illinois Department of Transportation
- NCLEX - National Council on State Board of Nursing manages the test and the State Board as the Illinois Dept. of Professional Regulations issues the license
- For Certified Nurse Assistants: Illinois Department of Health requires students to take a state written exam and correctly perform 21 designated skills
- Medical Laboratory Technician - Board of Registry
- American Registry of Radiologic Technologists certification exam
- Liaison Council on Certification - Surgical Technologists national certification exam
- Dietary Managers Association certification
- State of Illinois Food Service Sanitation Manager's Examination
- National Restaurant Association certificates
- Electrical Repair: City of Quincy licensure exam for anyone doing electrical work within a 50-mile radius of the city limits
- Fire Science: many certification and requirements for firefighters (State Fire Marshal, OSHA, EPA, FEMA, IEMA, IDOL, DOT, etc.) *Within this program, some final exams are actual state certification exams.*
- Law Enforcement: licensing depends on area of career entered--Police Academy, Corrections Academy, etc.
- Microsoft Office User Specialist (MOUS)

Developmental Education

As a result of the 1991 Assessment Plan, the College instituted a placement-testing program to identify students for developmental course work. The placement process was integrated into the College's orientation program, the Student Orientation and Assessment Program (SOAP), which virtually all first-time, first-year students complete. Initially the ACT ASSET placement test was used. In 1996, the College

replaced ASSET with COMPASS, another ACT product. COMPASS is an adaptive test taken on a computer. Students who are not comfortable with computers have the option of taking the pencil and paper ASSET test. COMPASS is used for placement into math, reading, and English (writing) courses. Students are placed into developmental or regular sequence courses according to criterion levels the College has determined. Placement is mandatory, but if the student resists the placement, a counselor can use his or her discretion if the ACT scores indicate the student has college-level skills. The student may also challenge the placement by first going to the Registrar, and second by making an appeal to the Vice President for Student Services. The Registrar reports that few students challenge the placement.

The counselors, who use the placement scores, have taken advantage of ACT=s research services, and more recently the services of the JWCC Office of Institutional Research, to investigate the efficacy of the COMPASS criterion levels. This research led to a review and modification of the COMPASS cut-off scores; these recent changes are under investigation as well. Developmental instructors are not generally aware of this research. Reports and conclusions are not published or routinely distributed to developmental instructors.

Language Skills Developmental Education

Students who score in the 0-26 range (COMPASS) are placed into the Basic Grammar and Sentence Structure (ENG 008) course. This basic language skills course is offered in the Open Learning Center as a mastery learning course. The textbook covers the basic rules of grammar and mechanics. After meeting with an instructor and receiving necessary guidance, the student takes a test on the textbook chapter. The student may repeat testing until a satisfactory grade is achieved, that is, until the material has been mastered.

Students cannot continue to a higher level course if they do not earn a AC@ or higher in ENG 008. Students who score in the 27-68 range (COMPASS), or who successfully complete ENG 008 are placed in Business Communications (ENG 082) or Writing Skills (ENG 099) both designed to prepare the student for transfer level courses. Students taking ENG 082 or ENG 099 must earn a "C" or higher to move on to the regular sequence course, Rhetoric and Composition I (ENG 101).

Mathematics Developmental Education

The John Wood Community College mathematics faculty and staff assess student learning at three critical points: a) during the admission process, b) while enrolled in a course of study, and c) after completion of a course of study. The assessment of prior learning in mathematics is accomplished with the COMPASS placement test, transcripts, and standardized test results (if any, e.g., ACT scores) in a meeting between the student and the student=s academic advisor. Using the student=s academic background, ACT score, and COMPASS score, the academic advisors decide whether developmental

mathematics coursework is needed. If developmental mathematics coursework is needed, the student is enrolled and begins an appropriate course of study.

Faculty in the mathematics department are concerned that the process has two inherent problems that lead to inappropriate initial placement. Students may not be aware that they are required to take the COMPASS test and are not mentally prepared to take the test. A lack of readiness may affect the test results and impact the accuracy of the COMPASS score. Second, if an academic advisor over-estimates the meaning of prior high school coursework, the subsequent placement or recommendation may be inappropriate. In addition, academic advisors at JWCC are not required to assess the need for developmental coursework in mathematics when students have acquired college credit prior to admission at JWCC (such as transfer students or when students take college courses while still in high school). These students are allowed to enroll in post-developmental mathematics courses without taking the COMPASS. Three problems can subsequently arise. First, prior college credit may not exist in mathematics. Second, the College credit may be for as little as a single course (sometimes completed while in high school). Third, the mathematics college coursework may not meet prerequisite requirements. The potential exists that initial placement will be inappropriate. Of the potential placement errors, perhaps the most frequently occurring placement error is that students who need developmental mathematics coursework are enrolled in high-level courses for which they lack necessary prerequisite knowledge.

There are no on-going departmental mechanisms in place to assess student learning after completion of developmental mathematics coursework. The assessment that occurs during the course relates to determining course grades and not an assessment of student learning beyond the course grade. Informal intradepartmental instructor-level conversations regarding individual student performance in subsequent coursework occur occasionally. Mathematics department instructors and Student Support Services personnel have cooperated to conduct informal research regarding prerequisite course performance verses performance in transfer-level coursework. These and other actions have resulted in curricular and placement process review and/or modification.

Reading Developmental Education

Fundamentals of Reading (RDG 001) and Reading Development (RDG 002) provide instruction for students who lack sufficient reading skills to succeed at the college level. The courses include three hours of lecture and two hours of lab per week for sixteen weeks. Course assessment is based on exams, quizzes, and participation in the reading workshop/lab. At the end of the course, students are tested on the TABE Standardized Test. Students exiting RDG 001 are required to score 9.0 or higher. A student not meeting the required 9.0 will receive a grade of “IP” (in progress) and will have a maximum of ten weeks to meet the requirements of the TABE Standardized Test. If the student has not removed his or her grade from the “IP” status at the end of ten weeks, the student must re-enroll in the course for another sixteen weeks.

Students exiting RDG 002 are required to score 11.0 or higher on the TABE Standardized Test. A grade of "IP" will be awarded to unsuccessful candidates, and they will have an additional ten weeks to reach the required score. If the student fails to reach the required standard, he or she will be required to take the course again.

Adult Education and Literacy

Assessment in the Adult Education program begins with the Tests of Adult Basic Education (TABE) given to each student upon entrance to the program. Literacy students are given the Slosson Oral Reading Test (SORT). According to ICCB guidelines, the TABE is a norm-referenced test, designed to measure the level of basic skills in reading, language, mathematics, and spelling. After the test is completed errors may be recorded on a "Plan Sheet" which has a basic skills list correlated with each numbered item in the test. This provides a list of skills the student needs to master. Placement in classes is determined by the results of these tests.

The GED Tests of General Education Development are the official GED practice tests given to determine readiness to take the full-length GED test. There are five sections to the GED practice tests: Language Arts - Reading; Language Arts - Writing; Science; Social Studies; and Mathematics Part I and II. Part II may be done with a calculator. Practice tests contain half as many multiple choice questions as do the full-length official GED tests. They were developed according to the same specifications that were used for the full-length tests, and the scoring is done on the same standard score scale as is used for the full-length GED tests. Because the same test specifications were used, the practice tests allow accurate predictions of how well examinees are likely to do on the full-length GED tests. Test scores from these tests are kept in a student's permanent file.

English as a Second Language (ESL) Program

The combined English Language Skills Assessment test (CELSA) is given to English as a Second Language (ESL) students with some literacy in English and determines placement into intermediate or advanced classes. The New York State Placement Test (NYSP) is given to new ESL students who have little or no English proficiency. Either the CELSA or the NYSP are mandated by the ICCB to be given to ESL students as pre- and post-tests. TABE, CELSA, NYSP, and SORT tests are also used as post-tests.

Non-credit Programs

Business and Industry Programs

The Business and Industry program of John Wood Community College provides customized training programs designed to meet the unique training needs of area companies. Topics for customized training include computer applications, customer service, manufacturing processes, and employee development. Students enrolled in the training programs do not receive grades, and there is no assessment of student learning by the College. The important aspect for the business is the impact a training program had and whether the company increased productivity and profitability after their employees completed the training program. Each business completes a training survey about the impact a training program has on their company. Participating businesses evaluate the training program as a whole and do not evaluate or assess individual employees. Participants in the business and industry training programs complete a satisfaction survey evaluating the course and instructor.

Community Education

Participants that take community education non-credit courses and offerings complete a satisfaction survey for each course or event. This satisfaction survey is modified to meet the specific needs of the different courses that are offered. The Community Education staff also uses advisory boards for a number of their programs to help in planning, implementing, and assessing their programs. Recommendations that would improve the quality of the offerings are implemented the next time the course is offered. Rather than assessment of student learning, the satisfaction surveys give an indication of expectations being met. Licensing is required for completion of some programs.

The Real Estate, Veterinarian Assistant, and Girl's Conference programs are the only programs that conduct any type of assessment of student learning. Real estate students must pass each exam within the course with a score of 70 percent or better in order to pass the course. The student must then take the state real estate exam before he or she can be licensed. The state exam is a measure of student learning for the real estate program. The veterinary assistant program assesses student learning through a checklist of skills and knowledge that must be completed to pass the course. Student must also pass each exam with a score of 70 percent or higher. Post-course assessments will be made to look at job placement and to see if any modifications need to be made in the course. Participants at the Girl's Conference complete a survey that is used to measure what differences the conference has made in participants' lives, career choices, or lifestyle choices.

Health Education

Participants in a majority of the health education courses complete satisfaction surveys. There is no assessment of the impact the courses had upon the participants.

JOBS Projects

The JOBS Projects are short-term, non-credit training courses designed to help those with barriers to employment gain basic employability skills and entry-level jobs with a career path. JOBS Project participants are self-identified as lacking basic employability skills and many are referred by social service agencies and the Department of Human Services. Courses are hands-on and performance-based with training often offered on-site at area businesses or agencies. Competencies must be validated by the instructors for successful completion of the training. Employers receive the competency lists and are assured that the completers can indeed do what is listed.

The Test of Adult Basic Education (TABE) has been used for several of the courses, notably welding and building maintenance. Shop math classes include a pre- and post-test. In addition to the technical skills, soft skills are listed as competencies to be achieved also. Job search skills are also included in the curriculum, with a checklist that includes preparing a resume, writing a thank you note, and interviewing skills. These are included as performance-based activities demonstrated in class or during time spent with a counselor from Career Services. Feedback from classroom and on-site supervisors is used to determine the attainment of the workplace competencies of interpersonal communication (e.g., notifying employers of absences), problem-solving skills (e.g., absences due to child care issues), and conflict resolution skills (e.g., getting along with co-workers).

After a student starts a program with Blessing Hospital, customer service programs, meetings, or phone calls with supervisors, case workers and College personnel occur to determine the employee's progress and prognosis for continued employment. The purpose of the meeting is two-fold: to keep the completer employed and to gain information and insight from the employer in order to adjust future training to best meet his or her needs. Continued employment is a measure of student learning and competency.

Strengths, Concerns and Recommendations

Strengths

- The College follows a rigorous review process required by ICCB.
- Assessment of student learning is occurring within most of the departments and programs.
- The College recognizes the importance of assessment of student learning and institutional effectiveness as a separate but integral part of continuous improvement.
- The College acknowledges that it is at the beginning stages of creating a culture of assessment.

- The College has in place two committees within the governance structure to coordinate the documentation of assessment activity.

Concerns

- Assessment is not documented in a formal manner that facilitates its application for continual improvement.
- Assessment of student learning is conducted often at the course level and not the program level.
- The College community may need some education about assessment language and methodologies.

Recommendations

- The College should increase its emphasis on assessment by providing resources for documentation of assessment and training of faculty and other members of the College community.
- The AASAC and IEC should continue to work together to build the characteristics indicative of a high level of implementation such as working with the existing newsletter, student awareness, and recognition of assessment efforts.

Chapter 12

Assessment of Resources and Decision-Making

Criterion 4: John Wood Community College can continue to accomplish its purposes and strengthen its educational effectiveness.

Chapter 12

ASSESSMENT OF RESOURCES AND DECISION-MAKING

John Wood Community College is showing patterns of evidence that its human, physical, and financial resources are assessed with structured, continuous processes. The assessment has determined that the resources position the institution for continuation into the future. Students, faculty and administration are involved in the assessment processes and use the information in planning for the future. The College has a clear understanding of how the institution's resources can strengthen its educational programs. The College has assessed its decision-making and planning processes to show that the institution is capable of responding effectively to anticipated and unanticipated challenges.

Three College goals focus on resources available to the College community. They are: To provide functional, comfortable, and attractive learning facilities for student and community use (Institutional goal one). To operate the College in a cost-effective manner for both the student and the taxpayer (Institutional goal seven). To provide measures of institutional effectiveness ensuring quality in college endeavors (Institutional goal eight).

Two challenges faced by all institutions are the changing environment in which the College operates and maintaining an effective planning process that is flexible enough to respond to a changing environment. JWCC is able to meet these challenges because of its organizational and governance structures and processes. Although concerns about the structures and processes exist, the College is able to effectively plan and adapt to changes within and outside the institution.

Assessment Processes of Current Resources

Financial Resources

The budget planning process (described in Chapter 4) begins with input from department chairs and directors who are responsible for the daily operations of the College and are budget managers for their programs. This input is evaluated within each vice president's service area. The vice presidents present their areas' budget requests to Fiscal Services, which creates a preliminary budget based upon those requests. Concurrently, revenues for the new budget year are projected. The budget requests and the projected revenue must be reconciled for a balanced budget proposal. Department chairs and directors, with their vice presidents, make the necessary adjustments to reconcile the differences and produce a balanced budget. Chapter 4 states, "In years

when revenue is expected to fall short of budget projections, budget managers have been asked to adjust their financial needs without reducing educational services.” As their own budget managers, the department chairs and directors are the most appropriate personnel within the College to make the budget adjustments. The College has presented a balanced budget in recent years to the Board of Trustees for approval.

During the budget year, as unanticipated needs arise or unexpected cuts from state funding agencies occur, the institution is flexible enough to respond. Most budget managers have access to up-to-date and accurate budget information about their programs available on their desktop through the SCT Banner database desktop interface. This immediate access to expenditure information and an efficient budget adjustment process (for reallocation) allows directors to respond quickly without sacrificing institutional effectiveness.

Inherent in the budget planning process is consideration of the Strategic Plan. The Strategic Plan identifies specific funding needs, and College personnel are urged to keep in mind the objectives of the Strategic Plan when setting priorities. There is not, however, any clear link between the budget planning process and the Strategic Plan.

Technology needs (e.g., software, hardware, related equipment expenses, and training) account for about 15 percent of annual expenditures and College personnel must plan carefully to use its financial resources wisely to meet those needs. In order to accomplish this task, the Technology Committee meets regularly and intensively during the winter months to budget for technology needs. All constituencies of the College are represented on the Technology Committee.

During the year, any member of the College community can submit requests for technology and technology-related items to the Technology Committee. In mid-November the requests are sorted by service area and sent to the respective vice presidents. Also, in November the vice presidents are given a list of technology requests that were not funded for that current fiscal year. The vice presidents review the requests with the objective of eliminating redundant requests and identifying the priority of each request. Each vice president sends his or her prioritized requests to the help desk staff person in the Office of Information Services who serves as a resource to the Technology Committee. The Office of Information Services creates a comprehensive list of all requests and sorts them by priority. During the next month, members of the Technology Committee meet and, focusing on institution-wide needs, eliminate redundant requests, consider alternative ways to meet requests, and explore funding options. The revised list is sent back to vice presidents asking for refinement of priorities or explanations of requests. By February 1, the committee produces a list of prioritized requests with their funding sources and sends it forward as a recommendation to the President and the Cabinet. During March the Technology Committee uses feedback from the President and Cabinet to produce a final list of items to be funded. This list is integrated into the budget planning process. Items on the list are purchased as the budget year progresses following the priorities.

The College has used this process for three years, and although the first year was difficult, the committee members and vice presidents are becoming comfortable with it. The one concern is not the process itself but rather the lack of communication of the funded items. The resulting set of technology items that are funded is not disseminated well. This is evidenced by the fact that on occasion budget managers who are responsible for completing purchase requests have not been made aware that they may proceed with their requests.

To help identify needs and priorities, the Technology Committee has conducted a comprehensive "Survey of Technology Use at JWCC." The survey is administered over the College's intranet and is open to all full-time and part-time employees of the College. The survey has been conducted in 2000 and 2002.

Physical Resources

The College facilities are described in Chapter 2. The space available to the College, the maintenance of that space, and the varied types of space provide the College with flexibility to respond to space needs as they arise. The new buildings, into which the major portion of the College's staff and functions moved recently (January, 2002) provide adequate space to meet a variety of needs within the College as well as provide space to organizations outside the College. Nonetheless, all available office space has been allocated.

The planning for the new buildings and for subsequent buildings was overseen by the "Steering Committee" formed under the auspices of the Vice President of Finance and Business Services. The Steering Committee comprises representatives from all the constituencies of the College. The Steering Committee also met the challenge of spending over \$900,000 for new furniture to replace furniture in staff offices. The money was the unspent balance of a contingency fund for the construction of the new buildings and is evidence of the careful planning of the Steering Committee for the new buildings.

The Steering Committee, through its subcommittee called the "Furniture Committee" successfully identified furniture and fixture needs of offices in the new buildings. The committee took an inventory of existing furniture, identified needs, set priorities, and planned an orderly replacement of whole sets of office furniture. New furniture was purchased for all offices in the new buildings with one exception. The exception was that most faculty offices were not included in the purchase plans of the Furniture Committee. Using stated priorities, the Steering Committee became aware that funds would not be available for all faculty members to obtain new furniture. Thus, the decision was made to replace poor furniture with the College's used furniture from staff offices, as it became available. The decision to omit faculty created controversy and contention.

