

<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
<i>FISCAL YEAR REVIEWED:</i>	2017
<i>DIRECTORY OF REVIEWS SUBMITTED</i>	
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<i>CAREER AND TECHNICAL EDUCATION</i>	2-57
<i>ACADEMIC DISCIPLINES</i>	58-62
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Career & Technical Education

COLLEGE NAME: John Wood Community College

FISCAL YEAR IN REVIEW: 2017

PROGRAM IDENTIFICATION INFORMATION

<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Web Design Certificate	Cert	29	110801	

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

Program Objectives
What are the overarching objectives/goals of the program?

1. Understand basic computer use and terminology
 - 1.1. Use common software productivity tools
 - 1.1.1. Use word processing software
 - 1.1.2. Use spreadsheet software
 - 1.1.3. Use presentation graphics software
 - 1.1.4. Use desktop information management software
 - 1.1.5. Use internet browser software
 - 1.2. Use common system software
2. Understand the skills/tools needed for effective visual communication
 - 2.1. Create/manipulate portable files
 - 2.2. Create/manipulate computer illustrations (vector graphics)
 - 2.3. Create/manipulate photographs/graphics (raster graphics)
3. Understand the use of technology as a tool in the management and production of text and graphics in electronic communication
 - 3.1. Create/design web pages/website
 - 3.2. Create/design multimedia presentations

To what extent are these objectives being achieved?

Annual assessments of goals/outcomes show that we are meeting the goals.

Past Program Review Action
What action was reported last time the program was reviewed?

Continue with minor improvements

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.

List all pre-requisites for this program (courses, placement scores, etc.).	There are no prerequisites for this program.																																
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	<table> <thead> <tr> <th>Course</th> <th>CR</th> </tr> </thead> <tbody> <tr> <td colspan="2">First Semester</td> </tr> <tr> <td>CSC 106 Intro to Computers</td> <td>3</td> </tr> <tr> <td>CSC 141 Intro to Internet</td> <td>1</td> </tr> <tr> <td>CSC 146 Intro to Web Page Design</td> <td>2</td> </tr> <tr> <td>CSC 155 Micro Operating Systems</td> <td>1</td> </tr> <tr> <td>CSC 220 Graphic/Photo Manipulation</td> <td>3</td> </tr> <tr> <td>CSC 248 Computerized Illustration</td> <td>3</td> </tr> <tr> <td>FYE 101 Blazing Your Trail</td> <td>1</td> </tr> <tr> <td colspan="2">Second Semester</td> </tr> <tr> <td>BUS 131 Prin of Marketing</td> <td>3</td> </tr> <tr> <td>CSC 246 Advanced Web Page Design</td> <td>3</td> </tr> <tr> <td>CSC 247 Web Graphics & Interactivity</td> <td>3</td> </tr> <tr> <td>CSC 249 Adv Graphic Applications</td> <td>3</td> </tr> <tr> <td>ENG 101 Rhet & Comp I OR</td> <td></td> </tr> <tr> <td>ENG 191 Business Writing</td> <td>3</td> </tr> </tbody> </table>	Course	CR	First Semester		CSC 106 Intro to Computers	3	CSC 141 Intro to Internet	1	CSC 146 Intro to Web Page Design	2	CSC 155 Micro Operating Systems	1	CSC 220 Graphic/Photo Manipulation	3	CSC 248 Computerized Illustration	3	FYE 101 Blazing Your Trail	1	Second Semester		BUS 131 Prin of Marketing	3	CSC 246 Advanced Web Page Design	3	CSC 247 Web Graphics & Interactivity	3	CSC 249 Adv Graphic Applications	3	ENG 101 Rhet & Comp I OR		ENG 191 Business Writing	3
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Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	NA																																
<i>INDICATOR 1: NEED</i>	<i>RESPONSE</i>																																
1.1 How strong is the occupational demand for the program?	<p>Occupations include computer programmer, multi-media artists and animators, and graphic designers.</p> <p>According to Workforce Investment Board projections, in 2010 there were 117 computer programmer positions; 2020 predictions are for 116 positions which is a -.85% change.</p> <p>In 2010 there were 13 multi-media artist and animator positions; 2020 predictions are for 14 positions which is a 7.69% change.</p> <p>In 2010 there were 107 graphic designer positions; 2020 predictions are for 116 positions which is an 8.41% change.</p>																																
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand for programmers has declined, but demand for multi-media artists and animators and graphic designers has shown a slight increase.																																
1.3 What is the district and/or regional need?	The regional need mirrors the statewide statistics.																																

1.4 How will students be recruited for this program?	Advertising, high school visits, job fairs, etc.
1.5 Where will students be recruited from?	High schools, area work force, and general population in the region.
1.6 Did the review of program need result in actions or modifications? Please explain.	We need to look at our recruitment procedures and find new and creative ways to target and recruit potential students.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	The net revenue (cost) per credit hour for CSC is \$95.40.
2.2 How does the unit cost compare to the college average?	The net revenue (cost) per credit hour for the entire college is \$41.47. The unit cost for the program is higher.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Paid through operating budget.
2.4 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
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Costs for this program are in line with College averages.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	Students are prepared for entry into the job market. Soft Skills exposure and training is being incorporated into the curriculum based on request of area employers.
3.2 What are the identified or potential weaknesses of the program?	Students would benefit from additional experience with web servers.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional classroom, Open Learning, Online, Hybrid.
3.4 How does this program fit into a career pathway?	The certificate fits within the Graphic Design career pathway. Web Design Certificate seamlessly ladders into the Graphic Design AAS.

3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	None.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Some of the required general education courses include dual credit options. None are available for discipline-specific courses.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	None are required for the program, but some internship opportunities are available upon student request.
3.8 Is industry accreditation required for this program?	No
3.9 Are industry-recognized credentials offered? If so, please list.	None
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The program has established an articulation agreement with the University of Northern Iowa.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Advisory Council made up of industry leaders meets once per semester to review the program and make recommendations.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The average class size for CSC courses is 16.8.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Many professional development opportunities are available to adjunct and full time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College's Faculty Senate Committee on Professional Development.

<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>Computer equipment in the computer labs are updated and replaced as needed to ensure that they meet the needs of the program.</p> <p>Software is updated to reflect the educational needs of the region. For instance, in the summer of 2016 the computers in the Macintosh lab was be upgraded to Adobe Creative Cloud, and in the summer of 2017 the computers in the computer labs will be upgraded to Windows 10 and Office 2016.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Assessments are conducted and documented on an annual basis, such that all goals are assessed in a five-year period.</p> <p>Assessments include scoring classroom artifacts, evaluating final projects, pre/post tests and observations.</p>
<p>3.18 How satisfied are students with their preparation for employment?</p>	<p>N/A. Low student response to surveys.</p>
<p>3.19 How is student satisfaction information collected?</p>	<p>Collected through ICCB CTE follow-up study.</p>
<p>3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Primarily through program Advisory Council.</p>
<p>3.21 How often does the program advisory committee meet?</p>	<p>Once per semester per board policy or more often if requested by business and industry leaders.</p>
<p>3.22 How satisfied are employers in the preparation of the program's graduates?</p>	<p>N/A</p>
<p>3.23 How is employer satisfaction information collected?</p>	<p>N/A</p>
<p>3.24 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>A review of the program quality revealed that the program provides the training required by employers in the region.</p>

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

With no state budget for the past few years and the uncertainty this has caused, the College is beginning to experience financial barriers to maintaining adequate equipment, software and support services needed to adequately support not only the Web Design Certificate but all CTHE programs.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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.

<i>CTE PROGRAM</i>	Web Design Certificate				
<i>CIP CODE</i>	110801				
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
<i>NUMBER OF STUDENTS ENROLLED</i>	0	1	2	2	4
<i>RETENTION RATES (FALL TO SPRING)</i>	N/A	100%	100%	100%	100%
<i>COMPLETION RATE</i>	N/A	N/A	N/A	100%	0%
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	Program assessments are conducted annually. Assessments indicate that students are performing at or above the acceptable range. Minor adjustments have been made to improve student performance.				
What disaggregated data was reviewed?	JWCC Annual CTHE Program Reports.				
Were there gaps in demographic data? Please explain.	No, there is not much diversity.				
What is the college doing to overcome any aforementioned equity gaps?	No gaps uncovered.				
Are the students served in this program representative	Yes. Student demographics mirror the overall demographics of the communities we serve.				

of the college? Please explain.	
Are the students served in this program representative of the district? Please explain.	Yes. Student demographics mirror the overall demographics of the communities we serve.
<i>REVIEW RESULTS</i>	
Action	<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)
Summary Rationale Please provide a brief rationale for the chosen action.	The program is financially and academically stable. The program remains relevant to the needs of the region.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to update software. Continue to integrate soft skills training into curriculum.

Career & Technical Education

COLLEGE NAME:

John Wood Community College

FISCAL YEAR IN REVIEW:

2017

PROGRAM IDENTIFICATION INFORMATION

<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Desktop Publishing Certificate	Cert	27	100303	

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

Program Objectives

What are the overarching objectives/goals of the program?

1. Understand the fundamentals of design and composition
 - 1.1. Use typography
 - 1.2. Use color
 - 1.3. Develop layout skills
2. Understand basic computer use and terminology
 - 2.1. Use common software productivity tools
 - 2.1.1. Use word processing software
 - 2.1.2. Use spreadsheet software
 - 2.1.3. Use presentation graphics software
 - 2.1.4. Use desktop information management software
 - 2.1.5. Use internet browser software
 - 2.2. Use common system software
3. Understand the skills/tools needed for effective visual communication
 - 3.1. Create/manipulate portable files
 - 3.2. Create/manipulate computer illustrations (vector graphics)
 - 3.3. Create/manipulate photographs/graphics (raster graphics)
4. Understand the use of technology as a tool in the management and production of text in graphics and print communication.
 - 4.1. Use industry-standard page layout software tools
 - 4.2. Create effective business publications
 - 4.3. Manipulate images

To what extent are these objectives being achieved?

Annual assessments of goals/outcomes show that we are meeting the goals, with minor adjustments.

