

<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>	2018
<i>DIRECTORY OF REVIEWS SUBMITTED</i>	
<i>AREA BEING REVIEWED</i>	<i>PAGE NUMBERS</i>
<i>CAREER AND TECHNICAL EDUCATION</i>	2-69
<i>ACADEMIC DISCIPLINES</i>	70-75
<i>CROSS-DISCIPLINARY INSTRUCTION</i>	76-107
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<i>PRIOR REVIEW SUPPLEMENTAL INFORMATION</i>	NA
<i>OTHER ATTACHMENTS AS NECESSARY</i>	108

Career & Technical Education				
<i>COLLEGE NAME:</i>		John Wood Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
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>
CAD 210	Deg	64	151302	
CAD 210A	Cert	16		
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?		Computer technology has revolutionized the processes used in drafting and design. Processes that were formerly performed by hand can now be done using computers and is referred to as CAD (computer-aided design). The advances in technology in this area allow CAD technicians to generate precise drawings with more efficiency than ever before. CAD technicians are able to harness computer technology to give engineers, architects, manufacturers, and others a different perspective and understanding of the design process. CAD is projected to be a profession with excellent job growth potential in the coming years. CAD technicians need to be skilled in several areas. First they must understand the principles, techniques, and terminology associated with a traditional drafting and design process. CAD technicians must also be able to understand computer concepts and techniques. Finally, CAD technicians learn to apply drafting principles to a computer based drafting environment.		
To what extent are these objectives being achieved?		All students progressing well in achieving the program objectives. Most students who possess the soft skills and industry skills needed are hired before completing the program. Advisory board has been very supportive and complimentary of the program and student outcomes.		

<p>Past Program Review Action</p> <p>What action was reported last time the program was reviewed?</p>	<p>Continued with minor improvements.</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>Math placement score requirement.</p> <p>CAD 102 – prerequisite: CAD 101</p> <p>CAD 104 – prerequisite: CAD 101 or concurrent, or consent of department.</p> <p>CAD 195 – prerequisite: Consent of department</p> <p>CAD 200 – prerequisite: CAD 106 or consent of department.</p> <p>CAD 202 – prerequisite: CAD 200 or consent of department.</p> <p>CAD 204 – prerequisite: CAD 114 or consent of department.</p> <p>CAD 214 – prerequisite: CAD 204 or consent of department.</p> <p>CAD 231 – prerequisite: CAD 200 or concurrent.</p> <p>CAD 233 – prerequisite: CAD 200 or concurrent.</p> <p>CAD 299 – prerequisite: consent of department.</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.).

FIRST SEMESTER

CAD 101 Intro to Dft & Blueprint Reading for CAD

CAD 104 Intro to CAD

CAD 114 Intro to Parametric Modeling

CSC 106 Intro to Computers

ENG 101 Rhet & Comp I OR ENG 191 Business Writing

FYE 101 Blazing Your Trail

SECOND SEMESTER

CAD 102 Drafting Term for CAD

CAD 106 CAD Applications I

CMN 101 Intro to Speech I OR CMN 104 Interpersonal Comm

MAT 109 Elementary Statistics

MFG 104 Quality/Continuous Improv

Approved Technical Elective*

THIRD SEMESTER

CAD 200 CAD Applications II

CAD 204 3D Applications

CAD 230 Intro to Manufacturing

PSY 145 Human Rel/Workplace

Approved Technical Elective*

FOURTH SEMESTER

CAD 202 CAD Applications III

CAD 214 Adv 3D Applications

	<p>CAD 231 Tool Design</p> <p>MAT 114 Trigonometry</p> <p>Approved Technical Elective*</p> <p>*Approved Technical Electives: All courses with CAD, ELE, MFG, and WLD prefixes.</p>
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	To fulfill the technical requirements as suggested by our Advisory Board, the AAS needed 64 hours.
INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	More and more companies are transitioning to computer designed parts and 3d printed products. We are seeing an increase in all industry sectors, not just MFG, for CAD designers. Recently QMG, a local health care provider, announced a new 3d scan and print cast option for patients. A local dentist has also implemented 3d scan and printer teeth as an option. More jobs in various fields are being added every year.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	More technology is being introduced yearly and more CNC machines are compatible to CAD than ever before. The CAD program will continue to grow.
1.3 What is the district and/or regional need?	In district, most of our students are employed in the CAD field, and local companies continue to call looking for more students that are ready to graduate.
1.4 How are students recruited for this program?	JWCC personnel attend outreach programs in high schools. We attend many functions throughout the year to show what opportunities JWCC has to offer.
1.5 Where are students recruited from?	High schools, mall event, Summit event, companies that need workers.
1.6 Did the review of program need result in actions or modifications? Please explain.	After a review of the program, a change in curriculum for MAT 100 is necessary to better prepare students for subsequent course work.

INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	This program resides in the Computer Aided Design Department (10302). Total CAD Department costs for FY2017 were \$248.24 per credit hour with net revenue of -\$46.41 per credit hour.
2.2 How do costs compare to other programs on campus?	The total cost per credit hour is significantly higher than the College average of \$123.35, and the net revenue is negative and significantly lower than the College average of \$67.53.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The majority of the costs in the CAD department are paid through the operating budget of the College. There were grant expenses in FY2017 equal to \$1,400.
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?	The instructors are industry professionals and most students, who possess the necessary soft skills, have a job before completing the program.
3.2 What are the identified or potential weaknesses of the program?	Students need cross training of skills within manufacturing. Students need to understand that just because you can design a part a given way doesn't necessarily mean those same parts can be manufactured. The Advisory Committee is actively developing a joint MFG, WLD and CAD manufacturing process project to be implemented in spring 19.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional and hybrid.
3.4 How does this program fit into a career pathway?	This certificate stacks into the AAS degree.

<p>3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?</p>	<p>Industry skills our area businesses are looking for in quality candidates are course objectives. We actively listen to the needs of our tristate businesses and implement program modifications accordingly.</p>
<p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Not at this time. JWCC is currently working with Liberty and Notre Dame HS, two area service schools, for fall offerings.</p>
<p>3.7 What work-based learning opportunities are available and integrated into the curriculum?</p>	<p>Internships and business tours.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>None required.</p>
<p>3.9 Are industry-recognized credentials offered? If so, please list.</p>	<p>None required.</p>
<p>3.10 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No</p>
<p>3.11 If applicable, please list the licensure examination pass rate.</p>	<p>N/A</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Western Illinois University and The University of Northern Iowa.</p>
<p>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?</p>	<p>Partnerships are the same as stated in last review.</p>
<p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>	<p>Average class size in the CAD department is 5.92.</p>

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Professional development funds are part of the regular budget process. All faculty and adjuncts have the opportunity to attend regularly scheduled professional development sessions and seminars within the community and JWCC.
3.16 What is the status of the current technology and equipment used for this program?	Recently, JWCC put in new, robust computers in both CAD labs. 3D printers were purchased within the last 3 years.
3.17 What assessment methods are used to ensure student success?	The regular JWCC program assessment policy is followed. Curriculum emphasizes lab based projects. Program is in the process of a major program assessment rewrite and will be completed by fall 18.
3.18 How satisfied are students with their preparation for employment?	Most students are hired before their degree obtainment.
3.19 How is student satisfaction information collected?	Student satisfaction information is collected through a survey, which is sent to all CTE students each year.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory committee and most of our CAD instructors are currently working in the CAD industry.
3.21 How often does the program advisory committee meet?	2 times a year.
3.22 How satisfied are employers in the preparation of the program's graduates?	Through our Advisory Committee, we hear that our business partners are satisfied with our graduates' performance.
3.23 How is employer satisfaction information collected?	Advisory committee members and local businesses send employees through the JWCC CAD program to increase skill levels. This also has a direct impact on our completers.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The advisory committee and faculty are actively discussing the math requirement for Math 100.

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>	CAD 210				
<i>CIP CODE</i>	151302				
	<i>FY2013</i>	<i>FY2014</i>	<i>FY2015</i>	<i>FY2016</i>	<i>FY2017</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	12	10	10	15	16
<i>NUMBER OF COMPLETERS</i>	6	1	1	2	2
<i>OTHER (PLEASE IDENTIFY)</i>					
<i>CTE PROGRAM</i>	CAD 210A				
<i>CIP CODE</i>	151302				
	<i>FY2013</i>	<i>FY2014</i>	<i>FY2015</i>	<i>FY2016</i>	<i>FY2017</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	n/a	n/a	0	1	2
<i>NUMBER OF COMPLETERS</i>	n/a	n/a	1	2	5
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	With the data collected, the data shows that the program is growing and will continue to grow with the demand of our tristate business partners.				
What disaggregated data was reviewed?	Disaggregated data is reviewed during our program data reports.				
Were there gaps in the data? Please explain.	Program size is not large enough to have a sound data set for review.				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the student population.				

of the total student population? Please explain.	
Are the students served in this program representative of the district population? Please explain.	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the district population.
<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.	This action was determined by the CAD advisory committee.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Advisory Committee recommended that students in the program should be aware of how their part in the process works. Students will draw a part in CAD, and then the machining students should make that part per print. Faculty is working together to streamline this project.

Career & Technical Education				
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<i>FISCAL YEAR IN REVIEW:</i>		2018		
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>
FRC 575	Deg	64	430203	
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 AAS Fire Science degree is intended to prepare students for entry-level employment in the field of fire service. The Fire Science Program also serves individuals currently employed in the fire service field that are seeking additional training.		
To what extent are these objectives being achieved?		Objectives are documented as achieved by consistent pass rates for Office of the State Fire Marshal certifications in all areas being taught.		
Past Program Review Action What action was reported last time the program was reviewed?		Continued 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.).		High School diploma or equivalent. Pre-requisites can be required by the Office of the State Fire Marshal to gain certification for certain classes.		