To plan for the addition of subsequent buildings, a Site and Facilities Master Plan Task Force was created in 2001 to create a new plan to replace the 1997 plan. The task force reports to the Vice President for Finance and Business Services and includes

members representing all the constituencies of the College. The task force is working on a ten-year plan for the maintenance and expansion of all College facilities including the Quincy campus, Pittsfield Education Center, and the Agricultural Education Center near Perry. The planning process takes into account the current and anticipated needs of the College. An updated Site and Facilities Master Plan is a requirement to request state funding for buildings. The College must have a facilities plan in place when it submits its annual Resource Allocation Management Plan (RAMP) to the Illinois Community College Board (ICCB). The RAMP document is the basis on which the ICCB will make decisions about funding the construction of new buildings. Without RAMP submission, the College is not eligible for funding of new buildings.

Human Resources

The planning process for adding new staff and faculty begins in January when the vice presidents collect requests for personnel changes and priorities from their department chairs and directors. Each vice president reviews their department chairs' and directors' requests and creates a list of requests representing their whole areas. These requests are shared with the other vice presidents at a meeting of the President's Cabinet. The goal of discussion and subsequent meetings is to prioritize the requests in accordance with institutional needs.

During the year vacancies may occur. Normally, the vacancy is filled in a timely manner. During years when the budget is tight, a vacancy may not be immediately filled in order to reallocate funds toward other priorities.

Summary of Assessment of Resources

On an annual basis, the College funds are allocated to various service areas to meet the day-to-day needs of each service area. The limited funds are divided based on the institutional priorities and must be used effectively if the mission of the College is to be fulfilled.

In considering operating expenditures for FY01, the largest portion (43 percent) was spent on instruction and academic support, followed by institutional support (31.8 percent). Overall, this allocation places the greatest emphasis on instruction and seems to meet the mission of the College. However, in comparing similar allocation of funds for peer colleges in the state of Illinois and for other Illinois community colleges with similar budgets, the distribution of funds for instruction and academic support is lower than most other community colleges. See Table 12-1 and 12-2.

Table 12-1

**FY01 AUDITED OPERATING EXPENDITURES
PERCENT OF TOTAL EXPENDITURES**

Operation and Maintenance	Public Service	Student Service	Instruction and Academic Support	College	Institutional Support	Scholarships Grants & Waivers	Auxiliary Service
7.5	4.5	8.6	43.0	JWCC*	31.8	3.9	0
9.3	.1	5.3	56.4	Sandburg*	28.8	0	0
12.2	2.5	10.4	54.7	Shawnee*	19.7	.3	0
15.9	.5	6.8	50.3	Southeastern*	17.1	8.5	.7
13.0	0	8.1	50.4	Spoon River*	24.0	4.4	0
17.6	2.4	8.8	40.4	Danville	18.8	12	0
12.8	2.9	7.8	56.5	Highland	19.3	.6	0
13.6	.75	7.0	61.3	IL Valley	17.2	0	0
12.5	0	9.3	60.5	Kaskaskia	13.0	3.9	.6
15.5	2.5	7.6	62.0	Kishwaukee	12.0	0	0
13.5	1.0	8.0	49.7	Morton	22.8	2.4	2.3
14.0	1.8	6.6	50.7	Rend Lake	18.2	8.4	0
9.5	.8	9.3	61.5	Richland	17.6	1.0	0
12.7	2.2	7.8	50.5	Sauk Valley	23.5	3.0	0

Calculations based on information in *Data and Characteristics of the Illinois Public Community College System, August, 2002*

*Peer Colleges

Table 12-2

FY01 AUDITED OPERATING EXPENDITURES

Operation and Maintenance	Public Service	Student Service	Instruction and Academic Support	College	Institutional Support	Scholarships Grants and Waivers	Auxiliary Service	Total
714,086	427,916	823,739	4,161,432	JWCC*	3,036,988	376,911	0	9,541,072
1,008,301	13,273	576,907	6,130,234	Sandburg*	3,130,374	0	0	10,859,089
806,516	163,751	685,073	3,605,780	Shawnee*	1,301,118	22,877	0	6,585,115
1,444,564	48,979	619,991	4,568,180	Southeastern*	1,561,915	778,713	66,082	9,088,424
835,412	0	521,453	3,236,068	Spoon River*	1,546,540	281,849	0	6,421,322
1,934,038	267,948	965,930	4,442,016	Danville	2,070,494	1,318,069	0	10,998,495
1,143,732	259,152	692,175	5,032,241	Highland	1,712,590	55,941	0	8,895,831
1,713,782	94,865	886,554	7,713,575	IL Valley	2,162,052	0	0	12,570,828
1,304,568	0	962,834	6,277,341	Kaskaskia	1,361,216	409,991	62,705	10,378,655
1,678,556	280,444	825,143	6,710,146	Kishwaukee	1,312,735	0	0	10,807,024
1,492,715	111,979	902,651	5,486,494	Morton	2,522,154	261,921	251,601	11,029,515
1,569,319	210,608	741,184	5,655,241	Rend Lake	2,034,086	938,462	0	11,148,900
1,002,315	85,407	981,785	6,486,285	Richland	1,862,049	122,217	0	10,540,058
1,195,883	215,725	734,827	4,751,847	Sauk Valley	2,212,941	289,310	0	9,400,533

Source: *Data and Characteristics of the Illinois Public Community College System, August, 2002*

*Peer Colleges

From a different perspective, the current fund expenditures cover all aspects of the College community, while the operating fund expenditures are more limited to the day-to-day operations. For FY01, like operating fund expenditures, the current fund expenditures show the greatest portion being allocated to instruction and academic support (32.5 percent), again followed by institutional support (24.5 percent). However, when comparisons are made with the same colleges as above (peer colleges in the state of Illinois and for other Illinois community colleges with similar budgets), similar results are found. Again, funds for instruction and academic support are lower than most other community colleges. See Table 12-3 and 12-4 on the following pages.

To explain the meaning of the allocations, first, all community colleges in the state of Illinois are required by the Illinois Community College Board to have the same categories to which funds will be allocated. The category must be called the state-specified name such as “public service” even though this service area is called “community service” at JWCC.

The second factor in the explanation is that colleges can choose which specific items will be reported in a category. For example, information services (and all the associated computers and human resources) may be placed in instruction and academic support by some colleges and other colleges choose to put information services under institutional support. Another example, the training provided for business and industry in the community might be placed under public service, instruction, or student services (as done at JWCC). This second factor might make it seem that the particular placement of the allocation is not important.

However, further examination of the allocation of funds reflects institutional priorities. The College goals and mission statement clearly show that instruction, in its various forms, is the priority of the College. However, the process used by the College to determine allocation of funds may not be giving top priority to the stated top priority.

For example, regardless of the budget category placement, information services at JWCC should exist to support the mission of the College. When lab equipment or computer software is needed to teach classes like computer-aided design, math, office technology, and others, the purchase, installation, and/or maintenance can be justified because it truly supports the College’s mission of instruction. Again, regardless of the budget placement category, physical space, equipment, and human resources allocation should meet the instructional priorities outlined in the goals and mission statement.

In assessing how funds are distributed between service areas, emphasis should focus on the mission of the College and the reason for the existence of the College. Institutional instruction, in its varied forms using the varied resources, must take precedence over individual personalities and priorities. Through the College Strategic Planning process, more in-depth assessment should look at the allocation of funds and use the results to make planning decisions.

Table 12-3

**FY01 TOTAL CURRENT FUND EXPENDITURES
PERCENT OF TOTAL EXPENDITURES**

Operation and Maintenance	Public Service	Student Service	Instruction and Academic Support	College	Institutional Support	Scholarships Grants & Waivers	Auxiliary Service
4.9	7.7	11.3	32.5	JWCC*	24.5	13.3	5.6
5.1	8.6	5.9	38.0	Sandburg*	27.5	11.6	3.0
6.2	11.5	14.3	34.0	Shawnee*	12.2	12.5	9.0
9.7	3.4	8.3	43.2	Southeastern*	12.5	16.2	6.5
7.8	7.0	5.3	36.9	Spoon River*	19.9	12.0	10.9
17.6	2.4	8.8	40.4	Danville	18.8	12.0	0
12.8	3.0	7.8	56.0	Highland	19.2	.63	0
13.0	.7	7.0	61.3	IL Valley	17.0	0	0
8.6	0	5.6	64.8	Kaskaskia	10.9	2.4	7.5
9.5	4.3	12.3	54.8	Kishwaukee	18.7	0	0
12.0	2.4	13.0	41.0	Morton	22.4	.15	7.3
8.6	11.0	8.3	38.0	Rend Lake	13.0	13.5	7.2
5.6	2.5	24.7	44.4	Richland	15.4	.68	6.6
9.2	4.0	7.5	37.6	Sauk Valley	17.4	14.7	9.4

Calculations based on information in *Data and Characteristics of the Illinois Public Community College System, August, 2002*

*Peer Colleges

Table 12-4

FY01 TOTAL CURRENT FUND EXPENDITURES

Operation and Maintenance	Public Service	Student Service	Instruction and Academic Support	College	Institutional Support	Scholarships Grants and Waivers	Auxiliary Service	Total
737,154	1,144,800	1,681,702	4,811,118	JWCC*	3,616,823	1,963,163	836,831	14,791,591
1,027,442	1,727,972	1,189,439	7,655,822	Sandburg*	5,528,122	2,338,563	613,898	20,081,258
806,516	1,502,609	1,851,740	4,408,388	Shawnee*	1,585,649	1,630,922	1,186,866	12,972,690
1,542,420	547,006	1,324,162	6,868,812	Southeastern*	1,995,652	2,568,179	1,041,262	15,887,493
835,412	752,394	567,370	3,953,992	Spoon River*	2,133,035	1,294,073	1,169,078	10,705,354
1,934,038	2,080,546	1,695,589	5,692,252	Danville	2,674,469	3,078,038	1,022,130	18,177,062
1,395,400	989,932	1,371,133	6,683,832	Highland	2,767,170	1,121,834	946,695	15,275,996
1,947,463	2,668,757	2,422,177	9,838,444	IL Valley	3,454,213	0	3,854,715	24,185,769
1,468,132	0	962,834	11,041,005	Kaskaskia	1,865,923	409,991	1,292,031	17,039,916
1,678,556	767,608	2,161,988	9,626,088	Kishwaukee	3,291,746	0	0	17,563,139
2,040,357	405,189	2,193,443	6,895,057	Morton	3,777,942	264,860	1,239,658	16,816,506
1,794,300	2,321,680	1,725,281	7,916,267	Rend Lake	2,724,790	2,811,875	1,514,817	20,809,010
1,002,315	452,336	4,433,059	7,946,748	Richland	2,753,752	122,217	1,190,026	17,900,453
1,356,987	595,505	1,102,993	5,561,178	Sauk Valley	2,572,647	2,181,090	1,395,945	14,766,345

Source: *Data and Characteristics of the Illinois Public Community College System, August, 2002*

*Peer Colleges

Participatory Decision-Making

The principle of decision-making at the College is that those responsible for the daily operations of the College should be involved in the decision-making process. The manifestation of that principle is the governance structure (described in Chapter 1). The governance structure comprises committees dedicated either to particular issues (e.g., employee benefits) or to representing particular constituencies (e.g., Faculty Senate).

The issue-oriented committees are intended to represent a cross-section of the College's constituencies whenever possible. For example, the full-time faculty is not represented on the Benefits Committee because benefits are part of the bargaining union contract between the College and the full-time faculty. The governance structure is designed so that each committee reports either to the President or to a vice president. The President or a vice president has the responsibility to bring the committee's recommendations to the Cabinet for further discussion by senior management. Often, the President or the vice presidents will ask a specific committee to investigate an issue and provide a recommendation for the Cabinet to consider. This happened with the revision of the employee classification system. The Benefits Committee (at that time, the Salary and Fringe Benefits Committee) reviewed the contemporary classification scheme and created a new scheme. The new scheme was sent to Cabinet as a recommendation and, after considerable modification, the Cabinet accepted the revision and sent it to the Board of Trustees for approval and implementation.

At JWCC, as with any organization, the participatory decision-making process may not function properly for a variety of reasons. First, passiveness on the part of any participant causes the system to break down. The passiveness might be shown through poor attendance at meetings even where significant decisions are made or the failure to voice ideas and concerns. A second factor that may cause the process to function poorly is conflict because of personalities and styles. Unfortunately, the conflict may be strong enough to overshadow the greater good for the institution. A third factor in poor functioning of the process is lack of communication/education about what participatory decision-making is. The administration, staff, and/or faculty may simply be unaware of what is, or should be, involved in the participatory decision-making process and do not know what personal involvement/action is needed. The fourth factor in the process break down is the belief that the individual cannot make a difference with the institution. Past situations and circumstances can cause the beliefs to be real, even after the circumstances have changed in positive ways.

The participatory decision-making process has been advocated and established by the current administration. As expressed in each service area of the College, a number of positive changes have occurred because of, and through, the process. However, more effort will be needed in the future to deal with each and every factor that can cause the process to function poorly. JWCC has not achieved the level of performance desired for participatory decision-making but the structure is in place for growth and improvement.

Strategic Planning

Development of the Strategic Plan

The College's Strategic Plan is tied directly to the mission of the College. The Plan's vision, goals, objectives, and activities are all built on the mission and lead to the College fulfilling its mission. Each of the plan's activities is accompanied by a deadline, a cost, and a person (or persons) responsible for the activity.

The Strategic Plan was last revised in 2000. Prior to that, the plan was revised in 1999. The plan was not revised in 2001-2002 because of the time demands on staff for moving to the new buildings and the NCA self study process. The 2000 plan comprised six areas: Instruction, Buildings and Facilities, Enrollment, Finances and Budgeting, Administration/Communication, and Marketing/Image. A "Thought Leadership Team" was created for each area with members being directors, chairs of academic departments, and vice presidents representing a cross-section of the College. The work of the teams was to review the existing plan, identify current concerns and needs, and state the current reality. From this review, the team produced goals and objectives for the next year. These were all collated into a new Strategic Plan.

The planning for a 2002 Strategic Plan has already begun. To facilitate the process of revising the Strategic Plan, brainstorming activities have taken place at different management levels. The brainstorming activities are used to assist in the identification of concerns, needs, and goals. The Board of Trustees held a brainstorming session in July. Directors and other program staff also met in July to generate ideas. The results of these activities produced a comprehensive set of goals with priorities which will be used as a resource by each "Thought Team" for the 2002 Strategic Plan.

Assessment and Planning

In all of the above planning processes, current and accurate information is necessary. Assessment within the institution does occur in all areas and for a variety of purposes. These assessments include a variety of reports for state, federal, and granting agencies. In turn, the College receives reports from various agencies, primarily the ICCB. Following is a listing of some of the reports containing information about the College that is either generated by the College or received from outside agencies such as the ICCB.

Table 12-5

Partial List of Reports Generated by or Received by JWCC

JWCC Generates	Received Reports
Accountability/Program Review	Data & Characteristics of Illinois Community Colleges
Adult Education Final Performance report	Data and Characteristics Book on Illinois Adult Education and Family Literacy

JWCC Generates	Received Reports
Annual Enrollment and Completion (A1)	Distance Education Enrollment
Annual Financial Audit	Follow-up Study of Occupational Program Graduates
Campus Crime Statistics	Illinois Community College System Results Report
Chargeback Report	Illinois Higher Education Annual Report
Community Services Annual Report to Board of Trustees	Salary Report for the Illinois Public Community Colleges
Facilities Report	Student Enrollment and Completions
Faculty, Staff, and Salary Data (C1, C2)	Under Representative Groups Report
Fall Enrollment (E1)	
Financial Aid reports	
Gender Equity in Athletics	
<i>Illinois Commitment</i> Results Report	
IPEDS	
Reports about Special Initiatives Grants (currently 6)	
Resource Allocation and Management Plan	
Tax & Budget Survey	
Under Representative Groups Report	
Uniform Financial Report	
Uniform Financial Statements	
Unit Cost	

The Office of Information Services and the Office of Institutional Research are two resources within the College from which information can be obtained. Typically, these two offices are the repositories for many of the reports. Furthermore, the College's administrative data base, SCT Banner, contains data that is potentially a wealth of information.

Despite these rich resources, the College lacks a formal and structured process for collecting and disseminating information. The College community as a whole does not always know of the many reports that are available or what type of data and information is being reported. A fact book is not regularly produced. All of these deficiencies can retard information gathering and subsequently slow the decision-making process. In addition, and perhaps more seriously, the lack of a structured process of information processing within the College may signal that information and assessment of resources are not integrated.

Strengths, Concerns, and Recommendations

Strengths

- The College has working planning processes in place that are effective and flexible to meet the challenges of change from within and outside the institution.
- The Strategic Planning process includes College personnel from middle management to the Board of Trustees.
- Information for planning purposes is available from a variety of sources. The College's decision-making process is participatory and as broadly based as practicable.

Concerns

- The College lacks a formal, structured process for collecting and disseminating information.
- Allocation of funds reflects institutional priorities, which may not focus on instructional mission of the College.
- A College "fact book" has not been regularly produced.
- The Strategic Planning process needs to involve all faculty members.
- The Strategic Planning process does not include students, entry-level staff, and associate faculty.
- The Technology Committee's budget plan is not communicated well to budget managers.
- Inefficient or ineffective committee work is not addressed but rather circumvented.

Recommendations

- The College should review how information is disseminated and devise a structure for accomplishing effective dissemination.
- The College should regularly and systematically assess the allocation of funds and include the results in the Strategic Planning process, make necessary changes, and keep the College focused on its mission.

- The Technology Committee should clearly and specifically identify and widely disseminate their annual technology budget to all budget managers.
- The Strategic Planning process should involve more students and members of the faculty, besides department chairs.
- A College fact book should be produced annually.

Chapter 13

Publications, Policies, and Practices

Criterion 5: John Wood Community College
demonstrates integrity in its practices and
relationships.

Chapter 13

PUBLICATIONS, POLICIES AND PRACTICES

John Wood Community College is showing patterns of evidence its catalog or other official documents include its mission statement along with accurate descriptions of its educational programs, degree requirements, and learning resources. The College catalog clearly states its admission policies, academic and non-academic policies and procedures directly affecting students, as well as its charges and refund policies. The academic credentials of its faculty and administrators are clearly listed in the College catalog. The publications of JWCC accurately disclose its standing with accrediting bodies with which it is affiliated. Policies are in place to make available, upon request, information that accurately describes its financial condition. Policies affecting all external relationships are conducted ethically and responsibly.

