

<i>PROGRAM REVIEW COVER PAGE</i>	
<i>COLLEGE</i>	John Wood Community College
<i>DISTRICT NUMBER</i>	539
<i>CONTACT PERSON</i> <i>(NAME, TITLE, CONTACT INFORMATION)</i>	Josh Welker, Dean of Business Services & Institutional Effectiveness, 217.641.4200
	2021
<i>DIRECTORY OF REVIEWS SUBMITTED</i>	
<i>AREA BEING REVIEWED</i>	<i>PAGE NUMBERS</i>
<i>CAREER AND TECHNICAL EDUCATION</i>	2 - 104
<i>ACADEMIC DISCIPLINES</i>	105 - 125
<i>CROSS-DISCIPLINARY INSTRUCTION</i>	
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<i>PRIOR REVIEW SUPPLEMENTAL INFORMATION</i>	
<i>OTHER ATTACHMENTS AS NECESSARY</i>	

<b>Career &amp; Technical Education</b>				
College Name:		John Wood Community College		
Academic Years Reviewed:		FY2016 – FY2020		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>Agricultural Applications</b>	<b>Cert</b>	<b>28.0</b>	<b>010201</b>	
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		<ol style="list-style-type: none"> <li>1. The student will understand basic computer skills.</li> <li>2. The student will understand livestock and crop production.</li> <li>3. The student will understand basic ag mechanization skills.</li> <li>4. The student will gain a basic understanding of work skills needed on the job.</li> </ol>		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		<p>These objectives are being met based on our review with industry, internship cooperators, Advisory council and Alumni feedback.</p> <p>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</p>		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		Continued with minor improvements		
<b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process.		<p>David Hetzler – CTE Dean</p> <p>Mike Tenhouse – Dept Chair, instructor and student advisor</p> <p>Gary Shupe - Instructor, Ag Club Advisor</p> <p>Justin Lewis – Instructor, Evaluation Club Advisor, Judging Coach</p>		
<b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in		<p>JWCC Ag and Evaluation Clubs- Student input and leadership opportunities.</p> <p>JWCC Ag Advisory Committee – Ag Department think group and strategic planning.</p>		

<p>this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>JWCC AG Alumni – Program support, recruitment activities, input and supportive fundraising.</p> <p>Orr Corporation – the Multi county organization providing input and support through collaborative efforts of adjoining Univ of Illinois Agronomy and Beef Research Facilities</p>
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<p><b>CTE Program Review Analysis</b></p> <p>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.</p>
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<p>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.</p>	<p>There are no pre-requisites for this program.</p>
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<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>This certificate requires only 28 hours</p>
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<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
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<p>1.1 What is the labor market demand for the program?</p>	<p>Strong - Critical shortages continue to be seen in all areas of production agriculture.</p>
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<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>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.</p>
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<p>1.3 What labor market information sources are utilized?</p>	<p>Illinois Department of Employment Security Long-Term Occupational Projections (2016-2026) for Economic Development Region 10 (West Central).</p>
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<p>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?)</p>	<p>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)</p> <p>Ag specific scholarships are awarded to support and incentivize Ag student enrollment.</p>
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<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>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. A Fall 2017 Ag Strategic Planning session was held to outline program strengths and potential weaknesses.</p>
<p>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.</p>	<p>Through the Ag Strategic Planning session several program initiatives resulted:</p> <ul style="list-style-type: none"> <li>• Add additional staff to increase program diversity</li> <li>• Connect all Ag program students to common campus</li> <li>• Increase and enhance Ag technologies in program offerings</li> </ul> <p>Continue to support hands on learning through UI Research farm resources and internship work experiences.</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p style="text-align: center;"><b>Response</b></p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>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.</p> <p>For FY2020 the Agricultural Programs Department (10303) generated total revenue of \$209,443 and incurred \$307,643 in expenses. The net revenue per credit hour of the Agricultural Programs Department was (\$97.61). The average net revenue per credit hour of all CTE programs at JWCC was \$42.17.</p> <p>The Agricultural Programs Department utilized \$166,770 in additional grant funds in FY2020 to support the department.</p>
<p>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.</p>	<p>N/A</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>The college plans to grow enrollment and increase credit hours.</p>

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 actions or modifications are needed currently.
<b>Indicator 3: Quality</b>	<b>Response</b>
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 FY20 the delivery methods for all courses within the Agricultural Programs Department included blended, independent study, lecture/discussion, open learning, 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.

<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB<sup>1</sup>? 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.</p>	<p>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.</p>
<p>3.5 Does this program meet the definition of a <a href="#">career pathway program</a>? 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.</p>	<p>Yes. Ag Business Management plus 3 certificates that ladder into this degree area, Beef herd Management, Swine Management and Agriculture Applications. ABM is an AAS Degree which provides a path to all areas of ag business. The certificates provide specialized training the beef, swine and production sectors of agriculture.</p>

<sup>1</sup> 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.

<p>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?</p>	<p>Crop and Livestock technologies as well as research-based learning have been implemented.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Yes. Course offerings include Ag Mechanization Skills, Ag Computers, Agriculture Education and Ag Finance Records.</p>
<p>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?</p>	<p>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.</p>
<p>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).</p>	<p>N/A</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>No industry-recognized credentials are embedded in this certificate.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>N/A</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>IAI – Articulated core transfer eligible Ag courses are used as a basis for this program and certificate area.</p>
<p>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?</p>	<p>2+2 agreements with Western Illinois University and Quincy University have been outlined.</p>

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 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?	In general, employers are satisfied with graduates.



<p>3.25 How is employer satisfaction information collected?</p>	<p>Employer satisfaction is collected as part of the Internship evaluation process.</p>
<p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>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.</p>
<p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p>	
<p>No barriers were identified.</p>	

### 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 828A Agricultural Applications				
CIP Code	010201				
	FY2016	FY2017	FY2018	FY2019	FY2020
Number of Students Enrolled	2	2	1	2	0
Number of Completers	1	21	1	2	16
Other (Please identify)					
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. Students do not typically designate this certificate as their program of study as they continue on to complete the AAS degree.				
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.	None were uncovered				
What is the college doing to overcome any identifiable gaps?	N/A				
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.				
<b>Review Results</b>					

<p><b>Action</b></p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements  <input type="checkbox"/> Significantly Modified  <input type="checkbox"/> Placed on Inactive Status  <input type="checkbox"/> Discontinued/Eliminated  <input checked="" type="checkbox"/> Other (please specify)</p>
<p><b>Summary Rationale</b>  Please provide a brief rationale for the chosen action.</p>	<p>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.</p>
<p><b>Intended Action Steps</b>  What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Recruitment strategies will be developed to grow enrollment. Already working on strategies to be implemented during next recruitment cycle.</p>
<p><b>Resources Needed</b></p>	<p>Funding for marketing programs.</p>
<p><b>Responsibility</b>  Who is responsible for completing or implementing the modifications?</p>	<p>Department Chair of Agriculture</p>

<b>Career &amp; Technical Education</b>				
College Name:		John Wood Community College		
Academic Years Reviewed:		FY2016-FY2020		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>Manufacturing Technology</b>	<b>Degree</b>	<b>64.0</b>	<b>150613</b>	Certified Production Technician Precision Machining Machinist Engineering Design – SolidWorks Industrial Technician – Electrical Industrial Technician – Mechanical Automation & Robotics Technician
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		<p>The AAS in Manufacturing Technology degree is designed to help students prepare for a career in Advance Manufacturing. Required technical courses are those in our certified production technician certificate. To complete their degree, they choose two other manufacturing fields of studies to complete their technical requirements. The fields of studies they can choose from are automation/robotics technician, diesel technology welding, precision machining, engineering design, or industrial maintenance. A secondary objective is to give former students who have earned other manufacturing certificates a path to obtain an Associate of Applied Science degree. The Manufacturing Technology Program will provide students with an understanding of all aspects of manufacturing, through “hands-on” experience.</p> <p><b>Core Goals:</b></p> <p><b>Goal 1:</b> Students will be able to read and understand a blueprint.</p> <p><b>1.1:</b> Students will know what diminution lines are.</p> <p><b>1.2:</b> Students will be able to read and use a calipers and micrometer.</p> <p><b>1.3:</b> Students will understand what a blueprint tolerance is.</p> <p><b>1.4:</b> Students will understand what different GD&amp;T symbols are.</p>		

**Goal 2:** Students be able to pass the MSSC Manufacturing Maintenance test.

**2.1:** Perform preventive maintenance and routine repair

**2.2:** Monitor indicators to ensure correct operations

**2.3:** Perform all housekeeping to maintain production schedule

**2.4:** Recognize potential maintenance issues with basic production system

**Goal 3:** Students should understand the OSHA Standards & be able to pass the MSSC Safety test.

**3.1:** Students will cover what safety in manufacturing is.

**3.2:** Students will become familiar with PPE requirements.

**3.4:** Students will know what an evacuation form looks like

**3.5:** Students will cover what type of fire extinguishers there are.

**3.6:** Students will learn about their rights, employer's responsibilities, and how to identify job-related hazards.

**3.7:** Students will learn how to abate, avoid, and prevent job-related hazards

**Goal 4:** Students will learn how to control and improve quality using data and analysis and pass the MSSC Quality test

**4.1:** Students will learn about internal quality audit activities.

**4.2:** Students will learn about calibration of gages and other data collection equipment.

**4.3:** Students will learn the proper process to document the results of quality tests.

**4.4:** Students will learn how to communicate quality problems.

**4.5:** Students will learn how to take corrective actions to restore or maintain quality.

**Goal 5:** Students should be able to pass the MSSC Manufacturing Processes test.

**5.1:** Students will learn to set team production goals.

**5.2:** Students will learn to coordinate workflow with team members and other work groups.

**5.3:** Students will learn to communicate production and material requirements.

**5.4:** Students will learn to document product and process compliance issues.

	<p>5.5: Students will learn how to identify customer needs</p> <p>Successfully complete two other areas of specialization certificates</p>
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?</p>	<p>Students are successfully completing the AAS degree and gaining employment in manufacturing. Positive feedback from our CTE advisory committees. Results of the MSSC Assessments are reviewed and compared against state and national results.</p>
<p><b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Scheduled for further review</p>
<p><b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process.</p>	<p>Dave Hetzler – Dean. Overall reviewer Rick Gertz &amp; James Fuhrman – Faculty. Curriculum and student learning Josh Brummett – Lab instructor. Lab competencies</p>
<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)  Also describe their role or engagement in this process.</p>	<p>Kathleen Rogers – Manager Career Services. Schedules employers visits and manages the internship program.  Gordon Forbes – Business and Industry Coordinator. Visits employers in our district and solicits feedback on the curriculum and recent hires.  Automation and Robotics Advisory Committee. Advise, assist, support and advocate for industrial manufacturing career and technical education.</p>
<p><b>CTE Program Review Analysis</b></p> <p>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.</p>	
<p>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.</p>	<p>There are no pre-requisites for this program although some courses have pre-requisites.</p>


Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The content was developed with input from our Advisory board. A mix of courses equaling 64 credits was identified.
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 What is the labor market demand for the program?	The labor market for manufacturing jobs in our area is strong. See Illinois data below.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	FY16 was 9,660, FY26 is expected to be 10,247, an increase of 587 (.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 are recruited at the secondary level, outreach targeted for non-traditional students, in conjunction with WIOA and IDES, and local employer’s professional development needs.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Curriculum changes are reviewed monthly by the curriculum committee, academic leadership, and the Board of Trustees. Those changes are generated from input from our advisory committees, input from local manufacturers, and other subject matter experts.
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.	This review did not, but just prior to this review, we did add our Automation and Robotics certificate based on expanded industry partnership.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>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.</p> <p>For FY2020 the Manufacturing Technology Department (10311) generated total revenue of \$84,022 and incurred \$32,604 in expenses. The net revenue per credit hour of the Manufacturing Technology Department was \$149.04. The average net revenue per credit hour of all CTE programs at JWCC was \$42.17.</p> <p>The Manufacturing Technology Department utilized \$891 in additional grant funds in FY2020 to support the department.</p>
<p>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.</p>	<p>NA</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>We continue to review our headcount per section to maximize cost effectiveness by aligning common courses used in multiple CTE programs.</p>
<p>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?</p>	<p>Tuition for in-district students for 2020-2021 is \$163 per semester credit hour, which includes a universally assessed fee of \$16/credit hour for institutional services and a universally assessed \$5/credit hour technology fee. In-district tuition and fees for a fulltime student for nine months usually range from \$3,912 to \$4,890 depending on how many semester hours a student takes. Additional course fees and program fees may apply. Out-of-district residents' tuition for 2020-2021 is \$273 per semester credit hour.</p> <p>Students can apply for financial aid. Scholarship are available through the JWCC Foundation. Other scholarships are available from time-to-time. We currently have a HAAS Foundation scholarship available to machining students.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<p>3.1 What are the program's strengths?</p>	<p>Supports the needs of the community. Allows students to achieve more than one area of specialization. Hands-on training with up to date, state of the art equipment.</p>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>Many classes are only available in the evening due to the availability of Associate faculty.</p>



<p>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?</p>	<p>In FY2020 the delivery methods for all courses within the Manufacturing Technology Department included blended, 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.</p>
<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB<sup>2</sup>? 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.</p>	<p>Manufacturing AAS is an approved program of study under Perkins IV. Under new guidelines, Manufacturing is pending approval under Perkins V. The Manufacturing Technology program was developed with funds from TAACCCT grant. The AAS degree is set up to give students in our Diesel Technology, Welding, Engineering Design, and Precision Machining certificate programs a pathway to an AAS degree. The new Automation and Robotics certificate will also ladder into that AAS degree. With several certificate leading into the AAS degree, this program has been successful. All the State’s size, scope, and quality definition are being met.</p>
<p>3.5 Does this program meet the definition of a <a href="#">career pathway program</a>? 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.</p>	<p>Yes, several industrial technology certificates lead into the manufacturing AAS. The following certificates leads into the AAS: Diesel Technology Industrial Maintenance – Electrical Industrial Maintenance – Mechanical Basic Welding Engineering Design Precision Machining Certified Production Technician Automation and Robotics Technician</p> <p>No improvements are necessary currently.</p>
<p>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?</p>	<p>Welding Robotic cell was recently added to the program. Our internship opportunities have been successful.</p>
<p>3.7 Are there dual credit opportunities? If so, please list offerings and the associated high schools.</p>	<p>All the courses in our basic welding certificate are being offered. Western High School, Southeastern High School, and Home Schools.</p>

<sup>2</sup> 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.

<p>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?</p>	<p>Supervised internship opportunities are electives in all the programs that leads into the AAS. Internships help to direct graduates to career paths through a firsthand work experience while providing a valuable resource to area manufacturing base. 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.</p>
<p>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).</p>	<p>No industry accreditation is required.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Yes, Manufacturing Skill Standards Council (MSSC) ®,. MSSC is America's leader in training and certifying foundational technical competencies for front-line technicians for in-demand, higher wage, higher skill jobs in advanced manufacturing and supply chain logistics. Technicians with MSSC Certifications are qualified for 11.3 million jobs in front-line production, material handling, and distribution. 84% of executives surveyed agree there is a talent shortage in U.S. manufacturing. MSSC is helping industry close that gap as they prepare to manufacture the future! Manufacturing Skills Standards</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>N/A</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Career and Technical Degrees Accepted at</p>  <p>The image displays five logos of institutions that accept Career and Technical Degrees from John Wood Community College. At the top is the John Wood Community College logo, featuring a green circle with 'JWCC' and 'FOUNDED 1974'. Below it are the logos for Western Illinois University (a purple square with a white building), University of Northern Iowa (a purple and white logo with a sun), Missouri Western State University (a yellow and black logo with a bird), and Northern Illinois University (a red and white logo with a building).</p>

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?	New partnership with Knapheide Engineering group helped form our new automation and robotics certificate.
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?	We continue to review the need for professional development. We currently have one full time and one adjunct faculty enrolled for Lincoln/Fanuc robotics welding training. Other faculty have attended Fanuc robotics training. We also send faculty to trade shows and IMA and IMEC events.
3.16 What is the status of the current technology and equipment used for this program?	All program has current technology. This year we have added the robotics welding cell and in the process of upgrading our PLC lab.
3.17 What assessment methods are used to ensure student success?	As part of the College master assessment plan and review with others in the institution.
3.18 How are these results shared with others at the institution for continuous improvement?	Through the annual review process
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	We recently changed the math requirement to any college level math versus the required technical math.
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, outreach to manufacturers, 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?	Advisory committees meet each semester to review the curriculum and discuss student's success, and industry trends,

3.24 How satisfied are employers in the preparation of the program's graduates?	We continue to receive positive feedback. 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.
3.25 How is employer satisfaction information collected?	Through advisory meeting and business and industry outreach
3.26 Did the review of program quality result in any actions or modifications? Please explain.	No needed actions or modifications are apparent after our review.
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i>	
<p>Retention is the program is strong, unless students find employment prior to completing the degree.</p> <p>Placement is strong in our area for all fields within manufacturing.</p> <p>Students are support by career services while seeking internships and employment,</p> <p>Students works closely with their advisors to ensure course sequencing is not an issue.</p>	

## 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.

<b>CTE Program</b>	MFT 200 Manufacturing Technology				
<b>CIP Code</b>	150613				
	FY2016	FY2017	FY2018	FY2019	FY2020
Number of Students Enrolled	7	11	15	16	12
Number of Completers	1	4	4	2	2
Other (Please identify)					
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?	N/A				
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.				
<b>Review Results</b>					
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)				
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	No major action items were discovered. Continue to make improvements based on advisory committee and manufacturers feedback.				

