PROGRAM REVIEW COVER PAGE	
COLLEGE	John Wood Community College
DISTRICT NUMBER	539
CONTACT PERSON *(NAME, TITLE, CONTACT INFORMATION)*	Josh Welker, Dean of Business Services & Institutional Effectiveness, 217.641.4200
FISCAL YEAR REVIEWED:	2020
DIRECTORY OF REVIEWS SUBMITTED	
AREA BEING REVIEWED	*PAGE NUMBERS*
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Career & Technical Education

College Name:	John Wood Community College
Academic Years Reviewed:	FY2015 – FY2019

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Agriculture Business Management	Degree	64.0	010101	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	1. Students will gain a basic understanding of animal science 2. Students will gain a working knowledge of basic agronomy sciences and applications 3. Students will gain a working knowledge of agricultural business management and applications 4. Students will apply learned skills and gain new educational experiences from an Occupational Internship 5. Students will gain a working knowledge of agriculture related computer software applications
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	These objectives are being met based on our review with industry, internship cooperators, Advisory council and Alumni feedback. Specific Program objectives are assessed each semester on a rotational basis with assessment results documented as part of JWCC's master plan available for review institutionally and by HLC
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Continued with minor improvements

Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	David Hetzler – CTE Dean Mike Tenhouse – Dept Chair, instructor, and student advisor Gary Shupe - Instructor, Ag Club Advisor Justin Lewis – Instructor, Evaluation Club Advisor, Judging Coach
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	JWCC Ag and Evaluation Clubs- Student input and leadership opportunities. JWCC Ag Advisory Committee – Ag Department think group and strategic planning. JWCC AG Alumni – Program support, recruitment activities, input and supportive fundraising. Orr Corporation – the Multi county organization providing input and support through collaborative efforts of adjoining Univ of Illinois Agronomy and Beef Research Facilities

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	There are no pre-requisites for this program.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Board initiative based on diversified training necessary for career employment.
Indicator 1: Need	**Response**

1.1 What is the labor market demand for the program?	Per Onet, the labor market for this credential is 5% annual growth.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Ag Industry demand over the past 5 years for qualified employees has remained strong. Ag Department continues to receive calls from industry looking for student interns and full-time employment candidates.
1.3 What labor market information sources are utilized?	Illinois Department of Employment Security Long-Term Occupational Projections (2016-2026) for Economic Development Region 10 (West Central).
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	In district and other area High Schools are the primary target market for Ag program students. Ag Alumni and program hosts 2 major Career recruitment activities. Ag faculty and staff also attend other local, regional, and statewide career and recruitment activities and events. (IL/MO State FFA Conv., Section FFA events, Regional and High School Career activities) Ag specific scholarships are awarded to support and incentivize Ag student enrollment.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Program curriculum changes are reviewed and initiated through the Agriculture Advisory Committee before being presented to the college All Program degree and certificate curriculum changes are first reviewed and approved by the Faculty Committee on Curriculum prior to ICCB/ JWCC Board review and approval. Fall 2017 Ag Strategic Planning session to outline program strengths and potential weaknesses.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Through the Ag Strategic Planning session several program initiatives resulted: • Add additional staff to increase program diversity • Connect all Ag program students to common campus • Increase and enhance Ag technologies in program offerings • Continue to support hands on learning through UI Research farm resources and internship work experiences.
Indicator 2: Cost Effectiveness	Response

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to College averages. For FY2019 the Agricultural Programs Department (10303) generated total revenue of $246,452 and incurred $259,602 in expenses. The net revenue per credit hour of the Agricultural Programs Department was ($14.33). The average net revenue per credit hour of all CTE programs at JWCC was $45.06. The Agricultural Programs Department is entirely funded through the operating budget at JWCC with no grant funding supporting the program.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	There are some Perkins funds used for instructional materials, but the majority are not grant supported.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college plans to grow enrollment and increase credit hours.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	The costs to students are primarily tuition and lab fee based. An increase in Ag specific scholarship monies will provide additional incentive and support for students.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
Indicator 3: Quality	Response
3.1 What are the program's strengths?	Agriculture curriculum provides hands on research-based learning. Continued strong demand for all Ag program graduates.

3.2 What are the identified or potential weaknesses of the program?	Fewer numbers of students available, especially those with background in agriculture.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	In FY2019 the delivery methods for all courses within the Agricultural Programs Department included blended, independent study, internet, lecture/discussion, lecture/lab, and practicum/internship. The College produces Course Success reports that display the rates of success (grades of A, B, C, or P) and non-success (D, F, I). These reports are divided by delivery method, by department, and by individual course.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[1]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	Agriculture is included on the JWCC Perkins Programs of Study Inventory. JWCC will be submitting the Illinois Postsecondary Program of Study Approval Form sometime in the next year per guidelines from ICCB. It is assumed that once this is submitted Agriculture will be an official approved program of study by ICCB. Agriculture currently meets the minimum expectation and quality standards for a program of study. The elements of size, scope, and quality are met in the following ways: The Agriculture program is one of JWCC original CTE programs. We see year after year strong enrollment. We have a very active advisory committee, JWCC AG Alumni group, and student group. Students participate in internships, livestock judging contests, and state and national Ag events. The Agriculture program is offered at the JWCC Agriculture facility that is shared with the University of Illinois research Center. A new livestock judging, and educational arena is in the planning phase. In FY20, we hired an additional full-time faculty member. In FY 20, we added an AG Education class and AG Mechanization Skills class. We offer an AAS in Agriculture Business Management and Animal Science. The following certificates are offered: Agriculture Applications, Beef Specialist, and Swine Specialist. The partner high schools for this program of study are: Western High School will offer dual credit in the fall of 2020. Most of our area schools have FFA chapters. Area high schools from Illinois, Missouri and Iowa attend our JWCC livestock judging event held each Fall.

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[1] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes. This program has multiple entry and exit points for students. Ag Business Management AAS degree has elective credits which can be courses that are included in the 3 certificates that stack into this degree area which are Beef, Swine and Agriculture Applications. ABM is an AAS Degree which provides a path to all areas of ag business. .
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Crop and Livestock technologies as well as research-based learning.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes. Course offerings include Ag Mechanization Skills, Ag Computers, Agriculture Education and Ag Finance Records.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Supervised internship opportunities are a part of all AAS degree and certificate curriculums. Internships help to direct graduates to career paths through a firsthand work experience while providing a valuable resource to area ag businesses. They also create a link to our industry which provides valuable feedback to our program based on student soft and technical skills needed for employment.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	NA
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	NA

3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	IAI – Articulated core transfer eligible Ag courses are used as a basis for this program and certificate area.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	2+2 agreements with Western Illinois University and Quincy University have been outlined.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Illinois Association of Community College Ag Instructors (IACCAI) as well as Illinois Association of Vocational Ag Instructors (IAVAT) provide annual in-service opportunities.
3.16 What is the status of the current technology and equipment used for this program?	GPS units, Soil stream table, Drone, and Precision spray simulator technologies are incorporated as well as Crop Technology curriculum.
3.17 What assessment methods are used to ensure student success?	Student evaluations as well as a variety of specific ongoing course assessment activities are coordinated each semester to cover each degree and certificate area as outlined in the college wide plan in accordance with HLC requirements and review.
3.18 How are these results shared with others at the institution for continuous improvement?	Assessment results are reviewed by the Faculty Senate Assessment Committee and is a part of the College master assessment plan.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	More attention has been given to outlining student learning objectives and outcomes as a part of the internship/work experience to better focus students and employers through the educational process.
3.20 How satisfied are students with their preparation for employment?	Students that prepare themselves appropriately through the curriculum and experiences provided are the most satisfied.
3.21 How is student satisfaction information collected?	The College collects student satisfaction information using the CTE Follow-up Survey. This survey used to be required by the ICCB but was discontinued a few years ago. The College continues to administer the survey. However, due to the low response rate and relatively low number of graduates in each program per year, it is hard to make statistical findings at the program level.

3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	They are engaged through strategic planning, Advisory Council, Ag Alumni and internship involvement and feedback.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	They contribute through a quarterly review and discussion of program data assessment summaries. Advisory members also evaluate students directly through scholarship interviews. Increased student contact and involvement in work related activities can benefit advisory members.
3.24 How satisfied are employers in the preparation of the program's graduates?	In general, employers are satisfied with graduates.
3.25 How is employer satisfaction information collected?	Employer satisfaction is collected as part of the Internship evaluation process.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Employers are most satisfied with students who best combine both technical and soft skills. We continue to reinforce the value of soft skills, in particularly work ethic, timeliness and problem solving.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

No barriers were identified.

Performance and Equity

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

CTE Program	ABM 828				
CIP Code	010101				
	FY2015	FY2016	FY2017	FY2018	FY2019
Number of Students Enrolled	23	28	40	27	45
Number of Completers	16	8	14	17	15
Other (Fall/Spring Attrition)	4.35%	6.67%	7.50%	7.41%	10.34%

How does the data support the program goals? Elaborate.	Ultimately the program goal is for 100% completion. For that to happen we monitor student progress through their coursework to be sure that degree requirements are met as outlined in degree and certificate roadmaps.
What disaggregated data was reviewed?	Program data reports, which include enrollment broken down by several demographic factors including race, disadvantaged status, average ACT, gender, age, and residence, for the last five years were reviewed. These reports also contain persistence and course success rates.
Were there gaps in the data? Please explain.	No gaps uncovered.
What is the college doing to overcome any identifiable gaps?	NA
Are the students served in this program representative of the total student population? Please explain.	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the student population.

Are the students served in this program representative of the district population? Please explain.	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the student population.

Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Agriculture Business Management program has adjusted and made modifications to the curriculum up to this point and will continue to analyze need of meeting industry skill set to be successful in the workforce. Also, there is a need to grow enrollment to meet industry need.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Recruitment strategies will be developed to grow enrollment. Already working on strategies to be implemented during next recruitment cycle.
Resources Needed	Funding for marketing programs.
Responsibility Who is responsible for completing or implementing the modifications?	Department Chair of Agriculture programming.

Career & Technical Education

College Name:	John Wood Community College
Academic Years Reviewed:	FY2015 – FY2019

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Beef Specialist	Cert	32.0	010302	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	1. The student will understand basic animal science 2. The student will understand beef production 3. The student will understand livestock evaluation 4. The student will obtain an understanding
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Specific Program objectives are assessed each semester on a rotational basis with assessment results documented as part of JWCC's master plan available for review institutionally and by HLC
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Continued with minor improvements
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.	David Hetzler – CTE Dean Mike Tenhouse – Dept Chair, instructor and student advisor Gary Shupe - Instructor, Ag Club Advisor Justin Lewis – Instructor, Evaluation Club Advisor, Judging Coach

Also describe their role or engagement in this process.	
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	JWCC Ag and Evaluation Clubs- Student input and leadership opportunities. JWCC Ag Advisory Committee – Ag Department think group and strategic planning. JWCC AG Alumni – Program support, recruitment activities, input and supportive fundraising. Orr Corporation – the Multi county organization providing input and support through collaborative efforts of adjoining Univ of Illinois Agronomy and Beef Research Facilities

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	The Beef Certificate does not have any pre-requisites.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Board initiative based on diversified training necessary for career employment.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	Per Onet, labor market demand is 5% annual growth.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Ag Industry demand over the past 5 years for qualified employees has remained strong. Ag Department continues to receive calls from industry looking for student interns and full time employment candidates.

1.3 What labor market information sources are utilized?	Illinois Department of Employment Security Long-Term Occupational Projections(2016-2026) for Economic Development Region 10 (West Central).
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	In district and other area High Schools are the primary target market for Ag program students. Ag Alumni and program hosts 2 major Career recruitment activities. Ag faculty and staff also attend other local, regional, and statewide career and recruitment activities and events. (IL/MO State FFA Conv., Section FFA events, Regional and High School Career activities) Ag specific scholarships are awarded to support and incentivize Ag student enrollment.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Program curriculum changes are reviewed and initiated through the Agriculture Advisory Committee before being presented to the college. All Program degree and certificate curriculum changes are first reviewed and approved by the Faculty Committee on Curriculum prior to ICCB/ JWCC Board review and approval. Fall 2017 Ag Strategic Planning session to outline program strengths and potential weaknesses.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Through the Ag Strategic Planning session several program initiatives resulted: • Add additional staff to increase program diversity • Connect all Ag program students to common campus • Increase and enhance Ag technologies in program offerings • Continue to support hands on learning through UI Research farm resources and internship work experiences.
Indicator 2: Cost Effectiveness	Response

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to College averages. For FY2019 the Agricultural Programs Department (10303) generated total revenue of $246,452 and incurred $259,602 in expenses. The net revenue per credit hour of the Agricultural Programs Department was ($14.33). The average net revenue per credit hour of all CTE programs at JWCC was $45.06. The Agricultural Programs Department is entirely funded through the operating budget at JWCC with no grant funding supporting the program.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	There are some Perkins funds used for instructional materials, but the majority are not grant supported.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college plans to grow enrollment and increase credit hours.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	The costs to students are primarily tuition and fee based. An increase in Ag specific scholarship monies will provide additional incentive and support for students.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review of the program cost did not result in any needed action.
Indicator 3: Quality	Response
3.1 What are the program's strengths?	Agriculture curriculum provides hands on research-based learning. Continued strong demand for all Ag program graduates.

3.2 What are the identified or potential weaknesses of the program?	Fewer numbers of students available, especially those with background in agriculture.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	In FY2019 the delivery methods for all courses within the Agricultural Programs Department included blended, independent study, internet, lecture/discussion, lecture/lab, and practicum/internship. The College produces Course Success reports that display the rates of success (grades of A, B, C, or P) and non-success (D, F, I). These reports are divided by delivery method, by department, and by individual course.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[2]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	Agriculture is included on the JWCC Perkins Programs of Study Inventory. JWCC will be submitting the Illinois Postsecondary Program of Study Approval Form sometime in the next year per guidelines from ICCB. It is assumed that once this is submitted Agriculture will be an official approved program of study by ICCB. Agriculture currently meets the minimum expectation and quality standards for a program of study. The elements of size, scope, and quality are met in the following ways: The Agriculture program is one of JWCC original CTE programs. We see year after year strong enrollment. We have a very active advisory committee, JWCC AG Alumni group, and student group. Students participate in internships, livestock judging contests, and state and national Ag events. The Agriculture program is offered at the JWCC Agriculture facility that is shared with the University of Illinois research Center. A new livestock judging, and educational arena is in the planning phase. In FY20, we hired an additional full-time faculty member. In FY 20, we added an AG Education class and AG Mechanization Skills class. We offer an AAS in Agriculture Business Management and Animal Science. The following certificates are offered: Agriculture Applications, Beef Specialist, and Swine Specialist. The partner high schools for this program of study are: Western High School will offer dual credit in the fall of 2020. Most of our area schools have FFA chapters. Area high schools from Illinois, Missouri and Iowa attend our JWCC livestock judging event held each Fall.

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[2] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.5 Does this program meet the definition of a [career pathway program]? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, Animal Science degree has 3 certificates that stack into this degree area, Beef Specialist, Swine Specialist and Agriculture Applications. This AAS Degree provides a path to all areas of animal husbandry and production. The certificates provide specialized training the beef, swine and production sectors of agriculture.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Crop and Livestock technologies as well as research-based learning
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes. Course offerings include Ag Mechanization Skills, Ag Computers, Agriculture Education and Ag Finance Records.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Supervised internship opportunities are a part of all AAS degree and certificate curriculums. Internships help to direct graduates to career paths through a firsthand work experience while providing a valuable resource to area ag businesses. They also create a link to our industry which provides valuable feedback to our program based on student soft and technical skills needed for employment.

3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	NA
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	NA
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	IAI – Articulated core transfer eligible Ag courses are used as a basis for this program and certificate area.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	2+2 agreements with Western Illinois University and Quincy University have been outlined.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Illinois Association of Community College Ag Instructors (IACCAI) as well as Illinois Association of Vocational Ag Instructors (IAVAT) provide annual in-service opportunities.
3.16 What is the status of the current technology and equipment used for this program?	GPS units, Soil stream table, Drone, and Precision spray simulator technologies are incorporated as well as Crop Technology curriculum

3.17 What assessment methods are used to ensure student success?	Student evaluations as well as a variety of specific ongoing course assessment activities are coordinated each semester to cover each degree and certificate area as outlined in the college wide assessment plan.
3.18 How are these results shared with others at the institution for continuous improvement?	More attention has been given to outlining student learning objectives and outcomes as a part of the internship/work experience to better focus students and employers through the educational process.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	More attention has been given to outlining student learning objectives and outcomes as a part of the internship/work experience to better focus students and employers through the educational process.
3.20 How satisfied are students with their preparation for employment?	Students that prepare themselves appropriately through the curriculum and experiences provided are the most satisfied.
3.21 How is student satisfaction information collected?	The College collects student satisfaction information through the use of the CTE Follow-up Survey. This survey used to be required by the ICCB but was discontinued a few years ago. The College continues to administer the survey. However, due to the low response rate and relatively low number of graduates in each program per year, it is hard to make statistical findings at the program level.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	They are engaged through strategic planning, Advisory Council, Ag Alumni and internship involvement and feedback.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	They contribute through a quarterly review and discussion of program data assessment summaries. Advisory members also evaluate students directly through scholarship interviews. Increased student contact and involvement in work related activities can benefit advisory members.

3.24 How satisfied are employers in the preparation of the program's graduates?	Employers are satisfied with graduates.
3.25 How is employer satisfaction information collected?	Employer satisfaction is collected as part of the Internship evaluation process through follow-up conversations.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Employers are most satisfied with students who best combine both technical and soft skills. We continue to reinforce the value of soft skills, in particularly work ethic, timeliness and problem solving.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

No barriers encountered.

Performance and Equity

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

CTE Program	ABF 848				
CIP Code	010302				
	FY2015	FY2016	FY2017	FY2018	FY2019
Number of Students Enrolled	0	1	0	0	2
Number of Completers	7	1	11	5	1
Other (Fall/Spring Attrition)	NA	0%	NA	NA	0%

How does the data support the program goals? Elaborate.	Ultimately the program goal is for 100% completion. For that to happen we monitor student progress through their coursework to be sure that degree requirements are met as outlined in degree and certificate roadmaps.
What disaggregated data was reviewed?	Program data reports, which include enrollment broken down by several demographic factors including race, disadvantaged status, average ACT, gender, age, and residence, for the last five years were reviewed. These reports also contain persistence and course success rates.
Were there gaps in the data? Please explain.	No gaps uncovered.
What is the college doing to overcome any identifiable gaps?	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the student population.
Are the students served in this program representative of the total student population? Please explain.	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the student population.

Are the students served in this program representative of the district population? Please explain.	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the student population.

Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ▱ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Increase certificate enrollment and attainability.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Combine coursework to make certificate requirements available in one academic year. -Fall 2021
Resources Needed	Advisory council and curriculum committee approval
Responsibility Who is responsible for completing or implementing the modifications?	Agriculture Department chair, Ag staff and administration

Career & Technical Education

College Name:	John Wood Community College
Academic Years Reviewed:	FY2015 – FY2019

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Swine Specialist	Cert	30.0	010302	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	1. The student will understand animal science 2. The student will understand swine production 3. The student will understand livestock evaluation
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	These objectives are being met based on our review with industry, internship cooperators, Advisory council and Alumni feedback. Specific Program objectives are assessed each semester on a rotational basis with assessment results documented as part of JWCC's master plan available for review institutionally and by HLC
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Continued with minor improvements
Review Team Please identify the names and titles of faculty and staff who were major	David Hetzler – CTE Dean Mike Tenhouse – Dept Chair, instructor and student advisor

participants in the review of this program. Also describe their role or engagement in this process.	Gary Shupe - Instructor, Ag Club Advisor Justin Lewis – Instructor, Evaluation Club Advisor, Judging Coach
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	JWCC Ag and Evaluation Clubs- Student input and leadership opportunities. JWCC Ag Advisory Committee – Ag Department think group and strategic planning. JWCC AG Alumni – Program support, recruitment activities, input and supportive fundraising. Orr Corporation – the Multi county organization providing input and support through collaborative efforts of adjoining Univ of Illinois Agronomy and Beef Research Facilities

CTE Program Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	No
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Board initiative based on diversified training necessary for career employment.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	Per *Onet*, outlook for program is 4% annual growth.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Ag Industry demand over the past 5 years for qualified employees has remained strong. Ag Department continues to receive calls from industry looking for student interns and full-time employment candidates.
1.3 What labor market information sources are utilized?	Illinois Department of Employment Security Long-Term Occupational Projections (2016-2026) for Economic Development Region 10 (West Central).
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	In district and other area High Schools are the primary target market for Ag program students. Ag Alumni and program hosts 2 major Career recruitment activities. Ag faculty and staff also attend other local, regional, and statewide career and recruitment activities and events. (IL/MO State FFA Conv., Section FFA events, Regional and High School Career activities) Ag specific scholarships are awarded to support and incentivize Ag student enrollment.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Program curriculum changes are reviewed and initiated through the Agriculture Advisory Committee before being presented to the college All Program degree and certificate curriculum changes are first reviewed and approved by the Faculty Committee on Curriculum prior to ICCB/ JWCC Board review and approval. Fall 2017 Ag Strategic Planning session to outline program strengths and potential weaknesses.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Through the Ag Strategic Planning session several program initiatives resulted: • Add additional staff to increase program diversity • Connect all Ag program students to common campus • Increase and enhance Ag technologies in program offerings Continue to support hands on learning through UI Research farm resources and internship work experiences.
Indicator 2: Cost Effectiveness	Response

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to College averages. For FY2019 the Agricultural Programs Department (10303) generated total revenue of $246,452 and incurred $259,602 in expenses. The net revenue per credit hour of the Agricultural Programs Department was ($14.33). The average net revenue per credit hour of all CTE programs at JWCC was $45.06. The Agricultural Programs Department is entirely funded through the operating budget at JWCC with no grant funding supporting the program.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	There are some Perkins funds used for instructional materials, but the majority are not grant supported.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college plans to grow enrollment and increase credit hours.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	The costs to students are primarily tuition and fee based. An increase in Ag specific scholarship monies will provide additional incentive and support for students.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No actions or modifications are needed for program costs.
Indicator 3: Quality	Response
3.1 What are the program's strengths?	Agriculture curriculum provides hands on research-based learning. Continued strong demand for all Ag program graduates.