<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>	<ul style="list-style-type: none"> • EMS 150 Emergency Med Tech* • FSC 180 Fire Service & the Law • FSC 132 Basic Firefighter-Module A • FSC 134 Basic Firefighter-Module B • FSC 136 Basic Firefighter-Module C • FSC 174 Hazardous Materials Operations • FSC 270 Fire Fighting Tactics & Strategy 1 • Technical Rescue Requirement • FYE 101 Blazing Your Trail • Hum/Soc/Behav Science Requirement 3cr. hr. • Mathematics Requirement 3cr. hr. • Written Communication Requirement 3cr. hr. • Oral Communication Requirement 3cr. hr. • General Education Requirement 3cr. hr. • FSC Electives 9cr. hr. • General or FSC Electives 13cr. hr.
<p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>To fulfill the technical requirements as suggested by our Advisory Board, the AAS needed 64 hours.</p>
<p>INDICATOR 1: NEED</p>	<p>RESPONSE</p>
<p>1.1 How strong is the occupational demand for the program?</p>	<p>Job prospects for firefighters will be good despite the number of volunteer firefighters that qualify for career firefighter jobs. Positions will open when others leave the occupation.</p> <p>Physically fit applicants with some postsecondary firefighter education and paramedic training should have the best job prospects. (Bureau of Labor Statistics)</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>Employment of firefighters is projected to grow 7% percent from 2016 to 2026, about as fast as the average for all occupations. (Bureau of Labor Statistics)</p>
<p>1.3 What is the district and/or regional need?</p>	<p>It closely mirrors or exceeds the national employment demand.</p>
<p>1.4 How are students recruited for this program?</p>	<p>We recruit students in our district through school visits and local advertising. We have recently started using HubSpot as a way of contacting students from around that state. We are going to start advertising in "Firehouse" magazine, as we did a few years ago to reach outside of Illinois.</p>
<p>1.5 Where are students recruited from?</p>	<p>In the past, we have had students from all over the world taking classes in our Fire Science program. Students have graduated from the program as far away as Japan.</p>

1.6 Did the review of program need result in actions or modifications? Please explain.	Yes. We are changing some of the online course offerings to concentrate more on the students need for the degree and lessen the need for certifications for Illinois students not seeking the degree.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	This program resides in the Fire Science Department (10204). Total Fire Science Department costs for FY2017 were \$198.10 per credit hour with net revenue of \$29.88 per credit hour.
2.2 How do costs compare to other programs on campus?	The total cost per credit hour is above the College average of \$123.35, and the net revenue is below the College average of \$67.53.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	All costs for Fire Science Department are paid through the operating budget of the College with no grant assistance.
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 does not receive any outside funding.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Part of the reason for our lower than normal net revenue per credit hour was because of the Fire Science Program supplementing some of the cost for 1 credit hour classes to local fire departments to help with much needed skills based training. While this affected our net revenue, we choose to not change this practice because of the greater good that it provides for our local first responders.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	Great success in providing qualified first responders to our local fire departments in our greatest strength. Another strength is the career employment for our students and the advancement opportunity certifications to Officer level firefighters.
3.2 What are the identified or potential weaknesses of the program?	Recruitment, enrollment is an ongoing challenge which will be concentrating on this year.

<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?</p>	<p>Traditional and online.</p>
<p>3.4 How does this program fit into a career pathway?</p>	<p>Direct career pathway for firefighters.</p>
<p>3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?</p>	<p>Our great success in providing online learning and degree opportunities for students at a distance.</p>
<p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>The general education classes would be the only courses that could be used as dual credit courses.</p>
<p>3.7 What work-based learning opportunities are available and integrated into the curriculum?</p>	<p>The Emergency Medical Technician course provides Emergency Room and Ambulance practical skills requirements that puts the students in side by side learning opportunities with those in the field.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>Accreditation is not required for this program. The JWCC Fire Science Program does get course approval for many of the courses offered, so students can gain Illinois Office of the State Fire Marshal certification from those classes.</p> <p>Illinois Office of the State Fire Marshal 1035 Adlai Stevenson Drive, Springfield, IL 62703 217-785-0969 https://www2.illinois.gov/sites/sfm/Pages/default.aspx</p>

<p>3.9 Are industry-recognized credentials offered? If so, please list.</p>	<p>Illinois State Fire Marshal certification can be attained from the following courses:</p> <p>Basic Firefighter, Advanced Firefighter, Fire Officer I & II, Instructor I & II, Rope Operations, Confined Space Operations, Hazardous Materials Operations & Technician, Fire Service Vehicle Operator, Aircraft Rescue Firefighter, Fire Apparatus Engineer, Vehicle & Machinery Operations</p> <p>Department of Public Health License can be attained from the Emergency Medical Technician course</p>
<p>3.10 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No.</p>
<p>3.11 If applicable, please list the licensure examination pass rate.</p>	<p>N/A</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Several other Illinois Community Colleges take advantage of our courses for their students through the ICE (Internet Course Exchange) program. No 4-year articulation agreements.</p>
<p>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?</p>	<p>No</p>
<p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>	<p>Average class size in Fire Science is 10.00.</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p>	<p>Professional development opportunities such as conferences, seminars, state meetings and additional local meetings are included in the annual budget process.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>Very good – most equipment is provided by the host department for each class. The equipment that the Fire Science Program owns is kept up and maintained regularly. Equipment is added when needed.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>The current JWCC program assessment policy. Quizzes are used regularly within each class to evaluate the student’s knowledge, as well as hands-on practical skills that students are evaluated on throughout the courses. Program assessments are done each year from the courses that were offered over those semesters.</p>

3.18 How satisfied are students with their preparation for employment?	Satisfied. A large number of area firefighters have come directly from our pool of students.
3.19 How is student satisfaction information collected?	Student satisfaction information is collected through a survey which is sent to all CTE students each year.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The Office of the State Fire Marshal sets the criteria for most of our classes. Area fire departments, firefighters and our programs advisory committee provide the input to help shape the program.
3.21 How often does the program advisory committee meet?	Local fire department meetings twice per year. JWCC has recently become a state authorized testing center. This has opened the door for additional collaboration with local departments. The department chair communicates testing schedules and program requirements with all local departments. The chair also attends multiple statewide meetings hosted by the State of IL Fire Marshal's office to discuss curriculum and program outcomes with other community colleges.
3.22 How satisfied are employers in the preparation of the program's graduates?	They are satisfied with the level of education that our program provides.
3.23 How is employer satisfaction information collected?	We meet twice a year with the Adams County Fire Protection District. We ask them their needs for that time period and we keep in contact with them throughout the year.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No

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>	FRC 575				
<i>CIP CODE</i>	430203				
	FY2013	FY2014	FY2015	FY2016	FY2017

<i>NUMBER OF STUDENTS ENROLLED</i>	34	25	22	27	16
<i>NUMBER OF COMPLETERS</i>	16	8	6	9	6
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	The data supports the trend of our current students looking more at individual certifications instead of being degree seekers. This would be our most aggressive change to the program to help even this out and increase the number of completers.				
What disaggregated data was reviewed?	Internal program data reports for the last five years were reviewed.				
Were there gaps in the data? Please explain.	The program enrollment is too small to make usable comparisons or analyses.				
What is the college doing to overcome any identifiable gaps?	NA				
Are the students served in this program representative of the total student population? Please explain.	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the student population.				
Are the students served in this program representative of the district population? Please explain.	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the district population.				
REVIEW RESULTS					
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.	We will continue to strive to meet goals and objectives set by the OSFM, IDPH and our advisory committee.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ul style="list-style-type: none"> - Continue to develop recruitment strategies. - Continue to develop assessment strategies to improve student performance.

Career & Technical Education				
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<i>FISCAL YEAR IN REVIEW:</i>		2018		
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>
EMS 500	Deg	64	510904	
EMS 500C	Cert	40		
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 prepare competent entry level paramedics in the cognitive, psychomotor and affective learning domains.		
To what extent are these objectives being achieved?		Goals met through consistent pass rates for National Registry and licensure exams, psychomotor skills testing and employer surveys.		
Past Program Review Action What action was reported last time the program was reviewed?		Continued 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.).	IL EMT license Age 18 High school diploma or equivalent Fisdap pre-entrance exam average 70% or > Interview Skills testing
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.).	EMS 161 Paramedic I EMS 166 Paramedic I Clinical EMS 171 Paramedic II EMS 176 Paramedic II Clinical EMS 251 Paramedic III EMS 256 Paramedic III Clinical EMS 261 Paramedic IV EMS 266 Paramedic IV Clinical EMS 199 Capstone Field Internship
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Must complete at least the core paramedic courses for the certificate = 39 credit hours
<i>INDICATOR 1: NEED</i>	<i>RESPONSE</i>
1.1 How strong is the occupational demand for the program?	Demand is good to date with 100% placement of paramedic graduates.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Local demand is keeping pace with the Bureau of labor statistics indicating 15% increase through 2026. Most likely due to aging workforce.
1.3 What is the district and/or regional need?	Employer survey to be conducted December 2017

<p>1.4 How are students recruited for this program?</p>	<ul style="list-style-type: none"> - Blessing PR Dept sends announcements to newspapers in targeted areas. - Info packets are sent to all agencies annually - informational meetings are conducted with interested EMTs - contacts are made for face to face meetings with ALS agencies Adams, Brown, Hancock, Pike in Illinois and interested agencies in Missouri and surrounding region. - JWCC liaison actively recruits from fire science program - We also target graduates of the EMT course who are interested in an EMS profession
<p>1.5 Where are students recruited from?</p>	<p>Primarily Adams, Brown, Hancock and Pike counties; We do also target agencies in McDonough, Schuyler and other neighboring counties. We try to recruit from NorthEast Missouri, but out of state tuition is an issue for students who may have a cost-effective alternative.</p>
<p>1.6 Did the review of program need result in actions or modifications? Please explain.</p>	<p>No</p>
<p>INDICATOR 2: COST EFFECTIVENESS</p>	<p style="text-align: center;">RESPONSE</p>
<p>2.1 What are the costs associated with this program?</p>	<p>This program resides in the Paramedicine Department (10404). Total Paramedicine Department costs for FY2017 were \$149.10 per credit hour with net revenue of \$66.60 per credit hour.</p>
<p>2.2 How do costs compare to other programs on campus?</p>	<p>The total cost per credit hour is slightly above the College average of \$123.35, and the net revenue is slightly below the College average of \$67.53.</p>
<p>2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?</p>	<p>All costs for Paramedicine Department are paid through the operating budget of the College with no grant assistance.</p>
<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.</p>	<p>See above</p>

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?	Pass rates, faculty longevity, relationships with clinical sites, strong preceptor program, engaged medical director and advisory committee.
3.2 What are the identified or potential weaknesses of the program?	Recruitment , enrollment
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional
3.4 How does this program fit into a career pathway?	Direct career pathway from Emergency Medical Technician.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Mentorship program aids struggling students to gain traction; we work closely with the Blessing Riemann College of Nursing to utilize the simulation labs
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The clinical courses allow them to function in hospital clinical settings and in the field but these are not allowed to be paid positions. The field clinical rotations move the student toward a team leader role and entry level paramedic.