Institutional Commitment to Integrity

Through its policies and practices John Wood Community College seeks to promote an honest and accurate representation of the values upon which it was founded and from which the professional behaviors of staff and faculty proceed. A fundamental core value of the College is Integrity, stated as, “We maintain responsible personal and professional behavior.” An equally important core value is Accountability, expressed as, “We hold ourselves accountable for the quality of academic programs and learning environments.” College policies and subsequent practices are deliberately intended to promote harmonious interpersonal relationships between staff, students, and the general public. A further intention is to be truthful in what is said and done and to be faithful to this commitment as defined in the Core Values.

Following are the policies and practices that demonstrate the College’s commitment to integrity.

Grievance Procedures

Grievance procedures for JWCC students and employees are publicized in several different documents. With regard to student policies, the student grievance policy is printed in the JWCC catalog and student handbook. The College encourages students to bring legitimate grievances or problems to the attention of the administration. Students are encouraged to meet with College personnel and other persons involved to discuss problems and potential grievances. The Vice President for Student Services should be informed of these discussions. In addition, the student will meet with the Vice President for Student Services to informally present the details of the alleged grievance and the

Vice President may offer resolution to the problem. If these efforts do not resolve the grievance, the student may appeal to the Student Issues Committee. Board Policy 623 also deals with student grievances.

Employee policies related to dispute resolution are found in Board Policy 304 and the Collective Bargaining Agreement. The policy requires first discussing the grievance with the immediate supervisor. If the matter is not resolved, the employee will meet with the Vice President having jurisdiction over the program, then the President, and, in unusual cases, the President may grant the opportunity to present the grievance to the Board of Trustees. A fuller review of grievance procedures for staff and faculty is found in Chapter Three.

Non-Discrimination

The College complies with appropriate civil rights legislation and is committed to equal opportunities for students and employees. In March 1997, the Illinois State Board of Education conducted a regularly scheduled civil rights review of the College. One of the findings of potential non-compliance included a lack of an annual notice to students, parents, employees and the general public stating that vocational opportunities will be offered without regard to race, color, national origin, gender or disability. Effective fall 1997, the Office of Public Relations initiated procedures for publishing notices three times per year, in the College's fall schedule of classes that is distributed throughout the district.

Another finding stated that a district non-discrimination statement was not found on all materials distributed to students, applicants and employees. In response, the College developed the following non-discrimination statement for inclusion in all materials distributed by the Office of Public Relations and the Office of Human Resources: "JWCC insures equal educational opportunities are offered to students, regardless of race, color, national origin, age, sex, religion or handicap."

All JWCC employees were informed of the need to include the non-discrimination statement in all materials distributed by the College. In November of each year, the College conducts an audit of distributed materials to confirm inclusion of the non-discrimination statement. The JWCC Catalog and Student Handbook, Staff Handbook and Collective Bargaining Agreement each contain statements of commitment to non-discrimination, and equal opportunity for all applicants and members of its student body, faculty, and staff. Due to these efforts, the Illinois State Board of Education did not conduct a civil rights audit in 1999.

Board Policy 202 further defines this commitment, in terms of general policy; sexual harassment; educational services agreement; affirmative action policies; contracts, purchases, and facilities; student recruitment and admission; curriculum; counseling; financial aid; and activities and grievances.

Diversity

The College recognizes the low level of diversity among its faculty and staff. Fewer than five employees are classified as non-white, though male and female employees are evenly distributed and a wide range of ages is represented. The Board of Trustees includes an African-American who serves as Board secretary. Since 1999 the College's Strategic Plan has included goals and objectives to improve diversity among faculty, staff, and students. These goals are shared by the Office of Human Resources and the Marketing Committee. Following the initiative taken by the President who hosted a focus group to discuss how the College could improve its diversity, a Diversity Committee, which includes the Director of Human Resources, was formed to address these issues. The College, in accordance with federal regulations, also has an affirmative action policy and collects voluntary Equal Employment Opportunity Affirmative Action information.

More specific information on diversity activity at JWCC is found in Chapter Three. Below is a review of how the College is addressing the issues of immigrants to the area, how the College is seeking to create multicultural and international understanding between the student body, and how the College serves disadvantaged students.

For immigrants to the USA, JWCC's Adult Education program provides free services to individuals who have not mastered English as a second language, and who seek American citizenship or additional education through a GED. Relatively small numbers of students participate due to the lack of immigrants to the area, but 25 students per semester on average enroll in these courses. Such free services represent the College's commitment to enhance inclusiveness throughout society.

In an effort to increase students' knowledge of international awareness, students seeking the AA and AS degrees are required to take three credit hours of course work in this area. The aim is to sensitize students to different cultures and value systems in order to create tolerance and appreciation for them.

Through two programs administered by the Support Services Center, many students who may encounter obstacles in their pursuit of postsecondary education as a result of a disability or disadvantage are eligible for services. Student Support Services, a Department of Education TRIO program, focuses on students desiring an associate degree or higher, who are low-income, first-generation college students or who have disabilities. The Perkins III program assists students who are pursuing a certificate or associate degree in a vocational or technical area and who have economic or academic needs or disabilities. JWCC's Scholarship Program also serves as a tool to reduce obstacles and increase diversity. In addition to many scholarships offered for women, several scholarships targeting minority groups are described in the JWCC Scholarship Directory.

Research is ongoing to determine the quality of services being provided to underrepresented groups and whether the ways JWCC serves underrepresented students through its general administration and separate programs focusing on minority groups, women, and students with disabilities are effective. According to a Campus Climate survey, minority students state that they respect JWCC. The survey revealed that they think the College has valuable offerings and a supportive and friendly atmosphere, and they appreciate these characteristics. On the other hand, the survey indicated that minority students desire a greater number of minority students, staff, faculty, and administrators at the College.

The Support Services Center provides opportunities for assistance to all three student groups identified above as well as other groups of students. Organizational and administrative changes that were instituted in 2000-2001 have succeeded in providing more effectual service. JWCC maintained the Single Parent/Displaced Homemaker and Educational Equity programs even as they were incorporated into the Perkins III funding resource.

Geographic Enhancement for Education

JWCC's efforts to enhance access to education are evident in multiple ways such that instruction is provided on the main campus, in uptown Quincy, in education centers in Perry, Pittsfield, and Mt. Sterling, and in most district high schools. In addition, courses are offered on the Internet, through distance learning, and in open learning centers in Quincy, Pittsfield, and Mt. Sterling to accommodate individual student's schedules. JWCC also sponsors and is involved in area seminars with different affiliates such as Blessing Hospital and the Illinois Veterans Home. Additional examples of enhancing education include Tech Prep and the Talent Search programs.

Scholars for Quincy, a program to identify talented eighth graders who show academic promise but who face obstacles in completing a college education, is in its third year of existence. Students are provided with mentors and additional support, and, upon high school graduation, if they have fulfilled the obligations of the program, are eligible for four years of free tuition--two years at JWCC and two years at Quincy University.

Collaboration with Other Institutions of Education

Transfer and vocational programs at John Wood Community College are coordinated and monitored by the Vice President for Instruction's office. The College has articulation agreements with area institutions that are reviewed annually for renewal.

In 1993, the Illinois Board of Higher Education, the Illinois Community College Board, and the Transfer Coordinators of Illinois Colleges and Universities jointly launched the Illinois Articulation Initiative (IAI) to facilitate the transfer of students between all Illinois colleges and universities--public and private, associate-and

baccalaureate-degree-granting. Panels of faculty members assisted by Transfer Coordinators were empowered to develop a General Education Core Curriculum that would be acceptable in transfer at all Illinois institutions in lieu of each college or university's own campus-wide general education curriculum of comparable size.

Prior to the IAI community colleges were required by the Illinois Community College Board to articulate new and revised transfer courses either with three Illinois public universities or with three baccalaureate degree-granting colleges/universities to which a majority of the community college's students transfer. The second option was cumbersome because the community college had to verify that a majority of its students in a particular field transferred to the college/university where the course was articulated. Since 1999, courses that are approved by the IAI need no further documentation of articulation.

On-line and alternative delivery courses are annually reviewed by the coordinator of individualized and developmental education at JWCC and by counterparts at Moberly and Southeastern community colleges.

Interdistrict cooperative agreements are evaluated annually for renewal by the Vice President for Instruction's office. Agricultural programs, computer-aided design (CAD), and electrical technology are articulated with four-year institutions in two-plus-two agreements and are evaluated by the Dean of Career and Technical Education as well as personnel at the four-year institutions.

High school dual enrollment courses are evaluated semester-by-semester by the Dean of Transfer Education as well as the high school offering dual credit. In September 2002, a coordinator of ITV and dual enrollment was hired to promote and manage dual enrollment courses.

The Tech Prep program, established by the West Central Regional System, is located at the Quincy Area Vocational Technical Center on the Quincy High School campus. Tech Prep is a planned sequence of academic and technical courses beginning at the ninth grade and that articulate to postsecondary experiences which can lead to an associate in applied science degree. Students are prepared with skills and competencies needed to meet employers' performance standards. The program is reviewed and updated annually by representatives from the West Central Regional System, the College's Tech Prep representatives, and the West Central Regional coordinator.

Intercollegiate Athletics

Part of the continued evolution from contracting college to a more self-sufficient institution came in the fall of 1990 when the John Wood Community College Board chose to add intercollegiate athletics to its slate of student extra-curricular offerings. Currently the College has a director of athletics and competes in women's and men's basketball, women's volleyball and softball, and men's baseball and golf. The College is

a member of the National Junior College Athletic Association (NJCAA) and is subject to its principles and guidelines, which include but are not limited to eligibility, scheduling, practice times and dates, recruiting, and scholarships. All agreements for athletic events are held in the Office of Student Life and Athletics. The primary focus of JWCC's athletic program is to offer area students an opportunity to participate in intercollegiate athletics at a level that previously has not been available to them. Student participation will be determined by criteria and standards established by the National Junior College Athletic Association as well as by JWCC.

Student athletes are required to achieve academic standards comparable to the student body. This was reflected by the 2001 women's basketball team which was ranked 17th in the Nation among all Division I, II, and III schools for having a grade point average above 3.0. In addition, in the past two years, the women's basketball team was recognized and honored for having two Academic All Americans with a grade point average higher than 3.5.

During the academic year, a variety of intramural athletics is provided for JWCC students who do not want to compete in intercollegiate athletics. These are available in coed volleyball, softball, and basketball to name a few.

Student Organizations

JWCC has a policy for the formation of new clubs or organizations. The policy guides interested parties in obtaining a faculty or staff member to serve as an advisor, writing a petition to start the new club or organization, and completing the recognition form. The Inter-Club Council (ICC) presides over JWCC clubs and organizations, providing assistance for formation of new clubs and organizations, coordinating activities, recommending action to the Student Government Association (SGA) and providing a report at all SGA meetings.

The policy describes the process for applying for funding through the SGA. In addition, the SGA provides a suggested format for establishing an organizational constitution and for the formation of by-laws, outlining purpose, structure, membership and dues, officers, meetings, faculty/staff advisor guidelines, quorum, amendments, and ratification sections.

The student activities handbook provides mission and goal statements, describes the Student Senate, the Inter-Club Council, the Program Board, Intramurals, Intercollegiate Athletics, and all the existing clubs and organizations at JWCC. The inside of the front cover of this handbook states, "The Student Government Association encourages all students to get involved in 'student life' to enhance their educational experience. All of the programs, clubs, and organizations promote leadership skills and personal development." The JWCC Student Government Association has developed a handbook, including a written constitution and by-laws, as well as written inter-club council policies, advisor policies, and member policies.

External Relationships

John Wood Community College participates in a variety of subsidiary business relationships when facilities and equipment can not be shared in some fashion. Straight agreements for use of facilities exist with the Quincy Family YMCA, Quincy University, Main Street Gym and Cheryl Loatsch Fitness Studio. Agreements with these organizations are maintained in the Office of Finance and Business Services. The College also uses facilities where no formal agreement exists such as Spectrum Health Club, Westview Golf Course, Quincy Racquet Club, Payson Road Christian Church, and Madison Park Christian Church. Finally, the College has an intergovernmental agreement with the Quincy Park District to develop recreational facilities on the JWCC campus when it becomes mutually feasible.

The Truck Driver Training program uses equipment and facilities provided by Sharkey Transportation. The arrangement is monitored by the Director of Transportation and Public Safety. Other business entities offering services through the College include Hy-Vee Foods, the College's cafeteria vendor, and First Bank, which operates an ATM machine on the JWCC campus. Microsoft and ACT are also vendors on the College campus.

Handbooks and Policy Manuals

JWCC recognizes the need for clear statements of personnel and student regulations affecting the performance of employees and students. Equally important is the necessity that these be understood by all students and staff members and uniformly applied to everyone. Therefore, handbooks and policy manuals are made available.

The JWCC catalog serves as the student handbook and is updated annually. The catalog and student handbook contain information regarding student grievance procedures, college terminology, admissions information, financial aid information, and course/program information. The JWCC catalog and student handbook is distributed by the Office of Public Relations and is available at many campus locations, including the JWCC Bookstore, each vice president's office, and Enrollment Services.

The faculty handbook was last updated in 1998 and, therefore, does not contain current policies in some cases. Once the collective bargaining agreement was approved by both the Board of Trustees and the collective bargaining unit (John Wood Community College Faculty Association, IFT/AFT Local #6086), the faculty handbook was effectively superseded. The collective bargaining agreement contains provisions for grievances, load assignments, schedules, and other salary and working condition information.

A concern of the College is that not all the information provided in the original faculty handbook was negotiated and included in the collective bargaining agreement. In these instances, the College must rely on past practice. In order to resolve these concerns, the administration and the bargaining unit created two task forces to further study faculty concerns. These two task forces have researched the following topics in preparation for the next contract negotiations which will begin during spring, 2003:

- Selection of Department Chair;
- Evaluation of faculty;
- Establishment of a Tenure Committee;
- Titles of faculty;
- Class size;
- Professional development;
- Tuition grants;
- Severance pay;
- 12-month base contracts;
- Payment for 10-month, 11-month and 12-month contracts;
- Compensation for non-teaching responsibilities and
- Early retirement.

Even though the collective bargaining agreement is in place, full-time faculty has indicated a need for a comprehensive faculty handbook.

The associate faculty handbook has recently been updated and is available to associate faculty members at the College's faculty convocation, which occurs twice a year. For associate faculty members who do not attend the convocation, the department chairs, instructional services directors, and coordinators of the outlying centers deliver the handbooks to the associate faculty in the area. The Office of the Vice President for Instruction is charged with collecting input and comments and updating the handbook. The associate faculty handbook will be updated as needed but not less than every two years. Extra copies are available from the Office of the Vice President for Instruction.

In 2001, the Office of Human Resources created a comprehensive staff handbook. The staff handbook contains information on grievance procedures, payroll procedures, benefits and general employment information. Each staff member was given a copy of the staff handbook along with an acknowledgement form, stating he/she has familiarized himself/herself, at least generally, with the contents of the handbook and acknowledges, understands, and will comply with the information contained in the staff handbook. New staff members are given the handbook during the orientation process. The Office of Human Resources is charged with collecting input and comments and updating the handbook as needed. Extra copies are available from the Office of Human Resources.

In order for Board policies to be quickly and easily updated and for all employees to receive the same updated information, the Board Policy Manual is online and can be accessed through the JWCC Intranet. Employees must use their user name and password in order to access the Board Policy Manual, potentially making access difficult for employees who are not computer literate or for those who do not have desktop access to a computer. Having the Board Policy Manual on the intranet does not allow the general

public to access it. Hard copies of the Board Policy Manual may be found in the Library, the President's Office, each vice president's office, and in outlying education centers.

Publications

JWCC utilizes many methods in its efforts to disseminate news and information throughout the community. These include use of the College's Web site, www.jwcc.edu, various printed publications, news releases and press conferences, advertising, and the Speakers Bureau.

Publications that are published and distributed annually include the catalog and student handbook, three credit class schedules and three non-credit class schedules, and an annual report on the College. Publications that are published and distributed on an as-needed basis include academic program brochures, brochures/flyers on upcoming classes and events, the "quick facts" brochure, and flyers on new services available at the College.

In addition to publications handled directly by the Office of Public Relations, many departments publish and distribute targeted, special-audience publications of their own. All brochures, flyers, booklets and other publications published by various departments are to be reviewed and approved by the Office of Public Relations prior to distribution. The purpose of this review is to ensure consistent use of terminology in referring to the College, its history, its operation, and its mission and goals; to ensure accuracy of information provided; and to ensure appropriate use of the College logo and other graphic elements.

Brochures

JWCC publishes and updates as necessary a "fact sheet"--a small brochure with general information on the College, including the district population; number of credit and non-credit students and a breakdown of credit students by gender, age, and full- or part-time status; budget; number of faculty and staff; programs available and degrees offered; and the mission. This brochure is disseminated at meetings of local organizations by members of the JWCC Speakers Bureau and is available for public access at all JWCC centers. JWCC academic program brochures are formatted in a similar manner, with similar categories of information provided for each program area; each brochure includes an "About the College" panel that provides accurate and consistent background information on the College. No publication date was noted on any of the brochures.

College Catalog and Student Handbook

The College prints a catalog and student handbook once each fiscal year. Copies are made readily available to the general public as well as to prospective and current students. The catalog and student handbook includes general information on the history and development of the College; the philosophy and mission of the College; the core values statements created by the staff and faculty and adopted by the Board of Trustees; and developments currently under way at the College. It also includes information on academic programs available to students, services available to students, and rules and guidelines for students, as well as descriptions of credit and non-credit courses and such general-information pieces as telephone numbers, College calendars, maps of College centers, and a list of staff and faculty. Various pieces of information included in the catalog and student handbook are frequently edited and duplicated in brochures and flyers, thus ensuring that information shared in publications is consistent.

Annual Report

The College's annual report, printed and distributed each fall, serves as an "abbreviated" newsletter to the public, highlighting achievements and accomplishments during the previous fiscal year while also providing operations and budget information for public record.

Class Schedules

The three credit class schedules and three non-credit class schedules published each year provide accurate, consistent information on classes and other offerings of the College during the coming term. The College's non-discrimination statement is included in each publication. Also included is information on the college's TDD telephone number and services available to disabled persons.