Past Program Review Action What action was reported last time the program was reviewed?	Continue with minor improvements
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<i>CTE PROGRAM REVIEW ANALYSIS</i> 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.
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List all pre-requisites for this program (courses, placement scores, etc.).	There are no prerequisites for this program.
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Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Course</th> <th style="text-align: right;">CR</th> </tr> </thead> <tbody> <tr> <td colspan="2">First Semester</td> </tr> <tr> <td>CSC 106 Intro to Computers</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CSC 155 Micro Operating Systems</td> <td style="text-align: right;">1</td> </tr> <tr> <td>CSC 220 Graphic/Photo Manipulation</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CSC 248 Computerized Illustration</td> <td style="text-align: right;">3</td> </tr> <tr> <td>ENG 101 Rhet & Comp I OR</td> <td></td> </tr> <tr> <td>ENG 191 Business Writing</td> <td style="text-align: right;">3</td> </tr> <tr> <td>FYE 101 Blazing Your Trail</td> <td style="text-align: right;">1</td> </tr> <tr> <td colspan="2">Second Semester</td> </tr> <tr> <td>BUS 131 Prin of Marketing</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CSC 110 Bus App of Microcomputer</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CSC 186 Desktop Pub with InDesign</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CSC 190 Portable Document Format</td> <td style="text-align: right;">1</td> </tr> <tr> <td>CSC 249 Adv Graphic Applications</td> <td style="text-align: right;">3</td> </tr> </tbody> </table>	Course	CR	First Semester		CSC 106 Intro to Computers	3	CSC 155 Micro Operating Systems	1	CSC 220 Graphic/Photo Manipulation	3	CSC 248 Computerized Illustration	3	ENG 101 Rhet & Comp I OR		ENG 191 Business Writing	3	FYE 101 Blazing Your Trail	1	Second Semester		BUS 131 Prin of Marketing	3	CSC 110 Bus App of Microcomputer	3	CSC 186 Desktop Pub with InDesign	3	CSC 190 Portable Document Format	1	CSC 249 Adv Graphic Applications	3
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Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
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<i>INDICATOR 1: NEED</i>	<i>RESPONSE</i>
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1.1 How strong is the occupational demand for the program?	Occupations include desktop publisher and prepress technician/worker.
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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?	<p>According to Workforce Investment Board projections, there was no data available for desktop publisher.</p> <p>In 2010 there were 17 prepress technician/worker positions; 2020 predictions are for 14 positions which is a -17.65% change.</p>
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1.3 What is the district and/or regional need?	According to the program advisory council, currently there is more need for prepress technicians in the area than what is reflected in the WIA projections.
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1.4 How will students be recruited for this program?	Advertising, high school visits, job fairs, etc.
1.5 Where will students be recruited from?	High schools, area work force, and general population in the region.
1.6 Did the review of program need result in actions or modifications? Please explain.	We need to look at our recruitment procedures and find new and creative ways to target and recruit potential students.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	The net revenue (cost) per credit hour for CSC is \$95.40.
2.2 How does the unit cost compare to the college average?	The net revenue (cost) per credit hour for the entire college is \$41.47. The unit cost for the program is higher.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Paid through operating budget.
2.4 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
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Costs for this program are in line with College averages.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	Students are prepared for entry into the job market. Soft Skills exposure and training is being incorporated into the curriculum based on request of area employers.
3.2 What are the identified or potential weaknesses of the program?	None.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional classroom, Open Learning, Online, Hybrid.
3.4 How does this program fit into a career pathway?	The certificate fits within the Graphic Design career pathway. Desktop Publishing Certificate seamlessly ladders into the Graphic Design AAS.

3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	None.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Some of the required general education courses include dual credit options. None are available for discipline-specific courses.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	None are required for the program, but some internship opportunities are available upon student request.
3.8 Is industry accreditation required for this program?	No
3.9 Are industry-recognized credentials offered? If so, please list.	None
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The program has established an articulation agreement with the University of Northern Iowa.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Advisory Council made up of industry leaders meets once per semester to review the program and make recommendations.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The average class size for CSC courses is 16.8.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Many professional development opportunities are available to adjunct and full time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College's Faculty Senate Committee on Professional Development.

<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>Computer equipment in the computer labs are updated and replaced as needed to ensure that they meet the needs of the program.</p> <p>Software is updated to reflect the educational needs of the region. For instance, in the summer of 2016 the computers in the Macintosh lab was be upgraded to Adobe Creative Cloud, and in the summer of 2017 the computers in the computer labs will be upgraded to Windows 10 and Office 2016.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Assessments are conducted and documented on an annual basis, such that all goals are assessed in a five-year period.</p> <p>Assessments include scoring classroom artifacts, evaluating final projects, pre/post tests and observations.</p>
<p>3.18 How satisfied are students with their preparation for employment?</p>	<p>N/A. Low student response to surveys.</p>
<p>3.19 How is student satisfaction information collected?</p>	<p>Collected through ICCB CTE follow-up study.</p>
<p>3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Primarily through program Advisory Council.</p>
<p>3.21 How often does the program advisory committee meet?</p>	<p>Once per semester per board policy or more often if requested by business and industry leaders.</p>
<p>3.22 How satisfied are employers in the preparation of the program's graduates?</p>	<p>N/A</p>
<p>3.23 How is employer satisfaction information collected?</p>	<p>N/A</p>
<p>3.24 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>A review of the program quality revealed that the program provides the training required by employers in the region.</p>

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

With no state budget for the past few years and the uncertainty this has caused, the college is beginning to experience financial barriers to maintaining adequate equipment, software and support services needed to adequately support not only the Desktop Publishing Certificate but all CTHE programs.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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.

<i>CTE PROGRAM</i>	Desktop Publishing Certificate				
<i>CIP CODE</i>	100303				
	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	1	0	0	0	1
<i>RETENTION RATES (FALL TO SPRING)</i>	N/A	N/A	N/A	N/A	0%
<i>COMPLETION RATE</i>	N/A	N/A	N/A	N/A	N/A
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	Program assessments are conducted annually. Assessments indicate that students are performing at or above the acceptable range. Minor adjustments have been made to improve student performance.				
What disaggregated data was reviewed?	JWCC Annual CTHE Program Reports.				
Were there gaps in demographic data? Please explain.	No, there is not much diversity.				
What is the college doing to overcome any aforementioned equity gaps?	No gaps uncovered.				
Are the students served in this program representative	Yes.				

of the college? Please explain.	
Are the students served in this program representative of the district? Please explain.	Yes.
<i>REVIEW RESULTS</i>	
Action	<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)
Summary Rationale Please provide a brief rationale for the chosen action.	The program is financially and academically stable. The program remains relevant to the needs of the region.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to update software. Continue to integrate soft skills training into curriculum.

Career & Technical Education

COLLEGE NAME:

John Wood Community College

FISCAL YEAR IN REVIEW:

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PROGRAM IDENTIFICATION INFORMATION

<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Electrical Technology	Degree	64	460302	Electrician

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

Program Objectives

What are the overarching objectives/goals of the program?

1. The student will demonstrate a knowledge and practical use of OSHA regulations
 - 1.1. Demonstrate six examples of PPE and discuss their purposes, characteristics, and regulations
 - 1.2. Explain how chemical hazards (and exposures to them) can be controlled
 - 1.3. Identify and discuss considerations for avoiding accidents associated with material handling
 - 1.4. Explain how the National Electrical Code (NEC) addresses electrical safety and shock prevention
 - 1.5. Identify common fire extinguishers and explain their operation and application
2. The student will demonstrate knowledge and practical use of basic circuit characteristics
 - 2.1. Be able to calculate and measure voltage, current, and resistance in a circuit using Ohm's Law
 - 2.2. Calculate and measure series and parallel circuit values
 - 2.3. Construct basic DC and AC circuits
 - 2.4. Perform measurements and analysis of power in DC circuits
3. The student will be able to install wiring for residential systems using proper National Electrical Code techniques
 - 3.1. Explain the objective of the National Electrical Code
 - 3.2. Identify the different types of insulation and list their use
 - 3.3. Demonstrate the proper technique to wiring single pole, 3-way, and 4-way switches
 - 3.4. Demonstrate the proper technique to wire a receptacle and a light fixture
 - 3.5. Demonstrate how to wire different configurations in a junction box

	<p>4. The student will be able to demonstrate knowledge of single-phase and three-phase motor operation, repair and maintenance procedures for motors and controllers</p> <p>4.1. Identify and describe the major parts of a split-phase motor including the stator, rotor, start winding, run winding, start switches, and thermal overloads</p> <p>4.2. Describe basic concept of automatic motor control and give examples of applications</p> <p>4.3. Follow the schematics of motor control circuits, demonstrate how to read the drawings, and explain what the circuits are doing</p> <p>4.4. Describe basic motor protection circuits by explaining possible motor failures and the prevention of those failures</p> <p>4.5. Explain what relay is, how it works, and its application in motor circuits</p>
<p>To what extent are these objectives being achieved?</p>	<p>Annual assessments of goals/outcomes show that we are meeting the goals, with minor adjustments.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed?</p>	<p>Continue with minor improvements. Based on the advice of local industry the program will be modified slightly to include a certificate in industrial electrical applications.</p>
<p><i>CTE PROGRAM REVIEW ANALYSIS</i></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>List all pre-requisites for this program (courses, placement scores, etc.).</p>	<p>There are no pre-requisites for this program.</p>

<p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p>	<p>REQUIRED CURRICULUM</p> <p>FIRST SEMESTER</p> <table border="0"> <tr><td>CSC 100 Computer Literacy</td><td>1</td></tr> <tr><td>ELE 100 Survey of Electrical Trade</td><td>2</td></tr> <tr><td>ELE 101 Blueprint Reading for Electricians</td><td>3</td></tr> <tr><td>ELE 110 Intro to Electricity</td><td>3</td></tr> <tr><td>ELE 120 Intro to National Elec Code</td><td>3</td></tr> <tr><td>FYE 101 Blazing Your Trail</td><td>1</td></tr> <tr><td>Mathematics Requirement</td><td><u>3</u></td></tr> <tr><td></td><td>16</td></tr> </table> <p>SECOND SEMESTER</p> <table border="0"> <tr><td>ELE 125 Electrical Applications I</td><td>3</td></tr> <tr><td>ELE 130 Residential Electricity</td><td>3</td></tr> <tr><td>ELE 215 Electric Motors & Control</td><td>3</td></tr> <tr><td>MFG 113 Intro to Manu/Indu Safety</td><td>3</td></tr> <tr><td>Hum/Soc/Behav Science Requirement</td><td>3</td></tr> <tr><td>Written Communication Requirement</td><td><u>3</u></td></tr> <tr><td></td><td>18</td></tr> </table> <p>THIRD SEMESTER</p> <table border="0"> <tr><td>CAD 230 Intro to Mfg Processes</td><td>3</td></tr> <tr><td>ELE 135 Programmable Control</td><td>3</td></tr> <tr><td>ELE 205 Commercial Electricity</td><td>3</td></tr> <tr><td>ELE 220 Electrical Applications II</td><td>3</td></tr> <tr><td>Oral Communication Requirement</td><td><u>3</u></td></tr> <tr><td></td><td>15</td></tr> </table> <p>FOURTH SEMESTER</p> <table border="0"> <tr><td>ELE 225 Industrial Electricity</td><td>3</td></tr> <tr><td>ELE 230 Specialized Electrical Circuits</td><td>3</td></tr> <tr><td>ELE 235 Electrical Systems Analysis</td><td>3</td></tr> <tr><td>MFG 104 Quality/Continuous Improv</td><td>3</td></tr> <tr><td>General Education Requirement</td><td><u>3</u></td></tr> <tr><td></td><td>15</td></tr> </table>	CSC 100 Computer Literacy	1	ELE 100 Survey of Electrical Trade	2	ELE 101 Blueprint Reading for Electricians	3	ELE 110 Intro to Electricity	3	ELE 120 Intro to National Elec Code	3	FYE 101 Blazing Your Trail	1	Mathematics Requirement	<u>3</u>		16	ELE 125 Electrical Applications I	3	ELE 130 Residential Electricity	3	ELE 215 Electric Motors & Control	3	MFG 113 Intro to Manu/Indu Safety	3	Hum/Soc/Behav Science Requirement	3	Written Communication Requirement	<u>3</u>		18	CAD 230 Intro to Mfg Processes	3	ELE 135 Programmable Control	3	ELE 205 Commercial Electricity	3	ELE 220 Electrical Applications II	3	Oral Communication Requirement	<u>3</u>		15	ELE 225 Industrial Electricity	3	ELE 230 Specialized Electrical Circuits	3	ELE 235 Electrical Systems Analysis	3	MFG 104 Quality/Continuous Improv	3	General Education Requirement	<u>3</u>		15
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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 program includes all the general education requirements plus the courses that provide the necessary skills recommended by the program Advisory Council.</p>																																																						
<p>INDICATOR 1: NEED</p>	<p>RESPONSE</p>																																																						
<p>1.1 How strong is the occupational demand for the program?</p>	<p>According to O*NET Online projections for IL: Electricians: +15% growth projections. Electrical and Electronic Repairers, Commercial and Industrial Equipment: +2% growth projections. Helpers—Electricians: +18%</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>Demand for individuals with an electrical background and education has expanded exponentially. Local industry has consistently reached out to JWCC administration seeking individuals with an electrical education as their need for electricians has steadily increased since the last program review.</p>																																																						
<p>1.3 What is the district and/or regional need?</p>	<p>The regional need mirrors the statewide statistics.</p>																																																						
<p>1.4 How will students be recruited for this program?</p>	<p>Advertising, high school visits, job fairs, etc.</p>																																																						