<p><b>Intended Action Steps</b>          What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>No program action steps are needed at this time. We continue to meet with advisory councils to inform us ongoing.</p>
<p><b>Resources Needed</b></p>	<p>None currently</p>
<p><b>Responsibility</b>          Who is responsible for completing or implementing the modifications?</p>	<p>Dean of CTE</p>

<b>Career &amp; Technical Education</b>				
College Name:		John Wood Community College		
Academic Years Reviewed:		FY2016-FY2020		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>Early Childhood Education</b>	<b>AAS</b>	<b>65.0</b>	<b>190709</b>	<b>Gateways – Level 2 Gateways – Level 3</b>
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		This area of study is designed to prepare students for employment as a childcare worker and teacher. Students learn the fundamentals of caring for children and organizing age-appropriate integrated learning lessons and opportunities. Best practices are stressed in all classes, education training and events. Students have an opportunity to complete coursework for Early Childhood Levels 2, 3 and 4 administered through INCCRRA (Illinois Network of Child Care Resource and Referral Agencies).		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		Course objectives are mapped to program objectives. These are assessed at the course level which indicates curriculum that may need potential adjustments or revisions. At this time, students have been achieving both course and program objectives.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		An active Advisory Council has been established and one meeting is held each semester. This Council has been very active in helping update the curriculum and evaluate course offerings. The curriculum has been revised and more hybrid classes are being offered based on the feedback received. In addition, articulation agreements are in place with Quincy University. The full-time faculty member retired, and the associate faculty members have been very involved in updating the curriculum. New associate faculty members with childcare experience have been hired to maintain enrollment and classes.		
<b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process.		<p>Dr. Laurel Klinkenberg – Vice President of Instruction Stephanie Phillips – Interim Dean, Arts &amp; Sciences, Interim Education Chair April Darringer – Associate faculty member Sheila Smith – Associate faculty member Deborah Stock – Associate faculty member Brenda Mowen – Associate faculty member Joleen Patton – Associate faculty member</p> <p>There were several meetings to review the curriculum and decide upon the changes that were needed. Also, they were involved with the Advisory Council meetings and provided opinions in this venue as well. Many of these associate faculty members have full-time jobs working in the childcare business.</p>		

<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>There are several members of the community that participate in the Advisory Council meetings in addition to the associate faculty members:</p> <p>Joleen Patton – Blessing Hospital Child Care Director Cinda Hummel – Early Childhood Faculty Member At QAVTC Julia Auch – Quincy University Profession for Early Childhood April Darringer – Early Childhood Metal Health Consultant Alison Berhorst – Tenth Street Child Care Owner/Operator Marla Willard – Director, West Central Child Care Connection Sheila Smith – West Central Child Care Connection</p>
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<p><b>CTE Program Review Analysis</b></p> <p>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.</p>
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<p>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.</p>	<p>Each course was reviewed for pre-requisites and updated if needed. There was one course, Curriculum for Early Childhood Program, where options were added for the pre-requisite. Otherwise, the pre-requisites were appropriate for the courses. The only other change made was lab hours were removed from most classes after determining these were not needed for the courses.</p>
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<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>John Wood has a Board Policy that requires 64 hours. When reviewing curriculum for the 2020/2021 school year, the program with the curriculum updates now has 64 hours required per the policy instead of 65 hours.</p>
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<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
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<p>1.1 What is the labor market demand for the program?</p>	<p>There is a 1% projected growth rate per year for Child Day Care Services.</p>
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<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The Advisory Council has specifically stated in the last three years that workers are needed and difficult to find. Currently, the projected growth in the United States is 1 to 2 percent but when looking at ONET information specifically for Illinois, the growth rate in this area is 13%. In the local area childcare workers are in great need based on information also provided by the Advisory Council.</p>
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<p>1.3 What labor market information sources are utilized?</p>	<p>Illinois Department of Employment Security Long-Term Occupational Projections (2016-2026) for Economic Development Region 10 (West Central).</p>
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<p>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?)</p>	<p>Contacts and relationships are built with local day care centers to create potential employment opportunities for the students. In addition to day care centers, contact has been made and maintained with the Quincy Area Vocational/Technical Center High School early childhood program for potential student contacts. We have associate faculty that currently work in the Daycare or Early Childhood field that are also part of the Advisory Council.</p>
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<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The procedure for adding new courses and programs, deleting courses and programs and changes in course titles or credit hours is completed by a sub-committee of Faculty Senate. After the sub-committee has approved the recommendation, it advanced to the Faculty Senate for approval, and then to the Vice President of Instruction, President and Board of Trustees. After the Board of Trustees approves curriculum items it is forwarded to the ICCB for approval if needed. The Vice President of Instruction provides assistance in curriculum matters as needed.</p>
<p>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.</p>	<p>Many modifications to courses have been made in the past two years. Separate courses have been consolidated into three curriculum courses. Curriculum I covers music, creative movement, dramatic play and the arts in early childhood. Curriculum II covers math and science for the young child. Curriculum III covers language and social studies. Curriculum I and II are 3-hour courses and Curriculum II is a 4-hour course. In addition, Introduction to Special Education has had a name change to Exceptional Child. The name of Introduction to Early Childhood Education was changed to Foundations of Early Childhood Education. Making these updates and changes better aligns the program with four-year institutions. None of the changes affect the Gateways certifications.</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p><b>Response</b></p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>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.</p> <p>For FY2020 the Education Department (10201) generated total revenue of \$141,014 and incurred \$45,618 in expenses. The net revenue per credit hour of the Education Department was \$132.86. The average net revenue per credit hour of all CTE programs at JWCC was \$42.17.</p> <p>The Education Department utilized \$48,680 in additional grant funds in FY2020 to support the department.</p>
<p>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.</p>	<p>N/A</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>A full-time faculty member has been hired for the 2021-2022 academic year to champion the program and grow enrollment.</p>
<p>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?</p>	<p>Tuition for in-district students is \$163 per credit hour or \$273 per credit hour for out-of-district students. All online classes are \$193 per credit hour. If the class is hybrid, there is a \$10 per credit hour fee. There may be other fees associated with a class but this cost will vary. John Wood provides scholarship and financial aid opportunities for all students to assist in offsetting the costs of tuition and fees.</p>

2.5 Did the review of program cost result in any actions or modifications? Please explain.	Not at this time. With the changes in the curriculum and removing lab fees, no additional changes were needed.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Students in this course can earn Gateways Certificates that can help find employment opportunities. Also, these credentials facilitate possible Gateway scholarship opportunities and transfer to four-year colleges. The inclusive classroom provides experience teaching with actual materials found in day cares and schools. This helps to prepare students for work. Also, because the curriculum has been updated, the opportunity to continue working while taking classes is more possible due to the increase in utilizing a hybrid format for classes.
3.2 What are the identified or potential weaknesses of the program?	The weaknesses of the program were updating the curriculum and hiring a full-time faculty member. Both of these have been addressed and continue to be reviewed.
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 FY2020 the delivery methods for all courses within the Education 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 <sup>3</sup> ? 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.	The Early Childhood certificates and AAS degree are approved program of study under Perkins IV. Under new guidelines, they are pending approval under Perkins V.
3.5 Does this program meet the definition of a <a href="#">career pathway program</a> ? 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, it does meet this definition because the certificates ladder up to the AAS degree. Students are able to earn Levels II, III and IV Gateway credentials as they complete classes in this program. No improvements are needed at the present time.

<sup>3</sup> 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?	John Wood received a grant from the State of Illinois to help revise the Early Childhood Education program. This grant included dollars for an inclusive classroom renovation. This renovation was completed and included lecture capture software, manipulatives and other supplies needed to enhance how students learned to provide instruction for early childhood students.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	N/A
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?	The Early Childhood Education Practicum class provides an opportunity for students to gain experience in teaching childcare curriculum in a supervised field of childcare. Students demonstrate what they have learned at a cooperating agency and/or school. At the end of the class, they have gained professional experience in the childcare field. Also, there are opportunities in other classes to observe in childcare businesses and/or schools in the community. COVID reduced some of these opportunities in the 2020/2021 academic year but faculty members substituted other information to help in this area during this time. The faculty continuously look for ways to offer more hands-on opportunities.
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).	N/A
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	The John Wood Early Childhood Program is an Illinois Gateways Entitled program. Students are able to work through the curriculum and earn Gateways Levels II, III and IV certifications. These certifications help find employment and day cares earn additional funding money.
3.11 Is this an apprenticeship program? If so, please elaborate.	N/A
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	There is an articulation agreement with Quincy University.
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 partnership with Quincy University has been strengthened because they have hired a new full-time faculty member in this area. Also, a new day care, 10 <sup>th</sup> Street Day Care, has opened and John Wood has added the owner to the Advisory Council as well as made and maintained connections with this day care and others.

<p>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?</p>	<p>Many of the faculty attend INCCRA webinars and trainings. In addition, many of the faculty work in the day care field. In the future, training and webinars will be attended to help with professional development of the faculty and also to maintain awareness of changes with the state Gateway credentials.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The inclusive classroom has lecture capture software that allows the instructor to record their lectures. Students presenting in the class can also be recorded and the video reviewed to see what improvements may be needed. Also, Zoom is available, and the instructor can have presenters that aren't actually in the classroom but are presenting virtually with interaction from the students. The Canvas Learning Management System is also available to faculty for setting up portions of the class that are handled online in the hybrid format. There may be more classes online in the future as well.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Assessment of program goals occurs each year through various quizzes, exams, interview reflections, papers, essays, and observations.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>An assessment folder is shared on the Intranet that Chairs and faculty can access. The results inform ongoing curriculum decisions.</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>Feedback from students was reviewed and due to many students working, more hybrid classes are now being offered. As much as possible, the courses are set up so a student could attend classes two days a week and have other days available for work or to take care of family. Many classes were combined to better serve students but still meet the curriculum requirements.</p>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>The feedback from students has been positive. They complete evaluations for each class and the feedback overall has been good. An advantage of this program for students is that many of our associate faculty members work in the field and have good experiences to share with them on actual work experiences.</p>
<p>3.21 How is student satisfaction information collected?</p>	<p>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.</p>
<p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Employers are members of the Advisory Council and provide important information about workers that are needed in the area and the skills that are needed by these workers.</p>
<p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>There are Advisory Council meetings twice per year to discuss the program and potential updates needed. The employers share their ideas and any ideas they have for improvements to the program. Many of our associate faculty work in the field and are able to provide ideas and explain updates/changes needed to the curriculum. These associate faculty members are also members of the Advisory Council. No improvement is needed in this process.</p>

3.24 How satisfied are employers in the preparation of the program's graduates?	The program continues to receive positive feedback. Employers are satisfied with students who have come out of the program and they meet the needs of the children.
3.25 How is employer satisfaction information collected?	Through Advisory Council meetings and talking with childcare businesses in the area.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	No further modifications are needed because a major curriculum change was made over the last two years. This program needs to move forward and adapt after teaching with the new curriculum for a few semesters. The curriculum and program will continue to be reviewed with the Advisory Council and faculty. Updates will be made as needed.

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

- A full-time faculty member was needed for this program and was recently hired for the 2021-2022 academic year. This program has been without a full-time faculty member for the last few years.
- Students do not make any more money in salary if they earn certificates or an associate degree. It is difficult to encourage workers to continue their education if they will not earn any additional money in salary. Most jobs in this field do not make a wage that is enough to maintain a normal standard of living.
- There were issues with the sequence of courses that was corrected with the updates that were made to the curriculum. Some of the courses were combined and offered in hybrid format to correct this issue. Continued review of the courses is needed.

### 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	CHD 202 Early Childhood Education				
CIP Code	190709				
	FY2016	FY2017	FY2018	FY2019	FY2020
Number of Students Enrolled	31	20	24	29	26
Number of Completers	7	3	0	3	1
Other (Please identify)					
How does the data support the program goals? Elaborate.	Many students in the AAS degree are employed and only take a few credits each semester, so our completion rate lags based on the number of students enrolled for this reason. Many students take a few classes to help with employment but do not complete the program.				
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?	N/A				
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.				
<b>Review Results</b>					
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)				

<p><b>Summary Rationale</b> Please provide a brief rationale for the chosen action.</p>	<p>The collaboration with employers, faculty, students and the advisory council helped to determine major revisions that were needed to the program curriculum. This helped better align the program of study with the skills needed by employers and also incorporated different modalities for the classes. The program will continue to be evaluated and updates made as needed.</p>
<p><b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>There are a few more classes that need to be developed to complete all of the curriculum updates. Also, the new faculty member will start in the fall and begin to provide feedback.</p>
<p><b>Resources Needed</b></p>	<p>Course development funding will be needed to complete the updates.</p>
<p><b>Responsibility</b> Who is responsible for completing or implementing the modifications?</p>	<p>The Dean of Arts and Sciences will be responsible for managing these updates until the fall. In the fall, there is a new Department Chair and faculty member that will take over the overall responsibility for the needed updates/modifications.</p>

<b>Career &amp; Technical Education</b>				
College Name:		John Wood Community College		
Academic Years Reviewed:		FY2016-FY2020		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>Early Childhood Gateways Level 2</b>	<b>Cert</b>	<b>16.0</b>	<b>190709</b>	
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		This certificate program is Illinois Gateways Entitled for Early Childhood Education. Students can earn credentials to meet statewide standards in improve employment opportunities. The Gateways Opportunity Network for Level 2 certification is administered through INCCRRA (Illinois Network of Child Care Resource and Referral Agencies).		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		Course objectives are mapped to program objectives. These are assessed at the course level which indicates curriculum that may need potential adjustments or revisions. At this time, students have been achieving both course and program objectives.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		N/A		
<b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process.		<p>Dr. Laurel Klinkenberg – Vice President of Instruction Stephanie Phillips – Interim Dean, Arts &amp; Sciences, Interim Education Chair April Darringer – Associate faculty member Sheila Smith – Associate faculty member Deborah Stock – Associate faculty member Brenda Mowen – Associate faculty member Joleen Patton – Associate faculty member</p> <p>There were several meetings to review the curriculum and decide upon the changes that were needed. Also, they were involved with the Advisory Council meetings and provided opinions in this venue as well. Many of these associate faculty members have full-time jobs working in the childcare business.</p>		
<b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)		<p>There are several members of the community that participate in the Advisory Council meetings in addition to the associate faculty members:</p> <p>Joleen Patton – Blessing Hospital Child Care Director Cinda Hummel – Early Childhood Faculty Member At QAVTC Julia Auch – Quincy University Profession for Early Childhood April Darringer – Early Childhood Metal Health Consultant Alison Berhorst – Tenth Street Child Care Owner/Operator</p>		



Also describe their role or engagement in this process.	Marla Willard – Director, West Central Child Care Connection Sheila Smith – West Central Child Care Connection
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**CTE Program Review Analysis**