<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>The Blessing Hospital / JWCC Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for Emergency Medical Services (CoAEMSP). Commission on Accreditation of Allied Health Education Programs 25400 US Highway 19 North Suite 158 Clearwater, FL 33756 727-210-2350 www.caahep.org</p> <p>Blessing Hospital chose to voluntarily seek accreditation although students graduating from a non-accredited school cannot sit for the National Registry Exam which precludes them seeking a job out of state.</p>
<p>3.9 Are industry-recognized credentials offered? If so, please list.</p>	<p>Paramedic, Nationally Registered Paramedic</p>
<p>3.10 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No</p>
<p>3.11 If applicable, please list the licensure examination pass rate.</p>	<p>2015 100% 2016 100% 2017 100% of students who have tested 7/7</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Agreement between Blessing Hospital and JWCC</p>
<p>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?</p>	<p>Added field clinical rotations in Pike County</p>
<p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>	<p>Average class size in EMS classes is 10.50.</p>

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	JWCC budgets for conference opportunities.
3.16 What is the status of the current technology and equipment used for this program?	Excellent – new classroom 2017; increased ability for simulation, two new airway trainers in 2017
3.17 What assessment methods are used to ensure student success?	Midterm and final evaluations for each course; students are evaluated in each clinical area; progress in field clinical is evaluated each shift and is monitored closely by faculty
3.18 How satisfied are students with their preparation for employment?	Satisfied
3.19 How is student satisfaction information collected?	Student satisfaction information is collected through a survey which is sent to all CTE students each year 6-12 months post licensure.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Members of the advisory committee, input through the preceptor program.
3.21 How often does the program advisory committee meet?	At least annually.
3.22 How satisfied are employers in the preparation of the program's graduates?	Satisfied
3.23 How is employer satisfaction information collected?	Employer satisfaction information is collected through a survey which is sent to all employers each year 6-12 months post hiring.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No

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>	EMS 500				
<i>CIP CODE</i>	510904				
	FY2013	FY2014	FY2015	FY2016	FY2017
<i>NUMBER OF STUDENTS ENROLLED</i>	3	14	19	15	12
<i>NUMBER OF COMPLETERS</i>	1	2	0	3	2
<i>OTHER (PLEASE IDENTIFY)</i>					
<i>CTE PROGRAM</i>	EMS 500C				
<i>CIP CODE</i>	510904				
	FY2013	FY2014	FY2015	FY2016	FY2017
<i>NUMBER OF STUDENTS ENROLLED</i>	5	6	12	6	13
<i>NUMBER OF COMPLETERS</i>	2	4	9	3	3
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	The data supports that most of our students are looking to complete the certificate as opposed to completing the degree.				
What disaggregated data was reviewed?	Internal program data reports for the last five years were reviewed.				
Were there gaps in the data? Please explain.	The program enrollment is too small to make usable comparisons or analyses.				
What is the college doing to overcome any identifiable gaps?	We have improved pre-entrance testing/processes. Attrition rates are consistent with other programs. We have taken measures to re-recruit good performers.				
Are the students served in this program representative	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the student population.				

of the total student population? Please explain.	
Are the students served in this program representative of the district population? Please explain.	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the district population.
REVIEW RESULTS	
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.	Blessing and JWCC fill a gap in the community by providing quality paramedic education. We will continue to strive to meet goals and objectives set by accrediting agencies and our advisory committee.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ul style="list-style-type: none"> - Ongoing process: - Continue to develop recruitment strategies. - Review pre-entrance testing processes. - Continue to develop strategies to improve student performance in the cognitive and psychomotor domains.

Career & Technical Education				
<i>COLLEGE NAME:</i>		John Wood Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
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>
SUR 510	Deg	64	510909	
SUR 510C	Cert	49		
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 an 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 required skills and abilities to be able to perform as a competent, entry level surgical technologist, will be qualified to seek 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?		Continued 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. For the associate’s degree, successfully passing the national certification exam for surgical technology (CST) to take SUR 114 Surgical Pharmacology.
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 , BIO 287 Human Anat. & Phys II, FYE 101 Blazing Your Train, 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 Technology, SUR 120 Surgical Technology I, SUR 140 Surgical Technology II, SUR 114 Surgical Pharmacology.
Provide a rational 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.
INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	In the past 4 years, graduates of the Surgical Technology certificate program have obtained employment on or after graduation. Resulting in a 92% 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, employment of surgical technologists is projected to grow 12 percent from 2016 to 2026, faster than the average for all occupations.
1.3 What is the district and/or regional need?	Currently the college is aware of 8 surgical technology vacancies in the surrounding area and will be graduating 3 students in August 2018 leaving a void for another 12 months or possibly longer.
1.4 How are students recruited for this program?	College website, academic advisors, job fairs, career fairs, and health care facilities who are clinical sites for the program. The most effective recruiting tool is our past graduates. Graduates recruit approximately 30% of incoming students.

1.5 Where are students 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 looking to change their career path.
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes, JWCC will work with local, tristate partners to market industry demand for Surgical Technologists. College instructional staff will also work with our internal PR staff to market Sur Tech opportunities.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	This program resides in the Surgical Technology Department (10402). Total Surgical Technology Department costs for FY2017 were \$384.30 per credit hour with net revenue of -\$133.65 per credit hour.
2.2 How do costs compare to other programs on campus?	The total cost per credit hour is significantly above the College average of \$123.35, and the net revenue is negative and significantly below the College average of \$67.53.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	All costs for the Surgical Technology Department are paid through the operating budget of the College with no grant assistance.
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.	NA
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No, through conversations during advisory board meetings and informal meetings with health care business and industry representatives, the program is needed in our rural, tristate communities. In an effort to find the most effective and efficient methods for providing an in demand Surgical Technology program, JWCC instructional staff, faculty and administration will continue to review all program costs.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	Active Program Advisory Committee, 81% pass rate for CST exam, 82% student retention rate, 92% job placement on or before graduation, 52% of students continue on to achieve their AAS degree.

3.2 What are the identified or potential weaknesses of the program?	Student retention due to (student) financial struggles, lack of clinical lab space, and work/life struggles non-traditional student's experience.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Structured classes, lab, clinical rotations, on-line classes, and team teaching.
3.4 How does this program fit into a career pathway?	Program provides students with entry level skills to immediately enter the workforce upon graduation of the certificate program. The program also provides an additional option for certificate graduates to continue on an educational path and receive an AAS degree in surgical technology; while working as a surgical technologist.
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 needs/assistance fund. The funds are raised each year by a fund raising campaign driven by the current surgical technology students. This mandatory fund raising project is also a team building exercise. The fund helps provide financial assistance for past and present students to continue their education, obtain an AAS degree, or help with basis needs to complete the program.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	General Education courses.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Clinical rotations are implemented in two semesters (spring/summer) at two different clinical facilities. This provides students with hands on learning and an opportunity to experience the surgical work environment.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	The program is accredited by 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 are required to 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 4 years has averaged 81%.
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/agreements. The contracts/agreements provide locations for surgical technology students to receive hands on experience and training during their spring and summer 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?	Currently there is a collaboration with Blessing Rieman College of Nursing and Health Sciences to provide program specific theory and lab classes. Blessing Rieman College of Nursing and Health Sciences has a state of the art facility with an OR simulation lab.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The average class size in Surgical Technology is 5.75.
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 currently using equipment and supplies donated from several health care facilities for teaching purposes. The lab portion is also split between the classroom/lab on campus and a health care facility allowing the program to use their ORs for teaching.
3.17 What assessment methods are used to ensure student success?	Employer satisfaction evaluations are sent out immediately after student graduation. Student satisfaction evaluations are sent out immediately after graduation. Students are also given a clinical site evaluation form after each clinical rotation and a student program evaluation after completion of the program.
3.18 How satisfied are students with their preparation for employment?	For the past 4 years student's satisfaction rate has been 100%.
3.19 How is student satisfaction information collected?	Student satisfaction information is collected through a survey which is sent to all CTE students each year.

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 (PAC) members are healthcare facility employees (i.e. Associate Nurse Managers, Director of Surgery, and Nurse Educator). Employers/PAC members are also involved in the program's selection/interview committee, grievance committee, and Need/Assistance Fund committee.
3.21 How often does the program advisory committee meet?	The Program Advisory Committee (PAC) 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 4 years the Employer Satisfaction Evaluations which are now sent immediately after graduation 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, the review of the program quality revealed that the program provides the training required by employers in the region.