1.5 Where will students be recruited from?	High schools, area workforce, and general population in the region.
1.6 Did the review of program need result in actions or modifications? Please explain.	No. The program has been extremely successful and is meeting the needs of our local employers.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	The net revenue for the program is \$73.38.
2.2 How does the unit cost compare to the college average?	The net revenue (cost) per credit hour for the entire college is \$41.47. The net revenue for the program is higher.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Paid through operating budget.
2.4 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
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No. The program is viable.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	Students are prepared entry into the job market. Program curriculum closely aligns with the requests of area employers. Senior, full time faculty member who has been with the program for multiple years giving the program a stable advocate.
3.2 What are the identified or potential weaknesses of the program?	None.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional classroom and developing online modules.
3.4 How does this program fit into a career pathway?	The AAS degree is the final leg of the ELE career pathway. Students who wish to transfer to a 4-year university have additional options in this pathway.

3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The college has invested heavily in new electrical trainers.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Some of the required general education courses include dual credit options. HS students are encouraged to take courses at the Workforce Development Center but no courses are offered outside of the Quincy area due to lack of funding for mobile equipment.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	None are required for the program, but some internship opportunities are available upon student request.
3.8 Is industry accreditation required for this program?	No.
3.9 Are industry-recognized credentials offered? If so, please list.	Yes, OSHA and ELE White Card.
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	The city employee who routinely provided feedback on pass rates has recently resigned. Currently the position remains vacant. JWCC will continue to reach out the City of Quincy to attempt to secure this information.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The program has established an articulation agreement with the University of Northern Iowa.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Advisory council made up of industry leaders meets once per semester to review the program and make recommendations.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Average faculty to student ratio is 12.78.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Many professional development opportunities are available to adjunct and full time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College's Faculty Senate Committee on Professional Development as well as Lunch and Learns sponsored by the Business and Industry department; NFPA 70E and other industry relevant topics.

<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The college has invested heavily in ELE industrial trainers as well as robotics. These trainers are equipped with current PLCs and “real world” motors, switches and wiring. The advisory committee has commented that the current state of the lab is more than efficient to meet the needs of the program.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Assessments are conducted and documented on an annual basis, such that all goals are assessed in a five-year period.</p>
<p>3.18 How satisfied are students with their preparation for employment?</p>	<p>N/A. Low student response to surveys.</p>
<p>3.19 How is student satisfaction information collected?</p>	<p>Collected through ICCB CTE follow-up study.</p>
<p>3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Primarily through program Advisory Council as well as topics relevant to Business and Industry Lunch and Learns.</p>
<p>3.21 How often does the program advisory committee meet?</p>	<p>Per board policy, all advisory committees are required to meet once per semester or more often if requested by industry leaders.</p>
<p>3.22 How satisfied are employers in the preparation of the program’s graduates?</p>	<p>N/A</p>
<p>3.23 How is employer satisfaction information collected?</p>	<p>N/A</p>
<p>3.24 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>A review of the program quality revealed that the program provides the training required by employers in the region.</p>

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

With no state budget for the past few years and the uncertainty this has caused, the college is beginning to experience financial barriers to maintaining adequate equipment, software and support services needed to adequately support not only the BUS Computer Info System Option AAS but all CTHE programs.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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.

<i>CTE PROGRAM</i>	Electrical Technology				
<i>CIP CODE</i>	460302				
	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	44	36	27	26	31
<i>RETENTION RATES (FALL TO SPRING)</i>	n/a	82.86%	88.89%	92.31%	89.66%
<i>COMPLETION RATE</i>	36.84%	16.67%	32.14%	32.35%	37.50%
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	Program assessments are conducted annually. Assessments indicate that students are performing at or above the acceptable range.				
What disaggregated data was reviewed?	JWCC Annual CTHE Program Reports.				
Were there gaps in demographic data? Please explain.	No, there is not much diversity.				
What is the college doing to overcome any aforementioned equity gaps?	No gaps uncovered.				
Are the students served in this program representative of the college? Please explain.	Yes. Student demographics mirror the overall demographics of the communities we serve.				

<p>Are the students served in this program representative of the district? Please explain.</p>	<p>Yes. Student demographics mirror the overall demographics of the communities we serve.</p>
<p><i>REVIEW RESULTS</i></p>	
<p>Action</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 type="checkbox"/> Other (please specify) </p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The program is financially and academically stable. The program remains relevant to the needs of the region.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Continue to combine IMT and ELE courses where possible. Continue to explore online delivery of academic material. Continue to actively engage employers in curricular decisions.</p>

Career & Technical Education

COLLEGE NAME: John Wood Community College

FISCAL YEAR IN REVIEW: 2017

PROGRAM IDENTIFICATION INFORMATION

<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Law Enforcement	Degree	64	430107	

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

Program Objectives
What are the overarching objectives/goals of the program?

The student will learn about all parts of the criminal justice system, have a basic understanding of criminal investigation and procedure, have a basic understanding of criminal law and understand the function of police in our society

To what extent are these objectives being achieved?

The yearly assessment of classes show that we are meeting the goals, although there is room for improvement

Past Program Review Action
What action was reported last time the program was reviewed?

Continue with minor improvements.
The last review called for the updating of courses because of new book editions. It also called for the revamping of LEN125 police report writing. That has been done and the course is being offered online for the first time this semester

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.

List all pre-requisites for this program (courses, placement scores, etc.).	There are no pre-requisites for this program
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	LEN 101 Law Enforcement- Overview, LEN 111 Juvenile Justice LEN 150 Scientific Criminal Investigation, LEN 212 Criminal Law. In addition, the AAS requires the following: LEN 260 Criminal Justice Seminar I and LEN260 Criminal Justice Seminar II, HML 282, Incident Management for First Responders, FSC174 Haz-Mat Operations and EMS150 Emergency Medical Technician
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Review of the advisory boards in the past, and the general education requirements of the school cause the AAS to go over 60 hours to 64 hours.

<i>INDICATOR 1: NEED</i>	<i>RESPONSE</i>
1.1 How strong is the occupational demand for the program?	According to ONET ONLINE, the statewide demand is 1% or 1,100 jobs annually and the tristate demand is over 1,700 annual openings. In the JWCC district, we are aware of several local police departments and correctional facilities that will be hiring in the next year to two years due to retirements of the current workforce.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Because of budget issues within the State of Illinois and local governments, including increased pension costs, some local departments and the ILDOC were not hiring or have lower staffing levels. We anticipate an increase in openings in the next few years.
1.3 What is the district and/or regional need?	Fairly steady for the immediate future. It is a small market. Quincy Police Department is the biggest department in the district. It has openings and anticipates openings in the next two years.
1.4 How will students be recruited for this program?	Aggressive marketing within JDUB academy, contact with local High Schools and career/college fairs.
1.5 Where will students be recruited from?	Most recruitment is with local high schools.
1.6 Did the review of program need result in actions or modifications? Please explain.	No.
<i>INDICATOR 2: COST EFFECTIVENESS</i>	<i>RESPONSE</i>
2.1 What are the costs associated with this program?	We have a net revenue of \$106.55 per credit hour.
2.2 How does the unit cost compare to the college average?	The net revenue (cost) per credit hour for the entire college is \$41.47. The net revenue for the program is higher.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Paid through operating budget.
2.4 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
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No.
<i>INDICATOR 3: QUALITY</i>	<i>RESPONSE</i>
3.1 What are the program's strengths?	That the instructors are or have recently been practitioners in the field. And that we only have adjunct faculty keeping the costs down.

3.2 What are the identified or potential weaknesses of the program?	With historically low unemployment within the district, we are in a slight downturn in student numbers, but this seems to be cyclical. There is concern that with the anti-police sentiment in the country, that we could see a small dip in numbers before it rises again. We don't see this as being significant weakness or threat to the long term stability of the program.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Structured and Online.
3.4 How does this program fit into a career pathway?	We have agreements with 4-year institutions so students can have a seamless transfer to continue their education. Some agencies don't require a college degree, so the student can apply and test for those agencies as s/he wants.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	None
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Not at the current time. Although high school students are welcome to enroll in the online or evening classes as their schedules allow.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	None
3.8 Is industry accreditation required for this program?	No
3.9 Are industry-recognized credentials offered? If so, please list.	No
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	We have articulation agreements with Quincy University and Western Illinois University.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No

3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	It ranges from 1-6 to 1-25 with an average of about 1-12.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Since the faculty members work in the field, most of their development activities are through their employers or professional affiliations. We have no full time faculty.
3.16 What is the status of the current technology and equipment used for this program?	We have no technology other than that used by all faculty in the classroom.
3.17 What assessment methods are used to ensure student success?	Annual assessment done by the program coordinator. This usually entails review of various exams including the final exams to see if the students are comprehending the material related to our broad goals and objectives
3.18 How satisfied are students with their preparation for employment?	Very satisfied.
3.19 How is student satisfaction information collected?	Student evaluations of the course and instructor are completed after each class.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	In a variety of ways. We reach out to local employers as needed. Through personal contacts of the faculty with local employers. By having employer representatives on the advisory committee. And through faculty participation in professional organizations.
3.21 How often does the program advisory committee meet?	Twice a year as required by the JWCC and more often as needed.
3.22 How satisfied are employers in the preparation of the program's graduates?	Graduates are employed in the area.
3.23 How is employer satisfaction information collected?	No formal process.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No

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

None

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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.