3.2 What are the identified or potential weaknesses of the program?	Fewer numbers of students available, especially those with background in agriculture.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	In FY2019 the delivery methods for all courses within the Agricultural Programs Department included blended, independent study, internet, lecture/discussion, lecture/lab, and practicum/internship. The College produces Course Success reports that display the rates of success (grades of A, B, C, or P) and non-success (D, F, I). These reports are divided by delivery method, by department, and by individual course.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[3]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	Agriculture is included on the JWCC Perkins Programs of Study Inventory. JWCC will be submitting the Illinois Postsecondary Program of Study Approval Form sometime in the next year per guidelines from ICCB. It is assumed that once this is submitted Agriculture will be an official approved program of study by ICCB. Agriculture currently meets the minimum expectation and quality standards for a program of study. The elements of size, scope, and quality are met in the following ways: The Agriculture program is one of JWCC original CTE programs. We see year after year strong enrollment. We have a very active advisory committee, JWCC AG Alumni group, and student group. Students participate in internships, livestock judging contests, and state and national Ag events. The Agriculture program is offered at the JWCC Agriculture facility that is shared with the University of Illinois research Center. A new livestock judging, and educational arena is in the planning phase. In FY20, we hired an additional full-time faculty member. In FY 20, we added an AG Education class and AG Mechanization Skills class. We offer an AAS in Agriculture Business Management and Animal Science. The following certificates are offered: Agriculture Applications, Beef Specialist, and Swine Specialist. The partner high schools for this program of study are: Western High School will offer dual credit in the fall of 2020. Most of our area schools have FFA chapters. Area high schools from Illinois, Missouri and Iowa attend our JWCC livestock judging event held each Fall.

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[3] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.5 Does this program meet the definition of a [career pathway program](#)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes. Associate in Applied Science Animal Science degree that has certificates that stack into this degree area, Beef Specialist, Swine Specialist and Agriculture Applications. The certificates provide specialized training the beef, swine and production sectors of agriculture.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Crop and Livestock technologies as well as research-based learning
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes. Course offerings include Ag Mechanization Skills, Ag Computers, Agriculture Education and Ag Finance Records.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Supervised internship opportunities are a part of all AAS degree and certificate curriculums. Internships help to direct graduates to career paths through a firsthand work experience while providing a valuable resource to area ag businesses. They also create a link to our industry which provides valuable feedback to our program based on student soft and technical skills needed for employment.

3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	NA
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	NA
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	IAI – Articulated core transfer eligible Ag courses are used as a basis for this program and certificate area.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	2+2 agreements with Western Illinois University and Quincy University have been outlined.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Illinois Association of Community College Ag Instructors (IACCAI) as well as Illinois Association of Vocational Ag Instructors (IAVAT) provide annual in-service opportunities.
3.16 What is the status of the current technology and equipment used for this program?	GPS units, Soil stream table, Drone, and Precision spray simulator technologies are incorporated as well as Crop Technology curriculum

3.17 What assessment methods are used to ensure student success?	Student evaluations as well as a variety of specific ongoing course assessment activities are coordinated each semester to cover each degree and certificate area as outlined in the college wide plan in accordance with HLC requirements and review.
3.18 How are these results shared with others at the institution for continuous improvement?	As part of the College master assessment plan.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	More attention has been given to outlining student learning objectives and outcomes as a part of the internship/work experience to better focus students and employers through the educational process.
3.20 How satisfied are students with their preparation for employment?	Students that prepare themselves appropriately through the curriculum and experiences provided are the most satisfied.
3.21 How is student satisfaction information collected?	The College collects student satisfaction information using the CTE Follow-up Survey. This survey used to be required by the ICCB but was discontinued a few years ago. The College continues to administer the survey. However, due to the low response rate and relatively low number of graduates in each program per year, it is hard to make statistical findings at the program level.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	They are engaged through strategic planning, Advisory Council, Ag Alumni and internship involvement and feedback.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	They contribute through a quarterly review and discussion of program data assessment summaries. Advisory members also evaluate students directly through scholarship interviews. Increased student contact and involvement in work related activities can benefit advisory members.

3.24 How satisfied are employers in the preparation of the program's graduates?	Employers are satisfied with graduates
3.25 How is employer satisfaction information collected?	Employer satisfaction is collected as part of the Internship evaluation process.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Employers are most satisfied with students who best combine both technical and soft skills. We continue to reinforce the value of soft skills, in particularly work ethic, timeliness and problem solving

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

No barriers are noted at this time.

Performance and Equity

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

CTE Program	SWN 385				
CIP Code	010302				
	FY2015	FY2016	FY2017	FY2018	FY2019
Number of Students Enrolled	0	NA	NA	0	1
Number of Completers	0	NA	NA	1	0
Other (Fall/Spring Attrition)	NA	NA	NA	NA	0%

How does the data support the program goals? Elaborate.	Ultimately the program goal is for 100% completion. For that to happen we monitor student progress through their coursework to be sure that degree requirements are met as outlined in degree and certificate roadmaps.
What disaggregated data was reviewed?	Program data reports, which include enrollment broken down by several demographic factors including race, disadvantaged status, average ACT, gender, age, and residence, for the last five years were reviewed. These reports also contain persistence and course success rates.
Were there gaps in the data? Please explain.	No gaps uncovered.
What is the college doing to overcome any identifiable gaps?	NA
Are the students served in this program representative of the total student population? Please explain.	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the student population.

Are the students served in this program representative of the district population? Please explain.	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the student population.

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	No adjustments need to be made to the program itself. Focus will be on recruitment for this certificate which stacks into the Animal Science AAS degree.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	For 21-22 academic year, the focus will be advising students to finish this credential.
Resources Needed	A current faculty member will be focused on recruitment.
Responsibility Who is responsible for completing or implementing the modifications?	The department chair of agriculture will be responsible for monitoring recruitment efforts.

Career & Technical Education

College Name:	John Wood Community College
Academic Years Reviewed:	FY2015 – FY2019

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Animal Science	Degree	64.0	010902	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	1. Students will gain a basic understanding of animal science 2. Students will gain a working knowledge of basic agronomy sciences and applications 3. Students will gain a working knowledge of agricultural business management and applications 4. Students will apply learned skills and gain new educational experiences from an Occupational Internship 5. Students will gain a working knowledge of agriculture related computer software applications
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	These objectives are being met based on our review with industry, internship cooperators, Advisory council and Alumni feedback. Specific Program objectives are assessed each semester on a rotational basis with assessment results documented as part of JWCC's master plan available for review institutionally and by HLC
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Continued with minor improvements

Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	David Hetzler – CTE Dean Mike Tenhouse – Dept Chair, instructor and student advisor Gary Shupe - Instructor, Ag Club Advisor Justin Lewis – Instructor, Evaluation Club Advisor, Judging Coach
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	JWCC Ag and Evaluation Clubs- Student input and leadership opportunities. JWCC Ag Advisory Committee – Ag Department think group and strategic planning. JWCC AG Alumni – Program support, recruitment activities, input and supportive fundraising. Orr Corporation – the Multi county organization providing input and support through collaborative efforts of adjoining Univ of Illinois Agronomy and Beef Research Facilities

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	There are no pre-requisites to enroll in this program.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Board initiative based on diversified training necessary for career employment.
Indicator 1: Need	**Response**

1.1 What is the labor market demand for the program?	Per Onet, the labor market will see annual growth of 5%.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Ag Industry demand over the past 5 years for qualified employees has remained strong. Ag Department continues to receive calls from industry looking for student interns and full time employment candidates.
1.3 What labor market information sources are utilized?	Illinois Department of Employment Security Long-Term Occupational Projections (2016-2026) for Economic Development Region 10 (West Central).
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	In district and other area High Schools are the primary target market for Ag program students. Ag Alumni and program hosts 2 major Career recruitment activities. Ag Campus.Program faculty and staff also attend other local, regional, and statewide career and recruitment activities and events. (IL/MO State FFA Conv.,Section FFA events, Regional and High School Career activities) Ag specific scholarships are awarded to support and incentivize Ag student enrollment.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Program curriculum changes are reviewed and initiated through the Agriculture Advisory Committee before being presented to the college All Program degree and certificate curriculum changes are first reviewed and approved by the Faculty Committee on Curriculum prior to ICCB/ JWCC Board review and approval. Fall 2017 Ag Strategic Planning session to outline program strengths and potential weaknesses.

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Through the Ag Strategic Planning session several program initiatives resulted: • Add additional staff to increase program diversity • Connect all Ag program students to common campus • Increase and enhance Ag technologies in program offerings • Continue to support hands on learning through UI Research farm resources and internship work experiences.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to College averages. For FY2019 the Agricultural Programs Department (10303) generated total revenue of $246,452 and incurred $259,602 in expenses. The net revenue per credit hour of the Agricultural Programs Department was ($14.33). The average net revenue per credit hour of all CTE programs at JWCC was $45.06. The Agricultural Programs Department is entirely funded through the operating budget at JWCC with no grant funding supporting the program.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	There are some Perkins funds used for instructional materials, but the majority are not grant supported.

2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college plans to grow enrollment and increase credit hours.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	The costs to students are primarily tuition and fee based. An increase in Ag specific scholarship monies will provide additional incentive and support for students.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No actions or modifications to program cost are needed.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Agriculture curriculum provides hands on research-based learning. Continued strong demand for all Ag program graduates.
3.2 What are the identified or potential weaknesses of the program?	Fewer numbers of students available, especially those with background in agriculture.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	In FY2019 the delivery methods for all courses within the Agricultural Programs Department included blended, independent study, internet, lecture/discussion, lecture/lab, and practicum/internship. The College produces Course Success reports that display the rates of success (grades of A, B, C, or P) and non-success (D, F, I). These reports are divided by delivery method, by department, and by individual course.

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[4]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	Agriculture is included on the JWCC Perkins Programs of Study Inventory. JWCC will be submitting the Illinois Postsecondary Program of Study Approval Form sometime in the next year per guidelines from ICCB. It is assumed that once this is submitted Agriculture will be an official approved program of study by ICCB. Agriculture currently meets the minimum expectation and quality standards for a program of study. The elements of size, scope, and quality are met in the following ways: The Agriculture program is one of JWCC original CTE programs. We see year after year strong enrollment. We have a very active advisory committee, JWCC AG Alumni group, and student group. Students participate in internships, livestock judging contests, and state and national Ag events. The Agriculture program is offered

at the JWCC Agriculture facility that is shared with the University of Illinois research Center. A new livestock judging, and educational arena is in the planning phase. In FY20, we hired an additional full-time faculty member. In FY 20, we added an AG Education class and AG Mechanization Skills class. We offer an AAS in Agriculture Business Management and Animal Science. The following certificates are offered: Agriculture Applications, Beef Specialist, and Swine Specialist. The partner high schools for this program of study are: Western High School will offer dual credit in the fall of 2020. Most of our area schools have FFA chapters. Area high schools from Illinois, Missouri and Iowa attend our JWCC livestock judging event held each Fall. |

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[4] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes. Animal Science degree plus 3 certificates that ladder into this degree area, Beef herd Management, Swine Management and Agriculture Applications. ASC is an AAS Degree which provides a path to all areas of animal science. The certificates provide specialized training the beef, swine and production sectors of agriculture.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Crop and Livestock technologies as well as research-based learning
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes. Course offerings include Ag Mechanization Skills, Ag Computers, Agriculture Education and Ag Finance Records.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Supervised internship opportunities are a part of all AAS degree and certificate curriculums. Internships help to direct graduates to career paths through a firsthand work experience while providing a valuable resource to area ag businesses. They also create a link to our industry which provides valuable feedback to our program based on student soft and technical skills needed for employment.

3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	NA
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	NA
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	IAI – Articulated core transfer eligible Ag courses are used as a basis for this program and certificate area.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	2+2 agreements with Western Illinois University and Quincy University have been outlined.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Illinois Association of Community College Ag Instructors (IACCAI) as well as Illinois Association of Vocational Ag Instructors (IAVAT) provide annual in-service opportunities.
3.16 What is the status of the current technology and equipment used for this program?	GPS units, Soil stream table, Drone, and Precision spray simulator technologies are incorporated as well as Crop Technology curriculum.

3.17 What assessment methods are used to ensure student success?	Student evaluations as well as a variety of specific ongoing course assessment activities are coordinated each semester to cover each degree and certificate area as outlined in the college wide plan in accordance with HLC requirements and review.
3.18 How are these results shared with others at the institution for continuous improvement?	Assessment results are reviewed by the Faculty Senate Assessment Committee and is a part of the College master assessment plan.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	More attention has been given to outlining student learning objectives and outcomes as a part of the internship/work experience to better focus students and employers through the educational process.
3.20 How satisfied are students with their preparation for employment?	Students that prepare themselves appropriately through the curriculum and experiences provided are the most satisfied.
3.21 How is student satisfaction information collected?	The College collects student satisfaction information using the CTE Follow-up Survey. This survey used to be required by the ICCB but was discontinued a few years ago. The College continues to administer the survey. However, due to the low response rate and relatively low number of graduates in each program per year, it is hard to make statistical findings at the program level.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	They are engaged through strategic planning, Advisory Council, Ag Alumni and internship involvement and feedback.

3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	They contribute through a quarterly review and discussion of program data assessment summaries. Advisory members also evaluate students directly through scholarship interviews. Increased student contact and involvement in work related activities can benefit advisory members.
3.24 How satisfied are employers in the preparation of the program's graduates?	In general, employers are satisfied with graduates.
3.25 How is employer satisfaction information collected?	Employer satisfaction is collected as part of the Internship evaluation process.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Employers are most satisfied with students who best combine both technical and soft skills. We continue to reinforce the value of soft skills, in particularly work ethic, timeliness and problem solving.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

No barriers were identified.

Performance and Equity

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

CTE Program	ASC 845				
CIP Code	010901				
	FY2015	FY2016	FY2017	FY2018	FY2019
Number of Students Enrolled	8	13	16	10	13
Number of Completers	3	6	5	7	4
Other (Fall/Spring Attrition)	0%	7.69%	5.56%	11.11%	0%

How does the data support the program goals? Elaborate.	Ultimately the program goal is for 100% completion. For that to happen we monitor student progress through their coursework to be sure that degree requirements are met as outlined in degree and certificate roadmaps.
What disaggregated data was reviewed?	Program data reports, which include enrollment broken down by several demographic factors including race, disadvantaged status, average ACT, gender, age, and residence, for the last five years were reviewed. These reports also contain persistence and course success rates.
Were there gaps in the data? Please explain.	No gaps uncovered.
What is the college doing to overcome any identifiable gaps?	NA
Are the students served in this program representative of the total	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the student population.

student population? Please explain.	
Are the students served in this program representative of the district population? Please explain.	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the student population.

Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ▱Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Animal Science degree program has adjusted and made modifications to the curriculum up to this point and will continue to analyze need of meeting industry skill set to be successful in the workforce. Also, there is a need to grow enrollment to meet industry need.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Recruitment strategies will be developed to grow enrollment. Already working on strategies to be implemented during next recruitment cycle.
Resources Needed	Funding for marketing programs
Responsibility Who is responsible for completing or implementing the modifications?	Department Chair of Agriculture programs

Career & Technical Education

College Name:	John Wood Community College
Academic Years Reviewed:	FY2015 – FY2019

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Associate Degree Nursing	Degree	74.0	513801	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	1. Provide educational opportunities and enhance educational access and participation for a diversified student population. 2. Graduate no less than 70 percent of first-time students. 3. Maintain approval of the Illinois Department of Financial & Professional Regulation (IDFPR). 4. Provide a course of study that promotes an 85 percent overall successful pass rate on the NCLEX examination, on the first attempt. 5. Enable at least 85 percent of graduates actively seeking employment in nursing to be hired within six months of graduation. 6. Develop and maintain a collaborative relationship with community agencies. 7. Provide an opportunity for nursing students to evaluate the effectiveness and satisfaction of their education, instructors, and the clinical agencies.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	1. The nursing program has shown consistent growth over the past five years, increasing enrollment to the point that the program expanded to include a second entry point. 2. The retention rate for the past 5 years is 73.3%, as reported to the state board of nursing. 3. The JWCC ADN Ladder Program continues to be in good standing with IDFPR. 4. The five-year pass rate for the JWCC ADN program is 82.3% 5. 100% of ADN graduates seeking employment are able to find employment of their choosing.

	6. The JWCC ADN program continues to maintain strong working relationships with multiple health care partners throughout the district, including those in acute and long-term care.
	7. Students complete evaluations of courses, faculty, and program outcomes in each course and at the conclusion of the program.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Continued with minor improvements
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	ADN Advisory Council- review of program outcomes and benchmarks ADN Faculty Members- ongoing curriculum review, as well as program outcomes, SWOT analysis ADN Students- program evaluation and satisfaction ADN Graduates- program evaluation and satisfaction Faculty and Administration of Blessing Riemann College of Nursing and Health Sciences- curriculum review, program outcome review, SWOT
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	ADN Advisory Council Membership includes RNs and Administrators from the following- Blessing Hospital Blessing Physicians Services Quincy Medical Group Illinois Veteran's Home Good Samaritan Home Sunset Home Illini Community Hospital

CTE Program Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Prerequisite courses were reviewed and adjusted in accordance with the Illinois Healthcare Action Coalition (IHAC) Education Workgroup recommendations for standardized prerequisites in 2016. All prerequisites fully transfer to four-year institutions to ease the RN-BSN completion.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	There are 71 credit hours required in the ADN program. Standard prerequisite courses make up 24 credit hours, with one additional 4-hour Biology 101, as required by the JWCC Natural Sciences department, to equal 28 hours. There are 43 credit hours of nursing coursework required. The curriculum has been thoroughly reviewed, with a full mapping of graduate nurse expectations laid out by the National Council Licensure Exam (NCLEX-RN).
Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	There has been and continues to be growth in employment in this area. All students actively seeking employment in nursing are employed as such.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Between 2016 and 2026, there is a projected growth of 18.85%.
1.3 What labor market information sources are utilized?	Illinois Department of Employment Security Long-Term Occupational Projections(2016-2026) for Economic Development Region 10 (West Central).
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students in the nursing program are recruited from district and regional (Missouri) high schools. Close ties with healthcare facilities in the region have also led to a strong word of mouth and 'grow your own' recruitments as facilities invest in their current workforce to advance. Additional recruiting is done in-house with the CNA programs.

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Annual evaluation of outcomes is completed, along with review of the NCLEX test plan and curriculum mapping in line with the test plan.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	In looking at both workforce needs and applicant demand, the ADN program opened a second entry point for Spring Semester, now enrolling students at two points per year.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to College averages. For FY2019 the Nursing Programs Department (10401) generated total revenue of $576,798 and incurred $487,325 in expenses. The net revenue per credit hour of the Nursing Programs Department was $55.82. The average net revenue per credit hour of all CTE programs at JWCC was $45.06. The Nursing Programs Department is entirely funded through the operating budget at JWCC with no grant funding supporting the program.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A

2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college is currently reviewing ways to offset costs of disposable supplies used in the skills lab. Many schools are moving towards students purchasing pre-packed lab kits that come with all of the disposables they will need. These kits would be available through the bookstore, and eligible for financial aid.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	The majority of our students are using financial aid. FA packages include scholarships, grants, and student loans. We have a strong working relationship with WIOA and Two Rivers Council, which help fund many students as well.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Minimal changes at this time.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The JWCC ADN program has a strong community connection and positive reputation. Our graduates often remain in the community and have a strong sense of pride in both their work and their connections. The program is growing and bringing in new faculty as well as new strategies of teaching nursing.
3.2 What are the identified or potential weaknesses of the program?	There was a drop in first time NCLEX-RN pass rates for 2019, as well as the move to fully remote teaching during the spring of 2020. Both of these factors are being assessed as opportunities for growth.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	In FY2019 the delivery methods for all courses within the Nursing Programs Department included internet and lecture/discussion.