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>	SUR 510				
<i>CIP CODE</i>	510909				
	FY2013	FY2014	FY2015	FY2016	FY2017
<i>NUMBER OF STUDENTS ENROLLED</i>	2	5	1	3	6
<i>NUMBER OF COMPLETERS</i>	0	1	2	7	4
<i>OTHER (PLEASE IDENTIFY)</i>					

<i>CTE PROGRAM</i>	SUR 510C				
<i>CIP CODE</i>	510909				
	<i>FY2013</i>	<i>FY2014</i>	<i>FY2015</i>	<i>FY2016</i>	<i>FY2017</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	11	13	11	12	5
<i>NUMBER OF COMPLETERS</i>	8	7	8	7	9
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	<p>Program assessments are conducted annually.</p> <p>Assessments indicate that students are performing at or above the acceptable range. Minor adjustments have been made to improve student performance.</p>				
What disaggregated data was reviewed?	Disaggregated data is reviewed during our program data reports.				
Were there gaps in the data? Please explain.	Program size is not large enough to have a sound data set for review.				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the student population.				
Are the students served in this program representative of the district population? Please explain.	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the district population.				
REVIEW RESULTS					

<p>Action</p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements</p> <p><input type="checkbox"/> Significantly Modified</p> <p><input type="checkbox"/> Placed on Inactive Status</p> <p><input type="checkbox"/> Discontinued/Eliminated</p> <p><input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale</p> <p>Please provide a brief rationale for the chosen action.</p>	<p>The program is seen as a need area for tristate health care facilities with the program remaining relevant to the needs of the region. Student licensure and placement rates continue to be high. The program is graduating qualified, competent Surgical Technologists.</p>
<p>Intended Action Steps</p> <p>What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Due to financial costs being out of line with College averages, continue to find the most effective and efficient methods for providing an in demand Surgical Technology program by reviewing all program costs annually.</p> <p>JWCC will partner with local, tristate health care partners to market industry demand for Surgical Technologists. College instructional staff will also work with our internal PR staff to market Sur Tech opportunities.</p>

Career & Technical Education				
<i>COLLEGE NAME:</i>		John Wood Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
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>
RAD 500	Deg	65	510911	
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?		Goal 1 – Students will demonstrate clinical competence. Goal 2- Students will utilize problem solving and critical thinking skills. Goal 3- Students will demonstrate effective communication with patients, peers, and others in the medical profession. Goal 4- Students will display professionalism.		
To what extent are these objectives being achieved?		Goal 1 – Student learning objectives being met 69% at the end of 2017. Goal 2 – Student learning objectives being met 57% at the end of 2017. Goal 3 - Student learning objectives being met 56% at the end of 2017. Goal 4 - Student learning objectives being met 75% at the end of 2017. The assessment tool is relatively new and is always being analyzed with actions being done to increase the scores and show the program areas of improvement and what benchmarks to use.		

<p>Past Program Review Action</p> <p>What action was reported last time the program was reviewed?</p>	<p>Continued with minor improvements.</p>
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CTE PROGRAM REVIEW ANALYSIS

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

<p>List all pre-requisites for this program (courses, placement scores, etc.).</p>	<p>ENG 101 Rhetoric and Composition I (3 credit hours) ENG 102 Rhetoric and Composition II (3 credit hours) MAT 113 College Algebra** Or MAT 109 Elementary Statistics (3 credit hours) PSY 101 Introduction to Psychology(3 credit hours) CMN 101 Introduction to Speech** Or CMN 104 Interpersonal Communication (3 credit hours) BIO 101 General Biology (4 credit hours) BIO 275 Anatomy & Physiology I (4 credit hours) BIO 276 Anatomy & Physiology II (4 credit hours) FYE 101 Blazing Your Trail (1 credit hour) OFT 281 Medical Terminology (3 credit hours) CSC 106 Introduction to Computers (3 credit hours)</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>Introduction to Radiologic Science (3 credit hours) Radiographic Exposure & Physics I (3 credit hours) Methods of Patient Care I (3 credit hours) Image Analysis I (1 credit hour) Radiographic Anatomy I (3 credit hours) Radiographic Procedures I (3 credit hours) Clinical I (4 credit hours) Imaging Equipment (3 credit hours) Radiographic Exposure & Physics II (3 credit hours) Methods of Patient Care II (3 credit hours) Image Analysis II (1 credit hour) Radiographic Anatomy II (3 credit hours) Clinical II (4 credit hours)</p>

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	There are 34 general education/prerequisite credit hours for entry into the Blessing School of Radiologic Technology. Thirty-one hours are transferred back to JWCC towards the AAS of Radiologic Technology, for a total of 65 hours in the AAS degree program which are necessary to prepare our students to be successful as a Rad Tech.
INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	While there is some flux in the market for Rad Tech, we are currently in a period of high demand.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	In the past five years, Rad Tech positions were not considered a hard to fill, but the market seems to be more competitive currently. Having a local Rad Tech program is an asset to the community.
1.3 What is the district and/or regional need?	With four large medical groups, as well as two large acute care hospitals in the area, as well as smaller walk in type clinics, the regional need is strong.
1.4 How are students recruited for this program?	Career fairs, word of mouth, program faculty will visit high schools when requested to talk about the program. Many of the applicants know someone in the field / profession and that is what made them want to come to the program.
1.5 Where are students recruited from?	From the tri-state area (Illinois, Iowa, Missouri)
1.6 Did the review of program need result in actions or modifications? Please explain.	The review of program need did not result in modifications/actions.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	The College utilizes a local partner for the instruction of this program. No direct costs are realized at the College.

2.2 How do costs compare to other programs on campus?	NA
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The College utilizes a local partner for the instruction of this program. No direct costs are realized at the College.
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.	NA
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?	Very high registry pass rate. Students get a lot of clinical experience which makes them ready to enter the profession with minimal orientation. The program has a strong institution backing it and has a great relationship with JWCC allowing these students to obtain their AAS degree. The academic side of the program was relocated into a new facility that has better equipment for class notes to be projected etc...
3.2 What are the identified or potential weaknesses of the program?	It is difficult for faculty to hold meetings / discuss changes or issues because we are separated at 2 different locations – the clinical instructors are at the hospital and the academic instructors are at a different location. It is always a challenge keeping up with documentation for accreditation and the changing requirements from the ASRT and ARRT which guides our clinical and academic curriculum. Once challenge is to increase the critical thinking skills of our students as they lack the ability think outside the box and solve problems.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional
3.4 How does this program fit into a career pathway?	Prepares graduates to sit and take the registry exam which allows them to then enter the field as an entry-level Registered Radiologic Technologist. Specialization and advanced education is a later option.

<p>3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?</p>	<p>Hands on learning really is the best way for students to obtain the necessary skill set. Getting them as much time on the clinical floor and into the x-ray rooms practicing with the equipment makes them more efficient and confident in their skills. Having dedicated Clinical Instructors that are out on the floor with the students daily helps provide the constructive criticism and guidance needed to learn. The alternating classroom and clinical days really helps students take what is learned in the classroom and apply it in the clinical setting. Students start performing x-rays within the first month of school.</p>
<p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>General Education requirements only.</p>
<p>3.7 What work-based learning opportunities are available and integrated into the curriculum?</p>	<p>Students are performing x-rays on patients during their clinical rotations with supervision (either direct or indirect based on their skill level and accreditation requirements) so they are learning the “job” every clinical day they are scheduled.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>Yes It is the Joint Review Committee on Education in Radiologic Technology (JRCERT)</p>
<p>3.9 Are industry-recognized credentials offered? If so, please list.</p>	<p>Students become registered by the ARRT when they complete our program and sit and pass the examination.</p>
<p>3.10 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No.</p>
<p>3.11 If applicable, please list the licensure examination pass rate.</p>	<p>The registry examination pass rate has been: 2017: 100% 2016: 100% 2015: 100 % 2014: 88% 2013: 100% A 5 yr average of 98% pass rate on the first attempt.</p>

3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There is an agreement between the Blessing Hospital School of Radiologic Technology and JWCC allowing for the award of an AAS degree upon completion of the combined program.
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?	Not at this time.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Classroom : 1 faculty : 11 students Clinically : 1 Instructor : 10 Students on the floor We enroll up to 11 students each year.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Blessing Hospital offers a talent development program and PRIDE program for Rad Tech faculty. Also, a Leadership Development Institute (held quarterly) is offered to the Director of the Program. All faculty are able to attend the Annual ISSRT Conference and have the opportunity to participate in hospital committees.
3.16 What is the status of the current technology and equipment used for this program?	The program uses up-to-date technology and equipment. Interactive monitors are hooked up to our computers in the classroom that allow for viewing PowerPoints, images. In addition, the instructors can write on the monitors with their fingertips. Clinically the students have access to all the up-to-date digital technology.
3.17 What assessment methods are used to ensure student success?	A systematic assessment plan and registry examination results are used. A radiography registry course is used that has clinical and mock registries incorporated to ensure the students know content/skills and have the tools they need to pass the registry successfully.
3.18 How satisfied are students with their preparation for employment?	Students respond on Exit Surveys that they feel they were well prepared to enter the field.
3.19 How is student satisfaction information collected?	Through end of the semester surveys, and then a 1 year post graduate survey, students rate their academic and clinical experiences.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	We have an Advisory Council that includes directors from the various clinical sites as well as the Clinical Instructors from each site to provide input on the programs curriculum both academically and clinically.

3.21 How often does the program advisory committee meet?	Every 6 months.
3.22 How satisfied are employers in the preparation of the program's graduates?	Most are very satisfied and will call to see if we have graduates looking for jobs before posting the position.
3.23 How is employer satisfaction information collected?	An employer survey is mailed out to the graduates 1 year post graduation (as long as the graduate signs the release for us to send the survey).
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No.

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>	RAD 500				
<i>CIP CODE</i>	510911				
	FY2013	FY2014	FY2015	FY2016	FY2017
<i>NUMBER OF STUDENTS ENROLLED</i>	40	36	31	28	20
<i>NUMBER OF COMPLETERS</i>	8	9	8	9	6
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	With the data collected, the data shows that the program is growing and will continue to grow with the demand of our tristate business partners.				
What disaggregated data was reviewed?	Disaggregated data is reviewed during our program data reports.				