<i>CTE PROGRAM</i>	Law Enforcement				
<i>CIP CODE</i>	430107				
	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	12	26	8	4	6
<i>RETENTION RATES (FALL TO SPRING)</i>	n/a	90%	75%	25%	66.67%
<i>COMPLETION RATE</i>	14.29%	0%	42.86%	44.44%	44.44%
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	We are holding steady with completion rates and have increased retention rates. Retention of students helps to support that goals. We have an average success rate for our courses of 83.5%				
What disaggregated data was reviewed?	JWCC Annual CTHE Program Reports.				
Were there gaps in demographic data? Please explain.	No, there is not much diversity.				
What is the college doing to overcome any aforementioned equity gaps?	No gaps uncovered.				
Are the students served in this program representative of the college? Please explain.	Yes. Student demographics mirror the overall demographics of the communities we serve.				

<p>Are the students served in this program representative of the district? Please explain.</p>	<p>Yes</p>
<p><i>REVIEW RESULTS</i></p>	
<p>Action</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 type="checkbox"/> Other (please specify) </p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The program is financial and academically stable. There needs to be continual update of the material and learning objectives to ensure the program remains relevant to district and tristate needs. The courses need to be updated as the book editions change, input from the advisory board is secured and police tactics evolve.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Our LEN 111 Juvenile Justice class is not yet online. This is only core class that is not online. It is anticipated that this will go online no later than Fall of 2018. Continue to work on recruiting and retaining students in the program.</p>

Career & Technical Education				
<i>COLLEGE NAME:</i>		John Wood Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2017		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Certified Production Technician	Cert	16	150411	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		<ol style="list-style-type: none"> 1. Understand how manufacturing company's work. <ol style="list-style-type: none"> 1.1 Learn how flowcharts work. 1.2 Learn how lean manufacturing works. 2. Understand maintenance in manufacturing. <ol style="list-style-type: none"> 2.1 Learn how to do a PM. 2.2 Learn the differences between the process of maintenance. 2.3 Learn how to properly lift with back and machine. 3. Learn quality in manufacturing. <ol style="list-style-type: none"> 3.1 Understand what a flow chart is. 3.2 Understand how quality programs help. 3.3 Learn how to use micrometers, calipers. 3.4 Learn why quality is important. 4. Understand why Safety is important. <ol style="list-style-type: none"> 4.1 Learn what OSHA is. 4.2 Learn how to use and maintain PPE. 4.3 Learn what a Plaque card is. 4.4 How to protect against blood borne pathogens. 5. Learn how to properly operate a manual machine. <ol style="list-style-type: none"> 5.1 Learn the different function of machining. 5.2 How to properly set up mill. 5.3 How to properly set up lathe. 5.4 Know the different functions of manual machines. 		
To what extent are these objectives being achieved?		Biannual advisory committee meetings, discussions on local needs and soliciting feedback.		
Past Program Review Action What action was reported last time the program was reviewed?		NA. This is the first program review.		

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.

List all pre-requisites for this program (courses, placement scores, etc.).	There are no pre-requisites for this program.														
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Course</th> <th style="text-align: right;">CR</th> </tr> </thead> <tbody> <tr> <td>MFT 113 - Intro to Manufacturing and Safety</td> <td style="text-align: right;">3</td> </tr> <tr> <td>MFG 104 – Quality/Continuous improvement</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CAD 230 - Intro to Manufacturing Processes</td> <td style="text-align: right;">3</td> </tr> <tr> <td>MFG 103 – Intro to Manufacturing Maintenance</td> <td style="text-align: right;">2</td> </tr> <tr> <td>MAT 100 – Technical Math</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Technical Elective</td> <td style="text-align: right;">2</td> </tr> </tbody> </table>	Course	CR	MFT 113 - Intro to Manufacturing and Safety	3	MFG 104 – Quality/Continuous improvement	3	CAD 230 - Intro to Manufacturing Processes	3	MFG 103 – Intro to Manufacturing Maintenance	2	MAT 100 – Technical Math	3	Technical Elective	2
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MFG 103 – Intro to Manufacturing Maintenance	2														
MAT 100 – Technical Math	3														
Technical Elective	2														
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A														
<i>INDICATOR 1: NEED</i>	<i>RESPONSE</i>														
1.1 How strong is the occupational demand for the program?	O*Net lists an increase of 2% for this career path in the State of IL.														
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	O*Net lists an increase of 2% for this career path in the State of IL. A local employment survey shows a substantial increase in MFG positions within the next 5 years. Gates Air is putting on 130 employees within 2017-2018. Knapheide is putting on an addition 100 – 130 employees within 2017-2018.														
1.3 What is the district and/or regional need?	Employees need to have knowledge of manufacturing processes such as safety, machining and quality.														
1.4 How will students be recruited for this program?	Advertising, Lunch and Learns, Chamber events, high school visits, job fairs, word of mouth, CTHE roadshows and etc.														
1.5 Where will students be recruited from?	High schools, area workforce and general population in the region.														
1.6 Did the review of program need result in actions or modifications? Please explain.	A market strategy to educate parents on how Advanced MFG has changed. This is a quality career that can bring in head of household wages. Students don't need a 4-year education to be considered successful.														
<i>INDICATOR 2: COST EFFECTIVENESS</i>	<i>RESPONSE</i>														

2.1 What are the costs associated with this program?	\$199.56/credit hours which includes books and fees.
2.2 How does the unit cost compare to the college average?	Higher than the College average. The net revenue (cost) per credit hour for the entire college is \$41.47. This program, since the inception, has been generating a net revenue above the college average. This is a viable program for students, JWCC and the local business community.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Paid through operating budget.
2.4 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.	This program was started with grant funding and has recently transitioned into the base operating budget at JWCC to ensure sustainability.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	Students are prepared for entry into the job market. Soft skills exposure and training is being incorporated into the curriculum based on overwhelming support from area employers.
3.2 What are the identified or potential weaknesses of the program?	Making sure the local business community and JWCC are on the same page as it pertains to the viability of certificates.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Online, Hybrid, structured and hands on lab training.
3.4 How does this program fit into a career pathway?	The AAS degree is the final leg of the Manufacturing career pathway. Students who wish to transfer to a 4-year university have multiple options in this pathway.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	3D printing.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes, MFG Safety and Technical Math.

3.7 What work-based learning opportunities are available and integrated into the curriculum?	Most of this program is work-based, with hands on training from local business leaders as well as company tours.
3.8 Is industry accreditation required for this program?	No.
3.9 Are industry-recognized credentials offered? If so, please list.	OSHA 10, NIMS and MSSC.
3.10 Is this an apprenticeship program? If so, please elaborate.	Yes.
3.11 If applicable, please list the licensure examination pass rate.	OSHA 10 – 100% pass rate MSSC – JWCC average 75.65% and National average is 78.9%. NIMS - JWCC average is 35% and National average is not provided publicly.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Western IL University, University of Northern Iowa, University of Northern IL, Governor’s State University, Southern Illinois University and Missouri Western State.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	N/A no prior review conducted since this is a new program.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The average safety class is 25 students. The average for other program specific classes is 8 students.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Many professional development opportunities are available to adjunct and full time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. Most classes are offered in the evening.
3.16 What is the status of the current technology and equipment used for this program?	Meets or exceeds current industry standards.
3.17 What assessment methods are used to ensure student success?	Assessments are conducted by the program coordinator and documented on an annual basis in accordance to the College’s assessment plan. Assessments include the collection and scoring of classrooms artifacts.
3.18 How satisfied are students with their preparation for employment?	Positive responses are received through the annual student review process. 100% job placement rate.

3.19 How is student satisfaction information collected?	Collected through ICCB CTE follow-up study.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Primarily through program Advisory Council tours.
3.21 How often does the program advisory committee meet?	Twice a year.
3.22 How satisfied are employers in the preparation of the program's graduates?	Positive responses are received during advisory council meetings. 100% job placement rate.
3.23 How is employer satisfaction information collected?	Advisory boards.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Yes, we are beginning to look at our MSSC pass rates as we recently went to a strictly online model. Faculty are gathering data from prior structured courses vs. online.

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

With no state budget for the past few years and the uncertainty this has caused, the college is beginning to experience financial barriers to maintaining adequate equipment, software and support services needed to sustain the MFG – CPT Certificate as well as other CTHE programs.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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.

<i>CTE PROGRAM</i>	Certified Production Technician				
<i>CIP CODE</i>	150411				
	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	n/a	n/a	0	0	0
<i>RETENTION RATES (FALL TO SPRING)</i>	n/a	n/a	100%	100%	n/a
<i>COMPLETION RATE</i>	n/a	n/a	0%	n/a	n/a
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	With a limited data set it is difficult to come to any firm conclusion.				
What disaggregated data was reviewed?	JWCC Annual CTHE Program Reports.				
Were there gaps in demographic data? Please explain.	No, there is not much diversity.				
What is the college doing to overcome any aforementioned equity gaps?	No gaps uncovered.				
Are the students served in this program representative of the college? Please explain.	Yes. Student demographics mirror the overall demographics of the communities we serve.				

<p>Are the students served in this program representative of the district? Please explain.</p>	<p>No, there is not much diversity.</p>
<p><i>REVIEW RESULTS</i></p>	
<p>Action</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 type="checkbox"/> Other (please specify) </p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The certificate is tied to the overall AAS in MFG which is financially stable therefore it doesn't put an undue financial burden on the college to keep the program active with minor improvements. Most students are enrolling in the AAS and bypassing the CPT.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Review current online success rates vs. prior structured success rates by fall 2017.</p>

Career & Technical Education

COLLEGE NAME: John Wood Community College

FISCAL YEAR IN REVIEW: 2017

PROGRAM IDENTIFICATION INFORMATION

<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Office Technology: Medical Option	Degree	64	510717	

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

Program Objectives
What are the overarching objectives/goals of the program?

- Upon completion of the Office Technology curriculum:
- 1.1 The student will use current operating system software.
 - 1.2 The student will navigate the Internet.
 - 1.3 The student will keyboard at an acceptable speed with minimal errors.
 - 1.4 The student will create, edit, and format word processing documents.
 - 1.4.1 The student will produce a business letter.
 - 1.4.2 The student will produce a business memorandum.
 - 1.4.3 The student will produce a business report.
 - 1.4.4 The student will create a newsletter.
 - 1.4.5 The student will produce envelopes and labels.
 - 1.4.6 The student will create a table.
 - 1.5 The student will be able to use spreadsheet software.
 - 1.5.1 The student will create a spreadsheet.
 - 1.5.2 The student will edit a spreadsheet.
 - 1.5.3 The student will format a spreadsheet.
 - 1.5.4 The student will produce spreadsheets with special features.
 - 1.5.5 The student will create charts.
 - 1.5.6 The student will create formulas.
 - 1.6 The student will be able to use database software.
 - 1.6.1 The student will create a database table.
 - 1.6.2 The student will create relationships between database tables.
 - 1.6.3 The student will create database queries.
 - 1.6.4 The student will create database reports.
 - 1.6.5 The student will create database forms.
 - 1.7 The student will be able to use presentation software.
 - 1.7.1 The student will create presentations.
 - 1.7.2 The student will edit presentations.
 - 1.7.3 The student will format presentations.