News Releases

More than 300 news releases are sent by the Office of Public Relations to area news media each year. These releases provide information on upcoming classes and services; recent developments and changes at the College; and accomplishments of students, faculty and staff. Each release includes a telephone number for persons to contact the College about information in the release; it also includes names and persons in the Office of Public Relations that news media staff may contact if they have questions. Records on how and when these releases are published by newspapers within the district are maintained by clipping articles from newspapers and pasting them into scrapbooks; in addition, copies of many TV and radio news stories about the College are made and kept on file.

Web Site

The College's Web site is regularly reviewed and edited, but the College has difficulty in maintaining current information. Included on the Web site are such typical items as the name and address of the College, information on programs and services available, and details on upcoming events (largely through inclusion of news releases). Also included are information on each member of the Board of Trustees and the President, the philosophy/mission/goals, the core values statements, and the nondiscrimination statement. A concern with the Web site is how best to maintain its currency and educating staff on how to update information via a decentralized input practice.

Advertisements

Advertisements are placed in local media throughout the year, most heavily during registration periods for the fall, spring, and summer terms. Advertisements are regularly reviewed by the Office of Public Relations for accuracy, honesty, proper use of College name, and other College-related details. Media used for advertisements include the only daily newspaper in the district, almost every weekly newspaper in the district, several radio stations in the district, and both television stations in the district, as well as selected newspapers and radio stations in northeast Missouri. With regard to television advertisements, within the past 18 months the College has produced three commercials which aired on local television; together the three advertisements accurately describe the College as well as highlight graduates, employment opportunities, and different programs offered at the College.

Speakers Bureau

The College recently implemented a formal Speakers Bureau to provide educational programs to local nonprofit groups at no charge. All College faculty and staff who volunteer to participate in the Speakers Bureau are trained so that information provided to audiences is accurate and consistent, and all participants are provided with copies of the "quick facts" brochure to distribute to attendees.

Strengths, Concerns, and Recommendations

Strengths

- The College is committed to implementing civil rights and increasing its diversity among its employees and student body.

- The College has adopted a statement of core values.
- The College has well-defined grievance procedures for employees and students.
- The criterion for student clubs/organizations is a well-formulated guide for interested participants.
- JWCC maintains an active Student Government Association with input into JWCC policies and procedures.
- A Student Trustee (elected by the student body) is a non-voting member of the JWCC Board of Directors.
- JWCC honors cultural diversity through the celebration of Black History Month as well as Women's History Month.
- There is an African-American Board Member.
- JWCC enhances student access with multiple centers, and accommodates students through various types of learning opportunities offered.
- All program brochures provide comparable information, are accurate, and provide an overview of the College. They also are formatted the same and are professional looking.
- The catalog and student handbook is easily accessible with extra copies located in each department.
- The College has enhanced its marketing by using local television media.
- College policies are available on the intranet.
- The College has an attractive Web site.

Concerns

- There are limited hard copies of the Board Policy Manual and accessing the JWCC intranet may be a difficulty for some employees.
- The general public is unable to obtain the Board Policy Manual via the JWCC Web site.
- There is a lack of diversity at JWCC, particularly among employees.

- There is minimal information of student progress at other colleges upon transferring from JWCC.
- Faculty and administration are concerned that there is no updated version of the faculty handbook.
- The College Web site is not regularly updated.

Recommendations

- The President's Office should consider making hard copies of the Board Policy Manual available to the general public as well as placing the Manual on the JWCC Web site.
- The President's Office should implement a College-wide policy and procedure manual and a College-wide contract manual to be kept in a central location and updated as needed.
- The Office of Human Resources should continue to address the challenges of recruiting for diversified faculty and staff.
- The Office of Institutional Research should collect and compile statistics regarding the success of students transferring to four-year institutions.
- The Offices of Instructional Services and Human Resources should create and update a faculty handbook to supplement the collective bargaining agreement.
- The College should conduct an extensive review of all publications to ensure that the College's mission statement and core values are included.
- The Offices of Public Relations and Human Resources should ensure that all employment related publications contain information on the Americans With Disabilities Act.
- The Office of Public Relations should ensure that all publications include a print date.
- The College should continue to communicate to all employees any and all changes to Board policy in a consistent and timely manner.

Chapter 14

Auxiliary and External Relationships

Criterion 5: John Wood Community College demonstrates integrity in its practices and relationships.

Chapter 14

AUXILIARY AND EXTERNAL RELATIONSHIPS

John Wood Community College is showing patterns of evidence that relationships with other institutions of higher education are conducted ethically and responsibly with appropriate support for resources shared with other institutions. Relationships for intercollegiate athletics, student associations, and subsidiary or related business enterprises are conducted ethically and responsibly, with oversight processes for monitoring contractual arrangements with government, industry, and other organizations in place.

Since its inception, John Wood Community College has sought out, nurtured and maintained external relationships of all kinds and all descriptions in an effort to offer students a diverse collegial experience. JWCC has often used these relationships as a foundation on which to build when facilities and funding were not available. The College is historically grounded in meeting student needs by developing, sharing and fostering relationships both with academic institutions as well as with private and public entities. This historical grounding and the integral role these external relationships play in the life of the College highlight the necessity of vigilant supervision and proctoring.

Founded as a contracting institution, JWCC used external relationships with local institutions of higher education on which to build course and program offerings during the formative years of the College. As the academic landscape changed and the College evolved into a more self-sufficient institution, JWCC continued to utilize the expanded course offerings of other institutions to meet student needs. Because of this early and continued reliance on other institutions, the College puts a high priority on conducting and honoring all of these relationships ethically and responsibly.

Additionally, the College has a commitment to share resources with other institutions with the focus of meeting student needs. JWCC monitors and oversees the sharing of resources to ensure that appropriate support exists. The College's continued growth and evolution as an institution has further necessitated the expansion of external relationships in the areas of intercollegiate athletics, student government associations, and subsidiary or related business enterprises. In offering students the chance to pursue athletic participation beyond high school, John Wood Community College has established and maintained relationships with governing bodies in athletics at the national level, within its conference and with other institutions. Student government associations at John Wood Community College are members of national organizations and follow the guidelines of these organizations.

Finally, John Wood Community College oversees a wide variety of arrangements with government organizations and entities as well as industrial facilities of varying degrees. All of these relationships in some way contribute to offering JWCC students a

diverse and meaningful experience--either in a purely academic sense or in a vocational/technical setting or in some combination of the two. In light of this contribution, the College strives to monitor all auxiliary and external relationships to insure that these relationships reflect a deep commitment to student learning. Additionally, the College strives to maintain an ethical and responsible approach to the fulfillment of contracts and agreements as well as the support of all mutual agreements or shared resource arrangements.

Auxiliary Services

Auxiliary services are services that function in a subsidiary role to the educational process. Those that are so classified are the bookstore, vending services, student activities, and athletics. The Auxiliary Fund accounts for transactions of these self-supporting activities, though institutional fees support athletics and student activities. At one time child care services were offered to students and staff, but were a drain on resources and had to be subsidized. Outsourcing child care to the YWCA was tried from 1998 to 2001, but ceased operations when grant support evaporated, demand declined, and expenses exceeded revenue.

For FY02, the bookstore produced revenue of \$757,573 and total operating expenses of \$620,083. In addition to textbooks (new and used), the bookstore provides a large number of convenience supplies such as beverages, food items and toiletries. Leisure wear bearing the JWCC logo are also sold. The bookstore offers a textbook buy-back service at the end of the fall and spring semesters. Typically, the bookstore has a profit that has been transferred to the College's education fund to support educational processes.

Beverage vending machines are available on campus provided through an agreement with Refreshment Services, a local Pepsi distributor. Non-beverage vending is provided through an agreement with Hy-Vee Food Stores, a local supermarket. Money received from the beverage vending machines is used to fund various social activities for both employees and students and to supplement athletics.

Prior to the move to the new campus, John Wood Community College entered into an agreement with Hy-Vee Food Stores to provide cafeteria services for the students, staff, and faculty. The College will underwrite the agreement for approximately \$50,000 annually. The cost will be absorbed by profits from the bookstore. As the cafeteria is new and has not yet completed the first year on the new campus, it has not been included in the auxiliary services. However, in the future the cafeteria will be included in this category.

The College collects a student activity fee as part of tuition. For the 2002-2003 academic year, the fee is \$3 per credit hour. This fee is used to support student activities such as the Student Government Association and athletics. In addition, each student organization and athletic team is encouraged to raise additional funds to support their

goals and objectives. The College does not use tax dollars to fund student activities or athletics.

Additional information regarding the auxiliary fund can be obtained in the appropriate General Purpose Financial Statements.

External Relationships with Other Institutions of Education

A review of relationships with other educational institutions is summarized in Chapter 13. The College has articulation agreements, shared facilities, and cooperative agreements to enable students to have full educational experiences.

Shared Resource Agreements

John Wood Community College is deeply committed to the sharing and the creative utilization of resources within the educational community, again with greater student utilization and greater student opportunity as its main goals. Shared resources utilized by the College fall into three general groupings: contractual, cooperative, and financial or grant agreements.

Examples of straight contractual agreements would include but not be limited to the e-College program, IBM AS/400, Dot Foods, Cisco, and the University of Illinois, Springfield, National Public Radio Station. These agreements are held in the Vice President for Instruction's office or the College's Business Office.

JWCC also participates in many cooperative agreements. The Tri-State Community College Training Consortium, a cooperative arrangement between three area community colleges (JWCC, Moberly Area Community College in Moberly, Missouri, and Southeastern Community College in West Burlington, Iowa) for online courses is an example of such an agreement. The consortium markets each others' courses, offers the courses and enrolls students in these courses at all locations. Representatives from each institution evaluate course offerings. Another example of a cooperative agreement arrangement is the Western Illinois Education Consortium (WIEC). This consortium is made up of regional community colleges, Western Illinois University, and the Quad Cities Graduate Center and allows each institution to offer or provide interactive television or online courses taught by any of the member institutions. The Quincy Area Vocational Technical Center currently has a cooperative agreement with JWCC for Tech Prep, a federal grant program to articulate and facilitate the transition from high school to postsecondary education. Finally, the College has a partnership with the Illinois Century Network whereby the College provides space to place their equipment to transmit data throughout western Illinois; in return the College receives five mg of bandwidth.

The College also maintains partnership agreements with local industry, specifically, Gardner Denver and Goodrich Industries for the compressor technology

program. In these partnerships, the College is in charge of all curriculum, credit, and articulation of the program. The industrial partners provide all facilities, materials and instructors. The truck driver training program has a strong relationship with Sharkey Transportation and uses their grounds and facilities for classrooms and a driving range. These programs are overseen and evaluated by the Vice President for Instruction's Office.

Another example of a shared resource includes the unique arrangement of the JWCC Agricultural Education Center at Perry, Illinois. This educational attendance center is located in the University of Illinois Orr Agronomy Research Center. The University of Illinois deeded three acres of land to JWCC on a 99-year lease to build the Agricultural Center. In exchange, the University of Illinois uses the JWCC Agricultural Center by having designated space for University of Illinois staff offices, a maintenance shop, and machine storage. Employees of the University of Illinois use other areas of the building when JWCC classes are not in session. This arrangement allows JWCC students and employees access to the latest in agronomy research, educational plots and training areas specifically designated on the University farm, and the University of Illinois Animal Sciences (Beef) Research unit. Established in 1980, this agreement was renewed in FY02.

Athletic, Student and Subsidiary Business Relationships

As summarized in Chapter 13, the College offers athletics by using facilities owned and operated by other entities such as the Catholic Youth Organization, the YMCA, and the Quincy Park District among others. Additionally, as also summarized in Chapter 13 and identified above, the College partners with business and industry to offer clinical experiences, internships, or classroom instruction for training.

Strengths, Concerns and Recommendations

Strengths

- The history of John Wood Community College is tied to the creative and innovative use of services and facilities within and outside the educational community to provide students a complete learning experience.
- Student need and affordability clearly drive the College's focus on its many auxiliary and external relationships and has since its inception.
- When facilities were not available on the College's campus, other facilities have been shared or contracted with other educational institutions or businesses.

Concerns

- As the College continues to evolve, with the capability of offering more programs and activities on its own campus, JWCC must balance operational efficiency with the appropriateness of shared resources.
- The contract with Hy-Vee Food Stores to offer dining services may need to be reviewed for the College to remain financially stable while still providing dining services to faculty, staff and students.

Recommendations

- The Office of Instructional Services should evaluate and assess the success of courses where the course is offered at a site not owned by the College but where the College has responsibility for the quality of the program.
- The Office of Finance and Business Services should evaluate and assess the success of the dining services contract with an external agency to offer dining services.

Chapter 15

Summary, Strengths, Concerns, and Recommendations

Criterion 4: John Wood Community College can continue to accomplish its purposes and strengthen its educational effectiveness.

Chapter 15

SUMMARY, STRENGTHS, CONCERNS AND RECOMMENDATIONS

John Wood Community College is showing patterns of evidence that a structured, continuous assessment process has been developed to determine areas of strengths and concerns. The assessment process involves students, faculty, and administration. The College has a clear understanding of how the strengths and concerns of the institution impact its educational programs. The College plans for growth and change and organizes its resources to support its plans for strengthening and changing both the institution and its programs.

The 1991 NCA visiting accrediting team to John Wood Community College expressed a concern about the College's ability to continue to operate effectively as it moved away from its common market practice of contracting with other educational entities. At that time the size of the faculty was relatively small, facilities were cramped and inadequate, and financial stability was uncertain. It was a large and valid concern, both to the team and to College staff. Yet, ten years later, as detailed in this self study, it is clear that the College has not only survived, but also prospered.

As noted often throughout the self-study, John Wood Community College has undergone radical transformation since 1991. The presidency has turned over; five of seven trustees are in their first term; senior administration has changed, in some cases rapidly and often; contracting with other educational organizations has ended; the full-time faculty has nearly doubled in size, organized, negotiated its first contract, and created a Senate; curricula have been deleted, added, or radically refined; new learning environments rich in technology enhancements have been implemented and are populated; and an entirely new campus has been developed and occupied. Any one of these changes would be enough to redirect the momentum of a college, but each of these numerous opportunities and challenges confronting John Wood has been successfully met.

In this concluding chapter the discoveries made through this self study will be discussed in terms of the future of John Wood Community College, as a self study should provide insight to long-range needs. Concurrent with this review of discoveries is an update to the Strategic Plan for the College. These two activities share a targeted outcome--a plan for the future of JWCC based on a comprehensive review and thoughtful, global evaluation.

Mission, Purpose, and Governance

Since 1991 the mission and purpose have remained unchanged. However, the mission statement should be reviewed and amended as appropriate. It is a utilitarian document, and could be reformed to be more visionary. The purpose of the College remains the same throughout its history that is to offer quality, convenient and affordable education opportunities to the people of western Illinois.

Unlike the mission and purpose of the College, the governance system has undergone reform in the last ten years, and has generated both praise and concern. A major change in the governance of the College has been the development of a Faculty Senate with the intent of giving the faculty a strong voice in matters of curriculum, academic standards, assessment, and overall decision-making processes. The Senate is still maturing, and there is a lack of full participation by faculty. It is well positioned, however, to become an effective body, and once faculty acclimates to this organization the Senate will be a strong vehicle for addressing faculty concerns, needs, and interests.

Another significant change in the governance of the College is the addition of the Leadership Council, composed of mid-management directors. Like the Faculty Senate, it, too, is struggling for an identity and purpose. The body believes it has little independent authority from the President or Vice Presidents and is reluctant to meet just to review announcements. From the President's perspective, this particular body needs to be included in the decision-making process for effective administration. The Council has discussed its concerns with the President and has begun to establish goals for itself. Once the Council feels it can take some initiative, it can become a vital component of college leadership.

The College Council was eliminated in 1999 from the governance system of the College deemed as duplicative and unnecessary. It was a body of representatives of all work groups and service areas who met monthly to review committee recommendations and to consider action and referral to other bodies. Now, standing committees of the College report to the Cabinet, which considers their recommendations for action. In this system, JWCC is seeking to be more inclusive, promote collegiality, and establish efficacy for all employees through a reorganization of its governance. The committee system encourages full participation. Nevertheless, committees could be improved with better leadership training and enhanced dedication of employees' participation. The accomplishment of these goals would move the College to a fully participatory system.

A degree of cultural inertia affects the College, as employees are reluctant to change practices or move from their comfort zone. A consequence of this attitude is territoriality, which has a negative influence on interdepartmental cooperation. Willingness to work together is cultural attribute to aspire toward.

Facilities and Technology

The most obvious change to the College is the construction of a new campus. A modern, fully functional campus provides instruction and service to the student body. In many ways the buildings have given the College its identity and respect as a strong entity within the community. The College has gained legitimacy throughout the general public with its own permanent campus.

An advantage of erecting a new college in the early 21st century is the ability to accommodate modern technology within the infrastructure of the building. Hence, the College has a completely wired campus to take the greatest advantage of e-mail, the Internet, and computer applications. All offices and classrooms feature state-of-the-art technology, offering the opportunity for greater efficiency of tasks and effective teaching.

It should not be concluded that the new campus is the single facility of the College. Consistent with its goal of accessibility, the College continues to have a strong presence through the Agricultural Center near Perry, the Pittsfield Education Center, the Dot Learning Center in Mt. Sterling, the truck driver training facility in Quincy, as well as various school and community properties throughout the district.

The College is updating its Master Plan with an eye to the future. Needs for additional buildings and enhanced facilities have been identified, and will act as a guide for future campus expansion. Taken into consideration in addition to the main campus are the outlying education centers and the particular needs of each one.

Human Resources

A major accomplishment since the last accreditation review is the addition of a full-time human resources office. All typical human resource functions are housed in the HR Office including payroll, benefits, hiring and orientation, employee records, personnel evaluation, and employee problems. Additionally, the Office oversees employee classification and professional development.

With the ending of the common market, JWCC proceeded to increase the size of its teaching faculty by 21 positions since 1991. Over that time, the faculty worked with the administration to develop a compensation policy, and subsequently formed a collective bargaining unit affiliated with the Illinois Federation of Teachers. Since 1995, the average salary for teachers increased 60 percent by 2002.

A classification and compensation system was developed for all other employees in 1997-98, something that had not been formalized in prior years. The classification system was reformed in 2001 to improve the clarity for job classifications and equity for pay. The system enables the College to properly place employees in an appropriate classification according to job responsibilities, and pay them accordingly.