The College produces Course Success reports that display the rates of success (grades of A, B, C, or P) and non-success (D, F, I). These reports are divided by delivery method, by department, and by individual course. |

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[5]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	(A) incorporates challenging State academic standards; The ADN program requires students to complete 28 credit hours of general education course work, as well as 43 hours of a rigorous nursing curriculum, approved by both ICCB and IDFPR. (B) addresses both academic and technical knowledge and skills, including employability skills; Students complete nursing coursework in the classroom, skills lab, and clinical setting. Coursework includes the theory and practice of nursing, as well as leadership, professional behaviors, and career planning. (C) is aligned with the needs of industries in the economy of the State, region, or local area; Consideration for nursing curriculum and coursework is guided by the Illinois State Nurse Practice Act, American Nurses' Association Standards, Quality and Safety in Nursing Education, National Council of State Boards of Nursing, and National League for Nurses. Additional guidance comes from healthcare facility partners in acute, ambulatory and long-term/residential patient care. (D) progresses in specificity; The nursing curriculum moves from fundamental to complex concepts in the areas of theory, skills and clinical. (E) has multiple entry and exit points that incorporate credentialing; There are three basic tracks of the nursing program at JWCC: 1. Track I LPN (two semesters) 2. Track II ADN (four semesters) 3. Track III LPN-ADN (two semesters) (F) culminates in the attainment of a recognized postsecondary credential. The final exit point of the JWCC Nursing program is an Associates of Applied Science in Nursing.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	There are three basic tracks of the nursing program at JWCC: 1. Track I LPN (two semesters) Graduate is eligible to test for licensure as a practical nurse. 2. Track II ADN (four semesters) Graduate is eligible to test for licensure as a registered nurse. 3. Track III LPN-ADN (two semesters) Licensed PN can enter into the second year for degree completion. Graduate is eligible to test for licensure as a registered nurse.

[5] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The JWCC-BRCN Consortium is innovative in its pooling of resources to jointly fill the need for high quality nurses in our community.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	There are not any dual credit opportunities currently.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Students complete clinical rotations throughout Blessing Hospital, as well as outside community partners. Students are practicing in the role of the nurse with guidance and oversight by their instructors. Students also can apply for off-site internships the summer prior to the year they are to graduate.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	There is no current industry accreditation, but the program is moving towards accreditation candidacy by the NLN-CNEA.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Upon successful completion of the first semester, students are eligible to test for a CNA certificate. Upon completion of the second semester, with one additional elective course, students are eligible to test for their Practical Nursing license. Upon completion of the two year degree program, students are eligible to test for their Registered Nurse license.
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	5-year pass rate 84.5%

3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	There is a consortium agreement that allows for second year JWCC ADN students to attend junior level courses at the Blessing-Riemann College of Nursing and Allied Health. There is an articulation agreement also with BRCN that allows for students to complete a fully online 12-month track to complete their BSN while working full time.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The JWCC-BRCN consortium was formed in 2016, allowing students to gain the advantages of both schools. Students continue to be students of the JWCC ADN program, though their second-year coursework is completed on the BRCN campus, in BRCN junior level courses.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Opportunities are available for professional development for both nursing and instruction throughout the year. Faculty have access to both local educational opportunities, as well as those traveled to. The program has a current subscription to the MaxKnowledge program, which offers numerous courses and certification for higher education professionals.
3.16 What is the status of the current technology and equipment used for this program?	The program continually evaluates technology and equipment. There is need for improvement and updating in the skills lab. Students in second year are able to access the high-fidelity simulation center at BRCN.
3.17 What assessment methods are used to ensure student success?	Throughout the program, standardized testing based off of the NCLEX is used to measure progression, as well as skills and clinical evaluations. Students are also given multiple opportunities for self-evaluation.
3.18 How are these results shared with others at the institution for continuous improvement?	Program evaluation is shared with faculty for continuous improvement. While identifiable student data is protected, cohort performance is reviewed to identify trends to be addressed.

3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Based on program outcomes assessment, changes have been made in student progression standards. While graduation rates have remained steady, licensing exam pass rates have dropped. In reviewing student progression up to the point of the licensure exam, it became apparent that students were able to barely pass classwork but were not able to meet minimum competency in order to practice. With this in mind, progression will now include minimum GPA standings of 2.7 in nursing courses beginning with completion of the second semester. An additional revision to the program includes a fortified NCLEX preparation plan for students to self-evaluate and develop remediation to meet their needs.
3.20 How satisfied are students with their preparation for employment?	Students and employers report satisfaction with the graduates' skill level as a new graduate nurse.
3.21 How is student satisfaction information collected?	The College collects student satisfaction information through the use of the CTE Follow-up Survey. This survey used to be required by the ICCB but was discontinued a few years ago. The College continues to administer the survey. However, due to the low response rate and relatively low number of graduates in each program per year, it is hard to make statistical findings at the program level. Nursing students are also sent the UNSASS to measure satisfaction with the nursing program specifically.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	District and Regional employer representatives sit on the Advisory Council, which meets twice per year. Input from employers includes subject matter, skills, industry trends and non-degree seeking trainings. Local employers area also used as clinical sites.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	See above. Attendance is sporadic to Advisory Council meetings, disrupting some continuity of work. We are surveying members of the Council to best meet their time preferences for meetings. We can look at the availability and/or desire of virtual meetings as well.
3.24 How satisfied are employers in the preparation of the program's graduates?	Students and employers report satisfaction with the graduates' skill level as a new graduate nurse.
3.25 How is employer satisfaction information collected?	Graduate surveys are sent out to graduates approximately 4 months after graduation. In those are included a blank to give permission to contact employers as well.

3.26 Did the review of program quality result in any actions or modifications? Please explain.	Based on program outcomes assessment, changes have been made in student progression standards. While graduation rates have remained steady, licensing exam pass rates have dropped. In reviewing student progression up to the point of the licensure exam, it became apparent that students were able to barely pass classwork but were not able to meet minimum competency in order to practice. With this in mind, progression will now include minimum GPA standings of 2.7 in nursing courses beginning with completion of the second semester. An additional revision to the program includes a fortified NCLEX preparation plan for students to self-evaluate and develop remediation to meet their needs.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

Performance and Equity

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

CTE Program	NUR 501
CIP Code	513801

	FY2015	FY2016	FY2017	FY2018	FY2019
Number of Students Enrolled	19	55	52	52	78
Number of Completers	29	28	25	24	24
Other (Fall/Spring Attrition)	0%	7.14%	1.92%	0%	6.06%

How does the data support the program goals? Elaborate.	The data presented does not accurately support program goals, as it is not an accurate interpretation of student progression. The ADN program is a selective admissions program, which means that not all students that declare their major as nursing will be admitted into the nursing program.

What disaggregated data was reviewed?	# Formally Admitted			# Dropped after 1st Clinical			# Graduated		
	FY 17	FY 18	FY 19	FY 17	FY 18	FY 19	FY 17	FY 18	FY 19
	20	30	51	9	10	13	20	23	26

Were there gaps in the data? Please explain.	The data presented does not accurately support program goals, as it is not an accurate interpretation of student progression. The ADN program is a selective admissions program, which means that not all students that declare their major as nursing will be admitted into the nursing program. When looking at graduates compared to those admitted, attrition rates are 10.8% for the past three years. This measurement, used by IDFPR allows for LPN-RN entry students to be used as substitutions for students stopping at the LPN exit point.

What is the college doing to overcome any identifiable gaps?	We have found weaknesses in the LPN-RN student population in re-acclimating to school. We are in the process of developing a strong mentorship for these students, as well as developing an immersion course that will help acclimate them to the classroom and acute care clinical setting where they will be completing their clinical courses.

Are the students served in this program representative of the total student population? Please explain.	In regard to ethnicity, the students served in the nursing program are less than our overall student population.
	
	   JW ADN/LPN program average for the past five years is 3.3% African American, 2.1% Hispanic and 1.2% Asian American.
	
	   Overall student population is 11.0% African American, 3.9% Hispanic and 2.1% Asian American.
	
	In regard to gender, nursing is a field that has been traditionally female, and that trend continues at JW.
	
	   JW ADN/LPN program average for the past five years is 14.8% male and 85.2% female.
	
	   Overall student population is 41.5% male and 58.5% female.

Are the students served in this program representative of the district population? Please explain.	JW ADN/LPN program average for the past five years is 3.3% African American, 2.1% Hispanic and 1.2% Asian American, 14.8% male and 85.2% female. JW district average for the past five years is 93.3% Caucasian, 4.4% African American, 1.8% Hispanic, 0.5% other; 50.1% male and 49.9% female. While our gender makeup is far skewed from the student and district populations, it is not skewed for the historical makeup of the profession.

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ▱Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Through a systematic plan of evaluation and continuous quality improvement, areas that show opportunity for growth are found in real time and plans to correct are enacted. There are no major deficiencies noted at this time.
Intended Action Steps What are the action steps resulting from this review?	LPN-RN Mentorship- to be in place Fall 2020 Enhanced NCLEX preparation plan for students- to be in place Fall 2020

Please detail a timeline and/or dates for each step.	Student Progression Policy change- to be in place Fall 2020
Resources Needed	Faculty input
Responsibility Who is responsible for completing or implementing the modifications?	Administrative Chair Health Sciences, Teaching Faculty

	Career & Technical Education
College Name:	John Wood Community College
Academic Years Reviewed:	FY2015 – FY2019

Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Practical Nurse	Cert	54.0	513901	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	8. Provide educational opportunities and enhance educational access and participation for a diversified student population. 9. Graduate no less than 70 percent of first-time students. 10. Maintain approval of the Illinois Department of Financial & Professional Regulation (IDFPR). 11. Provide a course of study that promotes an 85 percent overall successful pass rate on the NCLEX examination, on the first attempt. 12. Enable at least 85 percent of graduates actively seeking employment in nursing to be hired within six months of graduation. 13. Develop and maintain a collaborative relationship with community agencies. 14. Provide an opportunity for nursing students to evaluate the effectiveness and satisfaction of their education, instructors, and the clinical agencies.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	8. The nursing program has shown consistent growth over the past five years, increasing enrollment to the point that the program expanded to include a second entry point. 9. The retention rate for the past 5 years is 73.3%, as reported to the state board of nursing.

	10. The JWCC ADN Ladder Program continues to be in good standing with IDFPR. 11. The five year pass rate for the JWCC PN program is 96.2% 12. 100% of PN graduates seeking employment can find employment of their choosing. 13. The JWCC PN program continues to maintain strong working relationships with multiple health care partners throughout the district, including those in acute and long-term care. 14. Students complete evaluations of courses, faculty, and program outcomes in each course and at the conclusion of the program.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Continued with minor improvements
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Nursing Advisory Council- review of program outcomes and benchmarks PN/ADN Faculty Members- ongoing curriculum review, as well as program outcomes, SWOT analysis PN Students- program evaluation and satisfaction PN Graduates- program evaluation and satisfaction Faculty and Administration of Blessing Riemann College of Nursing and Health Sciences- curriculum review, program outcome review, SWOT
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)	Nursing Advisory Council Membership includes Nurses, Nurse Assistants and Administrators from the following- Blessing Hospital Blessing Physicians Services

Also describe their role or engagement in this process.	Quincy Medical Group Illinois Veteran's Home Good Samaritan Home Sunset Home Illini Community Hospital

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Prerequisite courses were reviewed and adjusted in accordance with the Illinois Healthcare Action Coalition (IHAC) Education Workgroup recommendations for standardized prerequisites in 2016. The PN curriculum ladders into the ADN, and all prerequisites fully transfer to four-year institutions to ease the RN-BSN completion.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	There are 51 credit hours required in the PN program. Standard prerequisite courses make up 24 credit hours, with one additional 4-hour Biology 101, as required by the JWCC Natural Sciences department, to equal 28 hours. There are 23 credit hours of nursing coursework required. The curriculum has been thoroughly reviewed, with a full mapping of graduate nurse expectations laid out by the National Council Licensure Exam (NCLEX-PN).
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	There has been and continues to be growth in employment in this area. All students actively seeking employment in nursing are employed as such.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Between 2016 and 2026, there is a projected growth of 3.59%.
1.3 What labor market information sources are utilized?	Illinois Department of Employment Security Long-Term Occupational Projections (2016-2026) for Economic Development Region 10 (West Central).
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students in the nursing program are recruited from district and regional (Missouri) high schools. Close ties with healthcare facilities in the region have also led to a strong word of mouth and 'grow your own' recruitments as facilities invest in their current workforce to advance. Additional recruiting is done in-house with the CNA programs.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Annual evaluation of outcomes is completed, along with review of the NCLEX test plan and curriculum mapping in line with the test plan.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	In looking at both workforce needs and applicant demand, the PN program opened a second entry point for Spring Semester, now enrolling students at two points per year.
Indicator 2: Cost Effectiveness	Response

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to College averages. For FY2019 the Nursing Programs Department (10401) generated total revenue of $576,798 and incurred $487,325 in expenses. The net revenue per credit hour of the Nursing Programs Department was $55.82. The average net revenue per credit hour of all CTE programs at JWCC was $45.06. The Nursing Programs Department is entirely funded through the operating budget at JWCC with no grant funding supporting the program.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college is currently reviewing ways to offset costs of disposable supplies used in the skills lab. Many schools are moving towards students purchasing pre-packed lab kits that come with all the disposables they will need. These kits would be available through the bookstore, and eligible for financial aid.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	The majority of our students are using financial aid. FA packages include scholarships, grants, and student loans. We have a strong working relationship with WIOA and Two Rivers Council, which help fund many students as well.

2.5 Did the review of program cost result in any actions or modifications? Please explain.	Minimal changes currently (see 2.3).
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The JWCC Nursing program has a strong community connection and positive reputation. Our graduates often remain in the community and have a strong sense of pride in both their work and their connections. The program is growing and bringing in new faculty as well as new strategies of teaching nursing.
3.2 What are the identified or potential weaknesses of the program?	For the 2020 school year, the school moved to a complete remote instruction format. Moving theory, skills lab and clinical all three to full remote instruction with little to no notice. It remains to be seen the full impact of this move.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	In FY2019 the delivery methods for all courses within the Nursing Programs Department included internet and lecture/discussion. The College produces Course Success reports that display the rates of success (grades of A, B, C, or P) and non-success (D, F, I). These reports are divided by delivery method, by department, and by individual course.

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[6]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	(A) incorporates challenging State academic standards; The PN program requires students to complete 28 credit hours of general education course work, as well as 23 hours of a rigorous nursing curriculum, approved by both ICCB and IDFPR. (B) addresses both academic and technical knowledge and skills, including employability skills; Students complete nursing coursework in the classroom, skills lab, and clinical setting. Coursework includes the theory and practice of nursing, as well as leadership, professional behaviors, and career planning. (C) is aligned with the needs of industries in the economy of the State, region, or local area; Consideration for nursing curriculum and coursework is guided by the Illinois State Nurse Practice Act, American Nurses' Association Standards, Quality and Safety in Nursing Education, National Council of State Boards of Nursing, and National League for Nurses. Additional guidance comes from healthcare facility partners in acute, ambulatory and long-term/residential patient care. (D) progresses in specificity; The nursing curriculum moves from fundamental to complex concepts in the areas of theory, skills and clinical. (E) has multiple entry and exit points that incorporate credentialing; There are three basic tracks of the nursing program at JWCC: 4. Track I LPN (two semesters) 5. Track II ADN (four semesters) 6. Track III LPN-ADN (two semesters) (F) culminates in the attainment of a recognized postsecondary credential. The final exit point of the JWCC Nursing program is an Associates of Applied Science in Nursing.

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[6] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.5 Does this program meet the definition of a [career pathway program](#)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	There are three basic tracks of the nursing program at JWCC: 4. Track I LPN (two semesters) Graduate is eligible to test for licensure as a practical nurse. 5. Track II ADN (four semesters) Graduate is eligible to test for licensure as a registered nurse. 6. Track III LPN-ADN (two semesters) Licensed PN can enter into the second year for degree completion. Graduate is eligible to test for licensure as a registered nurse.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The JWCC-BRCN Consortium is innovative in its pooling of resources to jointly fill the need for high quality nurses in our community. This Consortium is effective in helping nurses move through their career pathway from PN-RN-BSN.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	There are not.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Students complete clinical rotations throughout Blessing Hospital, as well as outside community partners. Students are practicing in the role of the nurse with guidance and oversight by their instructors. Students also can apply for off-site internships the summer prior to the year they are to graduate.

3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	There is no current industry accreditation, but the program is moving towards accreditation candidacy by the NLN-CNEA.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Upon successful completion of the first semester, students are eligible to test for a CNA certificate. Upon completion of the second semester, with one additional elective course, students are eligible to test for their Practical Nursing license. Upon completion of the two-year degree program, students are eligible to test for their Registered Nurse license.
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	5-year pass rate 96.2%
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	There is a consortium agreement that allows for second year LPN-ADN students to attend junior level courses at the Blessing-Riemann College of Nursing and Allied Health. There is an articulation agreement also with BRCN that allows for students to complete a fully online 12-month track to complete their BSN while working full time.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The JWCC-BRCN consortium was formed in 2016, allowing students to gain the advantages of both schools. Students continue to be students of the JWCC LPN-ADN program, though their second-year coursework is completed on the BRCN campus, in BRCN junior level courses.

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Opportunities are available for professional development for both nursing and instruction throughout the year. Faculty have access to both local educational opportunities, as well as those traveled to. The program has a current subscription to the MaxKnowledge program, which offers numerous courses and certification for higher education professionals.
3.16 What is the status of the current technology and equipment used for this program?	The program continually evaluates technology and equipment. There is need for improvement and updating in the skills lab. Students in second year are able to access the high-fidelity simulation center at BRCN.
3.17 What assessment methods are used to ensure student success?	Throughout the program, standardized testing based off of the NCLEX is used to measure progression, as well as skills and clinical evaluations. Students are also given multiple opportunities for self-evaluation.
3.18 How are these results shared with others at the institution for continuous improvement?	Program evaluation is shared with faculty for continuous improvement. While identifiable student data is protected, cohort performance is reviewed to identify trends to be addressed.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Based on program outcomes assessment, changes have been made in student progression standards. While graduation rates have remained steady, licensing exam pass rates have dropped. In reviewing student progression up to the point of the licensure exam, it became apparent that students were able to barely pass classwork but were not able to meet minimum competency in order to practice. Progression will now include minimum GPA standings of 2.7 in nursing courses beginning with completion of the second semester. An additional revision to the program includes a fortified NCLEX preparation plan for students to self-evaluate and develop remediation to meet their needs.

3.20 How satisfied are students with their preparation for employment?	Students and employers report satisfaction with the graduates' skill level as a new graduate nurse.
3.21 How is student satisfaction information collected?	The College collects student satisfaction information using the CTE Follow-up Survey. This survey used to be required by the ICCB but was discontinued a few years ago. The College continues to administer the survey. However, due to the low response rate and relatively low number of graduates in each program per year, it is hard to make statistical findings at the program level. Nursing students are also sent the UNSASS to measure satisfaction with the nursing program specifically.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	District and Regional employer representatives sit on the Advisory Council, which meets twice per year. Input from employers includes subject matter, skills, industry trends and non-degree seeking trainings. Local employers' area also used as clinical sites.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	See above. Attendance is sporadic to Advisory Council meetings, disrupting some continuity of work. We are surveying members of the Council to best meet their time preferences for meetings. We can look at the availability and/or desire of virtual meetings as well.
3.24 How satisfied are employers in the preparation of the program's graduates?	Students and employers report satisfaction with the graduates' skill level as a new graduate nurse.
3.25 How is employer satisfaction information collected?	Graduate surveys are sent out to graduates approximately 4 months after graduation. In those are included a blank to give permission to contact employers as well.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Minimal updates to align with NCLEX test plan updates.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. *PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.*
See above (3.23). Working towards encouraging Advisory Council members to attend meetings to provide input.

Performance and Equity

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

CTE Program	PNU 401				
CIP Code	513901				
	FY2015	FY2016	FY2017	FY2018	FY2019
Number of Students Enrolled	20	NA	NA	NA	NA
Number of Completers	21	14	19	18	20
Other (Please identify)	0.00%	NA	NA	NA	NA
How does the data support the program goals? Elaborate.	The data presented does not accurately support program goals, as it is not an accurate interpretation of student progression. The Nursing program is a selective admissions program, which means that not all students that declare their major as nursing will be admitted into the nursing program. The PN certificate is an optional stop out/completion point for those seeking an ADN. Students are not enrolled as PN students.				
What disaggregated data was reviewed?	For those students admitted to the Nursing program, and declared PN Certificate candidates, 96.6% earned their certificate.				
Were there gaps in the data? Please explain.	The data presented does not accurately support program goals, as it is not an accurate interpretation of student progression. The Nursing program is a selective admissions program, which means that not all students that declare their major as nursing will be admitted into the nursing program. The PN certificate is an optional stop out/completion point for those seeking an ADN. Students are not enrolled as PN students.				