	<p>1.7.4 The student will add visual appeal and animation to presentations.</p>
	<p>1.8 The student will be able to use desktop information management software.</p>
	<p>1.8.1 The student will use e-mail.</p>
	<p>1.8.2 The student will use calendar scheduling.</p>
	<p>1.8.3 The student will create contacts.</p>
	<p>1.8.4 The student will create tasks and notes.</p>
	<p>2.1 The student will demonstrate the ability to analyze medical language using prefixes, suffixes, word roots, and combining forms.</p>
	<p>2.2 The student will be able to correctly pronounce common medical terms.</p>
	<p>2.3 The student will be able to correctly spell common medical terms.</p>
	<p>3.1 The student will be able to explain proper procedure for answering a phone call.</p>
	<p>3.2 The student will understand what an electronic health record is and be able to identify information kept in a medical record.</p>
	<p>3.3 The student will be able to identify the various types of scheduling systems used in the medical office and discuss proper practice for scheduling appointments.</p>
	<p>3.4 The student will be able to identify the most common types of health insurance and common insurance terms.</p>
	<p>3.5 The student will be able to discuss HIPAA and understand the importance of confidentiality in the medical office.</p>
	<p>4.1 The student will be able to define customer service and lists its goals and objectives.</p>
	<p>4.2 The student will be able to discuss the traits and skills needed to provide excellent customer service.</p>
	<p>4.3 The student will be able to identify the steps involved in solving customer complaints.</p>
	<p>5.1 The student will demonstrate appropriate knowledge of ethical behavior.</p>
	<p>5.2 The student will prioritize tasks.</p>
	<p>5.3 The student will identify techniques for time management.</p>
	<p>5.4 The student will identify techniques for stress management.</p>
	<p>5.5 The student will describe benefits of teamwork and identify characteristics of an effective team.</p>
	<p>6.1 The student will accurately transcribe medical dictation</p>
	<p>6.2 The student will have a basic understanding of medical coding—ICD and CPT.</p>
	<p>6.3 The student will be demonstrate the ability to use electronic medical record software.</p>

To what extent are these objectives being achieved?	Annual assessments of goals/outcomes show that we are meeting the goals, with minor adjustments.																																																										
Past Program Review Action What action was reported last time the program was reviewed?	Continue with minor improvements																																																										
<i>CTE PROGRAM REVIEW ANALYSIS</i> 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.																																																											
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<i>INDICATOR 1: NEED</i>	<i>RESPONSE</i>																																																										

<p>1.1 How strong is the occupational demand for the program?</p>	<p>Occupations for this program include administrative services manager and first-line supervisor/manager of office and administrative support workers.</p> <p>According to Workforce Investment Board projections, in 2010 there were 230 Administrative services manager positions; 2020 predictions are for 244 positions which is a 6.09% change.</p> <p>In 2010 there were 735 first-line supervisor/manager positions; 2020 predictions are for 789 positions which is a 7.35% change.</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>There has been a steady growth in jobs for these occupations.</p>
<p>1.3 What is the district and/or regional need?</p>	<p>The regional need mirrors the state-wide statistics.</p>
<p>1.4 How will students be recruited for this program?</p>	<p>Advertising, high school visits, job fairs, etc. Faculty and staff have also participated in local health fairs to promote the OFT Med Office degree; Blue Cross Blue Shield.</p>
<p>1.5 Where will students be recruited from?</p>	<p>High schools, area workforce, and general population in the region.</p>
<p>1.6 Did the review of program need result in actions or modifications? Please explain.</p>	<p>We need to look at our recruitment procedures and find new and creative ways to target and recruit potential students</p>
<p>INDICATOR 2: COST EFFECTIVENESS</p>	<p>RESPONSE</p>
<p>2.1 What are the costs associated with this program?</p>	<p>Computer Science and Office Technology courses overlap with most of the faculty salary being allocated to OFT and for budgeting purposes, both CSC and OFT budgets are viewed together. The net revenue (cost) per credit hour for OFT is -\$229.51 while the net revenue (cost) per credit hour for CSC is \$95.40.</p>
<p>2.2 How does the unit cost compare to the college average?</p>	<p>The net revenue (cost) per credit hour for the entire college is \$41.47. The unit cost for the program is higher.</p>
<p>2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?</p>	<p>Paid through operating budget.</p>

2.4 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
2.5 Did the review of program cost result in any actions or modifications? Please explain.	More accurately allocate costs for this program. Some CSC courses are associated with the OFT program.
<i>INDICATOR 3: QUALITY</i>	<i>RESPONSE</i>
3.1 What are the program's strengths?	Students are prepared for entry into the job market. Soft Skills exposure and training is being incorporated into the curriculum based on request of area employers.
3.2 What are the identified or potential weaknesses of the program?	None.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional classroom, Open Learning, Online, Hybrid.
3.4 How does this program fit into a career pathway?	The OFT AAS degree is the final leg of the OFT career pathway. Students who wish to transfer to a 4-year university have additional options in this pathway.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	None.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Some of the required general education courses include dual credit options. None are available for discipline-specific courses.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	None are required for the program, but some internship opportunities are available upon student request.
3.8 Is industry accreditation required for this program?	No
3.9 Are industry-recognized credentials offered? If so, please list.	None
3.10 Is this an apprenticeship program? If so, please elaborate.	No

3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The program has established an articulation agreement with the University of Northern Iowa.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Advisory Council made up of industry leaders meets once per semester to review the program and make recommendations.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The average class size for CSC courses is 16.8. The average class size for OFT courses is 4.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Many professional development opportunities are available to adjunct and full time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College's Faculty Senate Committee on Professional Development.
3.16 What is the status of the current technology and equipment used for this program?	Computer equipment in the computer labs are updated and replaced as needed to ensure that they meet the needs of the program. Software is updated to reflect the educational needs of the region. For instance, in the summer of 2017 the computers in the computer labs will be upgraded to Windows 10 and Office 2016.
3.17 What assessment methods are used to ensure student success?	Assessments are conducted and documented on an annual basis, such that all goals are assessed in a five-year period. Assessments include scoring classroom artifacts, evaluating final projects, pre/post tests and observations.
3.18 How satisfied are students with their preparation for employment?	N/A. Low student response to surveys.
3.19 How is student satisfaction information collected?	Collected through ICCB CTE follow-up study.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Primarily through program Advisory Council.

3.21 How often does the program advisory committee meet?	Once per semester per board policy or more often if requested by business and industry leaders.
3.22 How satisfied are employers in the preparation of the program's graduates?	N/A
3.23 How is employer satisfaction information collected?	N/A
3.24 Did the review of program quality result in any actions or modifications? Please explain.	A review of the program quality revealed that the program provides the training required by employers in the region

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

With no state budget for the past few years and the uncertainty this has caused, the college is beginning to experience financial barriers to maintaining adequate equipment, software and support services needed to adequately support not only the OFT AAS but all CTHE programs.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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.

<i>CTE PROGRAM</i>	Office Technology: Medical Option				
<i>CIP CODE</i>	510717				
	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	39	29	22	14	14
<i>RETENTION RATES (FALL TO SPRING)</i>	n/a	74.19%	68.18%	50%	85.71%
<i>COMPLETION RATE</i>	22.22%	14.29%	10.53%	14.29%	0%
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	Program assessments are conducted annually. Assessments indicate that students are performing at or above the acceptable range. Minor adjustments have been made to improve student performance.				
What disaggregated data was reviewed?	JWCC Annual CTHE Program Reports.				
Were there gaps in demographic data? Please explain.	No, there is not much diversity.				
What is the college doing to overcome any aforementioned equity gaps?	No gaps uncovered.				
Are the students served in this program representative	Yes. Student demographics mirror the overall demographics of the communities we serve.				

of the college? Please explain.	
Are the students served in this program representative of the district? Please explain.	Yes. Student demographics mirror the overall demographics of the communities we serve.
<i>REVIEW RESULTS</i>	
Action	<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)
Summary Rationale Please provide a brief rationale for the chosen action.	The program is financially and academically stable. The program remains relevant to the needs of the region.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<p>Continue to update software.</p> <p>Continue to integrate soft skills training into curriculum.</p>

Career & Technical Education

COLLEGE NAME: John Wood Community College

FISCAL YEAR IN REVIEW: 2017

PROGRAM IDENTIFICATION INFORMATION

<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Medical Office Certificate	Cert	17	510705	

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

Program Objectives
What are the overarching objectives/goals of the program?

Upon successful completion of the Office Technology Medical Office Certificate curriculum:

- 1.1 The student will keyboard at an acceptable speed with minimal errors.
- 1.2 The student will be able to produce a business letter.
- 1.3 The student will be able to produce a business memorandum.
- 1.4 The student will be able to use the Internet to research information.
- 1.5 The student will use email and create contacts.
- 1.6 The student will use current operating system software.

- 2.1 The student will demonstrate the ability to analyze medical language using prefixes, suffixes, word roots, and combining forms.
- 2.2 The student will be able to correctly pronounce common medical terms.
- 2.3 The student will be able to correctly spell common medical terms.

- 3.1 The student will be able to explain proper procedure for answering a phone call.
- 3.2 The student will understand what an electronic health record is and be able to identify information kept in a medical record.
- 3.3 The student will be able to identify the various types of scheduling systems used in the medical office and discuss proper practice for scheduling appointments.
- 3.4 The student will be able to identify the most common types of health insurance and common insurance terms.
- 3.5 The student will be able to discuss HIPAA and understand the importance of confidentiality in the medical office.
- 3.6 The student will demonstrate appropriate knowledge of ethical behavior.

	<p>4.1 The student will be able to define customer service and lists its goals and objectives.</p> <p>4.2 The student will be able to discuss the traits and skills needed to provide excellent customer service.</p> <p>4.3 The student will be able to identify the steps involved in solving customer complaints.</p>
To what extent are these objectives being achieved?	Annual assessments of goals/outcomes show that we are meeting the goals, with minor adjustments.
Past Program Review Action What action was reported last time the program was reviewed?	Continue with minor improvements

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.

List all pre-requisites for this program (courses, placement scores, etc.).	There are no pre-requisites for this program.														
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Course</td> <td style="text-align: right;">CR</td> </tr> <tr> <td>OFT 101 Beginning Keyboarding</td> <td style="text-align: right;">2</td> </tr> <tr> <td>OFT 170 Intro to the Medical Office</td> <td style="text-align: right;">4</td> </tr> <tr> <td>OFT 260 Customer Service</td> <td style="text-align: right;">3</td> </tr> <tr> <td>OFT 281 Medical Terminology</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PSY 145 Human Relations in the Workplace</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Approved Electives</td> <td style="text-align: right;">2-3</td> </tr> </table>	Course	CR	OFT 101 Beginning Keyboarding	2	OFT 170 Intro to the Medical Office	4	OFT 260 Customer Service	3	OFT 281 Medical Terminology	3	PSY 145 Human Relations in the Workplace	3	Approved Electives	2-3
Course	CR														
OFT 101 Beginning Keyboarding	2														
OFT 170 Intro to the Medical Office	4														
OFT 260 Customer Service	3														
OFT 281 Medical Terminology	3														
PSY 145 Human Relations in the Workplace	3														
Approved Electives	2-3														
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A														

<i>INDICATOR 1: NEED</i>	<i>RESPONSE</i>
1.1 How strong is the occupational demand for the program?	According to Workforce Investment Board projections, in 2010 there were 260 medical assistant positions; 2020 predictions are for 292 positions which is a 12.31% change.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	There is a steady increase in demand for medical assistants.