The fundamental organization of the College into four service areas has remained consistent since 1991; however, effort has been made to empower employee groups and include them within the decision-making process. As mentioned above, a Faculty Senate has been formed and is functioning to represent faculty concerns and interests, and a Leadership Council consisting of mid-management staff has been established to incorporate them into the governance structure. The governance system has been streamlined through the elimination of the College Council. A group that has not been formally organized as a representative body is the support staff of the College, and this remains a concern on how to incorporate them.

The College faces challenges in increasing the diversity of the student body and employee groups. Despite efforts to diversify the College, not much progress has been made. A Diversity Committee is studying the issues and leading the College in its endeavors to improve in this regard.

A major struggle for the College is the employment of associate, or part-time, faculty. With increasing numbers of students demanding more classes, the College faces the problems of working full-time faculty overtime and depending on too few applicants for associate faculty. A parallel problem for JWCC is including associate faculty within the fold of the faculty and overall college. Many are left without full contact with full-time colleagues or representatives of the College. The College is seeking ways to address these problems.

Finance

The College has been able to operate within its means throughout the past several years and enjoys fund balances in light of challenging economic conditions. No audit exceptions have been noted by auditors the past few years in either unrestricted operating budgets or in restricted budgets. In the past five years, the College has constructed new facilities and financed the projects prudently and efficiently, using entrepreneurial skills by selling property, maximizing its resources, and not raising taxes. Future capital projects are anticipated.

The College expenses have increased over the past few years as significant salary increases have been granted to staff, coupled with the overall growth in staff size. Raises to associate faculty have been granted, and the number of associate faculty has increased to meet the enrollment growth. The College will have to remain diligent in maintaining its solvency with declining state support and avoiding high increases in tuition/fees for students. As JWCC is dependent upon enrollment, it must seek ways to retain students through degree completion as well as encouraging more people to enroll each year.

The College has a formalized procedure for planning through a participatory governance structure. Budget planning is coordinated by the Office of Finance and Business Services with input from throughout the College. Goal setting is developed through the strategic planning process. Planning for facilities is accomplished through a

steering committee to revise the Master Plan. The Technology Committee provides direction for technological needs and purchases. The College should tighten the connection between the various planning efforts, particularly in budgeting and enrollment projections.

Student Services

JWCC is a student-oriented college with multiple support services in place. Two TRIO grants underwrite Support Services and Talent Search. The Carl Perkins III grant provides funding for assorted services to students. Various state grants from the Illinois Community College Board support initiatives such as Education to Careers, Business and Industry training, and Welfare to Work. Additionally, the College operates its Enrollment Services Center with unrestricted funds. Student activities and athletics are funded by student fees and fund raising initiatives of coaches and/or student members.

The College has been able to coordinate the multiple funding sources and assorted services effectively and efficiently into a seamless system. New facilities have enhanced the quality of support service to students by allowing for more privacy in dealing with students, specialized rooms, and improved collaboration. While service is provided effectively to on-campus students, it is more of a challenge to offer similar service to off-site centers. District-wide service in a convenient location is being addressed by the College.

Student services were streamlined in recent years by merging the admissions office, the registrar, and the financial aid office into an Enrollment Services Center. The goal is to provide a one-stop shop for students. The Center is conveniently located near the Business Office, enabling students to take care of bills and related needs following registration.

Cross training of Enrollment Services support staff has enabled immediate service to students as they come to the center. New facilities have improved service with privacy as needed, plus more counter and waiting space. Despite these advances, the College still hears occasional student complaints about transfer and graduation issues.

The Career Center and the Center for Workforce Development have accelerated the quality and quantity of economic development activities and training opportunities. An improved and strengthened partnership with individual businesses has evolved with open cooperation and communication facilitating training needs for individuals and companies. Since most of the sponsored activities are grant funded, continuing governmental support remains a concern.

The College provides numerous opportunities for student life events such as performing arts (music), athletics, student government and clubs. Community colleges have traditionally experienced difficulty in maintaining involved students in activities, and JWCC is no different. However, with dedicated club sponsors the College has a

number of active groups such as the Agriculture Club, Phi Theta Kappa, BACCHUS, and the Student Government Association. Intramurals have been regularly offered to students who have the interest. Over the years, the College has had much athletic success in both men and women athletic teams. The College has been limited by a lack of facilities for competitive sports for games or practices, and is seeking ways to improve this liability. Equally difficult has been performances for the music program, but the construction of a fourth building on campus should alleviate this handicap. Finding sponsors for student activities remains a problem, and until more staff chooses to assume sponsorship duties, student activity opportunities will be sporadic.

Curriculum

JWCC has a well-established curriculum development protocol, heavily dependent upon faculty involvement and leadership. The faculty work through their departments and/or supervisor in conjunction with the Curriculum Advisory Council and Faculty Senate. Final approval is given by the President and Board of Trustees. All courses are developed with a performance-based syllabus.

Instruction is delivered in numerous ways including traditional classroom teaching, Open Learning Center, Internet based, and interactive television. The College has established cooperative agreements with other colleges for Internet courses through the Tri-State Community College Training Consortium and interactive television through the Western Illinois Education Consortium. Additionally, the College participates in the statewide network of Illinois Community Colleges On-Line. State funding cuts have weakened the interactive television cooperative, as all funding for this program was eliminated for fiscal year 2003. The College is evaluating its ability to continue teaching via this mode. An expansion of Internet courses is anticipated in the coming years.

An expanded relationship for JWCC is dual enrollment courses with area high schools. The Illinois Community College Board and Illinois State Board of Education have encouraged dual enrollment two ways: both permit the enrollment of students to be counted for state assistance formulas and the ICCB grants funds to colleges for financial assistance to secondary students. All benefit from the program as students are able to accelerate their college education, high schools are able to enrich their curriculum, and community colleges extend their services to a greater population.

John Wood Community College offers the associate in arts and associate in science degrees leading to the baccalaureate degree. Degree programs are articulated with all higher education institutions through the Illinois Articulation Initiative. The faculty has reviewed the general education components for each degree, and revised standards have been approved by the Board of Trustees. A balanced curriculum exposes students to the humanities, sciences, social sciences, fine arts, and communication. Additionally, students must demonstrate computer literacy competence, and meet an international awareness component.

A variety of career and technical programs are offered by JWCC. Responding to needs throughout the College's district, programs have been established in agriculture, health occupations, technology occupations, and service occupations. All programs are reviewed every five years. Less than thirty percent of students enroll in a career-based program, and a concern of the College is the relatively low completion rate. In some cases students gain skills sufficient enough to be employed prior to completion, or are enrolled for upgrading job skills and have no intention to graduate. The College is evaluating the efficacy of continuing to offer low enrolled programs.

The associate in applied science degree prepares the student for entry into a chosen trade or profession with appropriate technical courses; the degree is balanced with general education requirements. Revised general education standards were recommended by the faculty and have been adopted by the Board of Trustees.

Certificate options in many career and technical programs are offered by the College, enabling students to complete study and enter employment in short periods of time from a few weeks training to one year. Such programs concentrate on technical or professional skills. More effort will be needed to fulfill this need and interest, particularly from the business community. Such programs should be working on developing competency-based curricula.

Adult education and literacy education are offered by the College. Adult basic education and GED courses are offered in an open-entry format; however, most students are seeking the GED and are preparing for the exams. Other students are learning English through the English as A Second Language program. The literacy program offers students the opportunity to learn to read or improve reading skills. Most instruction is conducted one-to-one with the help of a large corps of volunteers. Threats to the programs come from reduced state funding, especially the elimination of funding for Special Populations in FY03. The ability of the College to offer such programs is dependent upon federal and state funding.

Developmental education at JWCC is coordinated by the Office of Instruction and works closely with the Support Services Office. All new students are screened for their academic skill level, and advised and placed into appropriate courses. The College is planning on improving the placement process after concerns were raised by faculty members regarding the inadequate preparation of students for their courses. Leadership in developmental education has been unsteady, but the College is addressing this issue currently through the Developmental Education Coalition.

In addition to its credit and degree programs, the College offers non-credit education and training opportunities. Community education programs provide a rich variety of self-improvement courses, professional development courses, and cultural enhancement options. The Business and Industry Office works with area businesses to meet training needs of employers by upgrading employees' skills.

Training programs for business and industry offered by the College are coordinated through the Center for Workforce Development and the management team representing all areas of the College. A major function of the Center is to inform the multiple offices offering training of respective activities in order to avoid duplication, coordinate work, and to share resources.

Assessment

Considerable effort and work has been completed over the past several years in designing and implementing an assessment of student learning. In 1991 a plan was developed for outcomes assessment, and execution of several goals has been accomplished. With changeovers in administration in both Instruction and the President's Office, the assessment initiative slowed and has had to be revitalized. An Institutional Effectiveness Committee is in place to direct the assessment activities, and to design ways information can be used to improve instruction. The Office of Institutional Research and Planning has the responsibility to direct assessment, and the College is moving forward in this regard as it recognizes its importance to quality education.

Unfortunately, the College has not yet achieved maturity with regard to assessment. The culture of the College has not absorbed assessment fully as part of normal operations. Nevertheless, a number of departments assess student achievement, most use performance-based syllabi, and the faculty recognizes its importance. Furthermore, the College engages in significant assessment activities regarding compliance with state agencies, which require annual reports. With the finalization and implementation of the assessment plan coupled with more orientation for faculty, assessment will become a routine feature of college operations through documentation and formalized procedures.

External Relations

Throughout its existence John Wood Community College has taken advantage of existing facilities and services throughout its district. Even now with its own campus, the College continues to enjoy relationships with other entities as it provides services and programs to its students.

Cooperative agreements exist with other colleges to increase the variety of curricula offerings to JWCC students. Either through the Internet or interactive television, the College expands courses available to students. Many programs use shared or rented buildings with business establishments throughout the district to carry out their responsibilities. Cooperation between the University of Illinois and JWCC enables the College to offer enhanced agricultural education options. Inter-district cooperative agreements between community colleges are forged to allow district students to enroll in programs not offered by JWCC. Student athletics use local parks or schools for practice

and games. The sharing and cooperation between JWCC and other entities makes the College truly a community resource.

Policies and Procedures/Institutional Integrity

There is a deep commitment to civil rights and equality for employees and students at the College. Appropriate policies are in place, and practices adhere to them. Hiring practices reflect the commitment to civil rights at JWCC. The Human Resources Office makes a sincere effort to notify minority groups of employment opportunities, but has had minimal response or success. While the College has attempted to diversify its student body and work force, the presence of minority people is limited. A Diversity Committee is studying ways to enhance the mixture of people at JWCC. Promotions are open to all employees with no discrimination being permitted.

Employees and students have a formal grievance procedure to address serious concerns if they can not be addressed informally.

All publications of the College accurately represent the services and programs offered by JWCC. Every effort is taken to assure affirmative action rules are followed, and a non-discrimination statement has been developed for inclusion in publications. Publications should include the core values of the College, its mission statement, and compliance with the Americans with Disabilities Act.

The College Web site is attractive and useful, but often lags behind in current information. Staff need to take responsibility for updating their respective areas to ensure current information is reflected on the Web page.

Recommendations

The Self Study for John Wood Community College has identified many positive features and practices of the College, yet has raised areas of concern that need to be addressed. Both the strengths and concerns identified by the Study lead to recommendations for improvement of the College and can be used to help with the long range planning as the College progresses in updating its Strategic Plan. In this concluding chapter some features of the Self Study have been summarized as a means to guiding the development of the Strategic Plan. Following are several recommendations based on this study for the College to pursue as it continues its journey toward excellence:

1. The College's mission statement should be updated to reflect a commitment to student learning.
2. Educational seminars for all employees on how the College's governance structure is organized and how to effectively use the structure should be conducted.

3. Educational seminars for all employees on appropriate committee procedures and on the role of the chair of a committee should be conducted.
4. The College should consider streamlining and/or eliminating committees within the governance structure in order to centralize decision-making and to offer more frequent and consistent feedback to individuals involved in committee work.
5. Workshops on cooperation in the workplace should be held.
6. The President's Office should implement a college-wide policy and procedure manual and a college-wide contract manual to be kept in a central location and updated as needed.
7. College administration should communicate to employees any and all changes to Board policy in a consistent and timely manner.
8. Regular reviews of the classification and compensation system for employees should be conducted.
9. Efforts to enhance diversity at the College should continue and a concerted thrust to attract qualified minority employees should be done.
10. Management of associate faculty work loads and assignments must be regularly monitored to maintain equity and fairness to employees and to the College.
11. Recruitment of associate faculty must be intensified.
12. The College should seek ways to incorporate associate faculty into the structure of the instructional network.
13. Each fiscal year, a five-year financial plan that predicts revenues and expenditures should be compiled.
14. The College must remain diligent in maintaining its solvency and prepare for revenue reductions and/or cuts.
15. The College should consider ways to expand its various student services to students off the site of the primary campus.
16. Prevention of problems with meeting graduation standards should be considered by the College by tracking students who are enrolled in career and technical degree and certificate programs to ensure students are following the recommended course sequence for that degree or certificate program, or for students intending to transfer are taking appropriate courses and meeting the IAI criteria.

17. The College should consider ways to encourage and/or reward faculty and staff to sponsor student clubs, organizations, and activities.
18. The College should review ways it will be able to maintain its high quality technology uses and applications for administration and instruction.
19. Each career and technical degree and certificate program should conduct a bi-annual program review to include evaluating the effectiveness of the program in meeting students' needs, marketing strategies, enrollment and retention, the validity of having such a program, and the need for faculty and budget.
20. Consideration of why career and technical programs have a low completion rate should be conducted.
21. Directors/department chairs of each career and technical degree and certificate program should maintain and/or establish effective working relationships with businesses in the district that directly support the objectives of the career or certificate program or businesses in the district that will employ graduates of the career or certificate program.
22. The College should consider increasing its short term training programs and activities throughout the district.
23. An increased emphasis should be placed on the efforts of the Developmental Education Coalition.
24. Instructional Services should provide rigorous, customary and formal strategies to assess a student's success in developmental education programs.
25. The College should increase its efforts on assessment of academic achievement through the Institutional Effectiveness Committee.
26. The Office of Institutional Research should collect and compile statistics regarding the success of students transferring to four-year institutions.
27. Instructional Services should conduct a review of all transfer programs in order to expand the number of course offerings to fulfill transfer of general education courses.
28. College administration should conduct an extensive review of all publications to ensure that the College's mission statement and core values are included.
29. Human Resources should ensure that all employment related material is published with the requirements of the Americans with Disabilities Act.
30. Public Relations should ensure that all publications have a print date included.
31. The College Web site should be updated frequently.

Chapter 16

Third Party Comment

Request for Continued Accreditation

Criterion 4: John Wood Community College can continue to accomplish its purposes and strengthen its educational effectiveness.

Chapter 16

THIRD PARTY COMMENT

REQUEST FOR CONTINUED ACCREDITATION

Third Party Comment

The Director of Public Relations was given the responsibility of coordinating the requests for third party comment. To inform the public of the reaccreditation process at JWCC, a news release was written and sent to every newspaper and television and radio station in the district. An advertisement was written and designed for the two newspapers having the largest circulation in the district. All the newspaper ads and articles were printed the first full week in October 2002.

The JWCC President drafted a letter to approximately twenty community leaders across the district. The letter included information about the self-study process being undertaken and requested that comments about John Wood Community College be sent to the Higher Learning Commission of the North Central Association.

All materials concerning third party comment are available in the Self-Study Resource Room.

Federal Compliance

Credits, Program Length, and Tuition

The College's measure of learning experience is the semester credit hour. All credit courses are consistent with this measure. Each credit hour meets a minimum of 800 minutes of classroom and/or laboratory instruction.

The credit hours required for each program ranges from 64 to 66 semester hours. A survey of college catalogs shows that the length of the programs at JWCC is consistent with other community colleges in the state of Illinois.

John Wood Community College's tuition policy is applied consistently for all programs offered by the College. There is no program-specific tuition. Tuition is applied on the credit hours of enrollment. Tuition and fees are established by the Board of Trustees during the spring of each calendar year and are publicly stated in each semester's schedule.

Institutional Compliance with the Higher Education Reauthorization Act

Since 1990, the College's cohort default rates range from a high of 20.4 percent in 1991 to a low of 6.4 percent in 1999. For FY98, FY99, and FY00, the mean default rate for all community colleges in the nation is reported to be 9.56 percent. Table 16-1 shows the default rate each year since 1991.

Table 16-1

Cohort Default Rates by Year

YEAR	RATE
2000	8
1999	6.4
1998	8.3
1997	11.5
1996	7.6
1995	13.6
1994	7.6
1993	10.7
1992	6.7
1991	20.4
1990	17.5

College Advertising and Recruitment Materials

The institutional accrediting body of John Wood Community College is mentioned in the College catalog and student handbook. For ease of contact, the address and phone number of The Higher Learning Commission is given in the catalog and student handbook.

John Wood Community College is recognized by the Illinois Community College Board and the Illinois Board of Higher Education. All programs offered at JWCC have been approved by both Boards

Professional Accreditation

The College holds accreditation with only one accrediting agency: The Higher Learning Commission and a member of the North Central Association of Colleges and Schools.