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

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.	Each course was reviewed for pre-requisites and it was found that none of these courses for the Level 2 certification required pre-requisites. The only other change made was lab hours were removed from most classes after determining these were not needed for the courses.
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Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This certificate requires 16 hours of credit.
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<b>Indicator 1: Need</b>	<b>Response</b>
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1.1 What is the labor market demand for the program?	There is a 1% projected growth rate per year for Child Day Care Services.
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1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The Advisory Council has specifically stated in the last three years that workers are needed and difficult to find. Currently, the projected growth in the United States is 1 to 2 percent but when looking at ONET information specifically for Illinois, the growth rate in this area is 13%. In the local area childcare workers are in great need based on information also provided by the Advisory Council.
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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).
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1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Contacts and relationships are built with local day care centers to create potential employment opportunities for the students. In addition to day care centers, contact has been made and maintained with the Quincy Area Vocational/Technical Center High School early childhood program for potential student contacts. We have associate faculty that currently work in the Daycare or Early Childhood field that are also part of the Advisory Council.
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1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The procedure for adding new courses and programs, deleting courses and programs and changes in course titles or credit hours is completed by a sub-committee of Faculty Senate. After the sub-committee has approved the recommendation, it advanced to the Faculty Senate for approval, and then to the Vice President of Instruction, President and Board of Trustees. After the Board of Trustees approves curriculum items it is forwarded to the ICCB for approval if needed. The Vice President of Instruction provides assistance in curriculum matters as needed.
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<p>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.</p>	<p>The name of Introduction To Early Childhood Education, which is a part of this certificate, was changed to Foundations of Early Childhood Education based on feedback from the Advisory Council. No other changes were needed or required for this certification. Some of the curriculum may be updated, but no changes in the courses required to obtain this certificate.</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p><b>Response</b></p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>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.</p> <p>For FY2020 the Education Department (10201) generated total revenue of \$141,014 and incurred \$45,618 in expenses. The net revenue per credit hour of the Education Department was \$132.86. The average net revenue per credit hour of all CTE programs at JWCC was \$42.17.</p> <p>The Education Department utilized \$48,680 in additional grant funds in FY2020 to support the department.</p>
<p>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.</p>	<p>NA</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>A full-time faculty member has been hired for the 2021-2022 academic year to champion the program and grow enrollment.</p>
<p>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?</p>	<p>Tuition for in-district students is \$163 per credit hour or \$273 per credit hour for out-of-district students. All online classes are \$193 per credit hour. If the class is hybrid, there is a \$10 per credit hour fee. There may be other fees associated with a class but this cost will vary. John Wood provides scholarship and financial aid opportunities for all students to assist in offsetting the costs of tuition and fees.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Not at this time.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>

<p>3.1 What are the program's strengths?</p>	<p>Students in these courses can earn the Gateway's Level II that can help them find employment opportunities. There is also an inclusive classroom utilized in this program that provides experience for students in teaching with actual materials found in day cares and schools. This helps to prepare students for work. Also, because some of the curriculum has been updated, the opportunity to continue working while taking classes is more possible due to the increase in utilizing a hybrid format for classes.</p>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>The weakness of the program was a full-time faculty member was needed. This has been addressed and a full-time faculty member begins working for Fall 2021.</p>
<p>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?</p>	<p>In FY2020 the delivery methods for all courses within the Education 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.</p>
<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB<sup>4</sup>? 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.</p>	<p>The Early Childhood certificates and AAS degree are approved program of study under Perkins IV. Under new guidelines, they are pending approval under Perkins V.</p>
<p>3.5 Does this program meet the definition of a <a href="#">career pathway program</a>? 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.</p>	<p>Yes it does meet this definition because the certificates ladder up to the AAS degree. Students are able to earn Levels II, III and IV Gateway credentials as they complete classes in this program. No improvements are needed at the present time.</p>
<p>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?</p>	<p>John Wood received a grant from the State of Illinois to help revise the Early Childhood Education program. This grant included dollars for an inclusive classroom renovation. This renovation was completed and included lecture capture software, manipulatives and other supplies needed to enhance how students learned to provide instruction for early childhood students.</p>

<sup>4</sup> 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.

3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	N/A
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?	Two of the classes, Child Growth & Development and Working with Families & the Community, require observation and /or field experiences for the students. At the end of these classes, they have gained professional experience in the childcare field. COVID reduced some of these opportunities in the 2020/2021 academic year but faculty members substituted other information to help in this area during this time. The faculty continuously look for ways to offer more hands-on opportunities.
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).	N/A
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	This certificate is a part of the Illinois Gateways Entitled program. Students are able to work through the curriculum and earn Gateways Levels II, III and IV certifications. These certifications help find employment and day cares earn additional funding money.
3.11 Is this an apprenticeship program? If so, please elaborate.	N/A
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
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 partnership with Quincy University has been strengthened because they have hired a new full-time faculty member in this area. Also, a new day care, 10 <sup>th</sup> Street Day Care, has opened and John Wood has added the owner to the Advisory Council as well as made and maintained connections with this day care and others.
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?	Many of the faculty attend INCCRA webinars and trainings. In addition, many of the faculty work in the day care field. In the future, training and webinars will be attended to help with professional development of the faculty and also to maintain awareness of changes with the state Gateway credentials.

<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The inclusive classroom has lecture capture software that allows the instructor to record their lectures. Students presenting in the class can also be recorded and the video reviewed to see what improvements may be needed. Also, Zoom is available, and the instructor can have presenters that aren't actually in the classroom but are presenting virtually with interaction from the students. The Canvas Learning Management System is also available to faculty for setting up portions of the class that are handled online in the hybrid format. There may be more classes online in the future as well.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Assessment of program goals occurs each year through various quizzes, exams, interview reflections, papers, essays, and observations.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>An assessment folder is shared on the Intranet that Chairs and faculty can access. The results inform ongoing curriculum decisions.</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>Feedback from students was reviewed and due to many students working, more hybrid classes are now being offered. As much as possible, the courses are set up so a student could attend classes two days a week and have other days available for work or to take care of family.</p>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>The feedback from students has been positive. They complete evaluations for each class and the feedback overall has been good. An advantage of this program for students is that many of our associate faculty members work in the field and have good experiences to share with them on actual work experiences.</p>
<p>3.21 How is student satisfaction information collected?</p>	<p>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.</p>
<p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Employers are members of the Advisory Council and provide important information about workers that are needed in the area and the skills that are needed by these workers.</p>
<p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>There are Advisory Council meetings twice per year to discuss the program and potential updates needed. The employers share their ideas and any ideas they have for improvements to the program. Many of our associate faculty work in the field and are able to provide ideas and explain updates/changes needed to the curriculum. These associate faculty members are also members of the Advisory Council. No improvement is needed in this process.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p>	<p>The program continues to receive positive feedback. Employers are satisfied with students who have come out of the program and they meet the needs of the children.</p>

<p>3.25 How is employer satisfaction information collected?</p>	<p>Through Advisory Council meetings and talking with childcare businesses in the area</p>
<p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>No further modifications are needed. The curriculum in this certificate will continue to be reviewed with the Advisory Council and faculty. Updates will be made as needed.</p>
<p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p>	
<ul style="list-style-type: none"> <li>• A full-time faculty member was needed for this program and was recently hired for the 2021-2022 academic year. This program has been without a full-time faculty member for the last few years.</li> <li>• Students do not make any more money in salary if they earn certificates. It is difficult to encourage workers to continue their education if they will not earn any additional money in salary. Most jobs in this field do not make a wage that is enough to maintain a normal standard of living.</li> </ul>	

### 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.

<b>CTE Program</b>	ECE 101 Early Childhood Gateways Level 2				
<b>CIP Code</b>	190709				
	FY2016	FY2017	FY2018	FY2019	FY2020
Number of Students Enrolled	NA	NA	NA	NA	0
Number of Completers	NA	NA	NA	NA	0
Other (Please identify)	NA	NA	NA	NA	0
How does the data support the program goals? Elaborate.	Many students in this program are employed and only take a few credits each semester. Also, many students take a few classes to help with employment but do not complete the program.				
What disaggregated data was reviewed?	N/A				
Were there gaps in the data? Please explain.	N/A				
What is the college doing to overcome any identifiable gaps?	N/A				
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.				
<b>Review Results</b>					
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)				

<p><b>Summary Rationale</b> Please provide a brief rationale for the chosen action.</p>	<p>The collaboration with employers, faculty, students and the Advisory Council helped to determine some minor changes that were needed to the courses in this certificate. Nothing major was required and the certificate will continue to be evaluated and updates made as needed.</p>
<p><b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>No additional action is needed.</p>
<p><b>Resources Needed</b></p>	<p>N/A</p>
<p><b>Responsibility</b> Who is responsible for completing or implementing the modifications?</p>	<p>N/A</p>



<b>Career &amp; Technical Education</b>				
College Name:		John Wood Community College		
Academic Years Reviewed:		FY2016-FY2020		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>Early Childhood Gateways Level 3</b>	<b>Cert</b>	<b>31.0</b>	<b>190709</b>	<b>Gateways Level 2</b>
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		This certificate program is Illinois Gateways Entitled for Early Childhood Education. Students can earn credentials to meet statewide standards in improve employment opportunities. The Gateways Opportunity Network for Level 3 certification is administered through INCCRRA (Illinois Network of Child Care Resource and Referral Agencies).		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		Course objectives are mapped to program objectives. These are assessed at the course level which indicates curriculum that may need potential adjustments or revisions. At this time, students have been achieving both course and program objectives.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		N/A		
<b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process.		<p>Dr. Laurel Klinkenberg – Vice President of Instruction Stephanie Phillips – Interim Dean, Arts &amp; Sciences, Interim Education Chair April Darringer – Associate faculty member Sheila Smith – Associate faculty member Deborah Stock – Associate faculty member Brenda Mowen – Associate faculty member Joleen Patton – Associate faculty member</p> <p>There were several meetings to review the curriculum and decide upon the changes that were needed. Also, they were involved with the Advisory Council meetings and provided opinions in this venue as well. Many of these associate faculty members have full-time jobs working in the childcare business.</p>		
<b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)		<p>There are several members of the community that participate in the Advisory Council meetings in addition to the associate faculty members:</p> <p>Joleen Patton – Blessing Hospital Child Care Director Cinda Hummel – Early Childhood Faculty Member At QAVTC Julia Auch – Quincy University Profession for Early Childhood April Darringer – Early Childhood Metal Health Consultant Alison Berhorst – Tenth Street Child Care Owner/Operator</p>		

Also describe their role or engagement in this process.	Marla Willard – Director, West Central Child Care Connection Sheila Smith – West Central Child Care Connection
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**CTE Program Review Analysis**

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

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.	Each course was reviewed for pre-requisites and it was found that two courses needed the Foundations of Education pre-requisite. These courses are EDU 215 Assessment and Evaluation as well as EDU 260 Curriculum for Early Childhood Programs. The only other change made was lab hours were removed from most classes after determining these were not needed for the courses.
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Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This certificate requires 31 hours which includes 21 hours of early childhood courses, 9 hours of general education courses and the 1 hour first year experience course that is required for all students.
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<b>Indicator 1: Need</b>	<b>Response</b>
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1.1 What is the labor market demand for the program?	There is a 1% projected growth rate per year for Child Day Care Services.
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1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The Advisory Council has specifically stated in the last three years that workers are needed and difficult to find. Currently, the projected growth in the United States is 1 to 2 percent but when looking at ONET information specifically for Illinois, the growth rate in this area is 13%. In the local area childcare workers are in great need based on information also provided by the Advisory Council.
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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).
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1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Contacts and relationships are built with local day care centers to create potential employment opportunities for the students. In addition to day care centers, contact has been made and maintained with the Quincy Area Vocational/Technical Center High School early childhood program for potential student contacts. We have associate faculty that currently work in the Daycare or Early Childhood field that are also part of the Advisory Council.
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1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The procedure for adding new courses and programs, deleting courses and programs and changes in course titles or credit hours is completed by a sub-committee of Faculty Senate. After the sub-committee has approved the recommendation, it advanced to the Faculty Senate for approval, and then to the Vice President of Instruction, President and Board of Trustees. After the Board of Trustees approves curriculum items it is forwarded to the ICCB for approval if needed. The Vice President of Instruction provides assistance in curriculum matters as needed.
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<p>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.</p>	<p>The name of Introduction To Early Childhood Education, which is a part of this certificate, was changed to Foundations of Early Childhood Education based on feedback from the Advisory Council. No other changes were needed or required for this certification. Some of the curriculum may be updated, but no changes in the courses required to obtain this certificate.</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p><b>Response</b></p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>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.</p> <p>For FY2020 the Education Department (10201) generated total revenue of \$141,014 and incurred \$45,618 in expenses. The net revenue per credit hour of the Education Department was \$132.86. The average net revenue per credit hour of all CTE programs at JWCC was \$42.17.</p> <p>The Education Department utilized \$48,680 in additional grant funds in FY2020 to support the department.</p>
<p>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.</p>	<p>N/A</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>A full-time faculty member has been hired for the 2021-2022 academic year to champion the program and grow enrollment</p>
<p>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?</p>	<p>Tuition for in-district students is \$163 per credit hour or \$273 per credit hour for out-of-district students. All online classes are \$193 per credit hour. If the class is hybrid, there is a \$10 per credit hour fee. There may be other fees associated with a class but this cost will vary. John Wood provides scholarship and financial aid opportunities for all students to assist in offsetting the costs of tuition and fees.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Not at this time.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>

<p>3.1 What are the program's strengths?</p>	<p>Students in these courses can earn the Gateway's Level III that can help them find employment opportunities. There is also an inclusive classroom utilized in this program that provides experience for students in teaching with actual materials found in day cares and schools. This helps to prepare students for work. Also, because some of the curriculum has been updated, the opportunity to continue working while taking classes is more possible due to the increase in utilizing a hybrid format for classes.</p>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>The weakness of the program was a full-time faculty member was needed. This has been addressed and a full-time faculty member begins working for Fall 2021.</p>
<p>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?</p>	<p>In FY2020 the delivery methods for all courses within the Education 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.</p>
<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB<sup>5</sup>? 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.</p>	<p>The Early Childhood certificates and AAS degree are approved program of study under Perkins IV. Under new guidelines, they are pending approval under Perkins V.</p>
<p>3.5 Does this program meet the definition of a <a href="#">career pathway program</a>? 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.</p>	<p>Yes it does meet this definition because the certificates ladder up to the AAS degree. Students are able to earn Levels II, III and IV Gateway credentials as they complete classes in this program. No improvements are needed at the present time.</p>
<p>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?</p>	<p>John Wood received a grant from the State of Illinois to help revise the Early Childhood Education program. This grant included dollars for an inclusive classroom renovation. This renovation was completed and included lecture capture software, manipulatives and other supplies needed to enhance how students learned to provide instruction for early childhood students.</p>

<sup>5</sup> 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.