What is the college doing to overcome any identifiable gaps?	No gaps noted at this time.
Are the students served in this program representative of the total student population? Please explain.	In regards to ethnicity, the students served in the nursing program are less than our overall student population. JW ADN/LPN program average for the past five years is 3.3% African American, 2.1% Hispanic and 1.2% Asian American. Overall student population is 11.0% African American, 3.9% Hispanic and 2.1% Asian American. In regards to gender, nursing is a field that has been traditionally female, and that trend continues at JW. JW ADN/LPN program average for the past five years is 14.8% male and 85.2% female. Overall student population is 41.5% male and 58.5% female. While our gender makeup is far skewed from the student and district populations, it is not skewed for the historical makeup of the profession.
Are the students served in this program representative of the district population? Please explain.	JW ADN/LPN program average for the past five years is 3.3% African American, 2.1% Hispanic and 1.2% Asian American, 14.8% male and 85.2% female. JW district average for the past five years is 93.3% Caucasian, 4.4% African American, 1.8% Hispanic, 0.5% other; 50.1% male and 49.9% female. While our gender makeup is far skewed from the student and district populations, it is not skewed for the historical makeup of the profession.
Review Results	

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ▱Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Through a systematic plan of evaluation and continuous quality improvement, areas that show opportunity for growth are found in real time and plans to correct are enacted. There are no major deficiencies noted at this time.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continued annual review and continuous quality improvement.
Resources Needed	Faculty input
Responsibility Who is responsible for completing or implementing the modifications?	Administrative Chair Health Sciences, Teaching Faculty

Career & Technical Education

College Name:	John Wood Community College
Academic Years Reviewed:	FY2015 – FY2019

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Professional Nursing Assistant	Cert	16.0	513902	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	1. Graduate no less than 70% of first time students. 2. Maintain approval by the Illinois Department of Public Health (IDPH). 3. Provide a course of study that promotes an 85% overall successful pass rate on the I-NACE, on the first attempt. 4. Enable at least 85% of graduates actively seeking employment in nursing to be hired within six months of graduation. **5.** Develop and maintain a collaborative relationship with community agencies
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	1. For the past five years, the completion rate of first-time graduates is 45.2% 2. The program continues its ongoing approval by IDPH, serving multiple campuses. 3. The current pass rate of first-time test takers is 93.1%, up from 81.6%. 4. 100% of new graduates actively seeking employment are employed at the time of graduation. Most graduates have multiple job offers. 5. A strong collaboration exists with local and district wide agencies. Agencies are invited to sit on the

	Advisory council, and all area agencies take turns serving as clinical sites.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Continued with minor improvements
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Laura Routh Administrative Chair Health Sciences Kimberly Straube CNA Coordinator, Faculty Data was collected and described in a combined effort.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Advisory Council for Nursing and Nurse Assistants- Includes students, faculty, staff and administration from JWCC, as well as community members in both long term and acute care settings. Biannual Advisory Council meetings are conducted to review outcomes, as well as make moves to improve and expand programming to fit the needs of the community.

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	John Wood Community College requires an Accuplacer Reading Comprehension score of 250 in order to enroll in CNA courses. This score was established as a minimum requirement after noting a learning deficit in those with a lower reading comprehension score. This requirement is reviewed regularly.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	There is an anticipated growth of 6.46% in employment projections between 2016 and 2026. At present, students are recruited directly from the program for employment opportunities, and graduate with multiple job offers.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for CNAs has consistently been high. This is anticipated to continue. We have expanded our program availability to meet employer demands.
1.3 What labor market information sources are utilized?	Illinois Department of Employment Security Long-Term Occupational Projections (2016-2026) for Economic Development Region 10 (West Central).
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited into this program throughout the community. Students in high schools are recruited, as are adults in the community and those returning to the workforce.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	At the close of each semester, the CNA faculty, Coordinator, and Administrative Chair meet to review outcomes for early identification of weaknesses and/or deficits.

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Low and then zero enrollment led to the Restorative Care course being taught first as independent study, and then cancelled altogether.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to College averages. For FY2019 the CNA Program Department (10405) generated total revenue of $116,793 and incurred $118,462 in expenses. The net revenue per credit hour of the CNA Program Department was ($3.24). The average net revenue per credit hour of all CTE programs at JWCC was $45.06. The CNA Program Department is entirely funded through the operating budget at JWCC with no grant funding supporting the program.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	It was noted that credit hour calculations of the CNA program were not an accurate representation of the seat time taking place. A revision of that calculation led to similar seat time, while decreasing the total number of credit hours, and as such decreasing the cost to students.

2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Basic Certified Nurse's Assistant (CNA) 8-Weeks

TUITION-In District (7 credit hrs. @ $ 163 /credit hour) $1141.00

FEES (Insurance/Lab and Program Fees) $154.00

CNA Textbook & Workbook, Hartman's Nursing Assistant Care, Long Term Care, S. Hedman, J. Fuzzy, S.Rymer,4th Edition ($51 + $18=$69)

CPR Book, BLS for Healthcare Providers $18

Gait Belt $15.00

Criminal Background Check $40.00

Competency Based Exam Fee (additional needed near program completion) $75.00

CNA TOTAL PROGRAM COST
Total Cost: $1512.00

Professional CNA   16-Weeks Total

TUITION-In District (8 credit hrs. @ $ 163 /credit hour) $1304.00

FEES (Insurance/Lab and Program Fees/Student Manual) $54.00

Book for OFT 260 World of Customer Service book $100.00

Book for OFT 281 Medical Terminology for Health Professions/Mindtap book $126.00

Book Restorative Care for CNA/PCNA Students $80.00

PROFESSIONAL CNA TOTAL PROGRAM Total Cost: $1664.00

When combined with the HCA or PCNA programming, students qualify for federal financial aid.

Many students coming in are funded by their employer, or through vocational rehab grants provided by Two Rivers Regional Council, which pays their full tuition and fees. |

2.5 Did the review of program cost result in any actions or modifications? Please explain.	None currently.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The JWCC CNA program has a strong reputation of being of high quality. The program is well above IDPH recommendations in seat time and clinical opportunity. Facilities recruit our graduates knowing that they have been more than adequately trained. All CNA faculty are fully qualified in education and experience to guide CNA students in their learning. Small faculty: student ratios enable our faculty to be very involved in student learning and achievement.
3.2 What are the identified or potential weaknesses of the program?	There has been a substantial decrease in enrollment in the PCNA program over the preceding years. While the Restorative/Rehab Care certification is valued by facilities, the value is not seen by the students enrolling in the program, based on their investment of time and money. It has been suggested to run this course as a non-credit professional development course.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	In FY2019 the delivery methods for all courses within the CNA Program Department included clinical, lab, lecture/discussion, lecture/lab, and practicum/internship. The College produces Course Success reports that display the rates of success (grades of A, B, C, or P) and non-success (D, F, I). These reports are divided by delivery method, by department, and by individual course.

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[7]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	(A) incorporates challenging State academic standards; The CNA program requires students to complete 7 credit hours of classroom, skills lab and clinical coursework. The program is approved through both ICCB and IDPH, exceeding minimum requirements. (B) addresses both academic and technical knowledge and skills, including employability skills; Students complete coursework in the classroom, skills lab, and clinical setting. (C) is aligned with the needs of industries in the economy of the State, region, or local area; Consideration for curriculum and coursework is guided by the Illinois Department of Public Health standardized curriculum for Basic Nurse Assistants. Additional guidance comes from healthcare facility partners in acute, ambulatory and long-term/residential patient care. (D) progresses in specificity; The CNA curriculum moves from fundamental to complex concepts in the areas of theory, skills and clinical. Students can opt to take additional coursework to further specialize their skills to a variety of health care settings. (E) has multiple entry and exit points that incorporate credentialing; 7. After completing the CNA program (Basic Nurse Assisting), students can take additional coursework to further specialize. (F) culminates in the attainment of a recognized postsecondary credential. At the completion of the coursework, students receive a Nurse Assisting Certificate and are eligible to test for state certification as a CNA.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	The Basic Nurse Assisting program is an 8-week certificate program. Upon completion of this, graduates can take additional coursework in Rehabilitation and Restorative Care, or in Health Care Assisting, which includes skills used in ambulatory care settings. Many of our graduates of the CNA program continue courses at the college to prepare for Nursing courses, entering the PN and/or ADN program.

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[7] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The JWCC CNA Coordinator recognized a need in our community to assist inactive CNA students in regaining their credentials. While IDPH requires only that the candidate check off on skills and retake the certification exam, she noted that many candidates were not successful in completing the exam to earn their certification, and often became discouraged in the process. Ms. Straube has created a two-week review course for re-certification candidates that includes 4-4 hour class review sessions and 4 hours in the clinical setting to review skills performance. This course is offered twice each semester and once in the summer. It is consistently attended and has been successful in increasing success on the certifying exam which gets more CNAs to work. These newly recertified CNAs can complete their PCNA or HCA as well to increase employment opportunities.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Basic Nurse Assisting Courses can be completed at the following High Schools- Mendon, Illinois, Unity High School Camp Point, Illinois, Central USD #3 Pittsfield, Illinois, Western High School The remaining courses in the PCNA program must be completed on the college campus.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	All Nurse Assisting students attend 48 hours of clinical at local long term care facilities, above the 40 hours required by IDPH. We continue to monitor facilities' survey results to ensure students are attending clinicals in high quality facilities.

3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	The program is accredited by the Illinois Department of Public Health. There is no additional accreditation available.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Students sit for their CNA Certificate, granted through the Illinois Department of Public Health.
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	The licensure examination first time pass rate has only been shared for two years. Our average pass rate is currently 87.35%.
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	There are cooperative agreements with clinical sites and high schools to provide instruction for students throughout the JWCC district.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty attend annual updates for NA instructors. The department has also purchased specific professional development access for instructors of Allied Health programs.
3.16 What is the status of the current technology and equipment used for this program?	Technology and equipment is evaluated annually to ensure we are keeping up with industry standards.

3.17 What assessment methods are used to ensure student success?	Students must maintain an 80% test average on all unit tests throughout the program, as well as their cumulative exam given to indicated licensure exam readiness. Students must also successfully perform 21 skill checkoffs in the lab or clinical setting.
3.18 How are these results shared with others at the institution for continuous improvement?	At the close of each semester, the CNA faculty, Coordinator, and Administrative Chair meet to review outcomes for early identification of weaknesses and/or deficits.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	A major curriculum revision was undertaken in 2016 following a change in faculty and leadership. The curriculum had not been updated in the five years prior.
3.20 How satisfied are students with their preparation for employment?	Students and employers alike report a high level of satisfaction with their preparation for employment.
3.21 How is student satisfaction information collected?	The College collects student satisfaction information through the use of the CTE Follow-up Survey. This survey used to be required by the ICCB but was discontinued a few years ago. The College continues to administer the survey. However, due to the low response rate and relatively low number of graduates in each program per year, it is hard to make statistical findings at the program level.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Biannual Advisory Council meetings are conducted to review outcomes, as well as make moves to improve and expand programming to fit the needs of the community.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Biannual Advisory Council meetings are conducted to review outcomes, as well as make moves to improve and expand programming to fit the needs of the community. Beginning in 2018, the Nursing and Nurse Assistant Advisory groups were combined due to shared goals and repeat attendance by members at both groups. The combination of these two groups has increased our multi-disciplinary education goals.

3.24 How satisfied are employers in the preparation of the program's graduates?	Students and employers alike report a high level of satisfaction with their preparation for employment.
3.25 How is employer satisfaction information collected?	Annual surveys are sent to local LTC facilities to ask about new employee feedback regarding hires from our program.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	With the decreasing completion rates and overall enrollment, as well as changes in industry trends, it is decided to evaluate the use of the Restorative Care course as a non-credit professional development course. The Illinois Department of Public Health has released programming for an Advanced Nurse Aid Training Program. The development of this curriculum and instruction will replace the PCNA program moving forward.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

Retention of students is an issue. Students schedule the 16-week program in order to qualify for financial aid, but drop the second 8 week courses after completing the Basic Nurse Assisting program.

Performance and Equity

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

CTE Program	GCSP 101				
CIP Code	513902				
	FY2015	FY2016	FY2017	FY2018	FY2019
Number of Students Enrolled	16	14	8	14	5
Number of Completers	11	12	5	6	0
Other (Fall/Spring Attrition)	15.38%	7.69%	14.29%	20.00%	40.00%

How does the data support the program goals? Elaborate.	There is a high attrition rate noted, as well as decreasing enrollment.
What disaggregated data was reviewed?	Completion rates and employment rates.
Were there gaps in the data? Please explain.	None noted at this time.
What is the college doing to overcome any identifiable gaps?	It is noted that there are students that enroll in the PCNA program at the beginning of the semester in order to qualify for federal financial aid, but then drop the second 8 week courses when finding work as a CNA upon completion of the first 8 week courses. We continue to work on retention efforts in that area.
Are the students served in this program representative of the total student population? Please explain.	In regard to ethnicity, the students served in the CNA program are somewhat less than our overall student population. JW CNA program average for the past five years is 10.2% African American, 0.8% Hispanic and 1.1% Asian American. Overall student population is 11.0% African American, 3.9% Hispanic and 2.1% Asian American.

	In regard to gender, CNA is a field that has been traditionally female, and that trend continues at JW. JW CNA program average for the past five years is 11.0% male and 89.0% female. Overall student population is 41.5% male and 58.5% female.
Are the students served in this program representative of the district population? Please explain.	JW district average for the past five years is 93.3% Caucasian, 4.4% African American, 1.8% Hispanic, 0.5% other; 50.1% male and 49.9% female. While our gender makeup is far skewed from the student and district populations, it is not skewed for the historical makeup of the profession.

<table>
<tr><td colspan="2" align="center">Review Results</td></tr>
<tr>
<td>Action</td>
<td>
☐ Continued with Minor Improvements

☐ Significantly Modified

☐ Placed on Inactive Status

☒ Discontinued/Eliminated

▱ Other (please specify)
</td>
</tr>
<tr>
<td>Summary Rationale

Please provide a brief rationale for the chosen action.</td>
<td>Declining enrollment, completion, and changes in industry trends lead us to remove this programming in order to replace it with an improved product.</td>
</tr>
<tr>
<td>Intended Action Steps
What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</td>
<td>This program will be discontinued. There are no active students, and as such, no required teach out.</td>
</tr>
<tr>
<td>Resources Needed</td>
<td>None</td>
</tr>
<tr>
<td>Responsibility

Who is responsible for completing or</td>
<td>Administrative Chair, Health Sciences</td>
</tr>
</table>

implementing the modifications?	

Career & Technical Education				
College Name:	John Wood Community College			
Academic Years Reviewed:	FY2015 – FY2019			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Nursing Assistant	Cert	7.0	513902	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	6. Graduate no less than 70% of first-time students. 7. Maintain approval by the Illinois Department of Public Health (IDPH). 8. Provide a course of study that promotes an 85% overall successful pass rate on the I-NACE, on the first attempt. 9. Enable at least 85% of graduates actively seeking employment in nursing to be hired within six months of graduation. 10. Develop and maintain a collaborative relationship with community agencies.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	6. The program continues its ongoing approval by IDPH, serving multiple campuses. 7. The current pass rate of first time test takers is 93.1%, up from 81.6%. 8. 100% of new graduates actively seeking employment are employed at the time of graduation. Most graduates have multiple job offers. 9. A strong collaboration exists with local and district wide agencies. Agencies are invited to sit on the Advisory council, and all area agencies take turns serving as clinical sites.

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Continued with minor improvements
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Laura Routh Administrative Chair Health Sciences Kimberly Straube CNA Coordinator, Faculty Data was collected and described in a combined effort.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Advisory Council for Nursing and Nurse Assistants- Includes students, faculty, staff and administration from JWCC, as well as community members in both long term and acute care settings. Biannual Advisory Council meetings are conducted to review outcomes, as well as make moves to improve and expand programming to fit the needs of the community.

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	John Wood Community College requires an Accuplacer Reading Comprehension score of 250 in order to enroll in CNA courses. This score was established as a minimum requirement after noting a learning deficit in those with a lower reading comprehension score. This requirement is reviewed regularly.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	There is an anticipated growth of 6.46% in employment projections between 2016 and 2026. At present, students are recruited directly from the program for employment opportunities, and graduate with multiple job offers.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for CNAs has consistently been high. This is anticipated to continue. We have expanded our program availability to meet employer demands.
1.3 What labor market information sources are utilized?	Illinois Department of Employment Security Long-Term Occupational Projections(2016-2026) for Economic Development Region 10 (West Central).
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited into this program throughout the community. Students in high schools are recruited, as are adults in the community and those returning to the workforce.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	At the close of each semester, the CNA faculty, Coordinator, and Administrative Chair meet to review outcomes for early identification of weaknesses and/or deficits.

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Review of the program and community needs have led to expansion of course offerings- - Increased seat numbers in courses - Expanded course offerings - Opened additional courses at sites throughout the JWCC district - Added course electives to expand on CNA skills and specialties.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to College averages. For FY2019 the CNA Program Department (10405) generated total revenue of $116,793 and incurred $118,462 in expenses. The net revenue per credit hour of the CNA Program Department was ($3.24). The average net revenue per credit hour of all CTE programs at JWCC was $45.06. The CNA Program Department is entirely funded through the operating budget at JWCC with no grant funding supporting the program.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A

2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	It was noted that credit hour calculations of the CNA program were not an accurate representation of the seat time taking place. A revision of that calculation led to similar seat time, while decreasing the total number of credit hours, and as such decreasing the cost to students.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Basic Certified Nurse's Assistant (CNA) 8-Weeks

TUITION-In District (7 credit hrs. @ $ 163 /credit hour) $1141.00

FEES (Insurance/Lab and Program Fees) $154.00

CNA TEXTBOOK & WORKBOOK, Hartman's Nursing Assistant Care, Long Term Care, S. Hedman, J. Fuzzy, S.Rymer,4th Edition ($51 + $18=$69)

CPR BOOK, BLS for Healthcare Providers $18

GAIT BELT $15.00

CRIMINAL BACKGROUND CHECK $40.00

COMPETENCY EXAM FEE (additional needed near program completion) $75.00

CNA TOTAL PROGRAM COST
Total Cost: $1512.00

When combined with the HCA or PCNA programming, students qualify for federal financial aid.

Many students coming in are funded by their employer, or through vocational rehab grants provided by Two Rivers Regional Council, which pays their full tuition and fees. |
| 2.5 Did the review of program cost result in any actions or modifications? Please explain. | None currently. |
| **Indicator 3: Quality** | **Response** |

3.1 What are the program's strengths?	The JWCC CNA program has a strong reputation of being of high quality. The program is well above IDPH recommendations in seat time and clinical opportunity. Facilities recruit our graduates knowing that they have been more than adequately trained.

All CNA faculty are fully qualified in education and experience to guide CNA students in their learning. Small faculty: student ratios enable our faculty to be very involved in student learning and achievement. |
| 3.2 What are the identified or potential weaknesses of the program? | We have difficulty in finding adjunct faculty to teach in our 'off hour' programming to meet the needs of those wanting to attend classes in the evenings and weekends.

We had noted a weakness in test scores when there was a month-long wait prior to taking certification exams. We now give online certification tests on campus within one week of graduation, and have seen a 10% increase in our pass rates. |
| 3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system? | In FY2019 the delivery methods for all courses within the CNA Program Department included clinical, lab, lecture/discussion, lecture/lab, and practicum/internship.

The College produces Course Success reports that display the rates of success (grades of A, B, C, or P) and non-success (D, F, I). These reports are divided by delivery method, by department, and by individual course. |

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[8]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	(A) incorporates challenging State academic standards; The CNA program requires students to complete 7 credit hours of classroom, skills lab and clinical coursework. The program is approved through both ICCB and IDPH, exceeding minimum requirements. (B) addresses both academic and technical knowledge and skills, including employability skills; Students complete coursework in the classroom, skills lab, and clinical setting. (C) is aligned with the needs of industries in the economy of the State, region, or local area; Consideration for curriculum and coursework is guided by the Illinois Department of Public Health standardized curriculum for Basic Nurse Assistants. Additional guidance comes from healthcare facility partners in acute, ambulatory and long-term/residential patient care. (D) progresses in specificity; The CNA curriculum moves from fundamental to complex concepts in the areas of theory, skills and clinical. Students can opt to take additional coursework to further specialize their skills to a variety of health care settings. (E) has multiple entry and exit points that incorporate credentialing; 8. After completing the CNA program (Basic Nurse Assisting), students can take additional coursework to further specialize. (F) culminates in the attainment of a recognized postsecondary credential. At the completion of the coursework, students receive a Nurse Assisting Certificate and are eligible to test for state certification as a CNA.