<p>Were there gaps in the data? Please explain.</p>	<p>The number of students enrolled is determined by the number of students declaring Radiological Technology as a major, but is not indicative of the number of students that apply and are enrolled in the Rad Tech courses. Of those enrolled in the first Rad Tech course, there is a 5 year average completion rate of 89.1%.</p>
<p>What is the college doing to overcome any identifiable gaps?</p>	<p>N/A</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>There is not enough enrollment to statistically evaluate whether students served in this program are representative of the student population.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>There is not enough enrollment to statistically evaluate whether students served in this program are representative of the district population.</p>
<p>REVIEW RESULTS</p>	
<p>Action</p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements</p> <p><input type="checkbox"/> Significantly Modified</p> <p><input type="checkbox"/> Placed on Inactive Status</p> <p><input type="checkbox"/> Discontinued/Eliminated</p> <p><input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale</p> <p>Please provide a brief rationale for the chosen action.</p>	<p>The program director and Advisory Council will continue meeting every six months, participating in continuous program evaluation and quality improvement.</p>
<p>Intended Action Steps</p> <p>What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>The RAD program will continue to use the Advisory Board feedback to keep up-to-date with the skill set our students need to be successful.</p>

Career & Technical Education				
<i>COLLEGE NAME:</i>		John Wood Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
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>
BMA 656	Deg	64	520201	
BMA 656C	Cert	30		
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 basic accounting. 2. Understand basic economics. 3. Understand basic management principles. 4. Understand basic marketing principles. 5. Understand basic business law. 		
To what extent are these objectives being achieved?		Student assessment has been completed in accounting, business law, economics, and introduction to business courses. The assessment results indicate that students are successfully mastering these objectives.		
Past Program Review Action What action was reported last time the program was reviewed?		Significantly Modified		
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.).	None.
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>BUS 101 (Intro to Business) CSC 106 (Intro to Computers) ECO 101 (Principles of Economics I) FYE 101 (Blazing Your Trail) MAT 109 (Elementary Statistics) ACC 101 (Principles of Accounting I) BUS 125 (Supervisory Management) CSC 104 (Spreadsheets – Core Level) CSC 107 (Word Processing – Core Level) ECO 102 (Principles of Economics II) ACC 102 (Principles of Accounting II) BUS 121 (Principles of Organization and Management) CSC 143 (Introduction to Desktop Information Management) PSY 101 (Introduction to Psychology) ACC 200 (Managerial Accounting) BUS 161 (Business Law) CMN 101 (Introduction to Speech I) CSC 116 (Database – Core Level) Written Communication Requirement Approved Electives</p>
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Business Management AAS degree is comprised of 64 credit hours which is in alignment with the board policies of JWCC.
INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	The Advisory Council indicated that there is a need for the Business Management certificate and AAS degree.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has remained steady for this AAS degree. The Advisory Council indicated there is a need for this degree. The Standard Occupational Classification report was used to link the Business Management curriculum codes to the occupation codes. Overall the employment projections show positive growth through 2020.
1.3 What is the district and/or regional need?	The Standard Occupational Classification report for our district was reviewed for employment projections for the Business Management AAS degree. The overall need in our district indicates positive growth through 2020.

1.4 How are students recruited for this program?	JWCC markets through advertising on local TV, newspaper, and radio throughout the district. JWCC hosts job fairs. Pamphlets describing the program are available to students.
1.5 Where are students recruited from?	John Wood Community College district and the Missouri counties bordering our district.
1.6 Did the review of program need result in actions or modifications? Please explain.	No additional actions or modifications were noted.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	This program resides in the Business Department (10202). Total Business Department costs for FY2017 were \$112.06 per credit hour with net revenue of \$86.75 per credit hour.
2.2 How do costs compare to other programs on campus?	The total cost per credit hour is slightly below the College average of \$123.35, and the net revenue is slightly above the College average of \$67.53.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	All costs for Business Department are paid through the operating budget of the College with no grant assistance.
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.	NA
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No additional actions or modifications were noted.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	Tenured faculty with several years' experience in the field of business and accounting is a strength. The Business Management AAS degree has included a significant number of courses that will also transfer to a Business AS degree to allow students the opportunity to continue their education with limited additional course requirements.

<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>Potential business decisions to leave the JWCC district may erode the job market for this degree.</p> <p>The potential loss of long-term faculty through retirement within a few years could hinder the sustainability of quality programs.</p>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?</p>	<p>Traditional, online, and Open Learning Center.</p>
<p>3.4 How does this program fit into a career pathway?</p>	<p>The Business Management Certificate courses are all included in the Business Management AAS degree. Students can continue their education from the Certificate to the AAS degree by only taking the additional courses required by the AAS degree. The Business Management AAS degree contains a significant amount of transfer level courses. Students that continue their education for a Business AS degree will have completed several required courses in the Business Management AAS degree.</p>
<p>3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?</p>	<p>The accounting courses are using an online based system for students and are presented using a “flipped class” design.</p> <p>The economic courses are using a digital based delivery system.</p>
<p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Business Leadership I and Business Leadership II courses are offered.</p>
<p>3.7 What work-based learning opportunities are available and integrated into the curriculum?</p>	<p>Internships are available in accounting and business management.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>N/A</p>
<p>3.9 Are industry-recognized credentials offered? If so, please list.</p>	<p>N/A</p>

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?	None for the Business Management AAS degree.
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?	Partnerships for internships with DOT Foods and Home Bank.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Average class size in Business Department classes is 15.11.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Center for Excellence in Teaching & Learning is available at JWCC. Brown Bag discussions monthly. Reading circle held monthly.
3.16 What is the status of the current technology and equipment used for this program?	JWCC has available interactive classrooms with smart podiums and an interactive projector. Laptops are used in the flipped accounting class and are currently available. It is important that laptops continue to be available for the flipped class because this class is designed around the use of technology.
3.17 What assessment methods are used to ensure student success?	Assessment of program goals occurs each year.
3.18 How satisfied are students with their preparation for employment?	Negative comments have not been received by students or employers. The Advisory Council reports they are satisfied with student preparation.
3.19 How is student satisfaction information collected?	Student satisfaction information is collected through a survey which is sent to all CTE students each year.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory Council members and Internships.

3.21 How often does the program advisory committee meet?	1 – 2 times per year.
3.22 How satisfied are employers in the preparation of the program's graduates?	Satisfied
3.23 How is employer satisfaction information collected?	Through the Advisory Council
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The importance of available technology and laptops to continue to provide a quality, innovative program.

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>	BMA 656				
<i>CIP CODE</i>	520201				
	<i>FY2013</i>	<i>FY2014</i>	<i>FY2015</i>	<i>FY2016</i>	<i>FY2017</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	27	23	20	29	23
<i>NUMBER OF COMPLETERS</i>	7	7	2	4	6
<i>OTHER (PLEASE IDENTIFY)</i>					
<i>CTE PROGRAM</i>	BMA 656C				
<i>CIP CODE</i>	520201				
	<i>FY2013</i>	<i>FY2014</i>	<i>FY2015</i>	<i>FY2016</i>	<i>FY2017</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	2	2	2	4	3

<i>NUMBER OF COMPLETERS</i>	0	1	0	0	0
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	There is not enrollment to draw any meaningful or statistically significant conclusions.				
What disaggregated data was reviewed?	Program data was reviewed and includes disaggregated data.				
Were there gaps in the data? Please explain.	None.				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the student population.				
Are the students served in this program representative of the district population? Please explain.	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the district population.				
REVIEW RESULTS					
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)				

<p>Summary Rationale</p> <p>Please provide a brief rationale for the chosen action.</p>	<p>The Business Management AAS degree was significantly modified several years ago and continues to be a quality program with innovative approaches in student learning.</p>
<p>Intended Action Steps</p> <p>What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Faculty will implement digital resources to engage students and enhance learning across all delivery systems on an ongoing basis. Changes will be assessed through students evaluations and through general education course assessment each academic year.</p>

Career & Technical Education

COLLEGE NAME: John Wood Community College

FISCAL YEAR IN REVIEW: 2018

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>
LOM 101	Deg	64	520203	
LOM 101A	Cert	32		

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

<p>Program Objectives</p> <p>What are the overarching objectives/goals of the program?</p>	<p>The Logistics Certificate is designed to provide students with the practical skills and knowledge for a position within the logistic and warehousing industry. This certificate is also valuable for those individuals seeking an upgrade to their current skills or advancement into a supervisory role. Emphasis is placed on technical knowledge in logistic/warehousing, supply chain management, quality control and continuous improvement methods. Students will gain receive knowledge related to interpersonal relationship and supervisory skills.</p> <p>The AAS in Logistics and Operations Management builds upon the knowledge and skills of the certificate program. The additional program of study classes provides graduates with the additional skills and knowledge for success in supervisory and management-level positions within the logistics and warehousing industry. Emphasis is placed on technical knowledge in logistic/warehousing, supply chain management, quality control and continuous improvement methods. Students will also receive knowledge related to interpersonal relationship and supervisory skills.</p>
<p>To what extent are these objectives being achieved?</p>	<p>Our first enrollment was in FY16. All students are progressing well in achieving the program objectives.</p>
<p>Past Program Review Action</p> <p>What action was reported last time the program was reviewed?</p>	<p>NA</p>

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.

<p>List all pre-requisites for this program (courses, placement scores, etc.).</p>	<p>JWCC requires applicants to do placement testing, but no minimum scores are currently required.</p>
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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.).