<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>N/A</p>
<p>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?</p>	<p>Three of the classes, Child Growth &amp; Development, Working with Families &amp; the Community, Observation and Assessment in Early Childhood, require observation and /or field experiences for the students. At the end of these classes, they have gained professional experience in the childcare field. COVID reduced some of these opportunities in the 2020/2021 academic year but faculty members substituted other information to help in this area during this time. The faculty continuously look for ways to offer more hands-on opportunities.</p>
<p>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).</p>	<p>N/A</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>This certificate is a part of the Illinois Gateways Entitled program. Students are able to work through the curriculum and earn Gateways Levels II, III and IV certifications. These certifications help find employment and day cares earn additional funding money.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>N/A</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>N/A</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>N/A</p>
<p>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?</p>	<p>The partnership with Quincy University has been strengthened because they have hired a new full-time faculty member in this area. Also, a new day care, 10<sup>th</sup> Street Day Care, has opened and John Wood has added the owner to the Advisory Council as well as made and maintained connections with this day care and others.</p>
<p>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?</p>	<p>Many of the faculty attend INCCRA webinars and trainings. In addition, many of the faculty work in the day care field. In the future, training and webinars will be attended to help with professional development of the faculty and also to maintain awareness of changes with the state Gateway credentials.</p>

<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The inclusive classroom has lecture capture software that allows the instructor to record their lectures. Students presenting in the class can also be recorded and the video reviewed to see what improvements may be needed. Also, Zoom is available, and the instructor can have presenters that aren't actually in the classroom but are presenting virtually with interaction from the students. The Canvas Learning Management System is also available to faculty for setting up portions of the class that are handled online in the hybrid format. There may be more classes online in the future as well.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Assessment of program goals occurs each year through various quizzes, exams, interview reflections, papers, essays, and observations.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>An assessment folder is shared on the Intranet that Chairs and faculty can access. The results inform ongoing curriculum decisions.</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>Feedback from students was reviewed and due to many students working, more hybrid classes are now being offered. As much as possible, the courses are set up so a student could attend classes two days a week and have other days available for work or to take care of family.</p>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>The feedback from students has been positive. They complete evaluations for each class and the feedback overall has been good. An advantage of this program for students is that many of our associate faculty members work in the field and have good experiences to share with them on actual work experiences.</p>
<p>3.21 How is student satisfaction information collected?</p>	<p>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.</p>
<p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Employers are members of the Advisory Council and provide important information about workers that are needed in the area and the skills that are needed by these workers.</p>
<p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>There are Advisory Council meetings twice per year to discuss the program and potential updates needed. The employers share their ideas and any ideas they have for improvements to the program. Many of our associate faculty work in the field and are able to provide ideas and explain updates/changes needed to the curriculum. These associate faculty members are also members of the Advisory Council. No improvement is needed in this process.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p>	<p>The program continues to receive positive feedback. Employers are satisfied with students who have come out of the program and they meet the needs of the children.</p>

<p>3.25 How is employer satisfaction information collected?</p>	<p>Through Advisory Council meetings and talking with child care businesses in the area</p>
<p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>No further modifications are needed. The curriculum in this certificate will continue to be reviewed with the Advisory Council and faculty. Updates will be made as needed.</p>
<p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p>	
<ul style="list-style-type: none"> <li>• A full-time faculty member was needed for this program and was recently hired for the 2021-2022 academic year. This program has been without a full-time faculty member for the last few years.</li> <li>• Students do not make any more money in salary if they earn certificates. It is difficult to encourage workers to continue their education if they will not earn any additional money in salary. Most jobs in this field do not make a wage that is enough to maintain a normal standard of living.</li> </ul>	

## 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.

<b>CTE Program</b>	ECE 102 Early Childhood Gateways Level 3				
<b>CIP Code</b>	190709				
	FY2016	FY2017	FY2018	FY2019	FY2020
Number of Students Enrolled	NA	NA	NA	NA	0
Number of Completers	NA	NA	NA	NA	0
Other (Please identify)	NA	NA	NA	NA	0
How does the data support the program goals? Elaborate.	Many students in this program are employed and only take a few credits each semester. Also, many students take a few classes to help with employment but do not complete the program.				
What disaggregated data was reviewed?	N/A				
Were there gaps in the data? Please explain.	N/A				
What is the college doing to overcome any identifiable gaps?	N/A				
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.				
<b>Review Results</b>					
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)				



<p><b>Summary Rationale</b> Please provide a brief rationale for the chosen action.</p>	<p>The collaboration with employers, faculty, students and the Advisory Council helped to determine some minor changes that were needed to the courses in this certificate. Nothing major was required and the certificate will continue to be evaluated and updates made as needed.</p>
<p><b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>No additional action is needed.</p>
<p><b>Resources Needed</b></p>	<p>N/A</p>
<p><b>Responsibility</b> Who is responsible for completing or implementing the modifications?</p>	<p>N/A</p>

<b>Career &amp; Technical Education</b>				
College Name:		John Wood Community College		
Academic Years Reviewed:		FY2016-FY2020		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>Industrial Maintenance Technology</b>	<b>Degree</b>	<b>64.0</b>	<b>470303</b>	Industrial Technician – Electrical Industrial Technician – Mechanical HVAC Technician
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of the MSSC Certified Production Technician (CPT) safety and quality competencies</li> <li>2. Apply knowledge of Hydraulics and Pneumatics components.</li> <li>3. Identify appropriate applications of various motors, gears, and drives.</li> <li>4. Demonstrate knowledge of basic programmable logic controllers (PLCs).</li> <li>5. Identify and safely use large machine tools, including lathes, mills, and hoists, rigging equipment, welders, and forklift equipment.</li> </ol>		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		Students are successfully completing the AAS degree and gaining employment at industrial facilities. Positive feedback from our CTE advisory committees. Results of the MSSC Assessments a rereviewed and compared against state and national results.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		Scheduled for further review		
<b>Review Team</b> 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.		Dave Hetzler – Dean. Overall reviewer Rick Gertz – Faculty. Curriculum and student learning Ron Eitel – Lab instructor. Lab competencies		

<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Kathleen Rogers – Manager Career Services. Schedules employers visits and manages the internship program.</p> <p>Gordon Forbes – Business and Industry Coordinator. Visits employers in our district and solicits feedback on the curriculum and recent hires.</p> <p>IMT/ELE Advisory Committee. Advise, assist, support and advocate for industrial manufacturing career and technical education.</p>
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<p><b>CTE Program Review Analysis</b></p> <p>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.</p>
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<p>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.</p>	<p>There are no pre-requisites for this program although some courses within the program have pre-requisites.</p>
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<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The content was developed with input from our Advisory Council. A mix of courses equaling 64 credits was identified.</p>
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<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
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<p>1.1 What is the labor market demand for the program?</p>	<p>The labor market for manufacturing jobs in our area is strong. See Illinois data below</p>
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<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Employment - Ill (2018)Projected employment - 14,110 employees (2028)Projected growth – 14,870 employees (2018-2028)Projected annual job openings - 1,400 (5%)</p> <p>Employment - Mo (2018)Projected employment – 28,920 employees (2028)Projected growth – 30,180 employees (2018-2028)Projected annual job openings - 2990 (4%)</p>
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<p>1.3 What labor market information sources are utilized?</p>	<p>O*NET Online for Illinois and Missouri. The Occupational Information Network (O*NET) is developed under the sponsorship of the <b>U.S. Department of Labor/ Employment and Training Administration (USDOL/ETA)</b> through a grant to the North Carolina Department of Commerce.</p>
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1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited at the secondary level, outreach targeted for non-traditional students, in conjunction with WIOA and IDES, and local employer’s professional development needs
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Curriculum changes are reviewed monthly by the curriculum committee, academic leadership, and the Board of Trustees. Those changes are generated from input from our advisory committees, input from local manufacturers, and other subject matter experts.
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.	No actions or modifications are needed at this time.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>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.</p> <p>For FY2020 the Industrial Maintenance Department (10314) generated total revenue of \$105,103 and incurred \$58,752 in expenses. The net revenue per credit hour of the Industrial Maintenance Department was \$93.83. The average net revenue per credit hour of all CTE programs at JWCC was \$42.17.</p> <p>The Industrial Maintenance Department utilized \$14,440 in additional grant funds in FY2020 to support the department.</p>
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?	We continue to review our headcount per section to maximize cost effectiveness by aligning common courses used in multiple CTE programs.

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?	In-District: This program will cost \$15,323 if completed within normal time. Out-of-District: This program will cost \$21,984 if completed within normal time.  Student can apply for financial aid. Scholarships are available through the JWCC Foundation. Other scholarships are available from time-to-time.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No, not currently. We will continue to monitor and evaluate program costs in relation to equipment and program resources needed.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Strong combination of electrical and mechanical hands-on training. Many of the courses are blended courses, lecture on-line and in-person lab time. Supports the needs of the community.
3.2 What are the identified or potential weaknesses of the program?	Lab time is not available before 4:00pm.
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 FY20 the delivery methods for all courses within the Industrial Maintenance Department included blended, independent study, 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 <sup>6</sup> ? 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.	The Industrial Maintenance certificates and AAS degree are approved programs of study under Perkins IV. Under new guidelines, they are pending approval under Perkins V. The Industrial Maintenance program was developed with funds from TAACCCT grant. Each certificate leads to the AAS degree. All the State's size, scope, and quality definitions are being met.

<sup>6</sup> 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.

<p>3.5 Does this program meet the definition of a <a href="#">career pathway program</a>? 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.</p>	<p>Yes, several industrial technology certificates lead into the IMT AAS. The following certificates leads into the AAS:          Diesel Technology (17 credits)          Industrial Maintenance – Electrical (17)          Industrial Maintenance – Mechanical (16)          HVAC (16)</p> <p>No improvements are required.</p>
<p>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?</p>	<p>Open lab concept.</p>
<p>3.7 Are there dual credit opportunities? If so, please list offerings and the associated high schools.</p>	<p>None currently</p>
<p>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?</p>	<p>Supervised internship opportunities are available. Internships help to direct graduates to career paths through a firsthand work experience while providing a valuable resource to area manufacturing base. 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.</p>
<p>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).</p>	<p>No industry accreditation is required.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Yes, Manufacturing Skill Standards Council (MSSC) ®,. MSSC is America's leader in training and certifying foundational technical competencies for front-line technicians for in-demand, higher wage, higher skill jobs in advanced manufacturing and supply chain logistics. Technicians with MSSC Certifications are qualified for 11.3 million jobs in front-line production, material handling, and distribution. 84% of executives surveyed agree there is a talent shortage in U.S. manufacturing. MSSC is helping industry close that gap as they prepare to manufacture the future! Manufacturing Skills Standards. The MSSC safety and quality credentials are embedded.</p>

3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	<p>Career and Technical Degrees Accepted at</p> 
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?	<p>Through our HVAC Advisory Council, partnerships have been formed with the following: Air Serv, Keck Heating and Air, Klinger and Associates, Blessing Hospital, Peters Heating and Air Conditioning.</p> <p>Through the Industrial Maintenance Advisory Council partnerships have been formed and strengthened with French Gerleman, J.M. Huber, Titan, and Watlow.</p>
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?	<p>We continue to review the need for professional development. Faculty have attended Fanuc robotics training. We also send faculty to trade shows and IMA and IMEC events.</p>
3.16 What is the status of the current technology and equipment used for this program?	<p>Program has current technology.</p>
3.17 What assessment methods are used to ensure student success?	<p>As part of the College master assessment plan and review with others in the institution, we ensure student success.</p>
3.18 How are these results shared with others at the institution for continuous improvement?	<p>Through the annual review process internally. Externally shared with Advisory Councils.</p>

3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	We recently changed the math requirement to any college level math versus the required technical math to provide more options for students.
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, and outreach to manufacturers.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Advisory committees meet each semester to review the curriculum and discuss students' success, and industry trends.
3.24 How satisfied are employers in the preparation of the program's graduates?	We continue to receive positive feedback. 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.
3.25 How is employer satisfaction information collected?	Through advisory meetings and business and industry outreach
3.26 Did the review of program quality result in any actions or modifications? Please explain.	No actions or modifications are needed currently. Continuous monitoring will inform if future modifications are needed.

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

No barriers were encountered  
Retention is the program is strong, unless students find employment prior to completing the degree.  
Placement is strong in our area for all maintenance positions.  
Students are supported by career services while seeking internships and employment,  
Students works closely with their advisors to ensure course sequencing is not an issue.



## 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	IMT 101 Industrial Maintenance Technology				
CIP Code	470303				
	FY2016	FY2017	FY2018	FY2019	FY2020
Number of Students Enrolled	3	4	6	10	19
Number of Completers	1	1	0	2	2
Other (Please identify)					
How does the data support the program goals? Elaborate.	Many students in the AAS degree are employed and only taking a few credits each semester, so our completion rate lags the enrollment. Also, students are completing the certificate level courses and note, do not finish the AAS degree which is reflected in these data.				
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?	N/A				
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.				
<b>Review Results</b>					
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated				

	<input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	No major action items were discovered. Continue to make improvements based on advisory meeting and manufacturers feedback.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	No action steps resulted from this review. However, we continue to meet with advisory council and will consider any recommendations they bring forward.
<b>Resources Needed</b>	None currently
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dean of CTE

<b>Career &amp; Technical Education</b>				
College Name:		John Wood Community College		
Academic Years Reviewed:		FY2016 – F2020		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>Industrial Technician – Electrical</b>	<b>Cert</b>	<b>17.0</b>	<b>470303</b>	<b>N/A</b>
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		<p>The Industrial Technician-Electrical certificate is designed to prepare students to support manufacturing facilities or large industrial complexes. Industrial Maintenance Electrical Technicians are asked to accomplish a variety of electrical and installation tasks depending on the day-to-day needs of their employer. Students will work with a wide variety of modern industrial machines and controls, learning to install and maintain this type of equipment.</p> <p>6. Demonstrate knowledge of the MSSC Certified Production Technician (CPT) safety competencies</p> <p>7. Identify appropriate applications of various motors, gears, and drives.</p> <p>8. Demonstrate knowledge of electricity and industrial wiring.</p> <p>9. Demonstrate knowledge of installation, programming, and maintenance of programmable logic controllers.</p> <p>10. Demonstrate the use of motors and industrial controls and the ability to troubleshoot systems.</p>		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		Most students completing this certificate continues for the AAS degree. Positive feedback from our CTE advisory committees and internship results. Results of the MSSC Assessments a reviewed and compared against state and national results.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		N/A		
<b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.		<p>Dave Hetzler – Dean. Overall reviewer</p> <p>Rick Gertz – Faculty. Curriculum and student learning</p> <p>Ron Eitel – lab instructor. Lab competencies</p>		

Also describe their role or engagement in this process.	
<b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)	Kathleen Rogers – Manager Career Services. Schedules employers visits and manages the internship program.  Gordon Forbes – Business and Industry Coordinator. Visits employers in our district and solicits feedback on the curriculum and recent hires.
Also describe their role or engagement in this process.	IMT/ELE Advisory Committee. Advise, assist, support and advocate for industrial manufacturing career and technical education.

**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 although some courses have pre-requisites.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The content was developed with input from our Advisory council. A mix of courses equaling 17 credits was identified.
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 What is the labor market demand for the program?	The labor market for manufacturing jobs in our area is strong. See Illinois data below
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Employment - Ill (2018) Projected employment - 14,110 employees (2028) Projected growth – 14,870 employees (2018-2028) Projected annual job openings - 1,400 (5%)  Employment - Mo (2018) Projected employment – 28,920 employees (2028) Projected growth – 30,180 employees (2018-2028) Projected annual job openings - 2990 (4%)
1.3 What labor market information sources are utilized?	O*NET Online for Illinois and Missouri

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 at the secondary level, outreach targeted for non-traditional students, in conjunction with WIOA and IDES, and local employer’s professional development needs
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Curriculum changes are reviewed monthly by the curriculum committee, academic leadership, and the Board of Trustees. Those changes are generated from input from our advisory committees, input from local manufacturers, and other subject matter experts.
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.	Our review did not identify any need for program actions or modifications.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>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.</p> <p>For FY2020 the Industrial Maintenance Department (10314) generated total revenue of \$105,103 and incurred \$58,752 in expenses. The net revenue per credit hour of the Industrial Maintenance Department was \$9383. The average net revenue per credit hour of all CTE programs at JWCC was \$42.17.</p> <p>The Industrial Maintenance Department utilized \$14,440 in additional grant funds in FY2020 to support the department.</p>
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?	We continue to review our headcount per section to maximize cost effectiveness by aligning common courses used in multiple CTE programs.

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?	In-District: This program will cost \$3,838 if completed within normal time. Out-of-District: This program will cost \$5,498 if completed within normal time. Student can apply for financial aid. Scholarships are available through the JWCC Foundation. Other scholarships are available from time-to-time.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Our program cost is in alignment with other offerings.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Short term certificate. Several of the courses are blended courses, lecture on-line and in-person lab time. Supports the needs of the community.
3.2 What are the identified or potential weaknesses of the program?	Lab time is not available before 4:00pm.
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 FY2020 the delivery methods for all courses within the Industrial Maintenance Department included blended, independent study, 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 <sup>7</sup> ? 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.	The Industrial Maintenance certificates and AAS degree are approved program of study under Perkins IV. Under new guidelines, they are pending approval under Perkins V. The Industrial Maintenance program was developed with funds from TAACCCT grant. Each certificate leads to the AAS degree. All the State's size, scope, and quality definition are being met.

<sup>7</sup> 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.