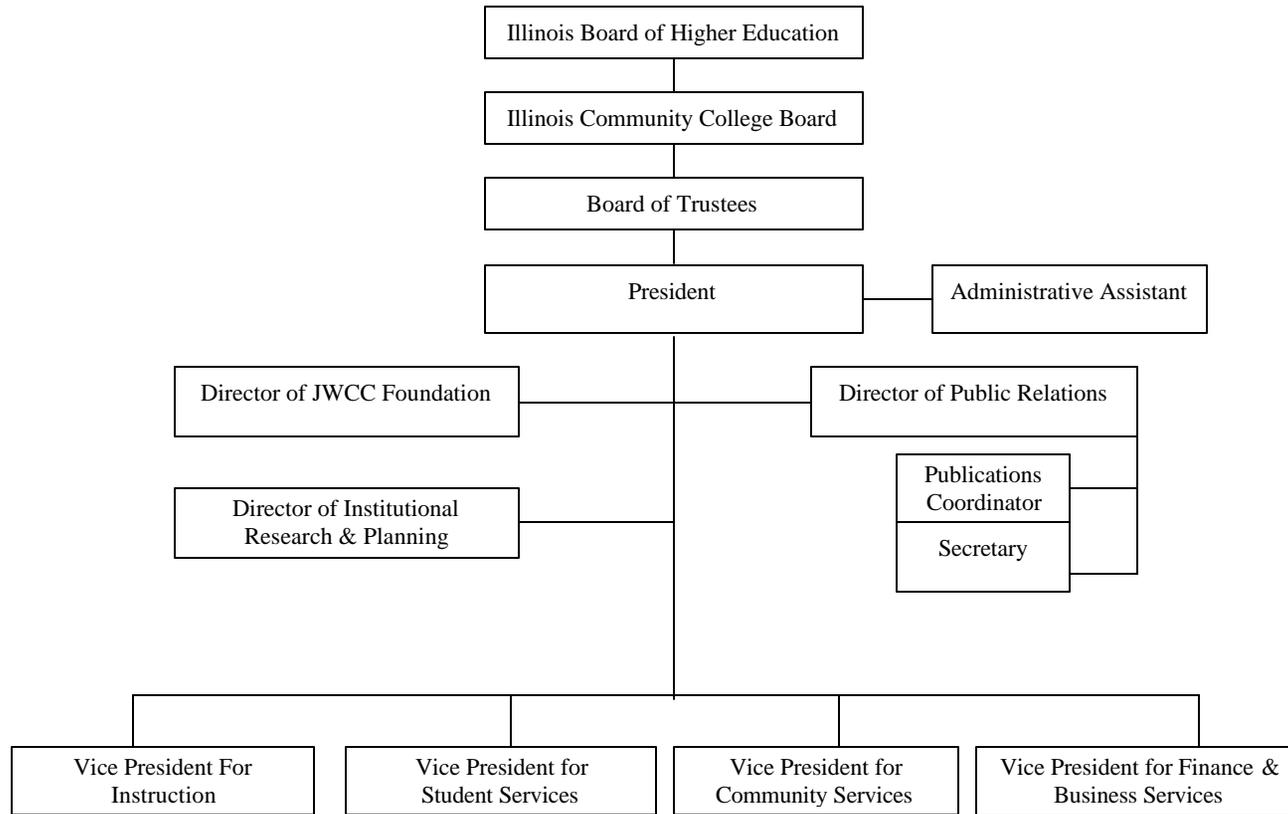
Request for Continued Accreditation

The process of conducting the self study of the College as an institution and writing the self study report has given the College faculty and staff a time and reason to reflect inward. While many, real changes have occurred within the College, the self study has shown that John Wood Community College has adapted to the changes and progressed positively toward meeting the needs of the community and, more specifically, of the students. While the College is stable and well equipped to meet the challenges of the future, the guiding philosophy of future endeavors is to be a learning college, with the focus on the students and their learning accomplishments.

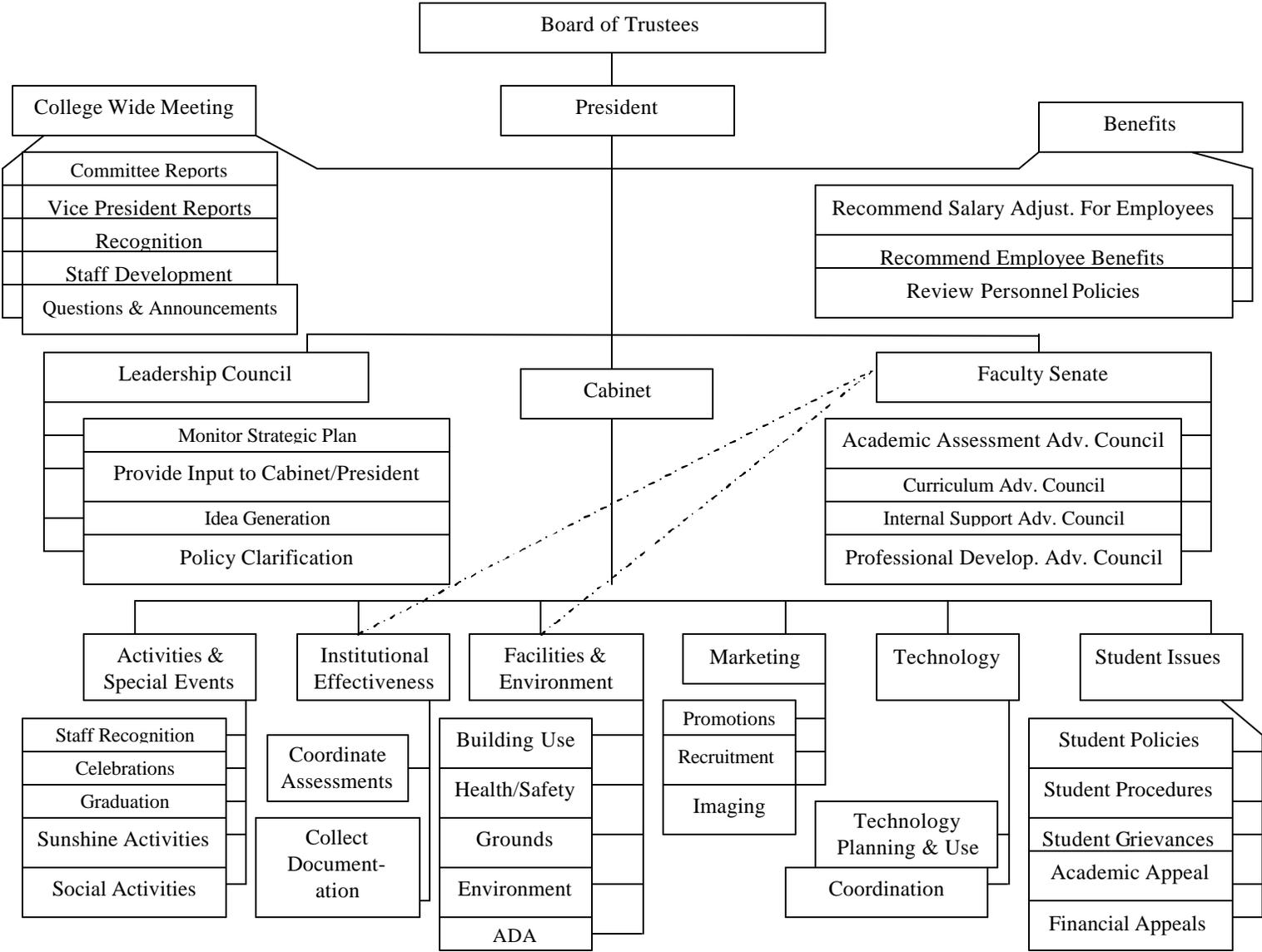
Having demonstrated that the College has satisfied the five Criteria for Accreditation and the 24 General Institutional Requirements as established by the Higher Learning Commission of the North Central Association of Colleges and Schools, John Wood Community College hereby requests continued accreditation for ten years at the associate's degree-granting level in arts, sciences, and career and technical curricula. The College requests no change from its current Statement of Affiliation status, most recently amended November 19, 1999.

Appendices

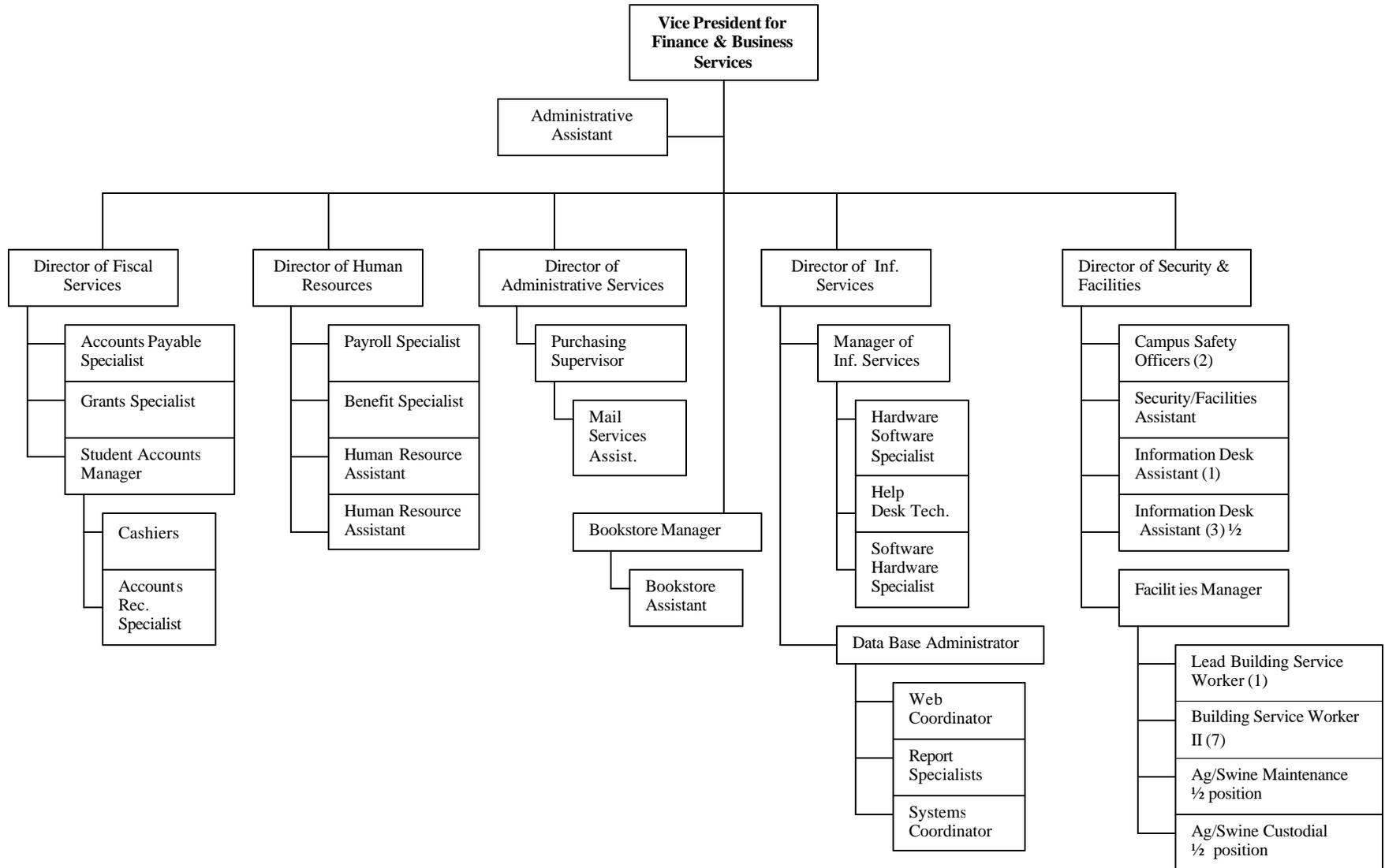
John Wood Community College Organizational Chart



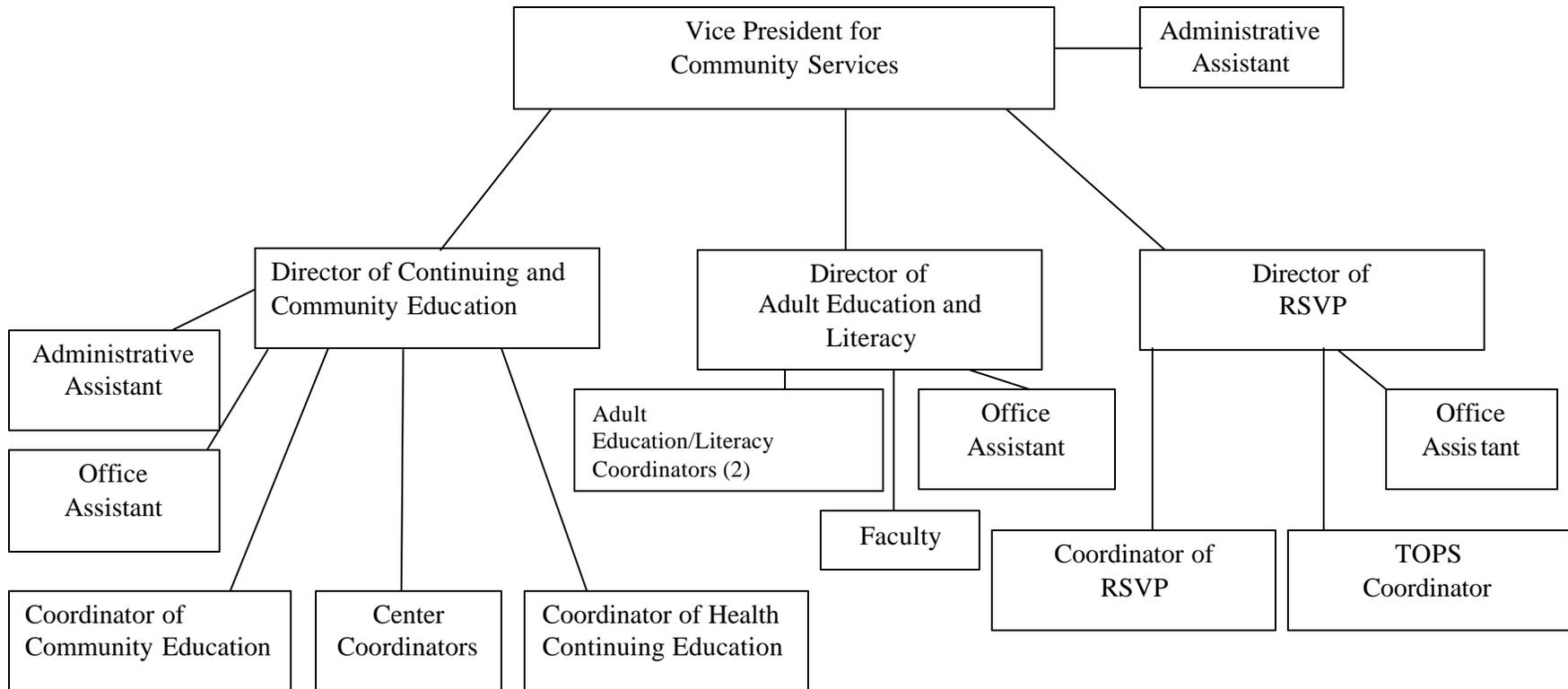
John Wood Community College Governance Structure