1.3 What is the district and/or regional need?	The regional need mirrors the state-wide statistics.
1.4 How will students be recruited for this program?	Advertising, high school visits, job fairs, etc. Faculty and staff have also participated in local health fairs to promote the OFT Med Office Cert; Blue Cross Blue Shield.
1.5 Where will students be recruited from?	High schools, area work force, and general population in the region.
1.6 Did the review of program need result in actions or modifications? Please explain.	We need to look at our recruitment procedures and find new and creative ways to target and recruit potential students
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	Computer Science and Office Technology courses overlap with most of the faculty salary being allocated to OFT and for budgeting purposes, both CSC and OFT budgets are viewed together. The net revenue (cost) per credit hour for OFT is -\$229.51 while the net revenue (cost) per credit hour for CSC is \$95.40.
2.2 How does the unit cost compare to the college average?	The net revenue (cost) per credit hour for the entire college is \$41.47. The unit cost for the program is higher.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Paid through operating budget.
2.4 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
2.5 Did the review of program cost result in any actions or modifications? Please explain.	More accurately allocate costs for this program. Some CSC courses are associated with the OFT program.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	Students are prepared for entry into the job market. Soft Skills exposure and training is being incorporated into the curriculum based on request of area employers.
3.2 What are the identified or potential weaknesses of the program?	None.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional classroom, Open Learning, Online, Hybrid.
3.4 How does this program fit into a career pathway?	The certificate fits within the OFT career pathway. The OFT Cert seamlessly ladders into the OFT AAS.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	None.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Some of the required general education courses include dual credit options. None are available for discipline-specific courses.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	None are required for the program, but some internship opportunities are available upon student request.
3.8 Is industry accreditation required for this program?	No
3.9 Are industry-recognized credentials offered? If so, please list.	None
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The program has established an articulation agreement with the University of Northern Iowa.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Advisory Council made up of industry leaders meets once per semester to review the program and make recommendations.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The average class size for CSC courses is 16.8. The average class size for OFT courses is 4.

<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p>	<p>Many professional development opportunities are available to adjunct and full time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College's Faculty Senate Committee on Professional Development.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>Computer equipment in the computer labs are updated and replaced as needed to ensure that they meet the needs of the program.</p> <p>Software is updated to reflect the educational needs of the region. For instance, in the summer of 2017 the computers in the computer labs will be upgraded to Windows 10 and Office 2016.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Assessments are conducted and documented on an annual basis, such that all goals are assessed in a five-year period.</p> <p>Assessments include scoring classroom artifacts, evaluating final projects, pre/post tests and observations.</p>
<p>3.18 How satisfied are students with their preparation for employment?</p>	<p>N/A. Low student response to surveys.</p>
<p>3.19 How is student satisfaction information collected?</p>	<p>Collected through ICCB CTE follow-up study.</p>
<p>3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Primarily through program Advisory Council.</p>
<p>3.21 How often does the program advisory committee meet?</p>	<p>Annually or more often if needed.</p>
<p>3.22 How satisfied are employers in the preparation of the program's graduates?</p>	<p>N/A</p>
<p>3.23 How is employer satisfaction information collected?</p>	<p>N/A</p>
<p>3.24 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>A review of the program quality revealed that the program provides the training required by employers in the region</p>

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

With no state budget for the past few years and the uncertainty this has caused, the college is beginning to experience financial barriers to maintaining adequate equipment, software and support services needed to adequately support not only the OFT Med Office Certificate but all CTHE programs.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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.

<i>CTE PROGRAM</i>	Medical Office Certificate				
<i>CIP CODE</i>	510705				
	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	3	6	8	2	9
<i>RETENTION RATES (FALL TO SPRING)</i>	n/a	75%	57.14%	100%	37.50%
<i>COMPLETION RATE</i>	n/a	n/a	40%	0%	0%
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	Program assessments are conducted annually. Assessments indicate that students are performing at or above the acceptable range. Minor adjustments have been made to improve student performance.				
What disaggregated data was reviewed?	JWCC Annual CTHE Program Reports.				
Were there gaps in demographic data? Please explain.	No, there is not much diversity.				
What is the college doing to overcome any aforementioned equity gaps?	No gaps uncovered.				
Are the students served in this program representative	Yes. Student demographics mirror the overall demographics of the communities we serve.				

of the college? Please explain.	
Are the students served in this program representative of the district? Please explain.	Yes. Student demographics mirror the overall demographics of the communities we serve.
<i>REVIEW RESULTS</i>	
Action	<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)
Summary Rationale Please provide a brief rationale for the chosen action.	The program is financially and academically stable. The program remains relevant to the needs of the region.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<p>Continue to update software.</p> <p>Continue to integrate soft skills training into curriculum.</p>

Career & Technical Education

<i>COLLEGE NAME:</i>	John Wood Community College
<i>FISCAL YEAR IN REVIEW:</i>	2017

PROGRAM IDENTIFICATION INFORMATION

<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Surgical Technology	Degree	64	510909	Surgical Technology

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

Program Objectives What are the overarching objectives/goals of the program?	To provide the student the opportunity to pursue quality education in preparation for a career in surgical technology.
To what extent are these objectives being achieved?	Upon completion of the certificate and degree programs the graduate: will have the skills and abilities to be able to perform as a competent entry level surgical technologist, will be seeking employment as a certified surgical technologist, and seek advanced employment opportunities on the professional career ladder.
Past Program Review Action What action was reported last time the program was reviewed?	Continue with minor improvements

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.

List all pre-requisites for this program (courses, placement scores, etc.).	BIO 293 Microbiology and OFT 281 Medical Terminology for certificate program. Successfully passing the national certification exam for surgical technology (CST) to complete AAS degree.
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	BIO 293 Microbiology, BIO 275 Human Anat & Phys I, BIO 276 Human Anat & Phys II, FYE 101 Blazing Your Trail, CMN 101 Intro to Speech I or ENG 101 Rhet & Comp I, OFT 281 Medical Terminology, PSY 101 Intro to Psychology, CSC 106 Intro to Computers, MAT 100 Technical Math, CMN 104 Interpersonal Comm, PHL 111 Logic/Critical Thinking, SUR 100 Professional Issues for the Surg. Tech., SUR 110 Intro to Surgical Tech, SUR 120 Surgical Tech I, SUR 140 Surgical Tech II, SUR 114 Surgical Pharmacology

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Certificate - The requirements of a lab and two clinical rotations is a necessity for students to experience the surgical environment first hand and obtain hands on experience. AAS Degree – The additional hours are to develop a professional tract to provide students with the skills needed to advance up the professional career ladder.
<i>INDICATOR 1: NEED</i>	<i>RESPONSE</i>
1.1 How strong is the occupational demand for the program?	In the past 3 years, graduates of the Surgical Technology certificate program have obtained employment on or after graduation. Resulting in a 78% placement rate.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand continues to increase each year. The Bureau of Labor Statistics states that Surgical Technology positions are expected to increase by 30% through 2022.
1.3 What is the district and/or regional need?	Currently the college is aware of 9 surgical technology vacancies in the area and will be graduating 5 students in August 2017 leaving a void for another 12 months.
1.4 How will students be recruited for this program?	College website, academic advisors, job fairs, and health care facilities recruit potential students. The most effective recruiting tool is our past graduates. Past graduates recruit approximately 30% of incoming students.
1.5 Where will students be recruited from?	High school graduates, returning students looking for a career change, students wanting a career in health care but not in the nursing field, non-traditional students.
1.6 Did the review of program need result in actions or modifications? Please explain.	No.
<i>INDICATOR 2: COST EFFECTIVENESS</i>	<i>RESPONSE</i>
2.1 What are the costs associated with this program?	Cost per credit hour is (\$171.33).
2.2 How does the unit cost compare to the college average?	This is well below the college average. The accrediting body regulates the caps per instructor. With the current caps, instructional costs are extremely high to deliver this program. The college will continue to offer the SUR program as it is vital to the health and wellness of the communities we serve.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Tuition, fees and Ed Fund dollars.
2.4 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
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No.

INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	Active Program Advisory Committee, 86% pass rate for CST exam, 86% student retention rate, 80% job placement on or before graduation, 30% of students continue on to achieve AAS degree.
3.2 What are the identified or potential weaknesses of the program?	Student retention due to (student) financial struggles, lack of surgical technology related to lab curriculum.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Structure classes, lab, clinical rotations, on-line classes, and team teaching.
3.4 How does this program fit into a career pathway?	Program provides student with entry level skills to immediately enter the workforce upon graduation of certificate program. Provides an option for certificate graduates to continue education and receive AAS degree while working in the field of surgical technology.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The implementation of a surgical technology fund. The funds are provided each year by a fund raising team building project each surgical technology class is required to participate in. The fund helps provide financial assistance for students wanting to continue their education and obtain an AAS degree as well as provide assistance for other student needs to ensure student success.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No specific dual credit for SUR courses but there are opportunities for dual credit in prerequisites and general ed requirements for the program.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Clinical rotations are implemented into two semesters (spring/summer) which provide students with hands on learning and an opportunity to experience the real time surgical work environment.
3.8 Is industry accreditation required for this program?	The program is accredited by CAAHEP (Commission on Accreditation of Allied Health Education Programs) and reviewed each year by ARC/STSA (Accreditation Review Council on Education in Surgical Technology and Surgical Assisting
3.9 Are industry-recognized credentials offered? If so, please list.	The NBSTSA (National Board of Surgical Technology and Surgical Assisting) are the stewards of the CST (Certified Surgical Technologist) exam. All graduates of the surgical technology certificate program sit for the CST exam. Since 2011 the program has had 100% participation in the CST exam.
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	The pass rate for the CST (certified surgical technologist) exam for the last 3 years has averaged 86%.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Currently there are 10 active health care facility clinical contracts or agreements. The agreements provide locations for surgical technology students to receive hands-on experience during their clinical rotations.

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Lab 6:1 and Theory 3:1
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Opportunity to attend annual national conferences for AST (Association of Surgical Technology) and AFE (Accreditation Fundamentals for Educators).
3.16 What is the status of the current technology and equipment used for this program?	The theory portion of the program is using iPads, computerized testing, and video technology. The lab portion of the program is using actual equipment and supplies used in the surgical environment on campus and off site at a health care facility.
3.17 What assessment methods are used to ensure student success?	Employer satisfaction evaluations are sent out 9 months after the student graduates, student satisfaction evaluations are sent out 6 months after graduation. Students are also given a clinical site evaluation form after each clinical rotation and a student program evaluation after completion of program.
3.18 How satisfied are students with their preparation for employment?	For the past 3 years the student satisfaction rate has been 100%.
3.19 How is student satisfaction information collected?	Student satisfaction information is collected by the student satisfaction evaluation, mailed 6 months after graduation and student program evaluation, completed before graduation.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Approximately 50% of the program advisory board are employers (Health Care Facilities) of graduates of the program, one employer is part of the selection/interview process for student entry into the surgical technology program.
3.21 How often does the program advisory committee meet?	The PAC (Program Advisory Committee) meets twice a year (once in the fall and once in the spring).
3.22 How satisfied are employers in the preparation of the program's graduates?	For the past 3 years the Employer Satisfaction Evaluations which are sent out 9 months after the student graduates have indicated 100% satisfaction of graduates they have hired.
3.23 How is employer satisfaction information collected?	The information is collected by the Employer Satisfaction Evaluation. Satisfaction information is also verbally shared through direct contact with Program Director and Program Adjunct faculty.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No.