<p>3.5 Does this program meet the definition of a <a href="#">career pathway program</a>? 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.</p>	<p>Yes, several industrial technology certificates lead into the IMT AAS. The following certificates leads into the AAS:          Diesel Technology (17 credits)          Industrial Maintenance – Electrical (17)          Industrial Maintenance – Mechanical (16)          HVAC (16)</p> <p>No improvements are required.</p>
<p>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?</p>	<p>Open lab concept.</p>
<p>3.7 Are there dual credit opportunities? If so, please list offerings and the associated high schools.</p>	<p>None currently</p>
<p>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?</p>	<p>None are available at the certificate level.</p>
<p>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).</p>	<p>No industry accreditation is required for this program.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Yes, Manufacturing Skill Standards Council (MSSC) ®,. MSSC is America's leader in training and certifying foundational technical competencies for front-line technicians for in-demand, higher wage, higher skill jobs in advanced manufacturing and supply chain logistics. Technicians with MSSC Certifications are qualified for 11.3 million jobs in front-line production, material handling, and distribution. 84% of executives surveyed agree there is a talent shortage in U.S. manufacturing. MSSC is helping industry close that gap as they prepare to manufacture the future! Manufacturing Skills Standards. The MSSC safety credential is embedded.</p>

3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	<p>At the AAS degree level:</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Career and Technical Degrees Accepted at</p>  </div>
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 new partnerships.
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?	We continue to review the need for professional development. Faculty have attended Fanuc robotics training. We also send faculty to trade shows and IMA and IMEC events.
3.16 What is the status of the current technology and equipment used for this program?	All program has current technology.
3.17 What assessment methods are used to ensure student success?	As part of the College master assessment plan and review with others in the institution.
3.18 How are these results shared with others at the institution for continuous improvement?	Through the annual review process



3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	We recently changed the math requirement to any college level math versus the required technical math.
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, and outreach to manufacturers.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Advisory councils meet each semester to review the curriculum and discuss student's success, and industry trends,
3.24 How satisfied are employers in the preparation of the program's graduates?	We continue to receive positive feedback. 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.
3.25 How is employer satisfaction information collected?	Through advisory meetings and business and industry outreach
3.26 Did the review of program quality result in any actions or modifications? Please explain.	No modifications are necessary at this time.

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

No barriers were encountered  
Retention is the program is strong unless students find employment prior to completing the degree.  
Placement is strong in our area for all maintenance positions.  
Students are support by career services while seeking internships and employment,  
Students works closely with their advisors to ensure course sequencing is not an issue.

### 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	IMT 101M Industrial Technician-Electrical				
CIP Code	470303				
	FY2016	FY2017	FY2018	FY2019	FY2020
Number of Students Enrolled	0	1	2	2	2
Number of Completers	0	0	3	4	15
Other (Please identify)					
How does the data support the program goals? Elaborate.	We have more completers than are enrolled in the certificate program. That is due to the laddering approach we have implemented.				
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?	N/A				
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.				
<b>Review Results</b>					
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)				
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	No major action items were discovered. Continue to make improvements based on advisory meeting and manufacturers feedback.				

<p><b>Intended Action Steps</b>          What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>No action steps resulted from this review.</p>
<p><b>Resources Needed</b></p>	<p>None currently</p>
<p><b>Responsibility</b>          Who is responsible for completing or implementing the modifications?</p>	<p>Dean of CTE</p>

<b>Career &amp; Technical Education</b>				
College Name:		John Wood Community College		
Academic Years Reviewed:		FY2016 – F2020		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>Industrial Technician – Mechanical</b>	<b>Cert</b>	<b>16.0</b>	<b>470303</b>	<b>N/A</b>
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		<p>The Industrial Technician-Mechanical certificate is designed to prepare students to support manufacturing facilities or large industrial complexes. Industrial Maintenance Mechanical Technicians are asked to accomplish a variety of mechanical and installation tasks depending on the day-to-day needs of their employer. Students will work with a wide variety of modern industrial machines and controls, learning to install and maintain this type of equipment.</p> <ol style="list-style-type: none"> <li>11. Demonstrate knowledge of the MSSC Certified Production Technician (CPT) safety competencies</li> <li>12. Apply knowledge of Hydraulics and Pneumatics components.</li> <li>13. Identify appropriate applications of various motors, gears, and drives.</li> <li>14. Apply knowledge of pumps and piping operations.</li> <li>15. Demonstrate knowledge of mechanical systems including troubleshooting and predictive maintenance.</li> </ol>		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		Most students completing this certificate continues for the AAS degree. Positive feedback from our CTE advisory committees and internship results. Results of the MSSC Assessments a rereviewed and compared against state and national results.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		N/A		
<b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.		<p>Dave Hetzler – Dean. Overall reviewer  Rick Gertz – Faculty. Curriculum and student learning  Ron Eitel – lab instructor. Lab competencies</p>		

Also describe their role or engagement in this process.	
<b>Stakeholder Engagement</b> 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.	Kathleen Rogers – Manager Career Services. Schedules employers visits and manages the internship program.  Gordon Forbes – Business and Industry Coordinator. Visits employers in our district and solicits feedback on the curriculum and recent hires.  IMT/ELE Advisory Committee. Advise, assist, support and advocate for industrial manufacturing career and technical education.

**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 although some courses have pre-requisites.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The content was developed with input from our Advisory council. A mix of courses equaling 16 credits was identified.
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 What is the labor market demand for the program?	The labor market for manufacturing jobs in our area is strong. See Illinois data below
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Employment - Ill (2018) Projected employment - 14,110 employees (2028) Projected growth – 14,870 employees (2018-2028) Projected annual job openings - 1,400 (5%)  Employment - Mo (2018) Projected employment – 28,920 employees (2028) Projected growth – 30,180 employees (2018-2028) Projected annual job openings - 2990 (4%)
1.3 What labor market information sources are utilized?	O*NET OnLine for Illinois and Missouri


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 at the secondary level, outreach targeted for non-traditional students, in conjunction with WIOA and IDES, and local employer’s professional development needs
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Curriculum changes are reviewed monthly by the curriculum committee, academic leadership, and the Board of Trustees. Those changes are generated from input from our advisory committees, input from local manufacturers, and other subject matter experts.
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.	No actions or modifications were found to be needed.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>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.</p> <p>For FY2020 the Industrial Maintenance Department (10314) generated total revenue of \$105,103 and incurred \$58,752 in expenses. The net revenue per credit hour of the Industrial Maintenance Department was \$9383. The average net revenue per credit hour of all CTE programs at JWCC was \$42.17.</p> <p>The Industrial Maintenance Department utilized \$14,440 in additional grant funds in FY2020 to support the department.</p>
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?	We continue to review our headcount per section to maximize cost effectiveness by aligning common courses used in multiple CTE programs.

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?	In-District: This program will cost \$3,838 if completed within normal time. Out-of-District: This program will cost \$5,498 if completed within normal time. Student can apply for financial aid. Scholarship are available through the JWCC Foundation. Other scholarships are available from time-to-time.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No program cost adjustments are necessary.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Short term certificate. Several of the courses are blended courses, lecture on-line and in-person lab time. Supports the needs of the community.
3.2 What are the identified or potential weaknesses of the program?	Lab time is not available before 4:00pm.
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 FY2020 the delivery methods for all courses within the Industrial Maintenance Department included blended, independent study, 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 <sup>8</sup> ? 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.	The Industrial Maintenance certificates and AAS degree are approved program of study under Perkins IV. Under new guidelines, they are pending approval under Perkins V. The Industrial Maintenance program was developed with funds from TAACCCT grant. Each certificate leads to the AAS degree. All the State's size, scope, and quality definition are being met.

<sup>8</sup> 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.

<p>3.5 Does this program meet the definition of a <a href="#">career pathway program</a>? 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.</p>	<p>Yes, several industrial technology certificates lead into the IMT AAS. The following certificates leads into the AAS:          Diesel Technology (17 credits)          Industrial Maintenance – Electrical (17)          Industrial Maintenance – Mechanical (16)          HVAC (16)</p> <p>No improvements are required.</p>
<p>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?</p>	<p>Open lab concept.</p>
<p>3.7 Are there dual credit opportunities? If so, please list offerings and the associated high schools.</p>	<p>None currently</p>
<p>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?</p>	<p>None are available at the certificate level.</p>
<p>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).</p>	<p>No industry accreditation is necessary.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Yes, Manufacturing Skill Standards Council (MSSC) ®,. MSSC is America's leader in training and certifying foundational technical competencies for front-line technicians for in-demand, higher wage, higher skill jobs in advanced manufacturing and supply chain logistics. Technicians with MSSC Certifications are qualified for 11.3 million jobs in front-line production, material handling, and distribution. 84% of executives surveyed agree there is a talent shortage in U.S. manufacturing. MSSC is helping industry close that gap as they prepare to manufacture the future! Manufacturing Skills Standards. The MSSC safety credential is embedded.</p>



3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	<p>At the AAS degree level:</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Career and Technical Degrees Accepted at</p>  </div>
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 new partnerships.
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?	We continue to review the need for professional development. Faculty have attended Fanuc robotics training. We also send faculty to trade shows and IMA and IMEC events.
3.16 What is the status of the current technology and equipment used for this program?	All program has current technology.
3.17 What assessment methods are used to ensure student success?	As part of the College master assessment plan and review with others in the institution.
3.18 How are these results shared with others at the institution for continuous improvement?	Through the annual review process

3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	We recently changed the math requirement to any college level math versus the required technical math.
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, and outreach to manufacturers.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Advisory committees meet each semester to review the curriculum and discuss student's success, and industry trends,
3.24 How satisfied are employers in the preparation of the program's graduates?	We continue to receive positive feedback. 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.
3.25 How is employer satisfaction information collected?	Through advisory meeting and business and industry outreach
3.26 Did the review of program quality result in any actions or modifications? Please explain.	No actions or modifications are needed at this time.

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

No barriers were encountered  
Retention is the program is strong unless students find employment prior to completing the degree.  
Placement is strong in our area for all maintenance positions.  
Students are support by career services while seeking internships and employment,  
Students works closely with their advisors to ensure course sequencing is not an issue.

### 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	IMT 101M Industrial Technician-Mechanical				
CIP Code	470303				
	FY2016	FY2017	FY2018	FY2019	FY2020
Number of Students Enrolled	0	0	2	1	1
Number of Completers	0	0	4	1	14
Other (Please identify)					
How does the data support the program goals? Elaborate.	We have more completers than are enrolled in the certificate program. That is due to the laddering approach we have implemented.				
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?	N/A				
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.				
<b>Review Results</b>					
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)				
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	No major action items were discovered. Continue to make improvements based on advisory meeting and manufacturers feedback.				

<p><b>Intended Action Steps</b>          What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>No action steps were identified as a need.</p>
<p><b>Resources Needed</b></p>	<p>None currently</p>
<p><b>Responsibility</b>          Who is responsible for completing or implementing the modifications?</p>	<p>Dean of CTE</p>

<b>Career &amp; Technical Education</b>				
College Name:		John Wood Community College		
Academic Years Reviewed:		FY2016-FY2020		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>Diesel Technology</b>	<b>Cert</b>	<b>33.0</b>	<b>470605</b>	<b>N/A</b>
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The Diesel Technology certificate is designed to offer students practical education and training in the field of diesel power technology. Emphasis is placed on technical knowledge in diagnostics, repair, and maintenance of diesel-powered transportation equipment. During the program, students will have the opportunity to earn nationally recognized credentials in Manufacturing Skill Standards Council Safety and OSHA. Diesel service technicians repair and maintain diesel engine systems that power transportation equipment such as heavy equipment, personal vehicles, semi-trucks, farm equipment, buses, and locomotives. After completing the certificate, the graduate has the option of entering the workforce or continuing with the pursuit of an AAS degree. <p style="text-align: center;"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of Tools and Equipment</li> <li>2. Demonstrate knowledge of Engine Systems</li> <li>3. Demonstrate knowledge of Electrical and Electronic systems</li> <li>4. Demonstrate knowledge of Drive Trains</li> <li>5. Demonstrate knowledge of Suspension, Steering, and Brakes</li> <li>6. Demonstrate knowledge of Hydraulics Systems</li> </ol>		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		Based on feedback from students and employers, the objectives are being met. Diesel course completion checklist completed by faculty.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		N/A		

<p><b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Dave Hetzler – Dean. Overall reviewer Bryan Armstrong – Associate Faculty. Curriculum and student learning</p>
<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Kathleen Rogers – Manager Career Services. Schedules employers visits and manages the internship program.</p> <p>Diesel Advisory Committee. Advise, assist, support and advocate for industrial manufacturing career and technical education.</p>

<p><b>CTE Program Review Analysis</b></p> <p>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.</p>
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<p>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.</p>	<p>No pre-requisites are required. We did recently add a background check for students prior to admission.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The content was developed with input from our Advisory council and the Quincy Area Vocational Center that has a similar high school program. A mix of courses equaling 33 credits were identified.</p>
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 What is the labor market demand for the program?</p>	<p>Local labor market demand is high due to the quantity trucking and farm equipment firms.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Diesel Mechanic: 2018 = 10,530; 2028 – 10960; 4% growth</p> <p>Farm Machinery: 2018 – 1290; 2028 = 1320; 2% growth</p>
<p>1.3 What labor market information sources are utilized?</p>	<p>The Occupational Information Network (O*NET) is developed under the sponsorship of the <b>U.S. Department of Labor/Employment and Training Administration</b> (USDOL/ETA) through a grant to the North Carolina Department of Commerce.</p>


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 at the secondary level, outreach targeted for non-traditional students, in conjunction with WIOA and IDES, and local employer’s professional development needs. We work closely with the student at the Quincy Area Vocational Center
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Curriculum changes are reviewed monthly by the curriculum committee, academic leadership, and the Board of Trustees. Those changes are generated from input from our advisory committees, input from local manufacturers, and other subject matter experts.
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.	At this time no need for actions or modifications have been identified.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>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.</p> <p>For FY2020 the Diesel Technology Department (10306) generated total revenue of \$13,447 and incurred \$13,497 in expenses. The net revenue per credit hour of the Diesel Technology Department was (\$0.64). The average net revenue per credit hour of all CTE programs at JWCC was \$42.17.</p> <p>The Diesel Technology Department did not utilize grant funds in FY2020 to support the department.</p>
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?	At this time the program will continue to be delivered as is.

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?	In-District: This program will cost \$4,821 if completed within normal time. Out-of-District: This program will cost \$8,367 if completed within normal time. Students can apply for financial aid. Scholarships are available through the JWCC Foundation. Other scholarships are available from time-to-time.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No. Our program costs are in alignment with other programs.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Short term certificate. Supports the needs of the community.
3.2 What are the identified or potential weaknesses of the program?	We can only offer limited seats since we share classroom and lab space with QAVTC,
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 FY2020 the delivery methods for all courses within the Diesel Technology Department included blended, independent study, 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 <sup>9</sup> ? 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.	The Diesel Mechanic certificate is an approved program of study under Perkins IV. Under new guidelines, they are pending approval under Perkins V. The certificate can lead to an AAS degree in Industrial maintenance or manufacturing Technology. All the State's size, scope, and quality definition are being met.

<sup>9</sup> 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.