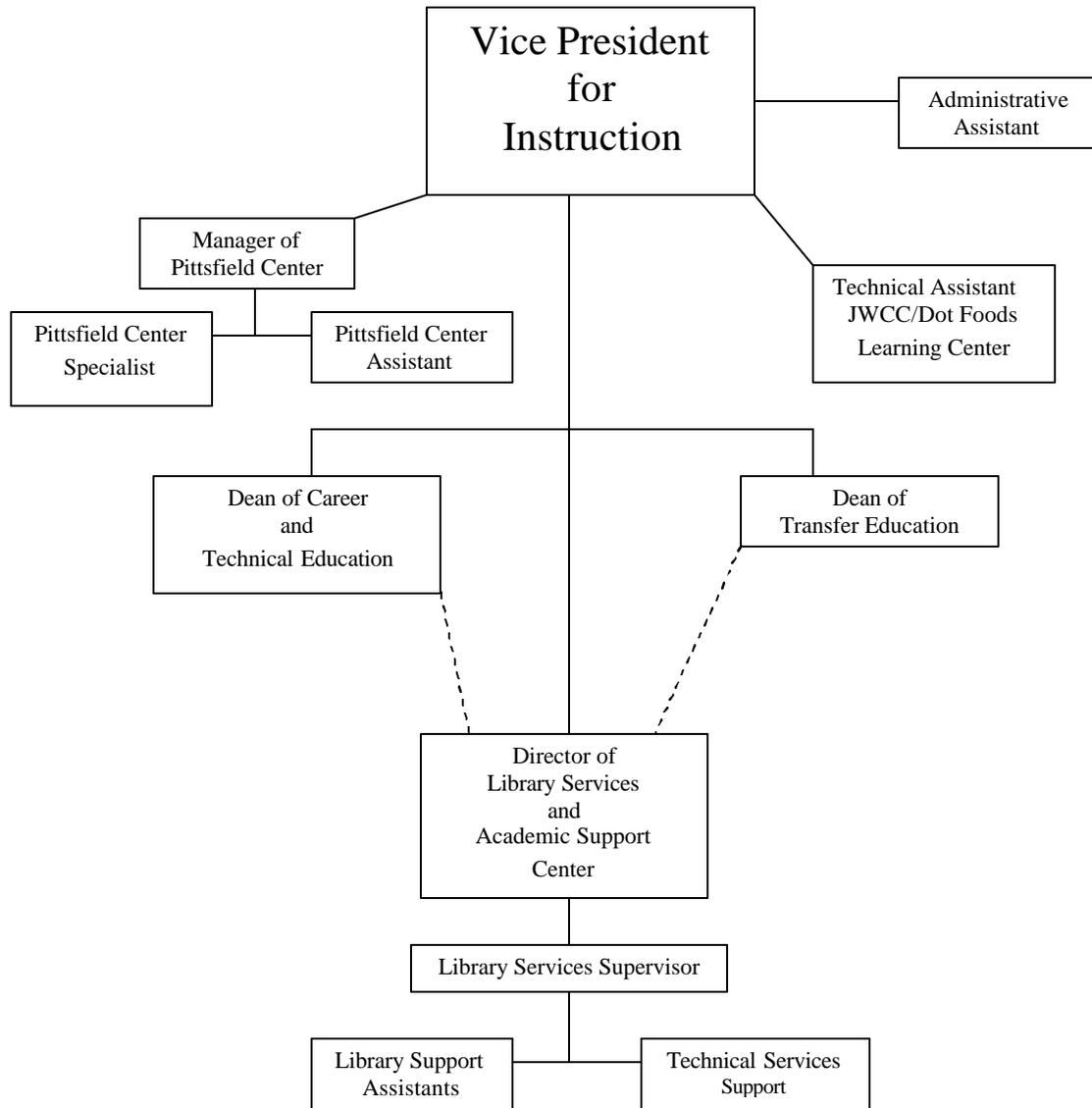
Finance and Business Services



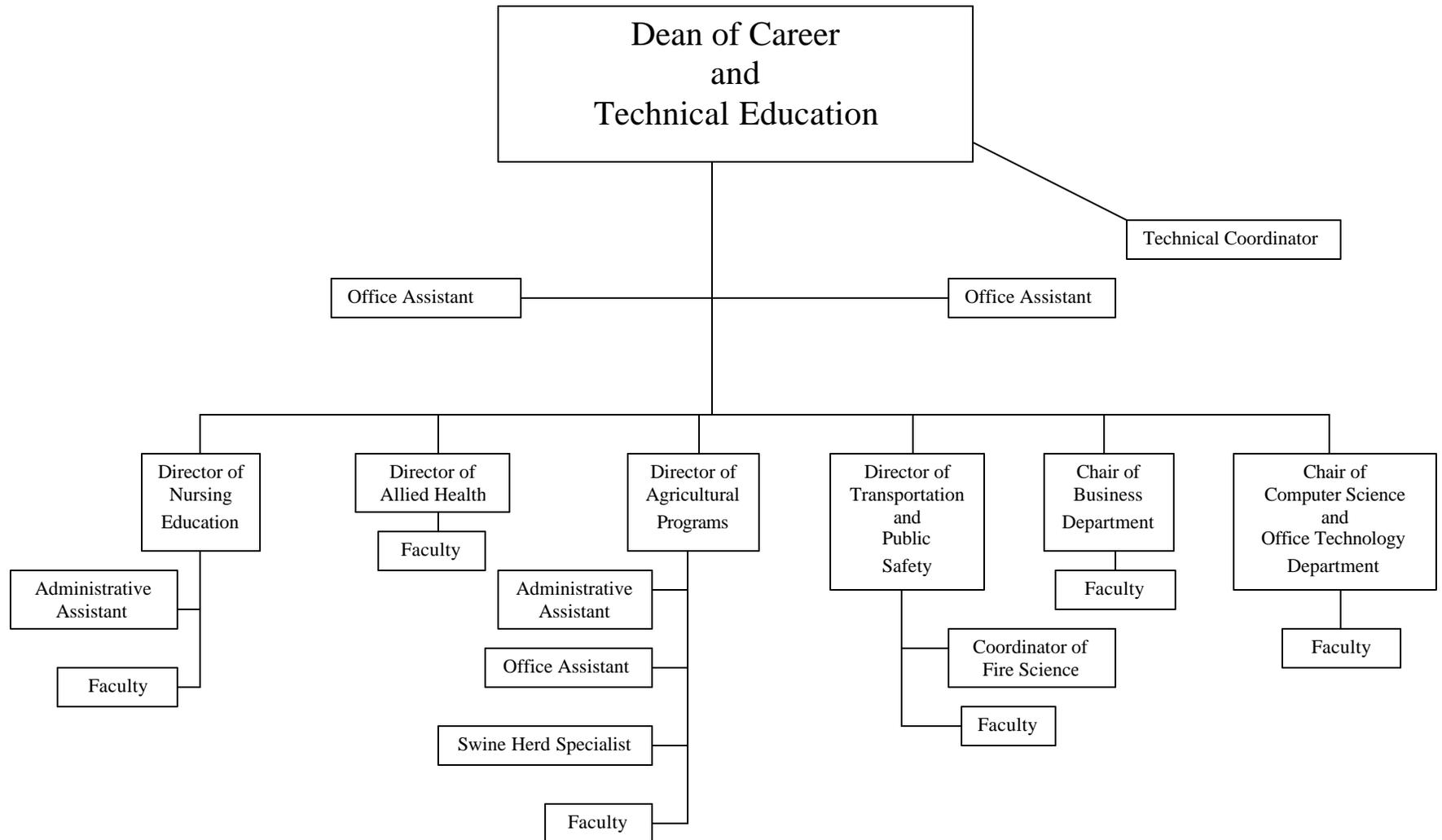
Community Services



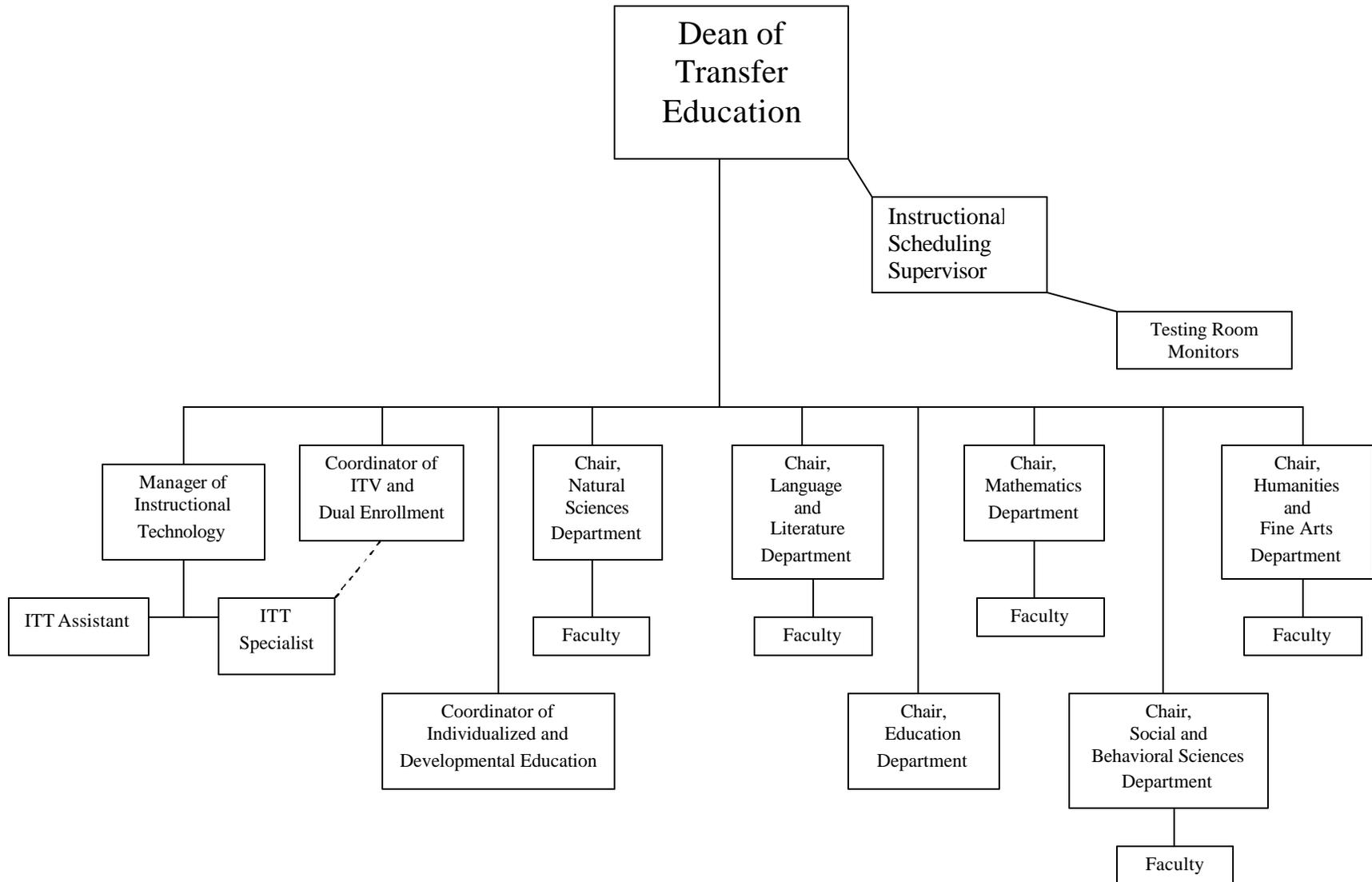
Instructional Services



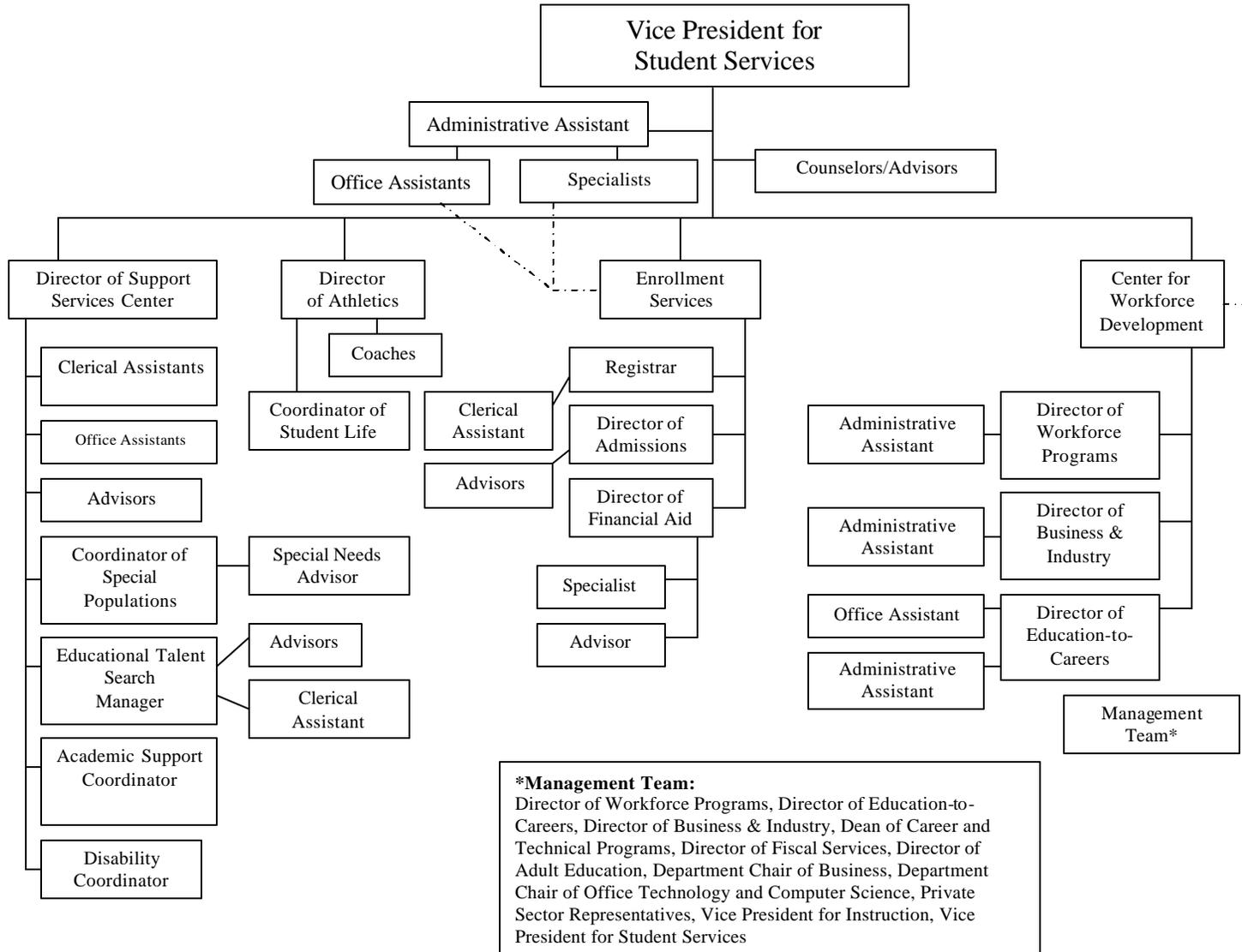
Instructional Services



Instructional Services



Student Services



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Basic Institutional Data Form A

ENROLLMENT TRENDS

DEFINITIONS

I. Undergraduate. This classification includes students enrolled in:

- A Bachelor's degree programs.
- B Associate degree programs.
- C Programs leading to one-, two- or three-year certificates or diplomas.
- D Clearly numbered undergraduate courses taken without a specific credential as the goal.

I Graduate. This classification includes those students who have attained bachelor's degrees or first professional degrees (in dentistry, law, medicine, theology, or veterinary medicine, etc.) and are enrolled in a master's, specialist, or doctoral degree program.

II Professional. This classification includes students who have enrolled in a professional school or program which requires at least two or more academic years of previous college work for entrance and which requires a total of at least six academic years of college work for a degree; for example, students enrolled for a professional degree in one of the following fields: Dentistry (D.D.S.), Law (LL.B. or J.D.), Medicine (M.D.), Theology (M.Div.), Veterinary Medicine (D.V.M.) Chiropraxy or Podiatry (D.S.C. or D.P.), Chiropractic (D.C.), Optometry (O.D.) or Osteopathy (D.O.). All students in programs that require only four or five academic years of work (i.e., only four or five years beyond high school) for completion of the requirements for the degree should be reported as undergraduate. All students enrolled in work leading to a master's degree are to be reported as graduate even though the master's degree is required in some fields, such as Library Science and Social Work, for employment at the professional level.

III Full-Time. Use the measure the institution commonly uses to define full time student count. Provide that formula on the top of the page.

IV Part-Time. Use the measure the institution commonly uses to define part time student count. Provide that formula on the top of the page.

IF THE INSTITUTION DOES NOT DISTINGUISH BETWEEN FULL-TIME AND PART -TIME STUDENTS, USE PAGE 4 INSTEAD OF PART 3 FOR REPORTING OF FULL-TIME EQUIVALENT STUDENT COUNT. PROVIDE THE FORMULA USED TO DETERMINE THAT COUNT.

VI. Other. Students who cannot be classified by level, including students enrolled in courses that do not lead to degrees.

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

Edition 7; October 2001

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Basic Institutional Data Form A

PART 1 - FULL-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: John Wood Community College

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	1999-2000	2000-2001	2001-2002
Freshman - Occupationally oriented (Definition I-A&B)	309	242	287
Freshman - Occupationally oriented (Definition I-C)	33	20	54
Freshman - Undeclared (Definition I-D)	118	112	79
Sophomore - Degree oriented (Definition I-A & B)	518	508	457
Sophomore - Occupationally oriented (Definition I-C)	47	49	65
Sophomore - Undeclared (Definition I-D)	23	25	38
Junior	NA	NA	NA
Senior	NA	NA	NA
TOTAL UNDERGRADUATE			
GRADUATE			
Master's			
Specialist			
Doc toral			
TOTAL GRADUATE	NA	NA	NA
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL	NA	NA	NA
TOTAL ALL LEVELS	1062	976	998
OTHER	14	20	18

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Basic Institutional Data Form A

PART 2 - PART-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: John Wood Community College

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	1999-2000	2000-2001	2001-2002
Freshman - Occupationally oriented (Definition I-A&B)	278	91	107
Freshman - Occupationally oriented (Definition I-C)	36	41	82
Freshman - Undeclared (Definition I-D)	18	23	17
Sophomore - Degree oriented (Definition I-A & B)	678	482	469
Sophomore - Occupationally oriented (Definition I-C)	182	213	162
Sophomore - Undeclared (Definition I-D)	13	15	9
Junior	NA	NA	NA
Senior	NA	NA	NA
TOTAL UNDERGRADUATE			
GRADUATE			
Master's			
Specialist			
Doctoral			
TOTAL GRADUATE	NA	NA	NA
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL	NA	NA	NA
TOTAL ALL LEVELS	1247	1191	1113
OTHER	42	326	267

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Basic Institutional Data Form A

PART 3 - FULL-TIME EQUIVALENT ENROLLMENT

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: John Wood Community College

	Two Years Prior	One Year Prior	Current Year
	1999 - 2000	2000 - 2001	2001 - 2002
UNDERGRADUATE - (see definitions I,A thru D)	1365	1303	1319
GRADUATE - (see definition II)	NA	NA	NA
PROFESSIONAL - (see definition III)	NA	NA	NA
UNCLASSIFIED - (see definition VI)			
TOTAL	2309	2167	2111

Basic Institutional Data Form A

PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS

(e.g., non-credit, summer session, other)

Most Recent Sessions and Previous Two Years

Identify types of enrollment reported:

	Two Years Prior	One Year Prior	Current Year
	1999 - 2000	2000 - 2001	2001 - 2000
TOTAL UNDERGRADUATE	NA	NA	NA
TOTAL GRADUATE	NA	NA	NA
TOTAL PROFESSIONAL	NA	NA	NA
TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS (headcount)	4559*	4122*	3903*
TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (FTE)	164	143	140
TOTAL OTHER			
TOTAL			

*Non-credit enrollment for courses which give CEUs & some do not give CEUs

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Basic Institutional Data Form B

PART 1 - STUDENT ADMISSIONS

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: John Wood Community College

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

Open Admissions Institution? Yes ~~No~~

	Two Years Prior	One Year Prior	Current Year
FRESHMAN	1999 - 2000	2000 - 2001	2001 - 2002
Number of applicants with complete credentials for admission to the freshman class	1262*	1210*	1018*
Number of applicants accepted	1262*	1210*	1018*
Number of freshman applicants actually enrolled	1341	1203	1233
TRANSFER			
Number of applicants with complete credentials for admission with advanced standing (transfer)	130	145	141
Number of advanced-standing undergraduate applicants accepted	130	145	141
Number of advanced-standing undergraduate applicants actually enrolled	121	112	117
MASTER'S			
Number of applicants with complete credentials for admission to master's programs	NA	NA	NA
Number of applicants accepted for master's programs	NA	NA	NA
Number of applicants actually enrolled in master's programs	NA	NA	NA
SPECIALIST	NA	NA	NA
Number of applicants with complete credentials for admission to specialist programs	NA	NA	NA
Number of applicants accepted for specialist programs	NA	NA	NA
Number of applicants actually enrolled in specialist programs	NA	NA	NA

Prepare separate reports for each campus. Please add attachments and additional sheets whenever necessary.

*Number of applicants includes all classes or types of admission except transfer students. Data was extracted from Banner and represents all applications for the given fall semesters.