Certificate

FALL			
BUS	101	Intro to Business	3
PSY	145 or 101	Human Relations in the Workplace Introduction to Psychology	3
LOM	100	Intro to Logistics Mgmt	3
CSC	107	Word Processing - Core Level	2
FYE	101	Blazing Your Trail	1
LOM	102	Supply Chain Mgmt	3
			15
SPRING			
BUS	125	Supervisory Management	3
CSC	104	Spreadsheets - Core Level	2
LOM	101	Transportation	3
ENG	191 or 101	Business Writing Rhetoric and Composition 1	3
MAT	109	Elementary Statistics	3
LOM	104	Intro to Warehouse Management	3
			17

AAS

FIRST YEAR - FALL			
BUS	101	Intro to Business	3
PSY	145 or 101	Human Relations in the Workplace Introduction to Psychology	3
LOM	100	Intro to Logistics Mgmt	3
CSC	107	Word Processing - Core Level	2
FYE	101	Blazing Your Trail	1
LOM	102	Supply Chain Mgmt	3
			15
FIRST YEAR - SPRING			
BUS	125	Supervisory Management	3
CSC	104	Spreadsheets - Core Level	2
LOM	101	Transportation	3
ENG	191 or 101	Business Writing Rhetoric and Composition 1	3
MAT	109	Elementary Statistics	3
LOM	104	Intro to Warehouse Management	3

				17																																																								
	<table border="1"> <tr> <td colspan="4">SECOND YEAR - FALL</td> </tr> <tr> <td>BUS</td> <td>131</td> <td>Prin of Marketing</td> <td>3</td> </tr> <tr> <td>LOM</td> <td>202</td> <td>Applied Supply Chain Mgmt</td> <td>3</td> </tr> <tr> <td>LOM</td> <td>180</td> <td>Project Mgmt</td> <td>3</td> </tr> <tr> <td>ACC</td> <td>101</td> <td>Prin of Accounting I</td> <td>3</td> </tr> <tr> <td colspan="3">Approved Technical Elective*</td> <td>5</td> </tr> <tr> <td colspan="3"></td> <td>17</td> </tr> <tr> <td colspan="4">SECOND YEAR - SPRING</td> </tr> <tr> <td>BUS</td> <td>121</td> <td>Prin of Org & Mgmt</td> <td>3</td> </tr> <tr> <td colspan="3">Gen ED Elective</td> <td>3</td> </tr> <tr> <td>CMN</td> <td>104 or 101</td> <td>Interpersonal Comm Intro to Speech</td> <td>3</td> </tr> <tr> <td>BUS</td> <td>161</td> <td>Business Law I</td> <td>3</td> </tr> <tr> <td>LOM</td> <td>199</td> <td>Logistic Internship or approved technical elective*</td> <td>3</td> </tr> <tr> <td colspan="3"></td> <td>15</td> </tr> </table>				SECOND YEAR - FALL				BUS	131	Prin of Marketing	3	LOM	202	Applied Supply Chain Mgmt	3	LOM	180	Project Mgmt	3	ACC	101	Prin of Accounting I	3	Approved Technical Elective*			5				17	SECOND YEAR - SPRING				BUS	121	Prin of Org & Mgmt	3	Gen ED Elective			3	CMN	104 or 101	Interpersonal Comm Intro to Speech	3	BUS	161	Business Law I	3	LOM	199	Logistic Internship or approved technical elective*	3				15
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			15																																																									
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	To fulfill the technical requirements as suggested by our Advisory Board, the certificate needed 32 hours and AAS needed 64 hours.																																																											
INDICATOR 1: NEED	RESPONSE																																																											
1.1 How strong is the occupational demand for the program?	<p>Certificate: The demand for Illinois on ONet is 8% growth annually and 110 openings annually.</p> <p>AAS: The demand for Illinois on ONet is 5% growth annually and 180 openings annually</p>																																																											
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand is increasing locally. Two major distribution companies are expanding their facilities.																																																											
1.3 What is the district and/or regional need?	<p>Certificate: The demand in our district as listed on Ill WorkNet is 4.2% growth and 24 openings annually.</p> <p>AAS: The demand in our district as listed on Ill WorkNet is 5.7% growth and 53 openings annually.</p>																																																											

	We believe the demand locally is much higher than what is being reported on Ill WorkNet due to local expansion and feedback from advisory board representatives.
1.4 How are students recruited for this program?	JWCC Career Services area makes arrangements for employer visits to classes, internship opportunities, and business tours.
1.5 Where are students recruited from?	Primary recruitment is from our District High School population, but we also work with IDES, Veteran Services, and out-of-district High Schools.
1.6 Did the review of program need result in actions or modifications? Please explain.	No. Modifications to both the certificate and AAS degree were completed in October 2017.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	This program resides in the Logistics Department (10313). Total Logistics Department costs for FY2017 were \$177.63 per credit hour with net revenue of \$22.09 per credit hour.
2.2 How do costs compare to other programs on campus?	The total cost per credit hour is above the College average of \$123.35, and the net revenue is below the College average of \$67.53.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The majority of the costs for Logistics Department were paid through grants in FY2017.
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 created in FY2017. The grant funding was used to fund the program startup with the expectation that the program will be self-sustaining in future years.
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?	The inclusion of the MSSC credentials and strong employment demand from area business partners.
3.2 What are the identified or potential weaknesses of the program?	None identified at this time.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	All the certificate classes are on-line. Some are also available in the traditional format. AAS classes are on-line except LOM 202.
3.4 How does this program fit into a career pathway?	The certificate stacks into the AAS degree.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Incorporating the MMSC Certified Logistics Technician credentials into the certificate and degree.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Was offered in the Fall 2017 semester, but the class did not make due to low enrollment.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	There is an Internship opportunity built into the AAS degree.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	None
3.9 Are industry-recognized credentials offered? If so, please list.	MSSC – Manufacturing Skill Standards Council.
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?	Quincy 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?	This is the 1 st program review.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Average class size in Logistics is 4.75.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	No full time faculty teach in this program. Two of our adjunct faculty members were provided MSSC instructor training and both are MSSC-authorized instructors.
3.16 What is the status of the current technology and equipment used for this program?	All technology and equipment is new.
3.17 What assessment methods are used to ensure student success?	Assessment of Programs in Career & Technical Education. In addition to the achievement of General Education Goals for the AAS degree programs, the faculty ensure that students achieve certain skills and competencies related to the program as outlined by our advisor board. The department chair/director and faculty of each program determined the goals and student learning outcomes for the program. This group developed the necessary rubrics and assessment cycle for the LOM program. Each program conducts its own assessment, analyzes the results, and determines what changes are needed to improve student learning in their program. When the cycle is complete, faculty/director sends a report to the JWCC Assessment Committee, using a four-column form.
3.18 How satisfied are students with their preparation for employment?	The logistics program was started in FY 16. As of this date, we have not received any negative comments from our student surveys that are conducted through our on-line learning management system (Canvas) related to their satisfaction with employment preparation.
3.19 How is student satisfaction information collected?	Student satisfaction information is collected through a survey which is sent to all CTE students each year through our on-line learning management system (Canvas).
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Several employers serve on our Advisory Council which reviews curriculum and provides feedback. No changes to the degree or certificate is made without prior knowledge and support of the Advisory Council. Other employers send job openings to our Career Service dept. Meetings with student groups are arranged as well.

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?	The logistics program was started in FY 16. Our one completer in the degree program remained with his current employer and received a promotion. Feedback from the employer was very positive about his preparation. In addition, feedback from Advisory meetings, business and industry outreach events, and from local economic development partners indicates that the program is developing students with the knowledge and skills needed in the area.
3.23 How is employer satisfaction information collected?	At Advisory meetings and follow up communications.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	This review highlighted that we only had one class in the program that was not offered on-line. Having a totally on-line degree option will open up the door for additional recruitment and possible enrollment. A request to move LOM 202 to an on-line class will be added during our FY 19 budget process.

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>	LOM 101				
<i>CIP CODE</i>	520203				
	FY2013	FY2014	FY2015	FY2016	FY2017
<i>NUMBER OF STUDENTS ENROLLED</i>	n/a	n/a	n/a	1	8
<i>NUMBER OF COMPLETERS</i>	n/a	n/a	n/a	0	1
<i>OTHER (PLEASE IDENTIFY)</i>					
<i>CTE PROGRAM</i>	LOM 101A				
<i>CIP CODE</i>	520203				

	FY2013	FY2014	FY2015	FY2016	FY2017
<i>NUMBER OF STUDENTS ENROLLED</i>	n/a	n/a	n/a	0	1
<i>NUMBER OF COMPLETERS</i>	n/a	n/a	n/a	0	0
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	There has not been enough enrollment to draw any real or statistically significant conclusions.				
What disaggregated data was reviewed?	Program data reports that include various disaggregated data such as various demographic factors and student performance measures.				
Were there gaps in the data? Please explain.	There has not been enough enrollment to draw any real or statistically significant conclusions.				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the student population.				
Are the students served in this program representative of the district population? Please explain.	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the district population.				
REVIEW RESULTS					
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)
<p>Summary Rationale</p> <p>Please provide a brief rationale for the chosen action.</p>	<p>This is a new program offering at JWCC. Starting in FY 16 we had 1 student enrolled, in FY 17 we increased to 8 students. With that said, credit hours and number of students are increasing at an acceptable rate that keeps the program financially viable for JWCC. Minor adjustment to offer LOM 202 online will provide additional enrollment options.</p>
<p>Intended Action Steps</p> <p>What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Develop LOM 202 online by fall 2018. Complete all required JWCC assessment activities for program by fall 18; development funds will be needed.</p>

Career & Technical Education				
<i>COLLEGE NAME:</i>		John Wood Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
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>
OFT 232	Deg	64	520401	
OFT 232B	Cert	32		
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?		Office Technology Degree Program Goals: <ol style="list-style-type: none"> 1. The student will be able to produce usable office documents. 2. The student will be able to enter data using the keyboard. 3. The student will have appropriate knowledge of basic computer skills. 4. The student will be able to use word processing software. 5. The student will be able to use spreadsheet software. 6. The student will be able to use database software. 7. The student will be able to use presentation software. 8. The student will be able to use desktop information management software. 9. The student will understand office procedures. 10. The student will be able to create documents containing graphics. Office Technology Certificate Program Goals: <ol style="list-style-type: none"> 1. The student will be able to produce usable office documents. 		