<p>3.5 Does this program meet the definition of a <a href="#">career pathway program</a>? 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.</p>	<p>Yes, it meets the Illinois Common Career Pathways Definition and Guidance.</p> <ol style="list-style-type: none"> <li>1. Aligns with the skill needs of industries in the economy of the State or regional economy</li> <li>2. Enable lifelong learning that ensures youth and adult participants can gain entry. Includes stackable credentials (to AAS). Lead to jobs in increasingly high-skill, high-wage, and/or high-demand industries.</li> <li>3. Includes counseling by Advising and Career Services to achieving the individual's education and career goals.</li> <li>4. Include career-focused instruction that integrates academic and technical content. Offer opportunities for work-based learning and offer job placement assistant services.</li> <li>5. Offer quality, non-duplicative training. Encourage concurrent enrollment opportunities. Offer flexible class formats in some courses.</li> <li>6. Includes recognized postsecondary credentials</li> <li>7. Involve partnerships with employers</li> </ol>
<p>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?</p>	<p>Some courses use the open lab concept</p>
<p>3.7 Are there dual credit opportunities? If so, please list offerings and the associated high schools.</p>	<p>Dual credit offerings are available for students at QAVTC.</p>
<p>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?</p>	<p>Work based learning opportunities are available and unitized by students, but WBL is not integrated into the program,</p>
<p>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).</p>	<p>No industry accreditation is required for this program.</p>

<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Yes, Manufacturing Skill Standards Council (MSSC) ®,. MSSC is America's leader in training and certifying foundational technical competencies for front-line technicians for in-demand, higher wage, higher skill jobs in advanced manufacturing and supply chain logistics. Technicians with MSSC Certifications are qualified for 11.3 million jobs in front-line production, material handling, and distribution. 84% of executives surveyed agree there is a talent shortage in U.S. manufacturing. MSSC is helping industry close that gap as they prepare to manufacture the future! Manufacturing Skills Standards. The MSSC safety credential is embedded.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No this is not an apprenticeship program.</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>N/A</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Career and Technical Degrees Accepted at</p>  <p>The image displays five logos for institutions that accept career and technical degrees. At the top is the John Wood Community College logo, a green circle with 'JWCC' and 'FOUNDED 1974'. Below it are the logos for Western Illinois University (a purple square with a white building), University of Northern Iowa (a purple and yellow sun-like emblem), Missouri Western State University (a yellow and black logo with a bird), and Northern Illinois University (a red and white logo with a building).</p>
<p>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?</p>	<p>No, we continue with partnerships listed which are the key businesses in the area.</p>
<p>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?</p>	<p>We continue to review the need for professional development. Faculty Senate offers professional development. We also send faculty to trade shows and IMA and IMEC events.</p>

3.16 What is the status of the current technology and equipment used for this program?	All technology is recent. We recently purchased a new state of the art lift and oil filter crusher.
3.17 What assessment methods are used to ensure student success?	As part of the College master assessment plan and review with others in the institution.
3.18 How are these results shared with others at the institution for continuous improvement?	Through the annual review process
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Past assessments along with input from advisory committee generate the following curriculum change: The welding requirement was changed to a new course called Welding repair and maintenance.
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, the Advisory Council, and outreach to manufacturers.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Advisory Councils meet to review the curriculum and discuss student's success, and industry trends,
3.24 How satisfied are employers in the preparation of the program's graduates?	We continue to receive positive feedback. 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.
3.25 How is employer satisfaction information collected?	Through advisory meeting and business and industry outreach
3.26 Did the review of program quality result in any actions or modifications? Please explain.	No actions or modifications are needed.

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

No barriers were encountered.

Retention in the program is strong unless students find employment prior to completing the degree.

Placement is strong in our area for all maintenance positions.

Students are supported by career services while seeking internships and employment,

Students works closely with their advisors to ensure course sequencing is not an issue.

### 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	DET 100 Diesel Technology Certificate				
CIP Code	470605 (Began 08/02/2018)				
	FY2016	FY2017	FY2018	FY2019	FY2020
Number of Students Enrolled	NA	NA	2	6	4
Number of Completers	NA	NA	2	2	1
Other (Please identify)					
How does the data support the program goals? Elaborate.	We find students are acquiring employment after successfully completing the DET 101 and 102 courses, which directly affects our completion rates.				
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?	N/A				
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.	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.				
<b>Review Results</b>					
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated				

	<input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	No major action items were discovered. Continue to make improvements based on advisory meetings and employer's feedback.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	None
<b>Resources Needed</b>	None currently
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dean of CTE

<b>Career &amp; Technical Education</b>				
College Name:		John Wood Community College		
Academic Years Reviewed:		FY2016-FY2020		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>Truck Driver Training</b>	<b>Cert</b>	<b>16.0</b>	<b>490205</b>	
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		This course is designed to give students the basic knowledge and skill needed to obtain a class "A" cdl, find employment, and be successful in the transportation industry.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		Student success rate is high. We measure this by the percent who pass state cdl license testing. We also track students to determine how well they do at their first job.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		Continued with minor improvements		
<b>Review Team</b> 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.		Phil Steinkamp – Assistant Professor		
<b>Stakeholder Engagement</b> 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.		Several local and national companies such as Schneider National, DOT Foods, and Sharkey Transportation provide insight on curriculum review and important feedback on hiring and student success.		

## 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.	Yes. Pre-requisites for this program are determined by state and federal regulations having to do with age, driving record, and physical requirements.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 What is the labor market demand for the program?	Demand for drivers is very high nation wide
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has continued to grow over the last decade and Per O*NET program, which is the nation’s primary source of occupational information, Ill is expected to see a 5% growth between 2018 and 2028.
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). O*NET Program which is the nation’s primary source of occupational info.
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?)	Besides normal college media advertising the program uses signs on the trailers to promote the program. Also, members of the department participate with companies at job fairs and other recruiting events.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Curriculum changes are reviewed by the curriculum committee, academic leadership, and the Board of Trustees. Those changes are generated from input from our advisory committee, employers, and other subject matter experts.
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 program is constantly evolving and making changes needed to stay current with regulation changes, safety updates, and equipment improvements.



<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>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.</p> <p>For FY2020 the Transportation Department (10301) generated total revenue of \$144,646 and incurred \$151,671 in expenses. The net revenue per credit hour of the Transportation Department was (\$20.94). The average net revenue per credit hour of all CTE programs at JWCC was \$42.17.</p> <p>The Transportation Department did not utilize any additional grant funds in FY2020 to support the department.</p>
<p>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.</p>	<p>N/A</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>We are seeking ways to reduce cost of operating, replacing, and maintaining equipment. Such as competitive bids, industry partnerships, working with other programs such as diesel tech, etc...</p>
<p>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?</p>	<p>Total cost is \$4,253.00 or \$4,403.00 if they take the on-line option for TRK 150 and 180, Besides traditional funding sources our program is working with industry partners to create assistance to prepay for tuition or reimburse students for costs.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>The program is constantly evolving and making minor changes.</p>
<b>Indicator 3: Quality</b>	<b>Response</b>
<p>3.1 What are the program's strengths?</p>	<p>The program is certified by Professional Truck Driving Institute (PTDI). Students are aggressively recruited.</p>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>The high cost of operating, purchasing, and maintaining equipment.</p>
<p>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?</p>	<p>In FY2020 the delivery methods for all courses within the Transportation 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.</p>

<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB<sup>10</sup>? 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.</p>	<p>The Truck Driver Training certificate is an approved program of study under Perkins IV. Under new guidelines, they are pending approval under Perkins V. The Truck Driver Training leads to the AAS degree in Logistics and Operations Management. All the State's size, scope, and quality definition are being met.</p>
<p>3.5 Does this program meet the definition of a <a href="#">career pathway program</a>? 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.</p>	<p>Yes. 11 of 16 credit hours ladders into the L&amp;OM AAS degree. No improvement required.</p>
<p>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?</p>	<p>Offering an on-line option for TRK 150 and 180. Designing the curriculum to ladder into an AAS degree. Incorporation of credit and non-credit students in the same course.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>In the past we have offered TRK 180 to Quincy Area Vocational Technical Center diesel tech students.</p>
<p>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?</p>	<p>There is not a work-based learning opportunity in the certificate, but students continuing to the AAS degree have the option to select an internship course in their 4<sup>th</sup> semester.</p>

<sup>10</sup> 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.

3.9 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).	Nothing is required but the program I certified by the Professional Truck Driving Institute (PTDI)
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	“PTDI” is embedded in this program.
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	100% of graduates pass state CDL licensing exam
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	None
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 new partners since last review. However, a plan is in place to update advisory council membership and meet monthly.
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?	We continue to review the need for professional development. Faculty Senate offers professional development opportunities. We also send faculty to vendors seminars, the most recent one was Bendix seminar on Air Disc Brakes.
3.16 What is the status of the current technology and equipment used for this program?	Equipment is described by “PTDI” as being “industry standard equipment”
3.17 What assessment methods are used to ensure student success?	As part of the College master assessment plan, program and course objectives are reviewed.
3.18 How are these results shared with others at the institution for continuous improvement?	Through the annual review process.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	We are constantly making minor changes to keep pace with regulation changes, safety improvements, equipment evolving, etc...

3.20 How satisfied are students with their preparation for employment?	Based on the percentage that find employment, they are very 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)	Students are aggressively recruited by local and national companies. The companies provide feedback on how student recruits are doing.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	They keep us abreast of trends within the industry and provide advise on how we can improve the curriculum.
3.24 How satisfied are employers in the preparation of the program's graduates?	Based on feedback and continued recruiting of students, I think they are very satisfied.
3.25 How is employer satisfaction information collected?	Through contact with recruiters and operations personnel.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Only minor changes that occur as the industry and program evolve.

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

**No Barriers were encountered.**

Placement is strong. Our area has a high concentration of transportation employers. Students are supported by student services and Perkins support  
The Truck Driver Training certificate is a short-term program. The sequence of courses is set up so student can complete the certificate in 16 weeks. Most courses are offered every 8 weeks.

### 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	TDT 300 Truck Driver Training				
CIP Code	490205				
	FY2016	FY2017	FY2018	FY2019	FY2020
Number of Students Enrolled	0	12	8	6	14
Number of Completers	0	10	3	3	8
Other (Please identify)					
How does the data support the program goals? Elaborate.	Our percentage of students finding employment is higher than our completion rate due to a few students not successfully completing the non-CDL courses.				
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?	N/A				
Are the students served in this program representative of the total student population? Please explain.	The TRK program demographic factors that include race, gender, age, and residence are representative of the district population.				
Are the students served in this program representative of the district population? Please explain.	The TRK program demographic factors that include race, gender, age, and residence are representative of the district population.				
<b>Review Results</b>					
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)				

<p><b>Summary Rationale</b> Please provide a brief rationale for the chosen action.</p>	<p>No major items were discovered. Continue to make improvements based on our advisory meetings, employer' feedback, and government regulations.</p>
<p><b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Review the breakout of cost between credit and non-credit TDT/TRK programs to make sure the correct cost is being captured for each program. A review will be done at the completion of the Spring 2021 semester and again at the end of the fall 2021 semester.</p>
<p><b>Resources Needed</b></p>	<p>None currently</p>
<p><b>Responsibility</b> Who is responsible for completing or implementing the modifications?</p>	<p>Dean of CTE and TRK/TDT Faculty with assistance from our business office.</p>

<b>Career &amp; Technical Education</b>				
College Name:		John Wood Community College		
Academic Years Reviewed:		FY2016-FY2020		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>Medical Assistant</b>	<b>Cert</b>	<b>37.0</b>	<b>510801</b>	
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.				
<p><b>Program Objectives</b> What are the overarching objectives/goals of the program?</p>		<ol style="list-style-type: none"> <li>1. Provide educational opportunities and enhance educational access and participation for a diversified student population.</li> <li>2. Graduate no less than 70 percent of first-time students.</li> <li>3. Provide a course of study that promotes an 85 percent overall successful pass rate on the AAMA Certification examination, on the first attempt.</li> <li>4. Enable at least 85 percent of graduates actively seeking employment in nursing to be hired within six months of graduation.</li> <li>5. Develop and maintain a collaborative relationship with community agencies.</li> <li>6. Provide an opportunity for students to evaluate the effectiveness and satisfaction of their education, instructors, and the clinical agencies.</li> </ol>		
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?</p>		<p>At the time of this review, there have been two cohorts of MA students to complete the program.</p> <ol style="list-style-type: none"> <li>1. The diversity of the students in the MA program matches that of the college as a whole, and of the John Wood district.</li> <li>2. Students self-identify their major of Medical Assisting prior to entering the first skills course, which is the trigger course for accreditation</li> </ol>		

	<p>review. As such, the completion rate using the college statistics is much below the goal of 70%.</p> <ol style="list-style-type: none"> <li>3. Of the students that attempt the AAMA Certification exam,</li> <li>4. Of graduates actively seeking employment as Medical Assistants, 100% have obtained employment.</li> <li>5. The JWCC MA program has built collaborative relationships with the Blessing Health System, Quincy Medical Group, and SIU Family Practice facilities.</li> <li>6. Students are able to evaluate faculty, courses and the program at the conclusion of each academic session.</li> </ol>
<p><b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>N/A</p>
<p><b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process.</p>	<p>Laura Routh Administrative Chair Health Sciences Rose Ghattas Medical Assisting Program Coordinator</p>
<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)  Also describe their role or engagement in this process.</p>	<p>Through membership on Advisory Council, the following were included in program review:</p> <ul style="list-style-type: none"> <li>• Alumni of program</li> <li>• Program faculty</li> <li>• Employers</li> </ul>
<p><b>CTE Program Review Analysis</b></p> <p>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.</p>	
<p>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.</p>	<p>Yes- found to be appropriate. Continue course of study as written.</p>



Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 What is the labor market demand for the program?	There is a continuous need for Medical Assistants in both the local and regional markets. There has been the addition of over 100 physicians to medical practices, increasing the need for new Medical Assistants on top of those replacing general attrition and retirement from the workforce.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	As stated above, we have seen a significant increase in need, and anticipate this to continue.
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?)	Relationships have been built with local employers to look at joint recruitment opportunities, as well as employer-funded scholarships for students seeking Medical Assisting certificates through JWCC.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Course and Program Evaluations are done throughout the program and at its completion. Evaluations by the students, as well as their practicum sites and employers also assess for gaps in instruction.
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.	Continuing to build on current practices.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>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.</p> <p>For FY2020 the CMA Program Department (10406) generated total revenue of \$43,400 and incurred \$23,815 in expenses. The net revenue per credit hour of the CMA Program Department was \$110.03. The average net revenue per credit hour of all CTE programs at JWCC was \$42.17.</p> <p>The CMA Program Department did not utilize any grant funds in FY2020 to support the department.</p>
<p>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.</p>	<p>N/A</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>Comparative pricing of equipment and resources needed for program delivery is ongoing. In the past year, additional technology was included in instruction to accommodate remote instruction and spacing in classrooms/labs. Many of these assets will continue to be used.</p>
<p>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?</p>	<p>Tuition and fees are paid by the students in order to cover the institutional costs of instruction. The program is eligible for federal financial aid.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>None currently.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<p>3.1 What are the program's strengths?</p>	<p>Ease of access to students, strong relationships with community partners and potential employers for students. Strong reputation for quality graduates.</p>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>Low enrollment numbers.</p>

<p>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?</p>	<p>In FY2020 the delivery methods for all courses within the CMA Program Department included internet, lecture/discussion, 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.</p>
<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB<sup>11</sup>? 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.</p>	<p>The Certified Medical Assistant certificate is an approved program of study under Perkins IV. Under new guidelines, they are pending approval under Perkins V.</p> <p>It meets the following elements:</p> <ul style="list-style-type: none"> <li>• Incorporates challenging, state-identified academic standards</li> <li>• Addresses academic and technical knowledge, as well as employability skills</li> <li>• Is aligned to the needs of industries in the state, region, Tribal community or local area</li> <li>• Culminates in the attainment of a recognized postsecondary credential.</li> </ul>
<p>3.5 Does this program meet the definition of a <a href="#">career pathway program</a>? 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.</p>	<p>Yes.</p> <ul style="list-style-type: none"> <li>• It meets labor market needs by using labor market data provided by state, regional, and local employers. Regularly and meaningfully engage employers in the development and ongoing requirements.</li> <li>• Lead to jobs in increasingly high-skill and in-demand industries. Ensure access and appropriate services for the targeted populations included in the State of Illinois Workforce Innovation and Opportunity Act Unified State Plan.</li> <li>• Ensure participants have access to career exploration, academic advising, and comprehensive individualized support services.</li> <li>• Includes education and training for a specific occupation or occupational cluster.</li> </ul> <p>JWCC is seeking CAAHEP programmatic accreditation for its medical assisting program.</p>

<sup>11</sup> 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?	N/A
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	For general education courses only.
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?	This program is a three-semester program (Fall-Spring-Summer). Students are given job shadowing opportunities in their first semester prior to completing their Ambulatory Practicum in the final Summer semester.
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).	We are in the process of obtaining initial accreditation under the Medical Assisting Education Review Board.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Students are eligible to sit for their Medical Assisting Certificate under a pilot program of the American Association of Medical Assistants (AAMA).
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	100% of those students who have elected to take their certifying exam have been successful.
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	We have clinical affiliations with the Blessing Health System, Quincy Medical Group, and SIU Family Medicine.
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 new partnerships have been formed.