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[8] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	The Basic Nurse Assisting program is an 8-week certificate program. Upon completion of this, graduates can take additional coursework in Rehabilitation and Restorative Care, or in Health Care Assisting, which includes skills used in ambulatory care settings. Many of our graduates of the CNA program continue courses at the college to prepare for Nursing courses, entering the PN and/or ADN program.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The JWCC CNA Coordinator recognized a need in our community to assist inactive CNA students in regaining their credentials. While IDPH requires only that the candidate check off on skills and retake the certification exam, she noted that many candidates were not successful in completing the exam to earn their certification, and often became discouraged in the process. Ms. Straube has created a two-week review course for re-certification candidates that includes 4-4 hour class review sessions and 4 hours in the clinical setting to review skills performance. This course is offered twice each semester and once in the summer. It is consistently attended and has been successful in increasing success on the certifying exam which gets more CNAs to work.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes- Mendon, Illinois, Unity High School Camp Point, Illinois, Central USD #3 Pittsfield, Illinois, Western High School

3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	All Nurse Assisting students attend 48 hours of clinical at local long-term care facilities, above the 40 hours required by IDPH. We continue to monitor facilities' survey results to ensure students are attending clinicals in high quality facilities.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	The program is accredited by the Illinois Department of Public Health. There is no additional accreditation available.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Students sit for their CNA Certificate, granted through the Illinois Department of Public Health.
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	The licensure examination first time pass rate has only been shared for two years. Our average pass rate is currently 87.35%.
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	There are cooperative agreements with clinical sites and high schools to provide instruction for students throughout the JWCC district.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty attend annual updates for NA instructors. The department has also purchased specific professional development access for instructors of Allied Health programs.
3.16 What is the status of the current technology and equipment used for this program?	Technology and equipment is evaluated annually to ensure we are keeping up with industry standards.
3.17 What assessment methods are used to ensure student success?	Students must maintain an 80% test average on all unit tests throughout the program, as well as their cumulative exam given to indicated licensure exam readiness. Students must also successfully perform 21 skill checkoffs in the lab or clinical setting.
3.18 How are these results shared with others at the institution for continuous improvement?	At the close of each semester, the CNA faculty, Coordinator, and Administrative Chair meet to review outcomes for early identification of weaknesses and/or deficits.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	A major curriculum revision was undertaken in 2016 following a change in faculty and leadership. The curriculum had not been updated in the five years prior.
3.20 How satisfied are students with their preparation for employment?	Students and employers alike report a high level of satisfaction with their preparation for employment.
3.21 How is student satisfaction information collected?	The College collects student satisfaction information using the CTE Follow-up Survey. This survey used to be required by the ICCB but was discontinued a few years ago. The College continues to administer the survey. However, due to the low response rate and relatively low number of graduates in each program per year, it is hard to make statistical findings at the program level.

3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Biannual Advisory Council meetings are conducted to review outcomes, as well as make moves to improve and expand programming to fit the needs of the community.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Biannual Advisory Council meetings are conducted to review outcomes, as well as make moves to improve and expand programming to fit the needs of the community. Beginning in 2018, the Nursing and Nurse Assistant Advisory groups were combined due to shared goals and repeat attendance by members at both groups. The combination of these two groups has increased our multi-disciplinary education goals.
3.24 How satisfied are employers in the preparation of the program's graduates?	Students and employers alike report a high level of satisfaction with their preparation for employment.
3.25 How is employer satisfaction information collected?	Annual surveys are sent to local LTC facilities to ask about new employee feedback regarding hires from our program.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	None currently.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

While we did have difficulty in finding a qualified full-time faculty/coordinator during our most recent search, that search did prove successful and we have seen program improvements and growth in the years since her hire.

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

CTE Program	NUA 402
CIP Code	513902

	FY2015	FY2016	FY2017	FY2018	FY2019
Number of Students Enrolled	85	78	74	64	59
Number of Completers	82	67	66	44	47
Other (Fall/Spring Attrition)	3.5%	14.1%	10.8%	31.3%	20.3%

How does the data support the program goals? Elaborate.	We noticed a decline in enrollment in 2015-2017, while the demand for CNAs remained high, if not increased. Recruitment and support of students became a priority at that point.
What disaggregated data was reviewed?	Enrollment and completion numbers, as well as pass rates on certification exams.
Were there gaps in the data? Please explain.	With the data above, obviously there are coding issues as the number of completers is higher than the number of students enrolled.
What is the college doing to overcome any identifiable gaps?	We have increased recruitment throughout the area- we are working with facilities to 'grow their own' and invest in their non-certified employees returning to school. Faculty and staff also attend recruitment and educational events at local high schools and community events.
Are the students served in this program representative of the total	Regarding ethnicity, the students served in the CNA program are somewhat less than our overall student population.

JW CNA program average for the past five years is 10.2% African American, 0.8% Hispanic and 1.1% Asian American. |

student population? Please explain.	Overall student population is 11.0% African American, 3.9% Hispanic and 2.1% Asian American. In regard to gender, CNA is a field that has been traditionally female, and that trend continues at JW. JW CNA program average for the past five years is 11.0% male and 89.0% female. Overall student population is 41.5% male and 58.5% female.
Are the students served in this program representative of the district population? Please explain.	JW district average for the past five years is 93.3% Caucasian, 4.4% African American, 1.8% Hispanic, 0.5% other; 50.1% male and 49.9% female. While our gender makeup is far skewed from the student and district populations, it is not skewed for the historical makeup of the profession.
Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	With continuous quality improvement, gaps in program delivery and success are noted and corrected in real time. There are no immediate changes to be made based on this review. In spring 2020, IDPH published a curriculum guide for the Advanced Nurse Assistant Training Program. This program is pending development to be included in the Fall 2020 programming.
Intended Action Steps What are the action steps resulting from this review?	Annually analyzing program and continuing quality improvement when needed

Please detail a timeline and/or dates for each step.	
Resources Needed	No additional resources noted at this time.
Responsibility Who is responsible for completing or implementing the modifications?	Lead faculty, staff and administration

	Career & Technical Education
College Name:	John Wood Community College
Academic Years Reviewed:	FY2015 – FY2019

Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Health Care Assistant	Cert	16.0	513902	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

| **Program Objectives**

What are the overarching objectives/goals of the program? | 11. Graduate no less than 70% of first time students.
12. Maintain approval by the Illinois Department of Public Health (IDPH).
13. Provide a course of study that promotes an 85% overall successful pass rate on the I-NACE, on the first attempt.
14. Enable at least 85% of graduates actively seeking employment in nursing to be hired within six months of graduation.
15. Develop and maintain a collaborative relationship with community agencies. |
|---|---|
| To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed? | 10. There is a three year average completion rate for first time graduates of 88.2%.
11. The program continues its ongoing approval by IDPH, serving multiple campuses.
12. The current pass rate of first time test takers is 93.1%, up from 81.6%.
13. 100% of new graduates actively seeking employment are employed at the time of graduation. Most graduates have multiple job offers.
14. A strong collaboration exists with local and district wide agencies. Agencies are invited to sit on the Advisory council, and all area agencies take turns serving as clinical sites. |

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	NA
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Laura Routh Administrative Chair Health Sciences Kimberly Straube CNA Coordinator, Faculty Data was collected and described in a combined effort.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Advisory Council for Nursing and Nurse Assistants- Includes students, faculty, staff and administration from JWCC, as well as community members in both long term and acute care settings. Biannual Advisory Council meetings are conducted to review outcomes, as well as make moves to improve and expand programming to fit the needs of the community. The HCA Program was developed based on input from the Advisory Council. Members of the Council serving in Ambulatory Care and Acute Care noted the need for individuals with higher level of skills than basic CNA. The proposed employee would be a 'multitasked' individual with skills in phlebotomy and EKG, as well as an introductory medical office course.

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	John Wood Community College requires an Accuplacer Reading Comprehension score of 250 in order to enroll in CNA courses. This score was established as a minimum requirement after noting a learning deficit in those with a lower reading comprehension score. This requirement is reviewed regularly. Students must complete the Basic Nurse Assisting program to be enrolled in the HCA-specific courses, or already hold a CNA certificate.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	There is an anticipated growth of 6.46% in employment projections between 2016 and 2026. At present, students are recruited directly from the program for employment opportunities, and graduate with multiple job offers. Jobs specific to the HCA include unlicensed medical assisting and Multi-Skills techs in the acute care setting (ICU and ER have been the primary sites of employment).
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for CNAs has consistently been high. This is anticipated to continue. We have expanded our program availability to meet employer demands.
1.3 What labor market information sources are utilized?	Illinois Department of Employment Security Long-Term Occupational Projections (2016-2026) for Economic Development Region 10 (West Central).

1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited into this program throughout the community. Students in high schools are recruited, as are adults in the community and those returning to the workforce.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	At the close of each semester, the CNA faculty, Coordinator, and Administrative Chair meet to review outcomes for early identification of weaknesses and/or deficits.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The HCA Program was developed based on input from the Advisory Council. Members of the Council serving in Ambulatory Care and Acute Care noted the need for individuals with higher level of skills than basic CNA. The proposed employee would be a 'multitasked' individual with skills in phlebotomy and EKG, as well as an introductory medical office course.
Indicator 2: Cost Effectiveness	Response

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to College averages. For FY2019 the CNA Program Department (10405) generated total revenue of $116,793 and incurred $118,462 in expenses. The net revenue per credit hour of the CNA Program Department was ($3.24). The average net revenue per credit hour of all CTE programs at JWCC was $45.06. The CNA Program Department is entirely funded through the operating budget at JWCC with no grant funding supporting the program.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	It was noted that credit hour calculations of the CNA program were not an accurate representation of the seat time taking place. A revision of that calculation led to similar seat time, while decreasing the total number of credit hours, and as such decreasing the cost to students.

2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Basic Certified Nurse's Assistant (CNA) 8-Weeks *TUITION*-In District (7 credit hrs. @ $ 163 /credit hour) $1141.00 *FEES* (Insurance/Lab and Program Fees) $154.00 CNA Textbook & Workbook, Hartman's Nursing Assistant Care, Long Term Care, S. Hedman, J. Fuzzy, S.Rymer,4th Edition ($51 + $18=$69) CPR Book, BLS for Healthcare Providers $18 Gait Belt $15.00 Criminal Background Check $40.00 Competency Exam Fee (additional needed near program completion) $75.00 *CNA TOTAL PROGRAM COST* Total Cost: $1512.00 *TUITION*-In District (9 credit hrs. @ $ 163 /credit hour) $1467.00 *FEES* (Insurance/Lab Fees-NUA 118 and NUA 120) $50.00 Book for OFT 170 Intro to Medical Office $180.00 Book for OFT 281 Medical Terminology for Health Professions/Mindtap book $126.00 *HCA TOTAL PROGRAM* *T*otal Cost: $1823.00 When combined with the HCA programming, students qualify for federal financial aid.

	Many students coming in are funded by their employer, or through vocational rehab grants provided by Two Rivers Regional Council, which pays their full tuition and fees.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	None currently.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The JWCC CNA program has a strong reputation of being of high quality. The program is well above IDPH recommendations in seat time and clinical opportunity. Facilities recruit our graduates knowing that they have been more than adequately trained. All CNA faculty are fully qualified in education and experience to guide CNA students in their learning. Small faculty:student ratios enable our faculty to be very involved in student learning and achievement.
3.2 What are the identified or potential weaknesses of the program?	There are weaknesses in finding clinical sites to host the HCA students for their practicum. Students must compete with students in other programs for space. This has been compounded in the Spring of 2020 by Covid pandemic concerns.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	In FY2019 the delivery methods for all courses within the CNA Program Department included clinical, lab, lecture/discussion, lecture/lab, and practicum/internship. The College produces Course Success reports that display the rates of success (grades of A, B, C, or P) and non-success (D, F, I). These reports are divided by delivery method, by department, and by individual course.

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[9]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	(A) incorporates challenging State academic standards; The CNA program requires students to complete 7 credit hours of classroom, skills lab and clinical coursework. The program is approved through both ICCB and IDPH, exceeding minimum requirements. (B) addresses both academic and technical knowledge and skills, including employability skills; Students complete coursework in the classroom, skills lab, and clinical setting. (C) is aligned with the needs of industries in the economy of the State, region, or local area; Consideration for curriculum and coursework is guided by the Illinois Department of Public Health standardized curriculum for Basic Nurse Assistants. Additional guidance comes from healthcare facility partners in acute, ambulatory and long-term/residential patient care. (D) progresses in specificity; The CNA curriculum moves from fundamental to complex concepts in the areas of theory, skills and clinical. Students can opt to take additional coursework to further specialize their skills to a variety of health care settings. (E) has multiple entry and exit points that incorporate credentialing; 9. After completing the CNA program (Basic Nurse Assisting), students can take additional coursework to further specialize. (F) culminates in the attainment of a recognized postsecondary credential. At the completion of the coursework, students receive a Nurse Assisting Certificate and are eligible to test for state certification as a CNA.

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[9] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.5 Does this program meet the definition of a [career pathway program](#)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	The Basic Nurse Assisting program is an 8-week certificate program. Upon completion of this, graduates can take additional coursework in Rehabilitation and Restorative Care, or in Health Care Assisting, which includes skills used in ambulatory care settings. Many of our graduates of the CNA program continue courses at the college to prepare for Nursing courses, entering the PN and/or ADN program.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The JWCC CNA Coordinator recognized a need in our community to assist inactive CNA students in regaining their credentials. While IDPH requires only that the candidate check off on skills and retake the certification exam, she noted that many candidates were not successful in completing the exam to earn their certification, and often became discouraged in the process. Ms. Straube has created a two-week review course for re-certification candidates that includes 4-4 hour class review sessions and 4 hours in the clinical setting to review skills performance. This course is offered twice each semester and once in the summer. It is consistently attended and has been successful in increasing success on the certifying exam which gets more CNAs to work.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Students have dual credit opportunities for their basic nurse assisting certificate, but then must attend the JWCC Campus for the HCA coursework.

3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	All Nurse Assisting students attend 48 hours of clinical at local long-term care facilities, above the 40 hours required by IDPH. We continue to monitor facilities' survey results to ensure students are attending clinicals in high quality facilities. HCA students also complete a 60-hour practicum in ambulatory care settings to receive hands-on practice of office-based skills.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	The program is accredited by the Illinois Department of Public Health. There is no additional accreditation available.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Students sit for their CNA Certificate, granted through the Illinois Department of Public Health.
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	The licensure examination first time pass rate has only been shared for two years. Our average pass rate is currently 87.35%.
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	There are cooperative agreements with clinical sites and high schools to provide instruction for students throughout the JWCC district.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty attend annual updates for CNA instructors. The department has also purchased specific professional development access for instructors of Allied Health programs.
3.16 What is the status of the current technology and equipment used for this program?	Technology and equipment is evaluated annually to ensure we are keeping up with industry standards.
3.17 What assessment methods are used to ensure student success?	Students must maintain an 80% test average on all unit tests throughout the program, as well as their cumulative exam given to indicated licensure exam readiness. Students must also successfully perform 21 skill checkoffs in the lab or clinical setting.
3.18 How are these results shared with others at the institution for continuous improvement?	At the close of each semester, the CNA faculty, Coordinator, and Administrative Chair meet to review outcomes for early identification of weaknesses and/or deficits.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Following the completion of program delivery, the first time, it was noted that while students had skills instruction in the lab setting, they were lacking the 'real world' application. The practicum course was added in the next year.
3.20 How satisfied are students with their preparation for employment?	Students and employers alike report a high level of satisfaction with their preparation for employment.
3.21 How is student satisfaction information collected?	The College collects student satisfaction information using the CTE Follow-up Survey. This survey used to be required by the ICCB but was discontinued a few years ago. The College continues to administer the survey. However, due to the low response rate and relatively low number of graduates in each program per year, it is hard to make statistical findings at the program level.

3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Biannual Advisory Council meetings are conducted to review outcomes, as well as make moves to improve and expand programming to fit the needs of the community.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Biannual Advisory Council meetings are conducted to review outcomes, as well as make moves to improve and expand programming to fit the needs of the community. Beginning in 2018, the Nursing and Nurse Assistant Advisory groups were combined due to shared goals and repeat attendance by members at both groups. The combination of these two groups has increased our multi-disciplinary education goals.
3.24 How satisfied are employers in the preparation of the program's graduates?	Students and employers alike report a high level of satisfaction with their preparation for employment.
3.25 How is employer satisfaction information collected?	Annual surveys are sent to local facilities to ask about new employee feedback regarding hires from our program.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	None currently.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.
The Covid-19 pandemic in the Spring/Summer of 2020 interrupted course and program delivery as the physical campus closed, and clinical sites declined students.

Performance and Equity

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

CTE Program	HCA 101				
CIP Code	513902				
	FY2015	FY2016	FY2017	FY2018	FY2019
Number of Students Enrolled	NA	NA	NA	10	7
Number of Completers	NA	NA	NA	10	5
Other (Fall/Spring Attrition)	NA	NA	NA	NA	25.00%

How does the data support the program goals? Elaborate.	The program demonstrates the ability to assist students in meeting their education and career goals.
What disaggregated data was reviewed?	Completion rates and employment rates.
Were there gaps in the data? Please explain.	None noted at this time.
What is the college doing to overcome any identifiable gaps?	It is noted that there are students that enroll in the HCA program at the beginning of the semester in order to qualify for federal financial aid, but then drop the second 8 week courses when finding work as a CNA upon completion of the first 8 week courses. We continue to work on retention efforts in that area.
Are the students served in this program representative of the total student population? Please explain.	Regarding ethnicity, the students served in the CNA program are somewhat less than our overall student population. JW CNA program average for the past five years is 10.2% African American, 0.8% Hispanic and 1.1% Asian American.

	Overall student population is 11.0% African American, 3.9% Hispanic and 2.1% Asian American.

In regard to gender, CNA is a field that has been traditionally female, and that trend continues at JW.

JW CNA program average for the past five years is 11.0% male and 89.0% female.

Overall student population is 41.5% male and 58.5% female. |
| Are the students served in this program representative of the district population? Please explain. | JW district average for the past five years is 93.3% Caucasian, 4.4% African American, 1.8% Hispanic, 0.5% other; 50.1% male and 49.9% female.

While our gender makeup is far skewed from the student and district populations, it is not skewed for the historical makeup of the profession. |

Review Results	
Action	☒ Continued with Minor Improvements

☐ Significantly Modified

☐ Placed on Inactive Status

☐Discontinued/Eliminated

▱Other (please specify) |
| Summary Rationale

Please provide a brief rationale for the chosen action. | With continuous quality improvement, gaps in program delivery and success are noted and corrected in real time. There are no immediate changes to be made based on this review.

In spring 2020, IDPH published a curriculum guide for the Advanced Nurse Assistant Training Program. This program is pending development to be included in the Fall 2020 programming. |
| Intended Action Steps
What are the action steps resulting from this review? | Continuous quality improvement |

Please detail a timeline and/or dates for each step.	
Resources Needed	None noted at this time
Responsibility Who is responsible for completing or implementing the modifications?	Lead faculty, staff and administration

Academic Disciplines

College Name:	John Wood Community College
Academic Years Reviewed:	FY2015 – FY2019
Discipline Area:	Humanities

Review Summary

Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.

Program Objectives What are the objectives/goals of the discipline?	This area of study will help the student develop an understanding of the human condition through investigation, appreciation, and evaluation of the humanities.
To what extent are these objectives being achieved?	Assessments are demonstrating that we are meeting objectives. Adjustments continue to be made in individual courses to better help students come away from their humanities courses with meaningful experiences.
How does this discipline contribute to other fields and the mission of the college?	Humanities courses meet the general course objectives for all of our students as well as providing students a broad, liberal arts education. These courses address the whole student.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	All courses continue to be updated, many made available as online and/or dual credit options. A new coordinator/professor in music has led to a review of those courses and many adjunct instructors have been recruited who can offer our students a variety of perspectives. A newly hired philosophy instructor brings fresh insight into course development and curriculum review. The biggest change has come with the increase of online access to HUM 101 and HUM 200 as well as increased face-to-face sections of these courses. The curriculum for the Humanities courses has been thoroughly revised in the last 5 years and the oversight of instruction by the department has been increased.

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

Indicator 1: Need	Response
1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Since Humanities is such a broad field, most students don't declare "Humanities" as an area of concentration, though we do have students who occasionally want to continue in philosophy or religious studies. For those wishing to continue in any field within the Humanities, JWCC offers a large variety of options in philosophy, religious studies, fine arts, and the more general humanities courses.
1.2 How will students be informed or recruited for this discipline?	Most students taking humanities courses are meeting gen-ed requirements. Advisors are familiar with the typical courses offered each semester. When we have courses taught less often, for example, Foundational Religious Texts, the department makes sure that advising is aware. The department has moved to create a predictable rotating schedule that would allow students to take most courses we offer within the typical 4-semester stay at JWCC.

1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	There are no new transfer degrees or areas of concentration that have been added.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	Twenty-four humanities courses are offered at JWCC. Courses that meet general education goals for most students account for much of the enrollment. Courses that see multiple sections and fill regularly both online and face-to-face include HUM 101 and HUM 200, PHL 201, PHL 111, and ENG 130. In the past few years we have increased online offerings in HUM 101, HUM 200, and ENG 130 to meet the needs of students in outlying campuses and/or who have scheduling conflicts.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to College averages. For FY2019 the Humanities Department (10105) generated total revenue of $477,274 and incurred $207,539 in expenses. The net revenue per credit hour of the Humanities Department was $108.72. The average net revenue per credit hour of all transfer/baccalaureate departments at JWCC was $80.01. The Humanities Department is funded entirely through the operating budget at JWCC.