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

The program was implemented in 2000. Since that time there has been no consistent barrier to the program's success. Currently the program is encountering retention issues related to financial assistance available to potential students. The 2016/2017 surgical technology class had 3 students drop the program due to financial struggles related to family needs. The college is working on reviewing alternative funding methods to assist students with financial barriers.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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.

<i>CTE PROGRAM</i>	Surgical Technology				
<i>CIP CODE</i>	510909				
	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	4	3	3
<i>RETENTION RATES (FALL TO SPRING)</i>	n/a	n/a	100%	100%	100%
<i>COMPLETION RATE</i>	n/a	n/a	n/a	66.67%	44.44%
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	30% of students completing the surgical technology certification program are choosing to continue their education and obtain an AAS degree in the field of surgical technology.				
What disaggregated data was reviewed?	JWCC Annual CTHE Program Reports.				
Were there gaps in demographic data? Please explain.	No, there is not much diversity.				
What is the college doing to overcome any aforementioned equity gaps?	No gaps uncovered.				
Are the students served in this program representative	Yes. Student demographics mirror the overall demographics of the communities we serve.				

of the college? Please explain.	
Are the students served in this program representative of the district? Please explain.	No, there is not much diversity.
<i>REVIEW RESULTS</i>	
Action	<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)
Summary Rationale Please provide a brief rationale for the chosen action.	Per employer surveys and responses, the program is producing quality graduates. Due to program student to instructor ratio requirements, the program is struggling to be financially stable. Faculty and administration will continue to monitor the budget and increase efficiencies where there is opportunity. The program is needed to serve the health care needs in our communities and with the credential rate is 86% and employment and student satisfaction rates of 100%; JWCC will continue the program with minor improvements.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Review and monitor budget at the end of each semester.

Academic Disciplines	
<i>COLLEGE NAME:</i>	John Wood Community College
<i>FISCAL YEAR IN REVIEW:</i>	2017
<i>DISCIPLINE AREA:</i>	<i>LANGUAGES, LITERATURE AND COMMUNICATIONS</i>
REVIEW SUMMARY	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
Program Objectives What are the objectives/goals of the discipline?	The College's Assessment Plan has identified all academic disciplines in transfer education as contributing to the College's General Education Goals (GEGs). Accordingly, courses that contribute to each of the GEGs have been identified from these academic disciplines and are used for assessment. Most courses taught in this program meet either GEG # 1 or GEG # 2. While GEG # 6, Information Literacy, is included in ENG 102 and CMN 101, we have not included this GEG goal for assessment purposes.
To what extent are these objectives being achieved?	Through the College's Assessment Plan, artifacts from the Languages, Literature and Communications department are assessed on a regular basis to determine the extent to which the learning goals and objectives are being met.
How does this discipline contribute to other fields and the mission of the college?	Communication contributes to every field of study and aligns with the college mission.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Placement in writing classes switched to Accuplacer classroom management system switched to Canvas courses updated on regular classes.
REVIEW ANALYSIS	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	Response

1.1 What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership?	All program changes must be submitted and approved by Faculty Senate Curriculum Committee. Different areas of the program subject to regular assessment activity.
1.2 How will students be informed or recruited for this program?	NA
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this discipline?	Department costs are computed annually through the College's Department Cost report. The Languages, Literature and Communication department cost has a higher net revenue than the College average.
2.2 What steps can be taken to offer curricula more cost-effectively?	Class size could be increased.
2.3 Is there a need for additional resources?	Not at this time.
INDICATOR 3: QUALITY	RESPONSE
3.1 Are there any alternative delivery methods of this program? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	In addition to traditional face-to-face instruction, we offer Online, Open Learning Center, Hybrid, Dual Credit, Concurrent Enrollment and we are experimenting with Zoom Technology.
3.2 If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how?	Department Chair compares delivery systems each semester and shares with department at regular department meetings.
3.3 What assessments does the program use to measure full-time and adjunct instructor performance in the classroom?	Student Assessment is done for one class each semester for tenured faculty. Adjunct-faculty student assessments are done for each class every semester, as are non-tenured instructors.
3.4 How does the program identify and support at-risk students?	Writing Center/conference proper placement.
3.5 To what extent is the program integrated with other instructional programs and services?	All aspects of research-based writing are taught across the curriculum. Department instructors lecture and share material with other departments doing research-based writing.

3.6 What does the program review when developing or modifying curriculum?	The department assesses student outcomes each semester and adjusts course offerings accordingly based on skills assessed.
3.7 When a course has low retention and/or success rates, what is the process to address these issues?	They are evaluated each semester at department meetings.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.

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DATA ANALYSIS FOR ACADEMIC DISCIPLINES

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

<i>ACADEMIC DISCIPLINE AREA</i>	Languages, Literature and Communications				
<i>COURSE TITLE</i>	Data reflects all courses within the department				
<i>COURSE DESCRIPTION</i>	NA				
	<i>FY2016</i>	<i>FY2015</i>	<i>FY2014</i>	<i>FY2013</i>	<i>FY2012</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	NA	NA	NA	NA	NA
<i>CREDIT HOURS PRODUCED</i>	6,225	6,112	5,943	6,617	6,470
<i>RETENTION RATES (FALL TO SPRING)</i>	NA	NA	NA	NA	NA
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	85%	82%	80%	76%	76%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	NA	NA	NA	NA	NA
<i>HOW DOES THE DATA SUPPORT THE DISCIPLINE OR COURSE GOALS? ELABORATE.</i>	Course success rates are in line with average course success rates for the College.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Additional data provided by institutional research was also reviewed including course success, department cost, transfer, and retention reports.				

<p>WERE THERE GAPS IN DEMOGRAPHIC DATA? PLEASE EXPLAIN.</p>	
<p>ACADEMIC COURSE REVIEW RESULTS</p>	
<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p><i>DECISION FOR NEW CMN 101 TEXT SPRING 2018</i> <i>ASSESSMENT OF ACCUPLACER SPRING 2018</i></p>
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Department discussions and assessment led to the action steps above.</p>
<p>Resources Needed</p>	<p>NA</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Dean and Department Chair</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. A completed and comprehensive review will likely be between **4 – 8 pages in length**.

<i>COLLEGE NAME:</i>	John Wood Community College
<i>FISCAL YEAR IN REVIEW:</i>	2017
<i>REVIEW AREA:</i>	Business and Industry
<p>Program Summary Please provide a brief summary of the function of the program.</p>	The JWCC Business and Industry department seeks to provide customized training to industries within the JWCC district. Customized Training is an affordable, business focused approach to providing employees the needed knowledge, skills and abilities (KSA's) to perform at the highest possible level.
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	NA
What are the identified or potential weaknesses of the program?	<ol style="list-style-type: none"> 1. Businesses see the value in training employees yet taking them off the line thus interrupting production is the hurdle. Production numbers must be met with or without training being conducted. 2. Limited college staffing due to the budget impasse within the State of IL to provide timely feedback to local businesses and market additional training options for local businesses.
What are the program's strengths?	<ol style="list-style-type: none"> 1. Competent and professional staff. 2. Exceptional faculty. 3. Business and industry buy in and support for JWCC. 4. Community support for JWCC within all counties served. 5. Partnerships with Great River Economic Development Foundation, WIOA, Chamber and other business and industry groups. 6. Top of the mind awareness from Business and Industry groups.

<p>Rationale Detail all major findings resulting from the current review.</p>	<p>Business and industry contact hours have grown by 1,700 seats from 2015 – 2016. During this same period, net revenue was up by over 500%. The current model is working due to the buy in and professionalism of the staff and faculty.</p>
<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Continue current B&I model with minor adjustments.</p>

Student and Academic Support Services

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<i>COLLEGE NAME:</i>	John Wood Community College
<i>FISCAL YEAR IN REVIEW:</i>	2017
<i>REVIEW AREA:</i>	Community Based Outreach
<p>Program Summary Please provide a brief summary of the function of the program.</p>	<p>The JWCC Community Based Outreach department seeks to provide youth and adult enrichment activities to consumers within the JWCC district.</p> <p>Youth enrichment is provided through our JDUB Academy which highlights STEM activities for youth ages K-12th grade at all campus and center locations. The JWCC Youth enrichment program (JDUB Academy) has been in existence for approximately 22 years.</p> <p>The program’s focus is hands-on educational enrichment for children. Courses provide unique and enjoyable activities each summer with a variety of hands-on learning opportunities in science, technology, engineering, math, art, theatre, music, reading and more.</p>
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>Modified JDUB Academy to focus more on STEM activities and removed “fun, kid camp” courses and broaden the range of students from K-6 to K-12.</p> <p>Developed an informal advisory board of parents in Pike County to discuss offerings in the outer centers. Courses were designed to be delivered in rapid succession, normally 1 day, where kids could experience several STEM related activities during the entire JDUB Academy program. Parents felt shorter, less expensive courses would be a better fit in the rural communities.</p>

<p>What are the identified or potential weaknesses of the program?</p>	<ol style="list-style-type: none"> 3. Limited college staffing due to the budget impasse within the State of IL. Limits our staff's ability to effectively engage within our local communities and market the program to community based organizations. 4. Limited instructor pool due to lack of staff time to develop an adequate pool. 5. Local competition within our largest market; Quincy. 6. Loss of a major income generating course; Driver's Education. Vendor pulled out due to profitability concerns. JWCC has been unable to find a provider in the region willing to offer a driver's education program in the JWCC district. 7. Restructuring of Business and Industry as well as the CPR program out of CBO and into their own profit centers.
<p>What are the program's strengths?</p>	<ol style="list-style-type: none"> 7. Competent and professional staff. 8. Exceptional instructors. 9. Community support for JWCC within all counties served. 10. Partnerships with business and industry supports as well as other community based organizations; Gardner Camp, Kiwanis, Rotary Clubs and Nuts, Bolts and Thingamajigs. 11. Partnerships with local community school districts; Pittsfield, Quincy Public Schools and Brown County as well as the local YMCAs (Quincy and Mt. Sterling) and Kroc Center. 12. Legacy and history of the program. Generations of community members have attended JDUB Academy classes for the past 22 years and transitioned into traditional students once they graduated high school.