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 development has been offered in areas of assessment and evaluation
3.16 What is the status of the current technology and equipment used for this program?	New skills lab equipment is in use, and technology is re-evaluated and updated as available.
3.17 What assessment methods are used to ensure student success?	Students are assessed in didactic, skills, and practicum performance to ensure mastery of concepts and skills.
3.18 How are these results shared with others at the institution for continuous improvement?	Advisory council meetings are held twice yearly with all stakeholders, internal and external, for continuous improvement.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	A revision of course curriculum and delivery (HSC 175) was made based on student evaluation of the course and its outcomes. The practicum course now has the inclusion of required weekly meetings to keep students on track for completion based on previous performance and clinical site evaluations.
3.20 How satisfied are students with their preparation for employment?	Students report high satisfaction with their preparation.
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)	Employers sit on the Advisory Council, as well as serving as clinical/practicum sites, which allows them to interact with students and faculty throughout the program.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Advisory Council meets biannually, reviewing the program's strengths and weaknesses, allowing for input for continuous improvement. Advisory meetings were moved to the Zoom format to meet the needs of those involved.

3.24 How satisfied are employers in the preparation of the program's graduates?	Employers report high levels of satisfaction.
3.25 How is employer satisfaction information collected?	Employer surveys are sent to employers as shared by graduates.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	None currently.
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i>	

### 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	CMA 100 Medical Assistant				
CIP Code	510801 (Began 01/01/2019)				
	FY2016	FY2017	FY2018	FY2019	FY2020
Number of Students Enrolled	NA	NA	NA	22	35
Number of Completers	NA	NA	NA	0	5
Other (Please identify)					
How does the data support the program goals? Elaborate.	Due to the small sample of data available at this time, use of the data to guide program review and change is not indicated.				
What disaggregated data was reviewed?	Additional data used to evaluate student, course and program outcomes include job placement and certification exam performance.				
Were there gaps in the data? Please explain.	Using accreditation standards, students are not considered to be 'enrolled' in the MA program until they attend the first clinical skills course (HSC 108 Clinical Medical Assisting I). Using the college's definition of enrolled student (student with a declared major of medical assisting), there are many students included in enrollment that do not ever attempt any of the MA core courses.				
What is the college doing to overcome any identifiable gaps?	Additional data collection is required prior to changes being made to overcome gaps.				
Are the students served in this program representative of the total student population? Please explain.	Yes- racial and gender makeup of the program is representative of the college population.				
Are the students served in this program representative of the district population? Please explain.	Yes- racial and gender makeup of the program is representative of the district population.				
<b>Review Results</b>					
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status				

	<input type="checkbox"/> Discontinued/Eliminated <input checked="" type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The MA program is still in its formative years, having not been open for five years for true data collection and assessment. This is an ongoing process.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continued data collection and ongoing quality improvement on an annual basis (annually in Summer).
<b>Resources Needed</b>	N/A
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Medical Assisting Director Director Allied Health and Emergency Services



<b>Academic Disciplines</b>	
College Name:	John Wood Community College
Academic Years Reviewed:	FY2016-FY2020
Discipline Area:	Social/Behavioral Science
<b>Review Summary</b>	
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.	
<b>Program Objectives</b> What are the objectives/goals of the discipline?	This area of study will help the student to develop an understanding of the self, others and the world in which he or she lives through investigation of social, cultural, economic, political, and historic influences on human thought, values, and behaviors.
To what extent are these objectives being achieved?	The success rates have been reviewed which validate objectives are being achieved.
How does this discipline contribute to other fields and the mission of the college?	This is one of the general education goals for Arts & Sciences, allowing students to explore the self and enrich their lives.
<b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.	In previous review, there was a stated need for new associate faculty, particularly available off campus. We have successfully expanded our part-time pool and are currently engaged in reviews to ensure quality and consistency. Course success rates are continuously reviewed. Course offerings have been expanded (for example, adding HIS 131 and PSY 205, PSY 224, adding a dual-credit course at local high school) and more classes are being offered online, in hybrid formats, or in flex formats.
<b>Review Analysis</b>	
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

<p>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?</p>	<p>The department completes a yearly catalog review and the department collaborates with faculty, the Curriculum Committee, Advising, and leadership to make decisions.</p>
<p>1.2 How will students be informed or recruited for this discipline?</p>	<p>Faculty members make announcements in classes to make students aware of future course offerings and to publicize new courses; announcements have also been shared in Faculty Senate meetings to bring awareness to other faculty members. The department also works with Public Relations, Canvas staff, and Advising to coordinate these efforts.</p>
<p>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?</p>	<p>N/A</p>
<p>1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?</p>	<p>History (10) *including special topics &amp; advanced special topics  Political Science (5) *  Psychology (16) *  Sociology (9) *  Largest need:  History: 101, 121  Political Science: 101  Psychology: 101,202, 233  Sociology:101, 111, 224</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p><b>Response</b></p>

<p>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?)</p>	<p>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.</p> <p>For FY2020 the Social/Behavioral Sciences Department (10104) generated total revenue of \$1,032,345 and incurred \$544,530 in expenses. The net revenue per credit hour of the Social/Behavioral Sciences Department was \$89.82. The average net revenue per credit hour of all transfer/baccalaureate departments at JWCC was \$90.38.</p> <p>The Social/Behavioral Sciences Department was funded entirely through the operating budget at JWCC in FY20.</p>
<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>Continue to watch enrollment, work to increase enrollment, and find alternatives for low enrollment courses.</p>
<p>2.3 Is there a need for additional resources?</p>	<p>Increase associate faculty, provide additional online training</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?</p>	<p>In FY19 the delivery methods for all courses within the Social/Behavioral Sciences Department included internet, lecture/discussion, and open learning.</p>
<p>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?</p>	<p>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.</p>
<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>Student evaluations, classroom observations, and (for online courses) course audits.</p>
<p>3.4 What professional development is offered for full- and/or part-time faculty in this discipline?</p>	<p>Brown Bag sessions, Reading Circle, internal workshops and trainings through the Department of Instructional Support, and other virtual opportunities.</p>
<p>3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?</p>	<p>No one is directly involved at this time. Department Chair, along with members of administration, consulted with IAI regarding a course prerequisite issue in Spring 2021.</p>

3.6 How does the discipline identify and support “at-risk” students?	Faculty members typically identify attendance and performance concerns via college protocol using the Starfish program, but may also use self-report, behavioral observations, or assignment disclosures to recognize needs. Faculty refer students to TRIO, Student Services, Counseling, Writing Center, Tutoring, and other college resources when appropriate.
3.7 To what extent is the discipline integrated with other instructional programs and services?	The department regularly collaborates with the Library, Writing Center, Tutoring, and Trio/Student Services. Some classes require students to use writing or library services and other courses work within the library to assist students with resources. Student referrals are made when appropriate.
3.8 What does the discipline or department review when developing or modifying curriculum?	The department completes formal course assessments each semester in collaboration with the Assessment Committee. Department meetings and annual catalog reviews allow for curriculum review, as well. In addition, faculty utilize textbooks, media, personal, and publisher resources when writing and creating courses.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	The Department Chair works closely with members of administration and other departments to rearrange schedules (change times for courses to accommodate student need) and decrease the number of offerings within a discipline when appropriate. Some classes are offered in alternate formats (online, hybrid, etc.) or alternating semesters.
3.10 How does the college determine student success in this discipline?	Success rates are defined by the percentage of students earning a C or better at the end of the course (excluding Withdrawals and Audit students).
3.11 Did the review of quality result in any actions or modifications? Please explain.	We are currently reviewing curriculum in the department and will be updating courses as needed. Specifically, some courses that are not regularly offered or that consistently fail to meet minimum enrollment will be removed from the catalog. Since some courses (such as SOC 101) have slightly differing success rates by modality, we will be working to standardize the course across modes.
List any barriers encountered while implementing the discipline.	

Covid-19 has presented many significant challenges to instruction in the department. In Spring 2020, all courses were transitioned to online delivery. Many students did not have the necessary resources (computers, reliable internet, distraction-free workspace, etc.) to complete the semester to their full ability. In addition, the mid-semester transition was confusing and overwhelming (by report) for many students.

<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	HIS 101 Western Civilization I				
<b>Course Description</b>	A survey of political, social and economic history of the Western world, including the origins and development of its peoples and cultures beginning with a study of the early Middle Eastern civilizations of Mesopotamia and progressing through the civilizations of Egypt, Greece, Rome, and Europe of the Middle Ages, Renaissance, and Reformation.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	93	60	51	65	69
Credit Hours Produced	279	180	153	195	207
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86.36%	91.23%	96.08%	80.0%	90.91%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	HIS 102 Western Civilization II				
<b>Course Description</b>	A continuation of History of Western Civilization I. A survey of the political, social and economic history of the Western world, including the origins and development of its peoples and cultures beginning with the Renaissance and Reformation and progressing to the present.				
	FY16	FY17	FY18	FY19	FY20

Number of Students Enrolled	20	62	21	41	17
Credit Hours Produced	60	186	63	123	51
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89.47%	90.16%	89.47%	94.87%	86.67%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	HIS 111 World History I				
<b>Course Description</b>	Cultural, economic, and political developments throughout the world from ancient times through the 16th century.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	23	NA	15	14	26
Credit Hours Produced	69	NA	45	42	78
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90.48%	NA	93.33%	78.57%	88.46%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	HIS 112 World History II				
<b>Course Description</b>	Cultural, economic and political developments throughout the world from the 17th century to the present.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	NA	NA	22	22	15
Credit Hours Produced	NA	NA	66	66	45
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	72.73%	95.45%	100.0%

<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	HIS 121 US History I				
<b>Course Description</b>	History of the United States from the early foundation of the republic to 1877.				
	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>
Number of Students Enrolled	183	174	103	132	60
Credit Hours Produced	549	522	309	396	180
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	76.30%	83.85%	88.24%	77.87%	91.53%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	HIS 122 US History II				
<b>Course Description</b>	Continuation of HIS 121 to the present.				
	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>
Number of Students Enrolled	162	143	109	79	106
Credit Hours Produced	486	429	327	237	318
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88.39%	84.09%	89.32%	88.16%	89.32%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	HIS 131 Intro to Black History				
<b>Course Description</b>	This course is a survey of African-American history from the African background to the present. The course explores dimensions of the African-American experience, and in doing so,				

	highlights the multifaceted ways they made their own history while simultaneously shaping and contributing to the history of the United States.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	NA	NA	NA	NA	4
Credit Hours Produced	NA	NA	NA	NA	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	NA	NA	50.0%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	HIS 222 US History Since 1945				
<b>Course Description</b>	This course surveys the social, political, and cultural history of the United States from 1945 to the present. Using traditional secondary sources and cultural artifacts, the course encourages students to think critically about the relationship between political developments and the broader strains of a dynamic and contested American culture.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	18	26	10	19	14
Credit Hours Produced	54	78	30	57	42
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	77.78%	65.38%	100.0%	94.74%	64.29%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	PSC 101 American Government				
<b>Course Description</b>	Fundamentals of federal, state and local governments with emphasis on national government, including the Constitution of the United States.				
	FY16	FY17	FY18	FY19	FY20



Number of Students Enrolled	180	179	95	135	76
Credit Hours Produced	540	537	285	405	228
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	79.78%	84.12%	89.25%	85.61%	93.15%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	PSC 110 Intro to Political Science				
<b>Course Description</b>	Survey of major concepts and approaches employed in political science.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	NA	16	NA	6	NA
Credit Hours Produced	NA	48	NA	18	NA
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	81.25%	NA	83.33%	NA
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	PSC 131 State and Local Government				
<b>Course Description</b>	Comparative analysis of state political systems with emphasis on the executive, the bureaucracy under the executive, state legislatures and county boards.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	5	NA	1	NA	NA
Credit Hours Produced	15	NA	3	NA	NA
Success Rate (% C or better) at the end of the course,	100.0%	NA	100.0%	NA	NA

excluding Withdrawals and Audit students					
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	PSY 101 Intro to Psychology				
<b>Course Description</b>	Basic introduction to the major areas of psychology--the study of behavior and the mind. Areas of emphasis include human development, personality theory, learning, thinking, stress and motivation, mental illnesses, and biological and social aspects of behavior. Course will combine research with real life application throughout.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	494	494	421	396	415
Credit Hours Produced	1482	1482	1263	1188	1245
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85.05%	85.74%	88.70%	82.41%	90.89%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	PSY 111 Psychological Principles Across the Lifespan				
<b>Course Description</b>	This course introduces students to some of the basic principles of psychology as they apply to lifespan development. The material focuses on the physical maturation, cognitive advancements, and social/emotional changes that occur during specific periods of development, including infancy, childhood, adolescence, and adulthood. Basic psychological concepts, including historical and theoretical perspectives, research fundamentals, sensation and perception, learning and behavior, motivation and emotion, abnormal psychology, brain development, and memory will be emphasized as they apply to the developmental periods.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	29	NA	NA	NA	NA

Credit Hours Produced	87	NA	NA	NA	NA
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88.89%	NA	NA	NA	NA
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	PSY 123 Career Management				
<b>Course Description</b>	Strategy and skills for developing a career management program, particularly self-assessment, decision making, life planning, and communication skills, for the individual entering or reentering the job market, moving within occupations, or changing occupations.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	31	42	63	70	51
Credit Hours Produced	31	42	63	70	51
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	96.67%	100.0%	100.0%	98.55%	100.0%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	PSY 145 Human Relations in the Workplace				
<b>Course Description</b>	Introduction to the application of guidelines for the field of human relationships in the workplace. The course will examine the information and guidelines to promote effective functioning in the workplace. Topics covered will include diversity in the workplace, groups and organizations, ethics, productivity, teamwork communication, and motivation. Also emphasized will be workplace attitudes for job satisfaction, interpersonal relations, dealing with stress and discrimination, and career choice planning.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	44	60	68	70	41

Credit Hours Produced	132	180	264	210	123
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80.95%	91.38%	92.54%	90.0%	100.0%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	PSY 195 Special Topics in Psychology				
<b>Course Description</b>	Deals with current topics in psychology 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.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	1	NA	NA	NA	NA
Credit Hours Produced	.5	NA	NA	NA	NA
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.0%	NA	NA	NA	NA
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	PSY 202 Child Psychology				
<b>Course Description</b>	A psychological examination of human development from conception through adolescence. Topics include interaction of diverse influences of biological factors, individual characteristics, and the environment in relation to human growth and development.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	47	53	76	71	64
Credit Hours Produced	141	159	228	213	192

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91.3%	82.69%	78.48%	90.14%	91.78%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	PSY 203 Adolescent Psychology				
<b>Course Description</b>	This course provides a detailed examination of the developmental period of adolescence, including cognitive, social, personality and psychosocial developmental milestones. Physical maturation and the emergence of new social references are discussed.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	2	8	4	6	1
Credit Hours Produced	6	24	12	18	3
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.0%	100.0%	50.0%	100.0%	100.0%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	PSY 212 Human Sexuality				
<b>Course Description</b>	This class will examine the social psychological and sociological aspects of human sexuality. Theories, perspectives, and data from the scientific field of sexuality will be discussed. The major goal is for students to gain a greater understanding of their own bodies and arousal, sexual orientation and sexual thoughts, feelings, beliefs and behaviors, which will benefit them in their lives and decision making.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	29	30	16	15	NA
Credit Hours Produced	87	90	48	45	NA

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	84.62%	84.62%	81.25%	100.0%	NA
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	PSY 221 Social Psychology				
<b>Course Description</b>	A study of the impact of social factors on individual and group behavior, including attitudes, behavior, and motivation.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	11	11	21	36	18
Credit Hours Produced	33	33	63	108	54
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90.91%	77.78%	90.48%	90.91%	100.0%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	PSY 233 Developmental Psychology				
<b>Course Description</b>	A study of human development from conception across the life span to death. Attention will be given to physical, cognitive, emotional, and social aspects of development.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	195	196	192	213	209
Credit Hours Produced	585	588	576	639	627
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93.68%	94.36%	91.01%	92.79%	96.6%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					