	<ol style="list-style-type: none"> 2. The student will be able to enter data using the keyboard. 3. The student will have appropriate knowledge of basic computer skills. 4. The student will be able to use word processing software. 5. The student will be able to use spreadsheet software. 6. The student will be able to use database software. 7. The student will be able to use presentation software. 8. The student will be able to use desktop information management software. 9. The student will understand office procedures.
<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</p> <p>What action was reported last time the program was reviewed?</p>	<p>Continued with minor improvements.</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>

	COURSE	CR
<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>	FIRST SEMESTER	
	BUS 101 Intro to Business	3
	CSC 122 Presentation Software	2
	FYE 101 Blazing Your Trail 1	
	OFT 101 Beginning Keyboarding	2
	OFT 102 Keyboarding I	2
	PSY 145 Human Rel in the Workplace	3
	Written Communication Requirement	3
	SECOND SEMESTER	
	CSC 104 Spreadsheets-Core Level	2
	CSC 107 Word Processing-Core Level	2
	CSC 116 Database-Core Level	2
	CSC 143 Intro to Desktop Info Mgmt	1
	MAT 103 Bus Computations I	3
	Oral Communication Requirement	3
	BUS/CSC/OFT Elective	3
	THIRD SEMESTER	
	ACC 101 Prin of Accounting I	3
	BUS 125 Supervisory Mgmt	3
	CSC 146 Intro to Web Page Dev	2
	CSC 204 Spreadsheets-Expert Level	2
	Gen Ed Requirement (Communication)	3
BUS/CSC/OFT Elective	3	

	<p>FOURTH SEMESTER</p> <p>ACC 125 Computerized Accounting 3</p> <p>CSC 207 Word Processing-Expert Level 2</p> <p>CSC 216 Database-Expert Level 2</p> <p>OFT 260 Customer Service 3</p> <p>Hum/Soc/Behav Sci Requirement 3</p> <p>BUS/CSC/OFT Elective 3</p>
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The program includes all the general education requirements plus the courses that provide the necessary skills recommended by the program Advisory Council.
INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	<p>Occupations included in this degree program are Office and Administrative Support supervisors, office and administrative support workers, secretaries and administrative assistants, computer operators, data entry keyers, word processors, typists, etc.</p> <p>According to Workforce Investment Board projections, in 2010 there were 13,913 Office and Administrative support positions; 2020 predictions are for 14,332 positions which is a 3.01% increase.</p> <p>In 2010 there were 2,252 Secretaries and administrative assistant positions; 2020 predictions are for 2,275 positions which is a 1.02% increase.</p> <p>Other Office and administrative support worker positions, such as computer operators, data entry keyers, word processors, typists, etc., are projected to increase from 2,735 in 2010 to 2,858 in 2020 which is a 4.5% increase.</p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has increased in the last five years and is predicted to continue to increase.
1.3 What is the district and/or regional need?	The regional need mirrors the state-wide statistics.

1.4 How are students recruited for this program?	Advertising, roadshows, high school visits, job fairs, etc.
1.5 Where are students recruited from?	High schools, tristate area workforce, 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?	This program resides in the Office Technology Department (10203). Total OFT Department costs for FY2017 were \$222.95 per credit hour with net revenue of -\$29.86 per credit hour.
2.2 How do costs compare to other programs on campus?	The total cost per credit hour is slightly above the College average of \$123.35, and the net revenue is negative and significantly below the College average of \$67.53.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	All costs for OFT Department are paid through the operating budget of the College with no grant assistance.
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.	NA
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No. Some CSC courses and faculty costs are associated with the OFT program. This has been well documented and discussed internally. Credit hour generation is up: FY17 836 cr hrs, FY16 596 and FY15 411.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	Students are prepared for entry into the job market. Soft Skills 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?	Marketing and internal accounting of program costs as the program costs are allocated in conjunction with CSC.

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 stacks into the AAS degree and has a transfer path to 4-year institutions.
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 (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	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?	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 twice annually 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.	Faculty to student ratio is not available as the program courses are all Open Learning Center and other non-traditional delivery methods.
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?	<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 were upgraded to Windows 10 and Office 2016.</p>
3.17 What assessment methods are used to ensure student success?	<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 projects, concept exams and hands-on activities.</p>
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?	Annually or more often if needed.
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.

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>	OFT 232				
<i>CIP CODE</i>	520401				
	FY2013	FY2014	FY2015	FY2016	FY2017
<i>NUMBER OF STUDENTS ENROLLED</i>	11	10	6	6	11
<i>NUMBER OF COMPLETERS</i>	4	4	2	1	1
<i>OTHER (PLEASE IDENTIFY)</i>					
<i>CTE PROGRAM</i>	OFT 232B				
<i>CIP CODE</i>	520401				
	FY2013	FY2014	FY2015	FY2016	FY2017
<i>NUMBER OF STUDENTS ENROLLED</i>	7	0	3	3	3
<i>NUMBER OF COMPLETERS</i>	11	5	1	1	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?	Disaggregated data is reviewed during our program data reports.
Were there gaps in the data? Please explain.	Program size is not large enough to have a sound data set for review.
What is the college doing to overcome any identifiable gaps?	N/A
Are the students served in this program representative of the total student population? Please explain.	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the student population.
Are the students served in this program representative of the district population? Please explain.	There is not enough enrollment to statistically evaluate whether students served in this program are representative of the district population.
<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	The program is financially and academically stable. The program remains relevant to the needs of the region.

<p>Please provide a brief rationale for the chosen action.</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>	<ul style="list-style-type: none"> • Continue to monitor the needs of the community to address changes in technology and software by ensuring the advisory committee meets twice per year as outlined in Board policy. • Continue to update software. • Continue to integrate soft skills training into curriculum. • We need to look at our recruitment procedures and find new and creative ways to target and recruit potential students.

<i>Academic Disciplines</i>	
<i>COLLEGE NAME:</i>	John Wood Community College
<i>FISCAL YEAR IN REVIEW:</i>	2018
<i>DISCIPLINE AREA:</i>	Mathematics
<i>REVIEW SUMMARY</i>	
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?	JWCC has a list of general education goals. What applies to math is the following gen ed goal: This area of study will help the student to use abstract and deductive reasoning to interpret and critically evaluate data and to effectively solve problems.
To what extent are these objectives being achieved?	Any math class involves solving problems along with abstract and deductive reasoning. In particular, our Elementary Statistics course would involve interpreting and critically evaluating data.
How does this discipline contribute to other fields and the mission of the college?	Math courses readily feed into other disciplines, and complements JWCC's mission of serving a wide variety of students. Some examples include Technical Math in our CTHE programs, the Calculus sequence and Differential Equations for STEM majors, and Elementary Statistics as a general education course.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	ALEKS continues to be used extensively with great success. In addition to developmental (remedial) mathematics and Elementary Statistics, it is now used for all College Algebra and Trigonometry classes. The prerequisites for MAT109, Elementary Statistics, were changed so that the course is now IAI approved. Technical Mathematics (MAT 100) is now offered solely online, which best fits the students' schedules and has resulted in a dramatic increase in enrollment.

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?	When department chairs want to make a change, the changes have to be approved by administration. These proposed changes then go to Curriculum Committee, which is then brought to Faculty Senate. For associate degree programs, one wants to look at what the 4-year schools are wanting, semester hours required, resources available, and logical flow of one course to another.
1.2 How are students informed or recruited for this program?	Advising has various programs throughout the year to encourage overall enrollment at JWCC.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this discipline?	Total Mathematics Department costs for FY2017 were \$78.33 per credit hour with net revenue of \$96.36 per credit hour.
2.2 What steps can be taken to offer curricula more cost-effectively?	An advantage of using ALEKS is that more than one course can be offered in the same class, same time. For example, one could put 6 College Algebra students and 8 Trigonometry students in the same class with the same instructor instead of having a separate sections for each.
2.3 Is there a need for additional resources?	NA
INDICATOR 3: QUALITY	RESPONSE
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Elementary Statistics, College Algebra, and Trigonometry are all offered online. Calculus I is offered online as a dual enrollment course. Various courses are offered in an Open Learning Center format. ALEKS allows students to work at an accelerated pace, if they wish.

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?	Yes, the College produces a report for each department on an annual basis that compares course completions and failures between the various delivery methods in which courses are offered.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Student evaluations have been used, and are now available online. Class observations are conducted for both full-time and part-time instructors.
3.4 How does the discipline identify and support at-risk students?	The department works with Trio and an early alert system, now Starfish. We offer remedial mathematics courses.
3.5 To what extent is the discipline integrated with other instructional programs and services?	Math courses feed into other disciplines. Courses are scheduled to fit with other majors. For example, the Calculus sequence and Differential Equations are scheduled to fit along with students taking advanced Physics classes. Technical Math has an assortment of contextual problems relating to various programs.
3.6 What does the discipline or department review when developing or modifying curriculum?	Overall student success whether the course prepares them for the next course. If a need is expressed by other disciplines, a modification may be implemented.
3.7 When a course has low retention and/or success rates, what is the process to address these issues?	The department looks at the content of the course and modifies it if that is helpful. Other issues might involve modifying instruction/delivery of course.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.