2.2 What steps can be taken to offer curricula more cost-effectively?	This is a cost-effective group of classes. Class sizes are typically 30 face-to-face and 24 online. We are careful to not create more duplicate sections than necessary. Online offerings of HUM 101 and HUM 200 have driven enrollment increases. The online courses are taught by adjunct instructors for all but one section, it is typical to have to add sections. A strategy to make a decision to add an additional online section is to bump enrollment to 30 and wait; if enrollment hits the 30, the course is then split which opens spaces for new enrollment without creating two sections from the first.
2.3 Is there a need for additional resources?	The college supported the hiring of Matthew Carey to replace a retiring full-time professor. This was the most pressing need. The new instructor will be a great resource in course development, support of outlying campuses and dual enrollment, and in recruiting. This was a good use of resources. Hiring a fulltime person in the visual arts who could also teach and oversee sections of the HUM 101 and HUM 200 courses would be a way to ensure those courses continue to be effective and cost-effective.
Indicator 3: Quality	**Response**
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	In FY2019 the delivery methods for all courses within the Humanities Department included blended, internet, and lecture/discussion. In addition, we have dual enrollment courses in philosophy at Brown County High school.
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how?	The College produces Course Success reports that display the rates of success (grades of A, B, C, or P) and non-success (D, F, I). These reports are divided by delivery method, by department, and by individual course.

3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	The department develops consistent curriculum from section to section and between online and structured courses. Part time instructors are observed. Meetings concerning curriculum are held. Student feedback is key to assessing instructor's performance. One area that is being explored is how to allow department chairs access to online instructors' courses in a way that protects students' privacy. The department chairs communicate with adjunct instructors regularly throughout the semester and student issues are addressed as soon as is possible.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	Faculty are encouraged to participate in conferences as funding allows. Other activities include publication of papers and books, and additional graduate courses and travel. Grindstaff has presented at conferences. Our Chinese language instructor has traveled to Taiwan several times in the last 5 years, Wiewel has traveled to museums in New York City, Quebec, Italy and France in the last several years. The CETL program continues to offer effective support and opportunities for instructors. The Brown Bag Reading Circle is especially popular.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	Our courses have long been IAI approved. We do not have recent representation on IAI panels.

	Writing is one area that most instructors flag as an issue for students. Most of the humanities courses rely on written communication and research. Instructors provide conferencing to students and help at all stages. In addition, the Writing Center is promoted and staffed to accommodate students. Online, "Smart thinking" is an additional source, but JWCC also has its own online guide to research papers as well as links to popular sites like OWL Purdue to help students. Starfish is used regularly by most instructors in this area to help identify at-risk students and help with retention and student success. Many instructors allow revisions and rewrites to allow students to revise written work; this is particularly helpful for inexperienced students.
3.6 How does the discipline identify and support "at-risk" students?	Curriculum has been revised recently in the philosophy courses to help students succeed by breaking down longer research papers into shorter, multiple versions that still meet the criteria for writing, but allow students several attempts to complete. Clear rubrics are always provided so that students are aware of expectations. In the Chinese class, some additional funds were made available to allow the instructor to offer tutoring outside of class, though this is only done as needed. Courses are analyzed to emphasize objectives and to create tests reward engagement. For example, notes are allowed in the HUM 101 classes since the goal is interacting with the material, not just memorization. In HUM 200, a review session before tests was added to ensure students were prepared for tests. In the structured classes, tests are taken online in a proctored setting to allow a variety of questions, including images to accommodate different learning styles. In Philosophy courses such as Ethics, the curriculum ties the theoretical material to the "real" world, allowing students to see how the approaches can help shape attitudes about real life dilemmas and ethical concerns. The Chinese course uses food and painting to connect the language to cultural and fun activities. Active learning is also a strategy in the HUM 101 class, which has some in-class activities such as working with paint and clay, watching opera and theater, as well as requiring a creative project at the end of the semester. For those talented students who can often struggle a bit more with tests or research

	papers, allowing them to tap into creativity can offer them a new confidence about their skills—or just let them connect in a more tangible way.
3.7 To what extent is the discipline integrated with other instructional programs and services?	The goal in the majority of the humanities courses is to connect students to ideas and inspire them to think, not create a setting for the regurgitation of facts and content alone. As a department, we take seriously the idea that the humanities educate the whole student not just the future employee, though much of what the humanities can offer can make our students better employees. So while humanities courses don't always address specific skills that are prerequisites for success in their individual areas of concentration, the value of humanities in education is well supported (*The Heart of the Matter*) *Heart of the Matter*. Commission on Humanities and Social Sciences. American Academy of Arts and Sciences. Cambridge, MA, 2013.

3.8 What does the discipline or department review when developing or modifying curriculum?	The department seeks ways to cover material, hold students accountable for meeting course goals and objectives, but doing it in a way that leads to their success. One area of concern is that students' ability to read and understand text seems to be diminishing. Most courses are trying to find ways of supplementing text with video, images, lecture, review, and discussion that can aid a student who, on his or her own, may not grasp core ideas in a text-only version of the material. As curriculum is developed, the aim is to make the material relevant and manageable for our students. We very regularly look at textbooks and see how a change in the text could lead to positive changes in the course.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	The department chairs will try to note when courses are losing students at a higher than average level. Many of the changes that have taken place in the last few years is to make the courses manageable while keeping the courses rigorous and effective.
3.10 How does the college determine student success in this discipline?	Emphasis in the department is to see these courses meeting General education requirements. Success translates to a student who has taken a variety of courses and who is inspired to be a lifelong learner.

3.11 Did the review of quality result in any actions or modifications? Please explain.	The online PHL 201 course was modified to make the material more manageable for students. Discussion responses were combined, some eliminated, others tested for. We plan to compare success rates after two semesters with the new version. In HUM 200 the structured class was modified to allow a review day before tests resulting in test scores improving and student success. The department is currently collaborating with the library to increase student interaction when working on research papers, especially in finding sources and complying with formatting in working bibliographies and works cited pages. We do not have a prerequisite of ENG 102 before taking any courses requiring a research paper.We continue to look for ways to assist students who are inexperienced with the research. The Writing Center, located in the library, is another resource to assist students.

List any barriers encountered while implementing the discipline.
Concerns are noted in above narrative.

Performance and Equity
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities
Course Title	HUM 101 Introduction to Humanities

Course Description	Study of human values, self-perceptions, and aspirations expressed in drama, film, music, literature, painting, sculpture, and architecture with an emphasis on history, techniques, meaning, and evaluation of individual works. IAI: HF 900				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	169	173	160	213	223
Credit Hours Produced	507	519	480	639	669
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85.26%	87.12%	92.86%	90.69%	91.71%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities				
Course Title	HUM 200 The Art of Being Human				
Course Description	An interdisciplinary course that incorporates aspects of Western European, Far Eastern and Third World art, music, philosophy, religion, drama, and literature. The humanities are treated as a process leading to the enrichment of human experience. IAI: HF 901				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	89	44	48	70	106
Credit Hours Produced	267	132	144	210	318
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	70.24%	88.10%	95.83%	90.91%	85.29%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities				
Course Title	PHL 101 Introduction to Philosophy				
Course Description	Introduction to basic problems, procedures, and systems of philosophy and the development of powers over independent analysis on the student with a constructive attitude toward knowledge. IAI: H4 900				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	78	78	101	96	35
Credit Hours Produced	234	234	303	288	105
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89.19%	94.74%	92.93%	96.91%	90.91%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities				
Course Title	PHL 111 Logic/Critical Thinking				
Course Description	This course covers inductive and deductive methods in logic. It is designed to assist students in methods of logical analysis and reasoning. IAI: H4 906				
	FY15	FY16	FY17	FY18	FY19

Number of Students Enrolled	41	36	46	39	18
Credit Hours Produced	123	108	138	117	54
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	84.62%	88.57%	81.40%	79.41%	64.71%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities				
Course Title	PHL 121 Ethics				
Course Description	A study of values. This course is designed to assist students in the development of a philosophic understanding of human nature, moral philosophy, and principles of ethics that will help them assume individualized responsibility in a democratic society. IAI: H4 904				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	198	205	186	245	195
Credit Hours Produced	594	615	558	735	585
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86.32%	96.94%	91.26%	92.53%	89.12%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities				
Course Title	PHL 201 Major World Religions				
Course Description	A study of the great religions of the world today. IAI: H5 904N				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	227	233	230	179	134
Credit Hours Produced	681	699	690	537	402
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92.86%	95.18%	91.15%	90.91%	84.73%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities				
Course Title	PHL 211 Philosophy of Religion				
Course Description	A philosophical approach to a study of one's religious experience. IAI: H4 905				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	23	27	24	28	NA
Credit Hours Produced	69	81	72	84	NA
Success Rate (% C or better) at the end of the course,	100.00%	100.00%	100.00%	100.00%	NA

excluding Withdrawals and Audit students					

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	RST 101 Introduction to the Bible				
Course Description	A study of Jewish and Christian scriptures from a historical viewpoint with emphasis on literary genres in the Bible and the relationship to Western culture. Students enrolled in this course may not enroll in RST 111 or RST 112. IAI: H5 901				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	50	45	28	31	28
Credit Hours Produced	150	135	84	93	84
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89.47%	92.68%	92.00%	83.33%	88.89%

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	RST 111 Introduction to the Old Testament				
Course Description	Jewish scriptures from a historical viewpoint with emphasis on literary genres in the Bible and the relationship to Western culture. Students enrolled in this course may not enroll in RST 101. IAI: H5 901				
	FY15	FY16	FY17	FY18	FY19

Number of Students Enrolled	NA	10	11	5	10
Credit Hours Produced	NA	30	33	15	30
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	80.00%	90.00%	100.00%	60.00%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities
Course Title	RST 112 Introduction to the New Testament
Course Description	A study of Christian scriptures from a historical viewpoint with emphasis on literary genres in the Bible and the relationship to Western culture. Students enrolled in this course may not enroll in RST 101. IAI: H5 901

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	7	10	9	10	12
Credit Hours Produced	21	30	27	30	36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.33%	100.00%	85.71%	100.00%	91.67%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The data supports that students are successfully acquiring objectives for each course except two courses which we are reviewing to determine what is needed in the curriculum to increase student success.				

What disaggregated data was reviewed?	N/A
Were there identifiable gaps in the data? Please explain.	N/A

Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We plan to offer HUM 101 and HUM 200 in 16-week versions online. This will start Fall of 2020.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Some students were finding it difficult to keep up with the course material in the 8 weeks. The two versions, 8 week and 16 weeks, will provide more options.
Resources Needed	No resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	Chris Wiewel will redistribute the work and revise the online course to reflect the HUM 200 course. The HUM 101 course will be revised by allowing 2 weeks per unit rather than one.

Academic Disciplines

College Name:	John Wood Community College
Academic Years Reviewed:	FY2015 – FY2019
Discipline Area:	Fine Arts

Review Summary

Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.

Program Objectives What are the objectives/goals of the discipline?	This area of study will help the student develop an understanding of the human condition through investigation, appreciation, and evaluation of the fine arts.
To what extent are these objectives being achieved?	Assessments are demonstrating that we are meeting objectives. Adjustments continue to be made in individual courses to better help students come away from their fine arts courses with meaningful experiences.
How does this discipline contribute to other fields and the mission of the college?	Fine arts courses meet the general course objectives for all our students as well as providing students a broad, liberal arts education. These courses address the whole student.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	We have reviewed and updated all syllabi and textbooks. We have brought back two theater classes- Introduction to Drama and Acting I. We have reviewed the catalog and revised course numbering for consistency and clarity. The scholarship waiver process has been codified and revised so that more students have an opportunity. Vocal show Ensemble has been expanded to include dramatic scenes. Jazz band was changed to Band in order to incorporate more variety of genres. Pep band has been reintroduced and opened to any student. Syllabi for applied music lessons were standardized. Coordinator positions for fine arts have been developed. In Visual Arts, prerequisites for Drawing II have been revised to allow more second semester students to participate. Scheduling has been made more efficient and predictable.

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

Indicator 1: Need	Response
1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Our Coordinator of Music (a full-time faculty member), has met with Quincy University and Culver-Stockton College music departments in order to ensure that students are able to transfer seamlessly. He has also served on the IAI humanities panel and ensures JWCC courses are in compliance with statewide articulation agreements. All part time instructors are encouraged to offer suggestions for improvement in courses. Any changes proposed are always brought to Curriculum committee. Coordinators work closely with each other, chairs, and deans. The entire music course catalog was subjected to review by the chief academic officer, chairs, and coordinator and changes were made in collaboration. Syllabi are reviewed yearly.

1.2 How will students be informed or recruited for this discipline?	Every year the music and visual arts program advertise to local high schools and schedule an audition/portfolio review day. Tuition waivers/scholarships are awarded based on these recruitment activities. Every spring music students visit local high schools to perform and increase visibility of the program. In the last three years, JWCC students joined with Quincy University and Muddy River Opera company to tour a children's opera to local grade school students. Dr. Soebbing is an area music judge for all-district auditions as well as solo and ensemble contests. Dr. Soebbing is also involved in many local productions and performances, which represents JWCC well in the community and often results in one-on-one recruitment.
1.4 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	No new programs have been developed.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	We have 35 Music courses offered, including applied sections. We have 15 visual arts courses. Music appreciation, Art Appreciation, Choir, and Vocal Show have the largest enrollment. Since revising the schedule several years ago, enrollment in studio art courses has increased.
Indicator 2: Cost Effectiveness	Response

2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to College averages.

For FY2019 the Fine Arts Department (10107) generated total revenue of $192,366 and incurred $184,870 in expenses. The net revenue per credit hour of the Fine Arts Department was $7.23. The average net revenue per credit hour of all transfer/baccalaureate departments at JWCC was $80.01.

The Fine Arts Department is mostly funded through the operating budget at JWCC. The department received $6,480 in grant funding in FY2019. |
| 2.2 What steps can be taken to offer curricula more cost-effectively? | We pay careful attention to the schedule and matching enrollment to number of sections. We accept that for a small program, required courses geared toward majors will often have lower enrollments, but we are committed to the program, knowing those students add to the overall enrollment at JWCC and offer their talents in other areas. |

2.3 Is there a need for additional resources?	Hiring a full-time person in the visual arts is imperative to success in this department, especially as that position would include coordinator duties of recruitment, gallery supervision, supervision of students on scholarship, curriculum and program development, and hiring and supervising part time faculty. Additionally, the full-time person could teach and oversee sections of HUM 101 and HUM 200 to ensure those courses continue to be effective both in content and cost.

While we have recruited part time faculty to help bridge the full-time position that is still outstanding, the department would benefit from filling the full-time position and allow more growth. |
| **Indicator 3: Quality** | **Response** |
| 3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)? | In FY2019 the delivery methods for all courses within the Fine Arts Department included blended, independent study, internet, lecture/discussion, and lecture/lab.

We also have performance-based courses such as band, vocal show, and choir, as well as applied individual lessons in specific instruments.   Class Piano courses emphasize skill development and offer a lot of one-on-one instruction. |
| 3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? | The College produces Course Success reports that display the rates of success (grades of A, B, C, or P) and non-success (D, F, I). These reports are divided by delivery method, by department, and by individual course. |

3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	The department develops consistent curriculum from section to section and between online and structured courses. Part time instructors are observed. Meetings concerning curriculum are held. Student feedback is key to assessing instructor's performance. One area that is being explored is how to allow department chairs access to online instructors' courses in a way that protects students' privacy. The department chairs communicate with adjunct instructors regularly throughout the semester and student issues are addressed as soon as is possible.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	Faculty are encouraged to participate in conferences as funding allows. Other activities include publication of papers and books, and additional graduate courses and travel. The Brown Bag Reading Circle is especially popular. Dr. Soebbing has sung several lead roles regional opera productions and has shown work in the faculty and staff art show at JWCC. Dr. Soebbing wrote the libretto for an opera about Joan of Arc and attended a doctoral performance at the University of Georgia. Before her retirement, Ms. Seabarkrob showed work consistently in juried art shows in the region.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	Our courses have long been IAI approved. Dr. Soebbing represents us on the IAI Humanities panel.

3.6 How does the discipline identify and support "at-risk" students?	Instructors are available for individual conferencing with students. Starfish is used by instructors to help identify at-risk students and help with retention and student success. Accommodations are offered to students who demonstrate need. Instructors work with counseling services to make sure that any students exhibiting emotional or psychological distress or need are aware of services. Each semester, Dr. Soebbing invites our counselor to come to classes to introduce herself.
3.7 To what extent is the discipline integrated with other instructional programs and services?	The goal in the fine arts courses is to connect students to ideas and inspire them to think, not create a setting for the regurgitation of facts and content alone. As a department, we take seriously the idea that the fine arts educate the whole student not just the future employee, though much of what the fine arts can offer can make our students better employees. So, while fine arts courses don't always address specific skills that are prerequisites for success in their individual areas of concentration, the value of fine arts in education is well supported (The Heart of the Matter*) Some of our students do go on as fine arts majors and anecdotal evidence suggests that they do well in four-year programs. *Heart of the Matter. Commission on Humanities and Social Sciences. American Academy of Arts and Sciences. Cambridge, MA, 2013.

3.8 What does the discipline or department review when developing or modifying curriculum?	The department seeks ways to cover material, hold students accountable for meeting course goals and objectives, but doing it in a way that leads to their success. Curriculum change is the result of this process. As curriculum is developed, the aim is to make the material relevant and manageable for our students. We very regularly look at textbooks and see how a change in the text could lead to positive changes in the course.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	The department chairs work with coordinators to identify when courses are losing students at a higher than average level. Assessment is an ongoing process beginning with instructors; any changes to curriculum are a collaborative effort with the instructors, coordinator, and chair. Instructor and student evaluations are part of this process.
3.10 How does the college determine student success in this discipline?	Student success is measured in many ways including completion of degree programs, successful transfer to a four-year program, employment in the field, or satisfaction with incorporating fine arts into their personal lives.

3.11 Did the review of quality result in any actions or modifications? Please explain.	The Fine Arts department has made several changes to reflect more sensitivity to a more gender-neutral approach. Forms for scholarship application no longer require students to identify as male or female. Concert dress code requirements were likewise updated to provide a gender-neutral approach as follows: CONCERT ATTIRE: Tuxes fitted to the student are provided for all concerts if desired. Students must also wear: - Deodorant, but not perfume or cologne - Keep hair out of eyes; hair clips, ties, buns, and headbands are acceptable provided they do not pull focus from the group - Shoes must be completely black, not be made of canvas, nor gym or tennis shoes - Black socks if worn with dress shoes - No dangling earrings or large, noticeable ear gauges. Noticeable body piercings should be removed for the concert (particularly large nose, cheek, or lip piercings). -Jewelry is acceptable but should not be large enough to pull focus away from the group. Nothing bigger than a dime should be visible to the audience. If students do not want to wear a tux, dresses are acceptable if: * they must be completely black, not made of leather or denim, not athletic wear, and hemmed at the edges. * they must cover the shoulders and legs past the knees. (If a dress does not cover the shoulders, a shawl or scarf must be worn). * they must be worn in a serious manner and not used to cause disruption in a satirical or derogatory manner * If the shirt/blouse has cuffs they must be buttoned, must be tucked in.

	* No cut outs or open midriffs * If loops are present, a black belt must be worn.
List any barriers encountered while implementing the discipline.	
No barriers were encountered.	