<p>Rationale Detail all major findings resulting from the current review.</p>	<p>During this reporting cycle, CBO was at a net revenue of (\$59,934).</p> <p>With a significant net revenue loss, limited staffing and an increase in local competition, JWCC will begin to review the department's structure and conduct a thorough review of all course offerings.</p> <p>The goal is to find more efficient and effective methods for delivering adult and youth enrichment activities within the communities we serve.</p>
<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>We are the community's college thus the services, especially our popular and profitable JDUB Academy and specific adult enrichment courses, will continue to be offered.</p> <p>During the next reporting cycle administration, staff and community partners will collaborate on finding a more efficient and effective method in delivering JWCC CBO programs.</p>

Student and Academic Support Services

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<i>COLLEGE NAME:</i>	John Wood Community College
<i>FISCAL YEAR IN REVIEW:</i>	FY 17
<i>REVIEW AREA:</i>	Student Services – Financial Aid
Program Summary Please provide a brief summary of the function of the program.	<p>John Wood Community College's Financial Aid Office provides a comprehensive range of student financial aid services. Through significant community outreach efforts, quality services, continue assessment of policies and procedures as applied to federal and state regulations, we are committed to providing opportunities to make educational goals obtainable.</p> <p>The Financial Aid Office is staffed with four full-time professionals (three Specialists and one Office Assistant) and the Dean of Enrollment Services/Director of Financial Aid. The office is a part of the Student Services area and the Dean reports directly to the President.</p>

<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>Since the last Program Review of the department in FY 2013, there have been many changes to the departments processing of aid as well as federal and state regulations. Some areas of focus:</p> <p>College Work Study Program – Did a self-evaluation between Financial Aid Office, Human Resources, and Payroll Departments. Reviewed federal regulation as applied to campus based program. Identified areas needing strengthened such as job application process and job application process. We implemented a new online application process that streamlined the communication between Financial Aid and Human Resources Departments. In addition worked to provide students with a listing of openings online as well as viewable job descriptions.</p> <p>Gainful Employment Disclosure Information – With yearly updates required for Gainful Employment templates, it was challenging to identify all the points of contact on the JWCC web site that needed updated regularly. By working with Information Technology, we were able to streamline the process so that when templates are updated and saved it will automatically update instructional pages as well as the consumer information page in regards to Gainful Employment.</p> <p>Loan Application Processing – Due to technical difficulties, we had to revise online loan application process to ensure collection of data for loan processing.</p> <p>Prior Prior Year FAFSA data collection – Had to make adjustments for FY 18 year processing to accommodate the review of FY 17 and FY 18 comparison. Worked with Information Technology to pull data for comparison with an ACCESS report.</p>
<p>What are the identified or potential weaknesses of the program?</p>	<p>The Financial Aid Office continues to look for ways to streamline processes and ways to serve students. Just a few of the following projects will allow us to support:</p> <p>New regulation on Gainful Employment Disclosure is the presentation of templates to prospective students. We are working through automation of this notification to students. This is currently a project in the works.</p> <p>Satisfactory Academic Progress Notification – JWCC Financial Aid Office automated the processing several years ago but the notification is still hand generated. We will be working to add this within our communication flow.</p> <p>Continued review of notification of students of changes and updates to Financial Aid awards. Will be working with Information Technology as well as Marketing to streamline our contact.</p>

<p>What are the program's strengths?</p>	<p>One of our strengths is the engagement within the districts community. The Financial Aid Office in coordination with Admissions works with district high schools (14 total) to inform them about the FAFSA application as well as assist with filing the application. With change of the FAFSA filing date we have moved up our information visits to each high school to September and then have set return visit in many cases aligned with Parent Teacher nights to offer FAFSA filing support at the individual high schools.</p> <p>As a community college, we provide assistance to residents of the district with FAFSA application needs throughout the year. Our Financial Aid Office assist district residents through face-to-face visits or phone with questions concerning the application process.</p>
<p>Rationale Detail all major findings resulting from the current review.</p>	<p>Through our regular review of process, we identified ways to streamline and clarify College Work Study and Gainful Employment modifications to assist us with compliance. We have additional upcoming modification that will need to be reviewed and addressed as we move forward as well.</p>
<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Some actions moving forward:</p> <ul style="list-style-type: none"> • Ongoing development for Gainful Employment Disclosure compliance – currently working with Information Technology; • 2nd PELL – Preparing for the first application of 2nd PELL offering to student starting in FY 18; • Satisfactory Academic Progress – streamline notification to students utilizing communication flow.

Student and Academic Support Services

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<i>COLLEGE NAME:</i>	John Wood Community College
<i>FISCAL YEAR IN REVIEW:</i>	FY2017
<i>REVIEW AREA:</i>	Fiscal Services
<p>Program Summary Please provide a brief summary of the function of the program.</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, and purchasing. 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 payable coordinator, a purchasing coordinator, and a payroll coordinator. Fiscal Services employs eight full-time employees.</p>
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>In FY14, we began using the Local Debt recovery program for collections of written-off student accounts. There is no cost to participate in this program. The State of Illinois will garnish various types of payments (lottery winnings, state contract payments, tax refunds) and send the collected amounts to us. FY14 collections totaled \$14,770. FY15 collections totaled \$51,669 and FY16 collections came in at \$36,154.</p> <p>With the passage of new state legislation, the College is now required to report purchasing information with minority, female, and persons with disabilities owned businesses. The purchasing coordinator has worked to develop processes and update forms that will allow the College to collect the necessary information to report back to the state for FY17.</p>

<p>What are the identified or potential weaknesses of the program?</p>	<p>The accounts payable coordinator is currently vacant. This position has been historically heavily involved in monitoring grant spending. With those activities being taken over by the Director of Fiscal Services and the Manager of Accounting Services, there is the potential for grants to be underspent or un-allowed costs to be charged. This is a small risk as the majority of the grant managers on campus are very familiar with what are allowable charges for their grants.</p> <p>With the move of Payroll to the Business Office, there have been some issues regarding the information flow during this transition. The Business Office continues to work with HR to ensure these issues are resolved.</p>
<p>What are the program's strengths?</p>	<p>Fiscal Services has played a large part in the unqualified audit opinions in recent years. Staff work 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>Rationale Detail all major findings resulting from the current review.</p>	<p>The Business Office has developed a new process for the new state travel requirements. This involves submitting the Out-of-State Travel requests to the Finance Committee of the Board of Trustees on a monthly basis.</p> <p>The Business Office has also worked to implement processes for the new Grant Accountability and Transparency Act.</p>

Intended Action Steps

Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.

The Business Office will continue to adapt processes to streamline them. We will also develop processes for any new legislation.

Student and Academic Support Services

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<i>COLLEGE NAME:</i>	John Wood Community College
<i>FISCAL YEAR IN REVIEW:</i>	FY 2017
<i>REVIEW AREA:</i>	Physical Plant
<p>Program Summary Please provide a brief summary of the function of the program.</p>	The Core Functions of the Physical Plant involve all housekeeping related needs including floor care, facility and equipment repairs, preventive maintenance, landscape or grounds maintenance and improvements, operational set-up requirements for special events, and minor construction projects.
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	The primary improvement since 2011 has been the hiring of an experienced HVAC Technician. Beyond HVAC, his responsibilities include general equipment maintenance, minor construction projects and supervising in-house Maintenance Technicians.
What are the identified or potential weaknesses of the program?	Our need to address growing maintenance issues as our campus ages is outstripping our ability to staff as needed due to financial constraints.
What are the program's strengths?	Increased numbers of cross-trained staff alongside shrinking on-site head-count (meaning less demands on some of our Facilities) have allowed us to continue minor construction projects that enhance our Student Life and Classroom opportunities.
<p>Rationale Detail all major findings resulting from the current review.</p>	
<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	Working within our annual Strategic Plan and Goals, the Physical Plant intends to focus on near-term deferred maintenance needs, while continually updating and prioritizing future deferred needs to assist in Budget planning.

	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Review of Career and Technical Programs	<p>1513 - Computer-Aided Design: CAD 210 (AAS) CAD 210A (Cert)</p> <p>4302 - Fire Protection: FRC 575 (AAS)</p> <p>5109 – Diagnostic: EMS 500 (AAS) EMS 500C (Cert) SUR 510 (AAS) SUR 510C (Cert) RAD 500 (AAS)</p> <p>5202 – Admin & Management: BMA 656 (AAS) BMA 656C (Cert) LOM 101 (AAS) LOM 101A (Cert)</p> <p>5204 –Admin/Secretary: OFT 232 (AAS) OFT 232B (Cert)</p>	<p>4805 – Prec. Metal: PMM 100 (Cert) WLD 300 (Cert) WLD 100 (Cert) WLD 200 (Cert)</p> <p>5004 – Graphic Art: GPDS 501 (AAS)</p> <p>5110 - Med Lab: MLT 501 (AAS)</p> <p>5203 – Accounting: ACG 333 (AAS) ACG 333C (Cert)</p>	<p>0101 - Ag Business: ABM 828 (AAS)</p> <p>0103 – Ag Production: ABF 848 (Cert) SWN 385 (Cert) FVP 200 (Cert)</p> <p>0109 – Animal Science: ASC 845 (AAS)</p> <p>513X – Nursing: NUR 501 (AAS) PNU 401 (Cert) GCSP 101 (Cert) NUA 402 (Cert) HCA 101 (Cert)</p> <p>5218 - Retail: SAM 807 (AAS)</p>	<p>0102 – Ag Mech ABM 828A (Cert)</p> <p>1506 – Indust Prod: MFT 200 (AAS)</p> <p>1907 – Child Development: CHD 202 (AAS)</p> <p>4703 – Ind Equip: IMT 101 (AAS) IMT 101E (Cert) IMT 101M (Cert)</p> <p>49XX – Transportation: TDT 300 (Cert)</p>	<p>1003 – Printing/Pub: GPDS 501B (Cert)</p> <p>1108 – Graphics/Database: GPDS 501A (Cert)</p> <p>1109 – Computer Network: CNS 100 (AAS)</p> <p>1504 –Electrmech/Main Tech: CPT 100 (Cert)</p> <p>4301 – Criminal Justice: LAW 292 (AAS)</p> <p>4603 – Electricity & Power: ELE 600 (AAS) ELE 601C (Cert)</p> <p>5107 – Health Medical Service: OFT 233C (Cert) OFT 232M (AAS)</p> <p>5212 – Data Processing: CIS 263 (AAS)</p>
Review of Academic Disciplines	Mathematics: Mathematics	Physical and Life Sciences: Natural Sciences	Humanities & Fine Arts: Humanities Fine Arts	Social/Behavioral Sciences: Social/Behavioral Sciences	Written and Oral Communications: Languages & Literature
Review of Cross-disciplinary Curricula	Remedial/Developmental Mathematics	Remedial/Developmental English Language Arts	Adult Education including ESL	Vocational Skills	NA
Reviews of Student and Academic Support Programs	Admissions Adult Education Career Services Human Resources Records & Registration	Information Technology Institutional Effectiveness RSVP Support Services Disability Services Pittsfield Education Center	Advising & Retention Bookstore Campus Services Instructional Support & Distance Learning Library & Academic Support	Advancement Athletics Campus Police / Risk Mgt Public Relations & Marketing Student Life	Business and Industry Community Education Financial Aid Fiscal Services Physical Plant Mt. Sterling Education Center