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Basic Institutional Data Form B - Part 1 Continued

Name of institution/campus reported: John Wood Community College

		Two Years Prior	One Year Prior	Current Year
DOCTORAL		1999 - 2000	2000 - 2001	2001 - 2002
Number of applicants with complete credentials for admission to doctoral programs		NA	NA	NA
Number of applicants accepted for doctoral programs		NA	NA	NA
Number of applicants actually enrolled in doctoral programs		NA	NA	NA
		Two Years Prior	One Year Prior	Current Year
PROFESSIONAL	Report by degrees	19 ____ - ____	19 ____ - ____	19 ____ - ____
Number of applicants with complete credentials for admission to professional programs		NA	NA	NA
Number of applicants accepted for professional programs		NA	NA	NA
Number of applicants actually enrolled in professional programs		NA	NA	NA

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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**Basic Institutional Data Form B
Part 2 - ABILITY MEASURES OF FRESHMAN**

Name of institution/campus reported: John Wood Community College

Specify quarter/semester reported: Fall 2001

Are scores used or routinely collected? Yes No

A. Class ranking of entering freshman		B. SAT scores for entering freshman		Verbal	Math
Percent in top 10% of high school class	4	Class average SAT score		NA	NA
Percent in top 25% of high school class	18	Percent scoring above 500			
Percent in top 50% of high school class	47	Percent scoring above 600			
Percent in top 75% of high school class	81	Percent scoring above 700			

C. Mean ACT scores for entering freshman		D. Other tests used for admission or placement			
Composite	19.8	Test name		NA	
Mathematics	19.3	Mean or Composite			
English	19.3	Range			
Natural Sciences	20.2				
Social Studies	20.2				

Basic Institutional Data Form B

Part 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

(Report for last full academic year)

E Graduate Record Examination **Range** High Low NA
(for total Graduate School excluding professional schools)

F Miller Analogies Test **Range** High Low NA
(for total Graduate School excluding professional schools)

G On a separate sheet, indicate other test data used for admission to professional programs.

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form B
Part 4 - UNDERGRADUATE STUDENT FINANCIAL AID
(Report for last full fiscal year)

Name of institution/campus reported: John Wood Community College

SOURCE OF FUNDING	TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED	
FEDERAL	Grants and Scholarships	1,559,524	1,431
	Loans	-0-	-0-
	Employment	51,505	64
STATE	Grants and Scholarships	919,002	1,138
	Loans	607,905	419
INSTITUTIONAL	Grants and Scholarships	241,214	339
	Loans	-0-	-0-
	Employment	20,487	26
FROM OTHER SOURCES	Grants and Scholarships	129,160	142
	Loans	122,472	105
Unduplicated number of undergraduate students aided		1,903	
Number of students receiving institutional athletic assistance		68	
Percentage of institutional aid for athletic assistance		3.6%	

Part 5 - GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID
(Report for last full fiscal year)

SOURCE OF FUNDING	TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED	
FEDERAL	Grants and Scholarships	NA	NA
	Loans		
	Employment		
STATE	Grants and Scholarships		
	Loans	NA	NA
INSTITUTIONAL	Grants and Scholarships		
	Loans	NA	NA
	Employment		
FROM OTHER SOURCES	Grants and Scholarships	NA	NA
	Loans	NA	NA
Unduplicated number of undergraduate students aided		NA	

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form C
Part 1 - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: John Wood Community College

Specify quarter/semester reported: Fall, 2001

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor	20	29	44		1	1		3	3	33	13	0
Associate Professor												
Assistant Professor												
Instructor												
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank												
Number of instructional staff added for current academic year												
Number of instructional staff employed in previous academic year, but not reemployed for current academic year												

Prepare separate report for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form C

Part 1 continued- FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: John Wood Community College

Specify quarter/semester reported: Fall, 2001

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist Professional	Doctoral
Professor	1		10	37	1	
Associate Professor						
Assistant Professor						
Instructor						
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank						
Number of instructional staff added for current academic year						
Number of instructional staff employed in previous academic year, but not reemployed for current academic year						

Part 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor	36,083	48,341	29,137
Associate Professor			
Assistant Professor			
Instructor			
Teaching Assists. & other teaching peers.			
Research staff and Research Assistants			
Undesignated rank			

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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**Basic Institutional Data Form C
Part 3 - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION**

Name of institution/campus reported: John Wood Community College

Specify quarter/semester reported: Fall, 2001

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor	62	74	127	2		1		6	22	49	55	10
Associate Professor												
Assistant Professor												
Instructor												
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank												
Number of instructional staff added for current academic year												
Number of instructional staff employed in previous academic year, but not reemployed for current academic year												

Prepare separate report for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form C

Part 3 continued- PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: John Wood Community College

Specify quarter/semester reported: Fall, 2001

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor						
Associate Professor	21	3	37	67	3	5
Assistant Professor						
Instructor						
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank						
Number of instructional staff added for current academic year						
Number of instructional staff employed in previous academic year, but not reemployed for current academic year						

Part 2 - SALARIES OF PART-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor			
Associate Professor	\$350/credit hour	\$450/cr. hr.	\$275/cr. hr.
Assistant Professor			
Instructor			
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank			

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (identify estimates)

Name of institution/site reported: John Wood Community College

Do you have specialized libraries not included in this data. ~~Yes~~ No If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	CY 2000	CY 2001	CY 2002
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	5500*	5780	5633
Total circulation to students	3300*	3334	4085
Per capita student use (circulation to students divided by the number of enrolled students)	.749	.776	**
Total circulation to faculty	1172*	1554	790
Per capita faculty use (circulation to faculty divided by number of FTE faculty)	9.76*	12.95*	6.58*
Total circulation to Community Users			
	FY 2000	FY 2001	FY 2002
Number of items borrowed from other libraries via interlibrary loan	317	394	356
Number of items lent to other libraries via interlibrary loan	122	91	104
Hours open per week	55.5	58.5	63.5
On-line electronic database searches (usually mediated by library staff)	N/A	N/A	N/A
Total Library staff presentations to groups/classes	N/A	N/A	N/A
Tours and one-time presentations	N/A	N/A	N/A
Hands-on instruction for using electronic databases	N/A	N/A	N/A
Hands-on instruction for Internet searching	N/A	N/A	N/A
Semester-length bibliographical instruction	0	0	0
B. COLLECTIONS			
	CY 2000	CY 2001	CY 2002
Total number of different titles in collection	7803	10,766	11,388
Books and other printed materials	10,689	10,766	11,388
Print serials/periodicals	150	150	159
Electronic serials/periodicals	4263*	4263*	4263*
Other electronic materials (except serials/periodicals)	4	4	5
Microforms	0	0	0

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

*Estimate

**Data not available

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: John Wood Community College

	Two Years Prior	One Year Prior	Current Year
	CY 2000	CY 2001	CY 2002
B. COLLECTIONS (Continued)			
Non-print materials (e.g. films, tapes, CDs)	2326	2319	3025
Government documents not reported elsewhere	0	0	0
Computer software	0	0	0
Number of subscribed/purchased electronic on-line databases	4	4	5
Number of CD-ROM databases available for searches by students	0	0	0
Number of subscriptions to scholarly journals	N/A	N/A	N/A
C. STAFF (1 FTE Staff = 35-40 hours per week)			
	FY 2000	FY 2001	FY 2002
Number of FTE professional staff	1	1	1
Number of FTE non-professional staff	2.5	2.5	2.5
Number of FTE student staff	1.5	2.5	1.5
Number of other FTE staff (please explain on attached sheet)	N/A	N/A	N/A
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment)	.004	.004	.039
Number of publicly accessible computers	8	12	40
Estimated linear shelving space remaining for expansion	0	0	14,184
Estimated linear feet of materials stored off-site	N/A	N/A	N/A
E. EXPENDITURES			
	FY 2000	FY 2001	FY 2002
For staff (exclude fringe benefits):			
Total professional staff salaries	34,922	36,319	39,422
Total non-professional staff salaries	37,044	40,607	43,731
Total student staff salaries	1,236	4,120	4,800
For collection			
	FY 2000	FY 2001	FY 2002
Books/other printed materials	21,400	27,333	23,100
Print serials/periodicals	23,202	27,256	29,303
Microfilms	N/A	N/A	N/A
Non-print materials (e.g., films, tapes, CDs)	N/A	9313.65	8000
Government documents not reported elsewhere	N/A	N/A	N/A
Computer software	3000	1500	1500

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: John Wood Community College

	Two Years Prior	One Year Prior	Current Year
	FY 2000	FY 2001	FY 2002
E. EXPENDITURES (Continued)			
Access and other services	N/A	N/A	N/A
Interlibrary loan	0	0	0
On-line database searches	N/A	N/A	N/A
Network membership	N/A	N/A	N/A
Binding, preservation, and restoration	0	0	0
Production of materials (on- or off-site)	N/A	N/A	N/A
Other equipment and furniture purchase/replacement			
Other operating expenses (excluding capital outlay)			
Total library expenses			

F. OTHER	YES	NO
Output measures		
Does the library attempt to measure/record patron visits to the library?		X
Does the library attempt to measure/record reference questions answered?		X
Does the library attempt to measure/record user satisfaction?		X
Does the library attempt to measure/record in-library use of other resources?		X
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?	X	
Are there formal, written consortial agreements for statewide or regional use of library materials?	X	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?		X

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**Basic Institutional Data Form E
INSTITUTIONAL COMPUTING RESOURCES
Report for Current Academic Year**

Name of institution/site reported: John Wood Community College

WorldWideWeb (WWW) URL address: www.jwcc.edu

H ORGANIZATION, PLANNING, AND POLICIES (Please attach an organizational chart. Include names)	YES	NO
Designated administrator(s) for institutional computing?	X	
Designated administrator(s) for Administrative computing?	X	
Designated administrator(s) for Academic computing?	X	
Centralized computing services?	X	
Formal, written, and approved technology plan?	X	
Technology plan linked to institutional mission and purposes?	X	
Computing resources included in institutional strategic plan?	X	
Policies on the purchase, replacement, and repair of hardware?	X	
Policies on the purchase and updating of software?	X	
Institutional computing responsible/ethical use policy?	X	
Institutional policies that include institutional computer issues?	X	
Institutional policies that include administrative computing issues?	X	
Institutional policies that include academic computing issues?	X	
B. FACILITIES		
Institutional network backbone?	X	
Computer labs networked?	X	
Classrooms functionally networked?	X	
Multi-media computers in labs?	X	
Administrative offices networked?	X	
Academic offices networked?	X	
Residence halls wired?		NA

Number of non-networked computer labs 0

Total number of stations 0

Number of networked labs 17

Total number of stations 330

Type of access?

Wired through network
800 client 30 servers
Personal computers
800

Wired Ports
2500
Internet
800

Remote dial-up access
2
Slip/ppp connection to WWW
0

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Basic Institutional Data Form E - Continued

I FUNCTIONS: ADMINISTRATIVE (Place checks where appropriate)

	Access Available To					Via	
	Students	Faculty	Staff	Administrators	Public	Direct Access	Remote Access Modem WWW
College Activity Calendar	X	X	X	X	X		X
College Catalog	X	X	X	X	X		X
Class Schedule	X	X	X	X	X	X	X
Financial Aid	X		X				X
On-line registration							X
Student Academic Record	X		X				X

E-mail: Intra-institution? Yes ~~No~~ Inter-institution? Yes ~~No~~

D. FUNCTIONS: ACADEMIC	YES	NO
Computers in all full-time faculty offices?	X	
Computers in full-time faculty offices networked?	X	
All part-time faculty have access to computers?	X	
All divisional/departmental offices networked?	X	
All students required to have computers?		X
Internet access available from all faculty offices?	X	
Library access available from all faculty offices?	X	
If YES, is access available to the institutions library(ies)?	X	
If YES, is access available to the state-wide or region-wide library system?	X	
If YES, is access available to other libraries?	X	
Library access available from all classrooms?	X	
Computers integrated into instruction?	X	
Off-campus access?	X	
If YES, is off-campus access available by the institutional network?	X	
If YES, is off-campus access available by the academic network?	X	
If YES, is off-campus access available by the Internet?	X	
If NO, plans to provide off-campus access within three years?		
Courses on Internet?	X	
Interactive courses in real-time (i.e., 2-way video and voice?)	X	

E-mail: Intra-institution? Yes ~~No~~ Inter-institution? Yes ~~No~~

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Basic Institutional Data Form E - Continued

J SUPPORT and TRAINING

Number of FTE technical staff? 4 per 800 Number of programmers? 1
 Number of FTE training staff? 1 only Integrated with Human Resources unit (Y/~~N~~)
 Name and Title of designated educational specialist? Software Specialist

K FINANCES/BUDGET for COMPUTING (Current Fiscal Year)

Total Annual Academic Outlay, Operating Funds: \$111,740.13

Total Annual Administrative Outlay, Operating Funds: \$503,491.81

Capital funds available: Academic \$650.34

Capital funds available: Administrative \$44,669.94

Amount of grants/restricted purpose funds available: \$243,721

Technology fee assessed? (~~Y~~/N) (being considered)
 If YES, amount per academic year?

G. EVALUATION	YES	NO
Formal system of evaluation by students of academic computing?	X	
Formal system of evaluation by students of administrative computing?	X	
Formal system of evaluation by faculty of academic computing?		X
Formal system of evaluation by faculty of administrative computing?	X	
Systems of evaluation linked to plan to evaluate overall institutional effectiveness?		X
Results of evaluation linked to institutional planning and budgeting processes?		X

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**Basic Institutional Data Form F
CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS
Previous Three Years**

Name of institution/site reported: John Wood Community College

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		1998-1999	1999-2000	2000-2001
AA	Associate of Arts	50	68	80
AS	Associate of Science	51	64	42
AGS	Associate/General Studies	3	2	0
AAS	Accounting	3	4	1
AAS	Agriculture Business Mgmt	6	10	9
AAS	AS/400	0	0	1
AAS	Nursing (ADN)	27	20	29
AAS	Business/Computer Info Option	1	0	6
AAS	Business Mgmt	7	9	7
AAS	Bus/Marketing/Sales Option	0	1	0
AAS	Computer-Aided Design (CAD)	3	2	2
AAS	Early Childhood Education	10	9	11
AAS	Electrical Technology	0	0	2
AAS	Electronic Tech/Egr Option*			
AAS	Electronic Tech/RF Comm Option	4	8	6
AAS	Electronics Technology*	3	5	2
AAS	Emergency Serv/Law Enf Option	0	1	0
AAS	Emergency Serv/Fire Sci Option	2	2	6
AAS	Horticulture			+
AAS	Information Mgmt/Bus Option	1	1	1
AAS	Medical Laboratory Technician*	0	1	0
AAS	Machine Tool Technology*	0	0	1
AAS	Medical Transcription*	0	1	1
AAS	Office Technology	4	7	1
AAS	Admin Assistant Option	0	1	2
AAS	Legal Option	0	0	1
AAS	Medical Option	0	3	3
AAS	Physical Therapist Assistant*	0	1	0
AAS	Radiologic Technology	2	2	0
AAS	Restaurant Management	0	0	3
AAS	Swine Management	2	2	2
Certificate	Accounting	1	0	0
Certificate	Beef Management	4	5	3
Certificate	Agriculture Production Mgmt	0	0	0
Certificate	Agriculture Supply & Service	4	0	0
Certificate	AS/400	0	0	0
Certificate	Business Management	1	0	0
Certificate	Clerk Typist*	3	1	1

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		1998-1999	1999-2000	2000-2001
Certificate	Compressor Technology			+
Certificate	Cosmetology*	4	0	0
Certificate	Culinary Arts	0	0	5
Certificate	Dietary Manager	1	2	1
Certificate	Electrician	1	1	0
Certificate	Electronics Technology*	5	0	1
Certificate	Horticulture			+
Certificate	Industrial Electrical Maintenance	5	1	0
Certificate	Information Management	0	2	0
Certificate	Nurse Assistant	42	56	70
Certificate	Office Technology - Secretarial*	2	0	0
Certificate	Office Technology Certificate	0	1	3
Certificate	Practical Nurse	40	17	20
Certificate	Sales Certificate	0	0	0
Certificate	Surgical Technology			+
Certificate	Swine Management	1	1	0
Certificate	Truck Driver Training	51	38	48
Certificate	Vocational Skills	1	0	0

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*Inactive/Withdrawn Program

+New Program 2000-01

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Basic Institutional Data Form G

INTERCOLLEGIATE ATHLETICS

Name of institution/campus reported: John Wood Community College

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve: a) formal agreements (association, league) to compete with other institutions; b) student athletes identified as members of a particular team; and c) professional staff.

Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership and the level of membership: The National Junior College Athletic Association (NJCAA); Region 24 of the NJCAA; Collegiate Conference of Central Illinois

FOR MOST RECENT ACADEMIC YEAR											OPERATING BUDGET FOR INTERCOLLEGIATE ATHLETIC PROGRAMS (list current last year)
NAME OF SPORT	# OF STUDENTS PARTICIPATING IN INTERCOLLEGIATE ATHLETIC PROGRAMS		NUMBER OF ATHLETIC SCHOLARSHIPS		MEAN AMOUNT OF SCHOLARSHIP		NUMBER OF SCHOLARSHIP STUDENTS COMPLETING DEGREES		NUMBER OF STAFF (Use FTE)		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
											2001 - 2002
Golf	5		5		891		0		.15		8,900
Volley- Ball		10		6		1097		1		.20	12,150
Basket - Ball	12		9		1663		3		.25		16,700
Basket - Ball		14		10		1525		5		.25	16,740
Baseball	23		21		1157		2		.25		16,900
Softball		15		12		1569		2		.25	13,000

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FRONT AND BACK COVER DESIGN

Susi DeClue, Publications Coordinator
Office of Public Relations

Photos Courtesy of Larry Flavell, JWCC

FONT

Times New Roman, 12 point

PRINTER

JK Creative Printers
Quincy, Illinois

Impressions of John Wood



This is a replica of a watercolor collage created by students in a JWCC art class and displayed at the Open House for the new campus.

It is a composite featuring the College's logo surrounded by 12 individual impressions of aspects of the campus. Twelve abstract color pieces of a non-derivative nature separate the campus images. All pieces were done in a loose wet-in-wet technique. The original piece measures 30 inches by 30 inches and is on display in the JWCC Foundation Office.

Students contributing to the piece were Renee Amsler, Kayla Bank, John Griesbaum, Patsy Cornwell, Corey Miller, Brett Seal, Sandra Smith, Matthew Stahl, Kay Sutherland, Rachel Waddell-Langston, Michelle Weir, and Steven Zimmerman.

Carol Nichols, Associate Faculty in Art, taught the class.