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	ART 100 Drawing 1: Fundamentals				
Course Description	This course will explore the basic aspects of drawing with the emphasis on developing an understanding of visual and technical skills pertinent to all art fields. 1 lecture hour, 4 lab hours				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	27	23	24	22	14
Credit Hours Produced	81	69	72	66	42
Success Rate (% C or better) at the end of the course,	80.00%	95.45%	90.91%	90.91%	100.00%

excluding Withdrawals and Audit students					

Performance and Equity
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	ART 115 Art Appreciation				
Course Description	Art Appreciation 3 cr. hrs. Designed to expose/cultivate an awareness of art in our culture with some emphasis on contemporary times. IAI: F2 900				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	66	51	42	23	19
Credit Hours Produced	198	153	126	69	57
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82.76%	81.25%	94.74%	90.00%	83.33%

Performance and Equity
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts
Course Title	ART 120 Art Survey and Appreciation II
Course Description	A course designed to provide an understanding of the history of the visual arts and the role it plays in serving humankind. Using visuals from books, Web sources, some video clips, and museum trips (virtual or real), students will

explore why art is created, its function in society, how it affects us, and how it can enrich our lives. Available via Internet only.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	16	24	17	35	35
Credit Hours Produced	48	72	51	105	105
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.33%	100.00%	50.00%	81.82%	85.71%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts
Course Title	ART 100 Drawing I
Course Description	This course will explore the basic aspects of drawing with the emphasis on developing an understanding of visual and technical skills pertinent to all art fields. 1 lecture hour, 4 lab hours

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	3	7	NA	12	NA
Credit Hours Produced	9	21	NA	36	NA
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.00%	100.00%	NA	100.00%	NA

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	ART 121 Drawing II				
Course Description	Continuation of the materials, skills and techniques of drawing. Emphasis is on the exploration and development of individual expression of form and content. 1 lecture hour, 4 lab hours				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	3	7	NA	12	NA
Credit Hours Produced	9	21	NA	36	NA
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.00%	100.00%	NA	100.00%	NA

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts
Course Title	ART 126 2-D Design and Color

Course Description	A study of visual perception and composition on a 2-D surface. The basics of visual problem solving will be stressed in space, shape, line, and color. 1 lecture hour, 4 lab hours				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	15	13	10	14	10
Credit Hours Produced	45	39	30	42	30
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	66.67%	69.23%	80.00%	100.00%	90.00%

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	ART 136 Graphic Design I				
Course Description	This course focuses on concepts and visual communication skills necessary for graphic design. Students will acquire an understanding of single and multi-page documents, both in black/white and color, covering document construction, integration of word processing programs, working with images and typography, custom colors and standard output. Introduces the production of printed materials using illustrations and image manipulation software via computers.				
	FY15	FY16	FY17	FY18	FY19

Number of Students Enrolled	6	9	8	5	7
Credit Hours Produced	18	27	24	15	21
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.00%	87.50%	100.00%	80.00%	100.00%

Performance and Equity
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts
Course Title	ART 137 Graphic Design II
Course Description	Prerequisite: ART 100, ART 126 & ART 136, or consent of department This course builds on aesthetic and technical skills begun in ART 136. Develops alternate illustration, type generation, scanning, and layout skills as well as improves software skills in vector illustration, photo manipulation and layout in a project-based format. Typography, printing processes, work flow and communication effectiveness are emphasized.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	4	6	6	8	4
Credit Hours Produced	12	18	18	24	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.00%	83.33%	83.33%	100.00%	75.00%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	ART 226 Graphic Design III				
Course Description	Prerequisites: ART 136 and ART 137 Students continue with advanced studies of design principles related to marketing, communications and business. Color processes, photo manipulation, and print technology will be targeted. Students research ad design and layout and create advertising and editorial illustration for magazines, books and Web pages.				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	4	6	5	8	3
Credit Hours Produced	12	18	15	24	9
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.00%	100.00%	100.00%	100.00%	100.00%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts
Course Title	ART 227 Graphic Design IV – Internship

Course Description	Prerequisite: ART 136, ART 137, and ART 226 Prepares the student in an internship setting to apply design skills, troubleshoot and solve problems related to projects in graphic design and related areas. Students will be supervised by the instructor and a mentor. 0 lecture hours, 6 lab hours				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	NA	1	NA	NA	NA
Credit Hours Produced	NA	3	NA	NA	NA
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	100%	NA	NA	NA

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	ART 240 Painting I				
Course Description	An introduction to basic painting techniques and color principles applied to the exploration of oil and/or acrylic painting media. 1 lecture hour, 4 lab hours				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	3	9	6	NA	9

Credit Hours Produced	9	27	18	NA	27
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.00%	100.00%	100.00%	NA	100.00%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	ART 241 Painting II				
Course Description	Prerequisite: ART 240 This course is designed to continue building aesthetic and technical skills begun in Painting I. Emphasis will be placed on the investigations of media usage, color development, and painting as a medium of communication. 1 lecture hour, 4 lab hours Prerequisite: Consent of department				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	NA	NA	NA	1	NA
Credit Hours Produced	NA	NA	NA	3	NA
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	NA	100%	NA

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	ART 295 Advanced Special Topics in Art				
Course Description	Prerequisite: Consent of department Deals with current topics in art not covered in other courses. Topics will vary at discretion of the instructor. No topic will be offered more than twice within three years. May be repeated with different topics to maximum of four credit hours. Topic to be listed on student's permanent academic record.				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	NA	NA	1	NA	NA
Credit Hours Produced	NA	NA	2	NA	NA
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	100.00%	NA	NA

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	DRA 103 Introduction to Drama				
Course Description	The broad concepts of the aesthetics and form of drama as evidenced in the living theater. Includes reading of plays and the study of dramaturgy with general discussion of elements of the play and theater. IAI: F1 907				
	FY15	FY16	FY17	FY18	FY19

Number of Students Enrolled	NA	NA	12	9	7
Credit Hours Produced	NA	NA	36	27	21
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	81.82%	88.89%	100.00%

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	DRA 125 Acting I: Movement and Voice				
Course Description	Intensive training of the physical instrument, utilizing a variety of traditional and non-traditional techniques.				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	NA	NA	5	11	10
Credit Hours Produced	NA	NA	15	33	30
Success Rate (% C or better) at the end of the course,	NA	NA	100.00%	81.82%	88.89%

excluding Withdrawals and Audit students					

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	MUS 102 Music Appreciation				
Course Description	A non-technical course designed for the non-music major, to develop within the listener an appreciation for music. Includes brief historical background of music and the leading composers of various periods. IAI: F1 900				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	206	158	171	139	132
Credit Hours Produced	618	474	513	417	396
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82.21%	84.43%	86.06%	82.58%	79.03%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	MUS 121 Introduction to Music Literature				
Course Description	A study of the terminology, vocabulary and structure of music literature and style through the history and examination of selected composers and materials. IAI: F1 901				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	4	6	NA	13	NA
Credit Hours Produced	12	18	NA	39	NA
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	50.00%	66.67%	NA	83.33%	NA

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	MUS 131 Music Theory/Ear Training I				
Course Description	A study of the elements of melody and harmony. Special emphasis is placed on music notation fundamentals, reading, writing, and aural skills. This course is intended for students seeking a degree in music; however, others may enroll with consent of instructor. 2 lecture hours, 4 lab hours				
	FY15	FY16	FY17	FY18	FY19

Number of Students Enrolled	8	2	9	5	4
Credit Hours Produced	32	8	36	20	16
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	62.50%	100.00%	100.00%	80.00%	75.00%

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	MUS 132 Music Theory/Ear Training II				
Course Description	Prerequisite: MUS 131 Continuation of Music Theory I. Study of the harmonic and melodic practices of the 18th and 19th centuries. Emphasis will be placed on analysis, harmonization, and aural skills. 2 lecture hours, 4 lab hours				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	5	2	5	6	2
Credit Hours Produced	20	8	20	24	8
Success Rate (% C or better) at the end of the course,	80.00%	100.00%	80.00%	83.33%	50.00%

excluding Withdrawals and Audit students					

<table>
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Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.</td></tr>
<tr><td>Academic Discipline Area</td><td colspan="5">Fine Arts</td></tr>
<tr><td>Course Title</td><td colspan="5">MUS 151 Band</td></tr>
<tr><td>Course Description</td><td colspan="5">Membership is open to all JWCC students who show sufficient experience in instrumental music. The band performs both on and off campus. 0 lecture hours, 3 lab hours</td></tr>
<tr><td></td><td>FY15</td><td>FY16</td><td>FY17</td><td>FY18</td><td>FY19</td></tr>
<tr><td>Number of Students Enrolled</td><td>24</td><td>19</td><td>11</td><td>15</td><td>23</td></tr>
<tr><td>Credit Hours Produced</td><td>24</td><td>19</td><td>11</td><td>15</td><td>23</td></tr>
<tr><td>Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students</td><td>95.83%</td><td>100.00%</td><td>100.00%</td><td>100.00%</td><td>100.00%</td></tr>
</table>

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	MUS 165 Chorus				
Course Description	Membership is open to all JWCC students. The chorus performs several major concerts as well as performing at selected college functions. 0 lecture hours, 3 lab hours				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	42	36	41	42	31
Credit Hours Produced	42	36	41	42	31
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	95.24%	100.00%	100.00%	100.00%	100.00%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	MUS 168 Vocal Show Ensemble				
Course Description	Singers are selected from the chorus and concert choir. Instrumentalists need not be members of the aforementioned ensembles. The Vocal Show Ensemble performs a wide variety of literature ranging from Renaissance to modern jazz and pop. 0 lecture hours, 3 lab hours				
	FY15	FY16	FY17	FY18	FY19

Number of Students Enrolled	22	16	28	29	29
Credit Hours Produced	22	16	28	29	29
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	95.45%	100.00%	100.00%	100.00%	100.00%

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	MUS 170 Applied Music Lessons – Voice I				
Course Description	Prerequisite: Consent of department Private music lessons are available in voice, piano, brass instruments, woodwind instruments, percussion instruments and string instruments. Each course is repeatable 1 time.				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	5	7	22	13	12
Credit Hours Produced	7	13	37	17	18
Success Rate (% C or better) at the end of the course,	100.00%	100.00%	100.00%	100.00%	100.00%

excluding Withdrawals and Audit students					

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Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.</td></tr>
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Academic Discipline Area	Fine Arts				
Course Title	MUS 171 Applied Music Lessons – Piano I				
Course Description	Prerequisite: Consent of department Private music lessons are available in voice, piano, brass instruments, woodwind instruments, percussion instruments and string instruments. Each course is repeatable 1 time.				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	4	3	6	11	6
Credit Hours Produced	4	3	10	18	8
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.00%	100.00%	100.00%	100.00%	100.00%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	MUS 175 Applied Music Lessons – Woodwinds I				
Course Description	Prerequisite: Consent of department Private music lessons are available in voice, piano, brass instruments, woodwind instruments, percussion instruments and string instruments. Each course is repeatable 1 time.				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	NA	1	3	2	1
Credit Hours Produced	NA	2	3	4	1
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	100.00%	100.00%	100.00%	100.00%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	MUS 177 Applied Music Lessons – Brass I				
Course Description	Prerequisite: Consent of department Private music lessons are available in voice, piano, brass instruments, woodwind instruments, percussion instruments and string instruments. Each course is repeatable 1 time.				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	3	NA	2	4	5

Credit Hours Produced	5	NA	3	4	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.00%	NA	100.00%	100.00%	100.00%

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	MUS 178 Applied Music Lessons – Brass II				
Course Description	Prerequisite: Consent of department Private music lessons are available in voice, piano, brass instruments, woodwind instruments, percussion instruments and string instruments. Each course is repeatable 1 time.				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	NA	NA	NA	NA	1
Credit Hours Produced	NA	NA	NA	NA	1
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	NA	NA	100.00%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	MUS 179 Applied Music Lessons – Percussion I				
Course Description	Prerequisite: Consent of department Private music lessons are available in voice, piano, brass instruments, woodwind instruments, percussion instruments and string instruments. Each course is repeatable 1 time.				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	1	NA	1	NA	1
Credit Hours Produced	1	NA	1	NA	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	100.00%	NA	100.00%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	MUS 181 Applied Music Lessons – Strings I				
Course Description	Prerequisite: Consent of department Private music lessons are available in voice, piano, brass instruments, woodwind instruments, percussion instruments and string instruments. Each course is repeatable 1 time.				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	NA	NA	NA	1	12
Credit Hours Produced	NA	NA	NA	2	13
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	NA	100.00%	100.00%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	MUS 188 Class Piano, Level I				
Course Description	Beginning class piano instruction for music majors and non-majors. Assumes no previous keyboard experience. 0 lecture hours, 2 lab hours				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	6	2	8	6	3

Credit Hours Produced	6	2	8	6	3
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.33%	100.00%	100.00%	100.00%	100.00%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	MUS 189 – Class Piano Level II				
Course Description	Prerequisite: MUS 188 or consent of department Class piano instruction for music majors and non-majors. 0 lecture hours, 2 lab hours				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	4	2	7	5	2
Credit Hours Produced	4	2	7	5	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	75.00%	100.00%	100.00%	60.00%	100.00%
Performance and Equity					

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	MUS 195 Special Topics in Music				
Course Description	Prerequisite: Consent of department Deals with current topics in music not covered in other courses. Topics will vary at discretion of the instructor. No topic will be offered more than twice within three years. May be repeated with different topics to maximum of four credit hours. Topics to be listed on student's permanent academic record.				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	NA	NA	NA	1	2
Credit Hours Produced	NA	NA	NA	1	4
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	NA	100.00%	100.00%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	MUS 213 Music Theory/Ear Training III*				
Course Description	*became MUS 231 in FY18				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	3	NA	2	4	4
Credit Hours Produced	12	NA	8	16	16
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	66.67%	NA	50.00%	100.00	75.00

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	MUS 214 Music Theory/Ear Training IV *				
Course Description	*became MUS 232 in FY18				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	3	NA	2	4	3
Credit Hours Produced	12	NA	8	16	12

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.00%	NA	50.00%	75.00%	100.00%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	MUS 265 Chorus II				
Course Description	Continuation of Level I				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	2	1	NA	NA	NA
Credit Hours Produced	2	1	NA	NA	NA
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.00%	100.00%	NA	NA	NA

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	MUS 268 Vocal Show Ensemble II				
Course Description	Continuation of Level I				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	4	2	NA	NA	NA
Credit Hours Produced	4	2	NA	NA	NA
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.00%	100.00%	NA	NA	NA

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts
Course Title	MUS 270 Applied Music Lessons - Voice II
Course Description	Continuation of Level I

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	5	NA	5	8	NA
Credit Hours Produced	10	NA	10	15	NA
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.00%	NA	80.00%	100.00%	NA

Performance and Equity
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts
Course Title	MUS 271 Applied Music Lessons - Piano II
Course Description	Continuation of Level I

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	1	NA	1	NA	5
Credit Hours Produced	2	NA	2	NA	10
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.00%	NA	100.00%	NA	100.00

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	MUS 277 Applied Music Lessons – Brass I				
Course Description	Continuation of Level I				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	NA	NA	1	NA	1
Credit Hours Produced	NA	NA	2	NA	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	100.00%	NA	100.00%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	MUS 281 Applied Music Lessons - Strings				
Course Description	Continuation of Level I				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	NA	NA	NA	NA	1
Credit Hours Produced	NA	NA	NA	NA	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	NA	NA	100.00%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	MUS 288 Class Piano Level III				
Course Description	Continuation of Level II				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	2	1	2	5	3
Credit Hours Produced	2	1	2	5	3

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.00%	100.00%	50.00%	80.00%	100.00%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Fine Arts				
Course Title	MUS 289 Class Piano Level IV				
Course Description	Continuation of Level III				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	2	NA	2	4	3
Credit Hours Produced	2	NA	2	4	3
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.00%	NA	50.00%	100.00%	100.00%

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	

	Fine Arts
Course Title	MUS 295 Advanced Special Topics in Music
Course Description	Deals with current topics in mathematics not covered in other courses. Topics will vary at discretion of the instructor. No topic will be offered more than twice within three years. May be repeated with different topics to maximum of four credit hours. Topics to be listed on student's permanent academic record.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	NA	NA	NA	NA	1
Credit Hours Produced	NA	NA	NA	NA	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	NA	NA	100.00%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					

How does the data support the course goals? Elaborate.	With the success rate shown in courses, the assumption is that students are meeting course goals/objectives and are successful in the Fine Arts courses.
What disaggregated data was reviewed?	Disaggregated data was not reviewed at this time.
Were there identifiable gaps in the data? Please explain.	N/A

Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. The department will request a full-time position for visual arts for FY22. 2. The department coordinator will continue to recruit talented part time faculty in both music and visual arts. 3. The department coordinator will develop recruitment strategies to increase enrollment for academic year 21-22.

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Our review validates the work that is being done in the departments and what needs to happen to increase enrollment in Fine Arts. We may need to analyze why students are not attending JWCC for a "music major" degree which impacts our Music Theory courses.
Resources Needed	Funding for the full-time visual arts position.
Responsibility Who is responsible for completing or implementing the modifications?	The department coordinator in collaboration with the department chair will be responsible for modifications.

Adult Education and English as A Second Language	
College Name:	John Wood Community College
Academic Years Reviewed:	FY2015 – FY2019
Review Summary	
Program Objectives What are the objectives or goals of the program? Please also identify goals that may vary for bridge or integrated education and training (IET) programs?	The goal of the Adult Education program continues to be helping adults get the basic skills they need to be productive workers, family members, and citizens. This is accomplished by providing a full array of support services in addition to instruction which includes reading, writing, math, and English language proficiency. The Bridge to Healthcare and Bridge to Manufacturing classes contextualize instruction and provide opportunities for credential attainment while students continue high school equivalency (GED) preparation.
To what extent are these objectives or goals being achieved?	During this time period, the program averaged 163 students enrolled with an average of 31 students each year obtaining their GED credential.
How does this program contribute to other fields and the mission of the college?	The program helps fulfill the college mission of providing lifelong learning opportunities. Students enrolled in the Adult Education program have ranged from 16 to 86 years old. All students are provided the opportunity to increase their basic skills with the goal of transitioning to postsecondary education, job training, or employment.

How is the college working to help students transition into postsecondary education?	The college provides scholarship opportunities for GED graduates as well as allowing students to complete the First Year Experience class while preparing for GED completion. While attending Adult Education classes, students learn about college resources and learning skills providing a smoother transition to postsecondary classes. Bridge classes allow students to become familiar with college routines and support services prior to college enrollment.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	The program has developed and implements a College and Career Readiness, standards based, curriculum to meet the increased rigor of the GED exam and the TABE 11/12 assessment, increasing the opportunity for completers to be college ready.

Review Analysis
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.

Indicator 1: Need	Response
1.1 How does the college determine need for Adult Education services and programming?	Data from the 2019 SIU Index of Need indicates that 8% of the JWCC population age 16 & over have less than 12 years education and no diploma, or do not speak English well. On average, 9% of JWCC college degree and certificate graduates have a GED or other High School Equivalent.
1.2 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	Adult Education classes are held at JWCC centers throughout the district as well as the local One Stop center, offered at various times throughout the day, and in addition to in-person, we offer online classes to meet the needs of all students. Classes meet from 4 to 12 hours weekly from mid-August through June as budget allows. Support services offered include transportation assistance, literacy tutoring, career guidance, and referrals. New students are admitted into the program on a monthly basis after attending an Orientation session.

1.3 How will students be informed or recruited for this program?	Recruitment focuses on making the general public aware of program services as word of mouth continues to be the primary way students learn of services. The program is marketed via the college website, brochures, press releases, referrals from One Stop partners, APC members, social service agencies, schools, libraries, and information in the fall and spring Community Based Outreach booklet mailed to each home in the district. An online form on the college website allows prospective students to indicate interest any time of day or night. Staff provides a follow up contact by end of the next business day.
1.4 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.	During the past 5 years enrollment has ranged from 176 to 152. The program anticipates enrollment over the next 5 years will be 155 to 165 students per year. The biggest increase is likely to be in ESL student enrollment. Due to increased rigor of the TABE 11/12 assessment, we are likely to continue to see a decline in the number of students entering classes at the ASE level with more students testing into the ABE level.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this program?	83% of program costs are for personnel including 1 full time program manager, 1 full time Transition Coordinator, 1 part time Literacy Coordinator, and 12 part time instructors. 8% of costs are for instructional materials; 9% of costs include student mileage assistance, printing, phone, staff travel, One Stop partner fee, and facilities costs.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)? If applicable, how is the college supporting the training portion of an IET for adult education students?	Costs for this program, including Bridge classes, are covered by grants, specifically through the ICCB Adult Education grant and the Secretary of State Literacy grants. The program will work with WIOA Title 1 partners to assist with student tuition costs involved with IET programming currently being developed for implementation in FY21.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.	Costs of this program are offset by grant funding. New grant opportunities will be identified as necessary.

2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	Offering classes in a hybrid format, online and in-person, may reduce the need for some instructional materials and part time instructors. However, the program currently operates in a very cost-efficient manner, increasing or reducing staff as funding requires.
2.5 Are there needs for additional resources? If so, what are they?	Funding to offer classes at additional locations throughout the district would benefit students with lack of transportation resources. This would require additional costs for instructors and materials. Additional funding would provide more opportunities to mentor new instructors as well as providing additional professional development options to better meet the wide range of student needs.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The program's strengths include the quality of instructors and instructional curriculum. Low instructor to student ratio provides for individual instruction. Having a full time Transition Coordinator provides support/information for student transition to post-secondary education, job training programs, and employment through development of a career pathway plan. The Coordinator also provides referrals and support services for day to day student needs, i.e., food, housing, transportation, childcare. The support of the college includes classroom and office space as well as access to services including public relations, campus security, and business office services. This support allows the program staff to deliver high quality instruction and support services with limited grant funding.
3.2 What are the identified or potential weaknesses of the program?	Due to the small number of students per class, curriculum-guided instruction is delivered in an open learning style environment. This works well for high achieving, motivated students who can learn independently, but many students need more explicit teaching and could benefit from a group setting with like-minded learners. Increased funding to establish reading cohorts could lead to better outcomes for individual students and the program in general. Another potential program weakness includes the lack of viable transportation options for students to attend classes at the college centers. Students often leave the program before completion due to a disruption in their planned transportation services.