<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	PSY 238 Abnormal Psychology				
<b>Course Description</b>	A study of mental illness including the causes, characteristics, progression and treatment of mental illness.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	40	30	42	36	37
Credit Hours Produced	120	90	126	108	111
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89.47%	85.0%	88.10%	94.29%	85.71%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	PSY 250 Psychology of Personality				
<b>Course Description</b>	A study of the major theories, schools, and systems of psychology relating to the growth and structure of individual human personality.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	15	NA	4	NA	NA
Credit Hours Produced	45	NA	12	NA	NA
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.0%	NA	100.0%	NA	NA
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	PSY 295 Advanced Special Topics in Psychology				
<b>Course Description</b>	Deals with current topics in psychology 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.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	NA	NA	NA	NA	2
Credit Hours Produced	NA	NA	NA	NA	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	NA	NA	100.0%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	SOC 101 Intro to Sociology				
<b>Course Description</b>	This course is an introduction to sociology as a way of understanding the world and how it applies to everyday life. Major theoretical perspectives and concepts are presented including socialization, culture, the social construction of knowledge, social control and deviance, inequality, race and ethnic relations, poverty, and the sociological imagination.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	284	319	341	326	285
Credit Hours Produced	852	957	1023	978	855
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88.76%	88.31%	87.09%	84.95%	84.81%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	SOC 111 Social Problems				
<b>Course Description</b>	This course describes social problems facing the United States today and identifies how these problems impact and are impacted by our institutions and culture. Students will learn how to interpret social problems by looking at them through the lens of sociological theory. The course examines the causes of various				



	social problems, the effects of these problems on society and possible remedies or policies.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	46	55	89	95	71
Credit Hours Produced	138	165	267	285	213
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	79.55%	78.85%	80.02%	90.32%	85.51%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	SOC 212 Human Sexuality				
<b>Course Description</b>	This class will examine the social psychological and sociological aspects of human sexuality. Theories, perspectives, and data from the scientific field of sexuality will be discussed. The major goal is for students to gain a greater understanding of their own bodies and arousal, sexual orientation and sexual thoughts, feelings, beliefs and behaviors, which will benefit them in their lives and decision making. (Same as PSY 212)				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	NA	NA	13	13	29
Credit Hours Produced	NA	NA	39	39	87
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	84.62%	100.0%	93.10%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	SOC 221 Social Psychology				
<b>Course Description</b>	A study of social factors in individual and group behavior including social perceptions; motivation and learning; attitudes,				

	conformity and social influences process; and the development of group performances. (Same as PSY 221.)				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	2	2	4	4	NA
Credit Hours Produced	6	6	12	12	NA
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.0%	100.0%	100.0%	75.0%	NA
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	SOC 222 Sociology of Diversity				
<b>Course Description</b>	This course will focus on the social construction of race and its impact on racial identities and relations. The historical structural foundations of racial inequality in contemporary society will be addressed as well as group relations of other minority groups, including religious and sexual minorities. Students will explore the social implications of difference with reference to issues of race, ethnicity, religion, class, and gender. Key components of cross-cultural theories, methods, and research as they relate to living and working in a multicultural society will also be examined.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	23	30	32	29	27
Credit Hours Produced	69	90	96	87	81
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80.95%	86.67%	70.97%	82.14%	84.62%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	SOC 224 Marriage and the Family				

<b>Course Description</b>	The social context of marriage and family patterns in the current American society; nature, purpose and obligations of marriage and family.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	57	55	105	86	63
Credit Hours Produced	171	165	315	258	189
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92.98%	78.43%	86.27%	87.5%	91.80%
<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Social/Behavioral Sciences				
<b>Course Title</b>	SOC 243 Intro to Social Work				
<b>Course Description</b>	Introduction to basic methodologies of social work intervention in problem situations at individual, group and community levels.				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	18	17	23	22	18
Credit Hours Produced	54	51	69	66	54
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	94.12%	80.0%	82.61%	77.27%	100.0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	According to the goals of the discipline and department, data suggests that students are meeting the course goals.				
What disaggregated data was reviewed?	<p>The Social/Behavioral Sciences Department met and came up with the following student variables to assess (please see below). They recommended assessing HIS 101, 121, 122, 222; PSC 101; PSY 101, 233; SOC 101.</p> <p>Age (specifically separating those born after 2001 if possible)  Time of day by enrollment  Late vs early enrollment  Phone vs PC for course work</p>				

	<p>High school vs traditional vs non-traditional vs veteran students  Modality (online, structured, hybrid)  Local vs out-of-state vs international  Urban vs rural  Socioeconomic status  Athletes vs non-athletes  Race/ethnicity  Gender</p> <p><u>Since many of the variables listed above are not recorded nor available, the data provided from 2019/2020 included class size and success rates for the following:</u>  Delivery type (blended, clinical, internet, etc.)  Class size  Gender  Age  Ethnicity  Residency  Socioeconomic status  Student status (high school, veteran, etc.)  Athlete status  Time of class</p>
<p>Were there identifiable gaps in the data? Please explain.</p>	<p>The transition to online learning in Spring 2020 presented a noticeable change in data. There were also several factors that likely impacted success, but the data is not available (i.e., use of phone vs computer to complete assigned material).</p>
<p><b>Academic Course Review Results</b></p>	
<p><b>Intended Action Steps</b>  Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>We will continue to monitor course trends, such as the pattern of more females enrolling in PSY 101 and more females withdrawing from PSY 101. In addition, the youngest and oldest age groups have the lowest success rates; Psychology instructors will provide students with access to tutoring services. As high school students had lower success rates, faculty will continue to discuss efforts to improve student preparedness and success with dual credit staff and faculty.</p> <p>As online students performed notably better in SOC 101, members of the department will collaborate to increase consistency across modalities (explore possible differences in content, grading, etc.).</p> <p>For HIS and PSC, in-district students enrolled in more of the summer courses. The department will explore alternative offerings to increase availability during regular semesters for</p>

	<p>this population of students (considering a HIS night class or seminar option).</p>
<p><b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>There appears to be a trend of increased online learning and as a result the department would benefit from increased training in this modality.</p> <p>There appears to be a large gender gap in SOC/PSY courses and opportunities to increase enrollment should be explored with other departments, such as PR.</p> <p>Many History and Political Sciences courses are needed, but present with low enrollment. Efforts to increase awareness and enthusiasm are being discussed, as well as alternative course offering (seminar, night, etc.).</p>
<p><b>Resources Needed</b></p>	<p>Additional training opportunities, larger pool of associate faculty</p>
<p><b>Responsibility</b> Who is responsible for completing or implementing the modifications?</p>	<p>Department Chair will work with the Curriculum Committee to change PSY/SOC 221 to a PSY only course; this was recommended by IAI to address the prerequisite need.</p> <p>Department Chair will work with Psychology faculty to reexamine the need for Applied Psychology; the course has not been taught within the review period and, if appropriate, will be taken to Curriculum Committee for action.</p> <p>Psychology faculty will discuss changing required courses (specifically PSY 202 vs PSY 221 or PSY 238), as faculty have questioned the overlap of PSY 202 content with PSY 233 (which is also required), while PSY 221/238 may provide more varied and useful information overall. Changes will be presented to Curriculum Committee.</p> <p>Faculty will work with Public Relations to encourage, and hopefully increase, enrollment in History courses. In addition, weekend, seminar, or night classes will be considered for SP 22 or future semesters.</p> <p>A faculty member will adjust content of HIS 122 to mimic other successful course changes.</p> <p>Faculty will discuss benefits/consequences of offering PSC 110 and 131 online and pursue ICE or MACC collaborations if appropriate.</p> <p>Department Chair will alternate PSC 131 and 110 in odd vs even Spring semesters to address enrollment needs.</p>

## 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:	FY2016 – FY2020
Review Area:	Business Services
<p><b>Program Summary</b> Please provide a brief overview of the program or service being evaluated.</p>	<p>The mission of Fiscal Services is to provide administrators with accurate and timely financial data to assist them in the management of the institution's resources and to ensure that financial records are maintained in accordance with generally accepted accounting principles and guidelines as established by state and federal rules and regulations.</p> <p>Fiscal Services is a part of Business Services and is comprised of the following areas: financial reporting, receivables, payables, grant management, payroll. Fiscal Services is led by the Director of Fiscal Services and includes two managers: the Manager of Student Accounts and the Manager of Accounting Services. The staff includes a coordinator of student accounts, a fiscal services specialist, an accounts services coordinator, part time financial assistant. Fiscal Services employs 6 full-time employees and one part time employee.</p>
<p><b>Prior Review Update</b> Describe any improvements or modifications made since the last review.</p>	<p>Positive pay was implemented with our bank for both our accounts payable and payroll checks.</p> <p>A switch was made with our credit card processor saving the college money.</p> <p>Centralized emails were set up for both accounts payable and payroll.</p> <p>We added two scanners to our office. This eliminates taking confidential information out of our office area as well as reduction to printing cost.</p> <p>Faculty payroll was put on to their own payroll cycle to allow better reporting and data access.</p> <p>Payroll factor was implemented on exempt staff.</p> <p>A new process was put into place to submit contracts to our associate faculty</p>

<p>What are the program/service strengths?</p>	<p>Fiscal Services works diligently to ensure processes are followed and data is accurate. Staff scrutinize and analyze all information as it is processed.</p> <p>The front-line staff provide excellent customer service to students and employees alike. The College provides services to employees for convenience (stamps, mailing packages, etc.) and the Business Office either manages the process or handles the payment from college employees.</p> <p>The student account collection work is exemplary. JWCC has very low student write-off amounts and it is solely due to the employees in that area.</p> <p>The staff of the Business Office will take on additional tasks with no complaint. All staff are extremely dedicated to the College and strive to incorporate the JWCC core values into their daily work.</p>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>All of positions are currently now filled. Although, with recent retirements, the leaving of the Director, our office has been short staffed during the last 18 months. We have a lot of new people and a lot of training and learning to be addressed. With portion of the last year remote working some of our training process. With the movement from a 40-hour work week to a 36-hour work week this has proposed challenges in getting everything done that is needed.</p>
<p><b>Intended Action Steps</b> Please identify strategies or actions steps based on the challenges listed.</p>	<p>When the option to remote work up to 50% of the week was given we decided that it would be more beneficial to continue to work in the office as a team to keep us connected as a team so that we could continue training first hand. Training is on going.</p> <p>We are continuing to look for ways to better improve our processes and update reports that can provide all the information we need at one time so that we can save steps and time. Hoping that these areas of improvement will help with the reduce work weeks.</p>

## 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:	2016 – 2021
Review Area:	Athletics
<p><b>Program Summary</b> Please provide a brief overview of the program or service being evaluated.</p>	<p>Department Description: The Athletic Department is a part of the Student Services Area at John Wood Community College. The intercollegiate athletic program is consistent with the College’s overall philosophy and objectives. Focusing on the College’s core values, the individual programs work toward teaching team members the importance of learning in a competitive environment, striving to reach the highest standards of student-athlete excellence, being part of a team that excels on accountable behavior, and maintaining integrity and respect for the academic and athletic opportunities provided. The college currently offers seven competitive intercollegiate sports, including men’s basketball, men’s baseball, men’s soccer, women’s volleyball, women’s soccer, women’s basketball and women’s softball. In the Fall of 2020, the athletic department added co-ed eSports. As a member of the National Junior College Athletic Association (NJCAA), Region XXIV, and the Mid-West Athletic Conference (MWAC), the department has additional guidelines and bylaws that must be adhered to and managed. The department is led by a <u>Director</u>, eight head coaches, and eight assistant coaches.</p>



<p><b>Prior Review Update</b> Describe any improvements or modifications made since the last review.</p>	<p>In the past five years, the athletic department has grown by over 100%, in both programs and student-athletes served. In addition, facilities have been upgraded including, but not limited to, the Fitness Room equipment, the observation deck furniture and branding, the beginning of a new soccer complex, accessibility additions to the baseball and softball areas, new outdoor scoreboards, indoor sound and video system upgrades, and changes to the training room facility to accommodate more student-athletes. Transportation has been enhanced through leasing agreements for larger team busses (2) and seasonal leases on 15 passenger vans for travel. Fundraising has continued to be a focus, highlighted by the use of fundraised dollars for a new scoreboard that highlights a past staff member and coach and a large campaign to offset the cost of our newly developed soccer field. Staff and student-athlete handbooks have been created and dispersed at the beginning of each academic year with both academic and athletic information. Student-athletes and coaches complete a postseason evaluation tool, aimed at providing feedback for co-curricular continuous improvement. Through continued collaboration with the college's facility budget, priority deferred maintenance projects continue to be addressed. From a revenue perspective, the ISSF fee has been adjusted in order to reflect the additional growth in student-athletes served on campus.</p>
<p>What are the program/service strengths?</p>	<p>Continued growth utilizing almost an exclusive part-time staff, while staying committed to student-athlete experience and development. Student-athlete matriculation to four-year institutions to continue as students and athletes is at an all time high.</p>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>Continue to grow staffing to reflect the growth of the population being served will continue to be a challenge in the coming years. Creating sustainable revenue sources outside of the ISSF fee structure to reflect the increases in expenses, deferred maintenance, and required growth continues to be a challenge, yet provides quality opportunities for the college.</p>

<p><b>Intended Action Steps</b> Please identify strategies or actions steps based on the challenges listed.</p>	<p>Redeveloping the staffing model through the budget process. Short term facility needs and upgrades remain as a part of the college's facility master plan discussions. Solidify the athletic department's inclusion in the college's annual deferred maintenance planning and budgeting process. Develop a more aggressive fundraising and marketing plan to enhance revenue to be utilized in additional facility and equipment needs.</p>
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## 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:	2017-2021
Review Area:	Student Life
<b>Program Summary</b> Please provide a brief overview of the program or service being evaluated.	Student Life offers opportunities for students to develop leadership skills and experience real-world education through co-curricular activities on campus as well as in the community. The program also provides orientation for new students to familiarize them with College processes, online learning, supports offered, and the campus.

**Prior Review Update**

Describe any improvements or modifications made since the last review.

Multiple improvements have been made in terms of enhanced student activity space, increased educational/service programming, implementation of orientation, increased leadership training and co-curricular assessment since the last 5-year program review in 2016.

Student Life operations moved from a very small office to a 414 square foot office/lounge that now houses the Coordinator of Student Life's office, space to conduct student meetings, group meetings, lounge/activity space. Student Life has worked continuously to diversify offerings to include educational/DEI workshops ranging from financial literacy and the transfer process to DEI listening sessions and Title IX/relationship topics. Increased service learning opportunities have also been added during which students have volunteered at soup kitchens, road clean up and meals and wheels delivery.

Since the last review, Student Life and Student Government now lead new student orientation sessions each fall and spring. Lastly, Student Life plans and oversees orientation for all incoming students. Orientation participation increased by 35% from Fall 2019-to Fall 2020. In Fall 2020 orientation included are more in-depth introduction to the Canvas Learning Management System.

A Mentorship program within the Student Government Association was added in Fall 2020 in addition to Colors leadership/interpersonal communication training as initial components to an emerging Student Leadership Development Institute planed for future years.

<p>What are the program/service strengths?</p>	<p>Student Life seeks to support all types of students' interests through more than a dozen clubs and organizations ranging from the Motiv8 club for adult learners and College Republicans to the LGBTQ+ and Anime and Gaming club. These clubs and JWCC Student Life provide at 100+ activities each year.</p> <p>The Student Government Association a student-driven group that represents the voice of the student body and is the largest student group that averages 50 students at monthly planning meetings. All groups work together to enhance the co-curricular experience, persistence, and completion. SGA Officers and other club leaders collaborate with admissions to attract and invite prospective students to the college as part of the recruitment process.</p> <p>In the Fall of 2020 and Spring 2021 Student Life researched and piloted and SGA Student Officer co-curricular assessment focused on the two Institutional Goals of Communication and Diversity and Inclusion.</p>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<ul style="list-style-type: none"> <li>- Keeping students on campus to remain engaged</li> <li>- Getting orientation information to as many new students as possible</li> </ul>
<p><b>Intended Action Steps</b> Please identify strategies or actions steps based on the challenges listed.</p>	<ul style="list-style-type: none"> <li>- Implement a Student Leadership Development institute</li> <li>- Work toward a robust offering of educational and awareness programming</li> <li>- Seek creative ways to increase participation in events.</li> <li>- Explore mandatory orientation for new students in order to increase awareness of student support leading to higher retention of students.</li> </ul>