3.3 How is the college ensuring that the adult education program is using the state required Illinois Content Standards in the delivery of instruction?	The Program Manager monitors classroom instruction on a regular basis and works with instructors to incorporate the standards into lesson planning. The program purchases instructional materials aligned with the content standards. The program currently has two instructors who will be starting the professional pathway to become Master Teachers in FY20 and one instructor who is standards proficient. These instructors continue to update curriculum with new lessons and mentor new instructors.
3.4 How does this program fit within the definition of a career pathway program? Please describe each applicable career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements.	The program uses local labor market data to develop bridge programs that provide opportunities for students to learn about careers and skills aligned with in-demand job openings as well as earn a certification or credential. The program currently offers Bridge classes in Manufacturing and Healthcare. Plans are being developed to offer Integrated Education & Training programs in CNA and Welding, allowing students to earn a credential while studying and obtaining their high school equivalency.
3.5 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?	The program uses team-teaching in most class locations. This allows instruction to be individualized regarding ABE and ASE level reading and math skills. An online option (i-Pathways) is used with students in the classroom and can be used for distance learning. Students can attend 2, 3, or 4 class sessions per week to accommodate schedules. Flexibility is afforded students as needed to change class locations or meeting times due to employment, childcare, or transportation needs. Literacy tutoring is available for students who learn best using a one-on-one teaching format.
3.6 What innovation has been implemented or brought to this program?	In addition to bridge programs in Manufacturing and Healthcare, the program also offers a bridge to postsecondary education. Students planning to transition to college classes can take FYE 101 (First Year Experience) class while studying for their GED. This class introduces students to the culture of college as well as familiarizing them with college support personnel and technology skills to provide a successful transition to college.
3.7 To what extent is the program integrated with other instructional programs and services?	The program partners with career and technical education programs at the college to provide instruction for the Bridge to Manufacturing, Welding, and Healthcare classes.

3.8 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	WIOA partnerships have been developed since the last review in 2013. Illinois Department of Employment Security provides Employment 101 training to students. Title 1 Workforce training staff attend new student orientations to provide information on job training and work-based learning opportunities. Students with disabilities are referred to the Division of Rehabilitation Services and the program coordinator shares in some of the case management with DRS staff to provide for the needs of referred students. The Adult Education Area Planning Council provides another avenue for partnership. The Quincy Housing Authority offers one month free rent for residents who complete their GED. The Regional Office of Education opened a testing center in the JWCC Southeast Education Center to eliminate the 50-minute drive many test takers had to make to take their GED tests. The program has also partnered for the past three years with a local employer, Dot Foods, Inc, to provide ESL classes on site to help employees learn the skills to be successful on the job.
3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?	Instructors and staff are required to participate in 12 hours of professional development annually. Trainings include webinars, conferences, workshops, written materials that enhance the staff member's ability to be more proficient at their job. Resources used include ICCB's Excellence in Adult Education courses, COABE webinars, IACEA conference sessions. Staff are encouraged and resources are made available for them to participate in the Professional Pathways through the ICCB Service Centers. Staff meetings are held at least 2 times per year for disseminating information from professional development activities.

3.10 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.	During FY14 and FY15, the program saw level completion rates of 54% and 58% and student retention rates of 78% and 81% prior to the GED test changing in format and rigor. The program implemented processes to address the test changes which included the development and implementation of standards-based curriculum to increase rigor of instruction. In FY16 the program had a level completion rate of 40% but 41% of students did not stay in class long enough to post-test. FY17 numbers were 43% level completion and 39% of students leaving prior to post-testing. In FY18, a new position of Transition Coordinator was added to provide support and transition services. With this addition and continued use of the curriculum, in FY18, the program had a 49% level completion rate and the number of students not retained for at least 40 hours of instruction decreased to 27%. The program was on a path for continued student success and for meeting grant requirements. Then the TABE assessment changed in testing time and rigor. To help students with the increased rigor, Reading and Math curriculums have been updated, intrusive advising is being utilized to enhance the relationship with students. Individual Education/Employment plans are developed with each student to outline goals and achievement made.
3.11 Are students completing the program and advancing to further postsecondary education? Please explain.	Students are completing the program and advancing to postsecondary education as evidenced by FY20 Fall semester college enrollment data. At least 29% of college students entering JWCC with a GED were previous students in the Adult Education program.

3.12 Provide the college's goals and action steps to advance postsecondary education attainment for adult education students over the next 5 years (e.g. Integrated Education and Training (IET), Bridge, technology skills, Workforce Preparation Skills, College and Career Readiness activities, etc).	The college will continue to integrate workforce preparation skills into the adult education curriculum. Adult Education and college staff will develop IET programs that will allow students to enter vocational training prior to obtaining the high school equivalency credential. In addition to being enrolled in a welding or CNA class, students will be enrolled in an Adult Education support class to increase the likelihood of obtaining a GED credential in addition to a CNA or MSSC credentials. Adult Education staff will meet with college administration and CTE staff to develop the IET programs.
3.13 How is the college meeting established performance measures (NRS Guidelines)?	The program exceeded performance measures for 2015-2018. The program did not meet the measurable skill gains performance measure in FY19, the year that TABE 11/12 was used with all students. A Corrective Action Plan was developed and by the 2nd quarter in FY20, performance measures increased from 11% of students meeting the measures in Dec 2018 to 35% meeting the measures in Dec 2019. Revised curriculum and additional retention strategies are in place to ensure the program meets NRS performance measures.

List any barriers encountered while implementing the program.

The barriers most difficult to counter are those that impact student attendance and retention. These include lack of reliable transportation, childcare needs, and lack of commitment to completing the program. Student employment often presents challenges in retaining students as they leave class to work more hours. Perhaps most difficult is helping students see the impact that program services can provide for future employment and self-sufficiency.

Review Results

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The consensus of Adult Education staff is the use of standards-based curricula is allowing the program to show educational level gains for students, and student recruitment and retention continue to be areas for improvement. Development of new recruitment strategies will ensure adults throughout the district are aware of and have access to program services as well as enable the program to continue to enroll at least 150 students yearly. Development of new partner strategies with Title I and JWCC college programs will provide additional opportunities for student retention as students identify and progress through a pathway to include earning industry credentials while obtaining their high school equivalency.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	**Instruction -** Develop Master Teachers in Reading and Math via the ICCB Instructional Staff Professional Pathway. These instructors will mentor and train new instructors, create and update curriculum, and recommend instructional changes to better meet the needs of students. January 2021 **Student Recruitment -** Develop marketing campaign for student recruitment to include social media, print, student testimonials. August 2020 to be updated annually **Student Retention -** Develop Integrated Education and Training (IET) pathway for students – January 2021
Resources Needed	Staff training provided through the ICCB Service Center Network; JWCC Public Relations and Instructional Support staff assistance, partnership with WIOA Title I and JWCC CTE for IET funding and instruction

Responsibility Who is responsible for completing or implementing the modifications?	Manager of Adult Education will be responsible for the implementation the modifications and will work with the Dean of Career and Technical Education to develop the IET programs in welding and healthcare.

Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.

College Name:	John Wood Community College
Academic Years Reviewed:	FY2015 – FY2019
Review Area:	Disability Services

Program Summary Please provide a brief overview of the program or service being evaluated.	The Office of Disability Services provides appropriate academic accommodations to qualified students with disabilities.
Prior Review Update Describe any improvements or modifications made since the last review.	Established an Equity and Access Committee Purchased and Implemented a DS Database Hired and trained additional Staff to meet increased student demand Reevaluated DS Policy/Procedure Manual and made appropriate updates based on current case law and DS best practices Established and implemented a DS Board Policy Updated and implemented all DS documents to digital, accessible formats Procured updated assistive technology to meet student needs and to increase student success Ongoing outreach to all K-12 school systems Initiated ADA review and ongoing monitoring of progress Continually thinking divergently about accommodations and delivery methods

What are the program/service strengths?	Competent knowledge of current practice Strong relationships with JWCC District Sp.Ed. Coordinators and other pertinent secondary and postsecondary school faculty/staff Maintains strong relationships with colleagues in other institutions and regions Increased awareness in implementation of technology access for students Faculty and Staff awareness of Disability Services Efficiency and accuracy of service delivery, student follow-up/ meeting students needs Effective coordination with other related services/stakeholders on campus
Based on the review, what are the identified challenges of the program or service?	Knowledge of faculty rights in the DS process Staff size Independence from TRIO programs Accessible and confidential independent DS Office space Cognizance for access to appropriate accommodations among students who are Deaf/hard of hearing, Blind/low-vision Overall awareness of availability for Disability Services among students and campus stakeholders

Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	Complete ADA access compliance checks on all physical grounds by the end of FY21. Complete 3-5 year DS Strategic Plan Hire board approved part time position to begin, evaluate need from there for the future in Fall 2020 Faculty training via equity and access In 3-5 year DS plan, include options for independent DS department. Work to be included in space utilization. Outreach continuing, evaluate need for another 'road-show' for Illinois schools. Do a 'road-show' for Missouri schools. Identify and establish connections to deaf community. Create and distribute more PR materials. Work with PR office, evaluate need for outside assistance. Survey of faculty/staff/students.

Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.

College Name:	John Wood Community College
Academic Years Reviewed:	FY2015 – FY2019
Review Area:	Counseling

Program Summary Please provide a brief overview of the program or service being evaluated.	The Office of Counseling Services provides mental health counseling to all JWCC students. Generally, the office has focused on: anxiety, relationships, healthy decision making, stress-management, and time-management.
Prior Review Update Describe any improvements or modifications made since the last review.	N/A The program did not exist for the last program review cycle. FY16 was the first formal year with a counseling program.
What are the program/service strengths?	Knowledge of current practice. Relationships with faculty. Speed and efficiency of services and follow-up/meeting student needs. Impact on BIT/Student Issues on campus. Legitimacy among JWCC Administration. Coordination with other related services on and off campus.

Based on the review, what are the identified challenges of the program or service?	Knowledge of services among students. Knowledge of services among faculty. Staff size and appropriate space for said staff. Independence from TRIO and DS programs. Implementation of new requirements under Illinois Counseling on College Campuses law.
Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	Finish 5-8 year CS plan by the end of FY21. Offer 2 faculty, staff and student trainings via Access and Equity, Diversity and Inclusion, and BIT annually. Work with community providers to bring counselor/student ratio within legal requirements (1:1200). Work with Site and Facilities plan to identify and create a more functional, appropriate space for CS. Identify and implement referral pipelines from JWCC district K-12 schools. Update and implement new policies and procedures to reflect changes based on the new Illinois Counseling law.

Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.

College Name:	John Wood Community College
Academic Years Reviewed:	FY2015 – FY2019
Review Area:	Advising

Program Summary Please provide a brief overview of the program or service being evaluated.	John Wood Community College's Advising & Retention provides student academic advisement, degree exploration and planning, connections with transfer institutions, course selection and registration, and academic development. *Core functions attached.*
Prior Review Update Describe any improvements or modifications made since the last review.	Implementation of Starfish Retention Software. One of the improvement items submitted in our last review was that we were shopping for a software system dedicated to retention. While our homegrown system was a great start, we quickly realized it was short-term and did not allow any carryover of information from one semester to the next. Starfish allows review of student data over the course of several semesters, as opposed to semester-by-semester, thus allowing us the chance to better monitor students who may be at-risk.
What are the program/service strengths?	The biggest departmental strength is retention. Since the previous program review, we have seen retention increase. Of our full-time students, there has been an increase of 8% over the last five years. *Full-time retention rates attached.*
Based on the review, what are the identified challenges of the program or service?	Our biggest challenge has been finding retention-based training opportunities that are within budget and scheduling confines. Any money budgeted for training opportunities in previous years has been cut due to budget constraints specifically tied to the state of Illinois and budget impasses. Also, through the Listen for Good grant, we surveyed all FYE 101 students beginning in the spring 2019 through fall 2019 to garner feedback on our processes. In this feedback, we heard for the better understanding of the transfer process (when to apply, how to apply, how many schools to apply to, etc.).

Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	Over the course of the next year, in conjunction with the Dean of Students & Enrollment Management, the Director of Advising & Retention will submit budget proposals for formal retention training for the Advising & Retention Staff, as well as determine an appropriate timeframe for all academic advisors to attend. Regarding feedback from the Listen for Good surveys, we plan to offer various workshops for current students to better inform them of the transfer process. We will also explore the idea of a year-long course schedule with faculty representatives (this will allow us a more pro-active advising model, allowing advisors more time to focus on academic and transfer retention.

Student and Academic Support Services The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.	
College Name:	John Wood Community College
Academic Years Reviewed:	FY2015 – FY2019
Review Area:	Library

Program Summary Please provide a brief overview of the program or service being evaluated.	The mission of the JWCC library is to meet the information needs of the students, faculty and staff of the College by providing quality resources and collections, effective instruction, and professional library services. Library Services are part of the Instruction Service Area-Academic Support and are located in the Learning Resources Center on the Quincy campus. Other instructional services in this facility include testing, walk-in tutoring, the Writing Center, and Open Learning. Students have access to sixty-eight computers in the Library and to an additional twenty-four computers in the Library Information Skills Classroom. Laptop and mobile devices are supported through the College's wireless network. Additionally, through the library students have access to digital voice recorders, a scanner and a photocopier. Most of the print collection (15,826 items) is housed on the Quincy campus with smaller, program specific collections at the outlying centers. Electronic resources (databases, e-books, e-periodicals, streaming videos) are accessible to all through the library's web page 24/7. The library is staffed by three full time positions and one part time position with the following responsibilities: - Director of the Learning Resources Center (MSLIS; 9 years JWCC experience) –responsible for overall operations including planning, budgeting, development of program goals, collection development (print and electronic), implementation of college and departmental policies and procedures, library web page publishing and editing, supervision and evaluation of staff, as well as the maintenance of our consortium memberships. - Manager of Library Services (MSLIS; 6 years JWCC experience) –responsible for public services – instruction, reference, circulation, and interlibrary loan. She supervises the duties of the Evening Assistant and our work study students each semester. - Administrative Assistant to the Director of the LRC (12 years JWCC experience) – responsible for routine clerical duties and library technician responsibilities of copy-cataloging, ordering, statistical and budget support functions. - Evening Library Assistant – handles the technical processing of new materials and is available for basic library support for students. We cross-train as much as possible because we frequently must serve as a backup in another service area of the library or the testing room.

	In addition, we recognize the importance of professional development activities and frequently make use of webinars offered by our consortium partners and professional associations (FY15-FY19 over 400 Professional development hours).
	Core functions of the Library include: • Instruction - A primary responsibility of the library is to provide instruction for students in the use of our information resources, and in the larger competency of information literacy – the ability to locate, evaluate and use information efficiently, effectively and ethically. Our instructional activities take place at the request of faculty in formal classroom setting and on a one-to-one basis in our daily reference activities with students. In the last five years we have conducted 174 formal instructional sessions that have impacted 2,991 students. In addition, we have conducted over 119 in-depth reference interviews and worked with patrons in answering over 2,413 shorter reference or informational questions. We continue to work with FYE 101, a first-year experience class. One unit of the eight- week class is devoted to an introduction to using library resources (locating books and journal articles, plagiarism). Course content is delivered online and in-person. It includes video orientations and hands-on practice. Formal instruction sessions were conducted in many other classes, including ENG 102, CMN 101, CMN 104, BIO 275 and 276, and ART 115. • Reference and Research Assistance-These frontline services meet our students at their point of need. Interactions take place on a daily basis and may be face-to-face, via email or telephone, and run the gamut from technical support for applications and devices to selecting useful search terms, assistance with locating the best sources for a research paper, evaluating the source, and properly citing the information found. Since FY15 we have fielded over 9,577 total questions or requests for assistance. • Interlibrary Loan – Consortium memberships are vital to this necessary and valuable service. Through CARLI our students have access to the collections of 91 other college and research libraries in Illinois. A shared library management system (Voyager/I-Share) enables the discovery, requesting, and delivery of items. Delivery occurs daily. Through our membership in OCLC, brokered

	by the Illinois State Library, we have access to items from all types of libraries throughout the United States. Since FY14 we have borrowed over 2,670 items and we have sent over 1,472 items to other libraries. • Collection Development and Management – The library collects and maintains a variety of materials, in print and electronic formats, to support the information needs of our students, faculty and staff. Our collection includes 19,233 items and over 65 online or streaming resources: 29 Reference/Full-Text/A & I databases, 15 e-Periodicals, 3 eBook Collections, 8 online services (i.e. citation services, research guides, etc.) and 10 streaming video sources. We utilize our membership in consortia to purchase significant products at group discount prices. Usage statistics are collected monthly and reviewed regularly. Faculty are consulted about the usefulness of resources and their recommendations for additions to the collection are solicited. We subscribe to two professional selection tools (RCL Plus and Doody's Core Titles) to aid in collection development. Inventories, which monitor the integrity and condition of the collection, are conducted yearly. • Circulation and Cataloging/Technical Services – By providing access to an organized collection our materials are discoverable and therefore usable. From FY15 to FY19 we have circulated over 14,351 items.

Prior Review Update Describe any improvements or modifications made since the last review.	In FY17 we received a $30,000 Marion Gardner Jackson Trust grant to incorporate four collaborative study rooms in the library. These already existing spaces were upgraded with computers, large monitors, an interactive projector, conferencing equipment, additional laptops and tablets, white board walls, and furnishings. Rooms may be reserved by students but are also available for spontaneous use by individuals or groups. Complete usage statistics have not been collected because of the spontaneous use of the rooms, but they are constantly occupied by students. Nursing students frequently use the rooms for collaborative projects and group review sessions – using the white board walls extensively. Faculty also like to schedule the rooms for individual conferences when bringing their classes to the library. In this reporting period we have completed two major upgrades to our library management system – Voyager 9.1 and the VuFind system interface. Most significantly, and after a multi-year RFP process, a new system was selected in FY18 by our CARLI consortia – Alma from Ex Libris. Orientation, training and testing of this new cloud-based system began in FY19 and continued through the first half of the current year. Full implementation is scheduled for late June. This system is light-years ahead of the current one because it is designed to seamlessly handle the print and digital information landscape. It also comes with a discovery system, Primo, at no additional cost. A discovery system was one of the prominent improvements anticipated on our last review. FY 17 we began a One Book, One College community read program for our campus with the goal of increasing a love of reading while building relationships between our students, faculty and staff. Books were selected by a committee of staff, students from our school chapter of Phi Theta Kappa, and volunteer faculty. Titles selected were: *A Man Called Ove, Ready Player One,* and *The Haunting of Hill House.* Planned activities have included book discussions, presentations on topics relevant to book themes, treasure hunts and trivia contests, a 1980's video game arcade, and movie screenings, and a good deal of food. This project had been a good opportunity to grow relationships on our commuter campus and most participants have enjoyed it.

What are the program/service strengths?	Our strengths include: • Professional staff, with over 30 combined years of library experience, committed student success • Continuing college support of the program through steady funding. • Strong consortial memberships, especially through CARLI, which give us access to shared resources, robust interlibrary loan, an eBook collection, and professional support and training. • A new state-of-the-art library management system. • Patron access to numerous resources in print and electronic format, including Open Resources, through the I-Share catalog. • Input in the strategic planning of the college • Professional development opportunities through the President's Leadership initiative. • Participation by the Manager of Library Services in the CARLI Counts Cohort II. This professional development opportunity provides training in statistical methods and data collection to demonstrate the value of the library in meeting the college's goal of student success.
Based on the review, what are the identified challenges of the program or service?	Challenges include: • Budget constraints. Our funding has remained consistent throughout the state budget challenges of the past five years. In FY15 and F16 expenditures were limited to those that were mission critical. We continue to monitor the value of our resources in the face of increasing expenses for electronic resources. • Move to a new library management system (Alma). While this new system offers many opportunities for growth in the near term, it may come with significant disruption as we adapt our training, workflows and patron instruction. In a short span of time we will need to adapt all our instructional material to fit the new system, make all patrons aware of the changes, and furnish widespread instruction on how to use it. • New web site. In addition to the new LMS we are transitioning to a new web page for library services. This is a great opportunity to examine how our page is used and how it can be improved. • Continued awareness, outreach and instruction to online students.

	Our action steps include:
Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	• Complete the implementation of Alma (Complete training and testing processes; Go live 6/24/20; Revise all instructional materials; Prepare and distribute publicity materials for students/faculty/staff; Revise internal procedures as necessary; train evening assistants and work study students; ongoing training and troubleshooting). • Complete revision and implementation of new library web page incorporating the search features of Alma/Primo. • Continue Collection Review. (Implement more e-resources- books, reference materials - as Alma is functional; Review and weed the Reference Collection; Review and weed the Cooperating Collection of our Philanthropy Center to incorporate into the general circulating collection; Review the general collection, especially those areas supporting the college program areas that are being reviewed; Be aware of any changes necessitated by the new Facilities Master Plan); • Incorporate the training from the CARLI Counts program into our assessment program by re-evaluating our metrics and how they demonstrate the library's value to student success.