NA

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>	Mathematics
<i>COURSE TITLE</i>	All courses with MAT prefix (remedial courses excluded)
<i>COURSE DESCRIPTION</i>	All courses with MAT prefix (remedial courses excluded)

	<i>FY2013</i>	<i>FY2014</i>	<i>FY2015</i>	<i>FY2016</i>	<i>FY2017</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	1,281	1,174	1,197	1,291	1,246
<i>CREDIT HOURS PRODUCED</i>	3,917	3,556	3,548	3,754	3,804
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, INCLUDES WITHDRAWALS</i>	68.85%	69.17%	73.10%	75.21%	69.26%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>					
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>					
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	MAT109 Elementary Statistics and MAT113 College Algebra				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	NA				
<i>ACADEMIC COURSE REVIEW RESULTS</i>					
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 math department will examine success rates in math courses.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The success rate in math courses overall has been fairly steady. In MAT113 alone, the success rate has improved somewhat. In F2017, the success rate dropped some for math courses overall and in MAT109; the math department will monitor what is going on there.				
Resources Needed					

Responsibility Who is responsible for completing or implementing the modifications?	In changing a course formally, it would go through the chair, administration, curriculum committee, and faculty senate as mentioned in 1.1. More informal tweaks would be handled by the department as a whole and perhaps disseminated by a department meeting.
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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.					
ACADEMIC DISCIPLINE AREA	Mathematics				
COURSE TITLE	MAT 109 Elementary Statistics				
COURSE DESCRIPTION	A study of the collection and interpretation of statistical data. Specific topics include description of sample data, probability, probability distributions, sampling, estimation, testing hypotheses, correlation, and regression.				
	<i>FY2013</i>	<i>FY2014</i>	<i>FY2015</i>	<i>FY2016</i>	<i>FY2017</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	686	579	565	629	706
<i>CREDIT HOURS PRODUCED</i>	2,058	1,737	1,695	1,887	2,118
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, INCLUDES WITHDRAWALS</i>	63.12%	60.01%	61.95%	67.57%	62.18%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>					IAI: M1902
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>					

DATA ANALYSIS FOR ACADEMIC DISCIPLINES

Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics				
COURSE TITLE	MAT 113 College Algebra				
COURSE DESCRIPTION	This course is intended for students who plan to continue their college mathematics education or to meet college transfer requirements. Topics include advanced factoring of higher order polynomials; solving quadratic inequalities; advanced topics in relations, function, and their graphs; zeros and graphs of polynomial and rational functions; and exponential and logarithmic functions.				
	<i>FY2013</i>	<i>FY2014</i>	<i>FY2015</i>	<i>FY2016</i>	<i>FY2017</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	270	269	270	294	225
<i>CREDIT HOURS PRODUCED</i>	810	807	810	882	675
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, INCLUDES WITHDRAWALS</i>	69.63%	74.72%	77.04%	77.89%	75.56%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>					
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The class now being solely offered on ALEKS may contribute to a higher success rate.				

<i>Remedial Math</i>	
<i>COLLEGE NAME:</i>	John Wood Community College
<i>FISCAL YEAR IN REVIEW:</i>	2018
<i>REVIEW SUMMARY</i>	
Program Objectives What are the objectives or goals of the program/discipline?	The general education goal for mathematics is: This area of study will help the student to use abstract and deductive reasoning to interpret and critically evaluate data and to effectively solve problems.
To what extent are these objectives or goals being achieved?	All of the classes are offered via ALEKS, which has contributed to a higher success rate. Problems students work out in ALEKS would contribute to their reasoning and critical thinking.
How does this program contribute to other fields and the mission of the college?	As JWCC exists to fill the needs of the community. College should be accessible for all and taking developmental education helps prepare students for credit bearing coursework.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	MAT020, Elementary and Intermediate Algebra, was streamlined so that it was more easily finished in one semester.
<i>REVIEW ANALYSIS</i>	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	Response
1.1 Detail how the offerings are sufficient and aligned to meet the needs of students across all programs served and supportive academic programs (e.g. tutoring, co-requisite, summer bridge, AE-ICAPS, foundational mathematics).	Our two course offerings, MAT010/020 provide a solid foundation, paving the way for success in any pathway the student chooses, whether college-track or technical. There are remedial English programs which may benefit some of these students also. Free, walk-in tutoring is available for students, and other tutoring available through TRIO.

INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	Total costs for the Development Education Department (10501) were \$96.61 per credit hour in FY2017, and net revenue was \$70.89 per credit hour.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	All costs for this department are paid through the operating budget of the College with no grant assistance.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.	NA
2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	MAT010 and 020 are combined in one classroom partially to avoid creating extra sections and hiring more instructors than needed. MAT010 is sometimes completed by students within add/drop time so that they can go on to the next course without being charged an additional payment.
2.5 Are there needs for additional resources? If so, what are they?	NA
INDICATOR 3: QUALITY	RESPONSE
3.1 How is the college working with high schools to reduce remedial needs?	JWCC staff will attend an Illinois Co-requisite remediation training conference in March. MAT100, Technical Math, is offered at the high school level. JWCC has a strong dual enrollment program, so if students are not quite ready to take a dual enrollment class at the high school, teachers work with students to get them ready.
3.2 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year?	The adoption of the structured ALEKS delivery system and the reduction in courses from 5 to 2 has shortened the path to an on-level course. Completers of a course can move on to the next course mid-semester.
3.3 Provide a description of the remedial/developmental sequence. Colleges may attach a graphic representation.	MAT010, Basic Arithmetic and Pre-algebra, and MAT020, Elementary and Intermediate Algebra. Students who complete MAT020 successfully are ready for MAT113, College Algebra.

3.4 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?	MAT010/020 is offered in an Open Learning Center environment, which is more flexible. Regardless of delivery, by its very nature, the ALEKS program allows each student to progress at his or her own pace.
3.5 What innovation has been implemented or brought to this program?	Using ALEKS
3.6 To what extent is the program integrated with other instructional programs and services?	The remedial sequence flows easily into an introductory statistics course or College Algebra, depending on what major a student wants to pursue.
3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Although the math department has always worked well with advising, that relationship has grown stronger as a result of placing remedial students into whatever class they need next, often mid-semester. The Starfish program(retention tool) has helped all faculty keep students on the right track.
3.8 How well are completers of remedial/developmental courses doing in related college-level courses?	Students who complete MAT020 before taking MAT113, College Algebra, have about a 71% success rate of passing with at least a C. Students who complete MAT020 before taking MAT109, Elementary Statistics, have about an 80% success rate.
3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?	There are opportunities for training using ALEKS, including one completed in Spring 2018 semester. For all faculty there are brown bag programs and a reading circle. Faculty sometimes choose to attend conferences.
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.</i>	
N/A	
<i>DATA ANALYSIS FOR REMEDIAL MATH</i> Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.	
<i>COURSE TITLE</i>	MAT010/MAT020 (2 separate classes)
<i>COURSE DESCRIPTION</i>	Basic Arithmetic and Prealgebra/Elementary and Intermediate Algebra

	<i>FY2013</i>	<i>FY2014</i>	<i>FY2015</i>	<i>FY2016</i>	<i>FY2017</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	412/330	188/318	172/261	155/212	169/164
<i>CREDIT HOURS PRODUCED</i>	1236/990	564/954	516/783	465/636	507/492
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, INCLUDES WITHDRAWALS</i>	82.28%/68.48%	78.72%/5.79%	77.33%/2.03%	74.84%/4.62%	70.41%/6.10%
REVIEW RESULTS					
<p>Rationale</p> <p>Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>MAT010 is a less difficult course than MAT020, so the success rates would naturally be higher. The department used to give an SP (satisfactory progress) grade in place of a D. This policy has been discontinued, which would result in the appearance of a lower success rate. The department recently streamlined topics covered in MAT020, which should help students complete the course in a shorter time. Often, in the past, students were having to take more than one semester to complete MAT020.</p>				
<p>Intended Action Steps</p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>The department will monitor success rates of MAT010 and especially MAT020. We will look at success rates of MAT020 a year after the changes to the course have been implemented. This is an on-going process for ensuring student success.</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>	2018
<i>REVIEW AREA:</i>	<i>ADMISSIONS</i>
<p>Program Summary</p> <p>Please provide a brief summary of the function of the program.</p>	<p>The John Wood Community College Admissions Office’s functions are to promote educational opportunities available to prospective high school and non-traditional students.</p> <p>The Admissions Office does local outreach to 14 district high schools as well as Missouri high schools. We participate in career fairs, do local Road Show’s to area high school’s (promote JWCC programs and career opportunities) host webinars to prospective non-traditional students. The office is also doing more to reach out to prospective students earlier by building relationships with a new CRM and utilizing Hubspot.</p> <p>The Admissions Office hosts recruitment events, manages communication flows electronic and mail, travels to recruitment events, campus visits and manages the front desk.</p> <p>The Admissions Office also manages the processing side of online/paper applications to the college, high school transcripts, placement testing, application decisions and our new prospect module in Banner.</p>

<p>Prior Review Update</p> <p>Describe any quality improvements or modifications made since the last review period.</p>	<p>Strategic Initiatives:</p> <p>FY 15</p> <p>Increase FY2015 concurrent enrollment credit hours by 20% in from total concurrent enrollment credit hours in FY2014.</p> <p><i>Concurrent Enrollment was in transition to the Admissions Office and took this strategic objective over. With the help of several college members this objective was achieved. The goal was even surpassed by and we grew concurrent enrollment credit hours by 24.69%.</i></p> <p><i>This was done as a team effort and building relationships with our local high schools. In order to get students started that first week of any semester we created the Blazer Trek Team that would go out to high schools to ensure students were able to login to their class and answer any last minute questions.</i></p> <p>Through active partnerships with all fourteen high schools, by April 1, 2015 a list of all concurrent enrollment offering will be identified for 2015-2016 academic years in order to increase concurrent enrollments by 15% over 2014-20125.</p> <p><i>This objective helped the Admissions Office along with Instruction drive the conversation of bringing new curriculum opportunities via concurrent enrollment to our local high schools. This was labeled as an in-progress at the end because we were still getting buy in for several areas such as Welding, CNA, Manufacturing and other areas such as Emergency Services and Education. We hired a full-time employee this year that managed concurrent enrollment and to help build relationships to</i></p>
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carry this objective on, and we still continue to look at offerings every year with each high school.

FY 16

During FY2016, develop and implement concurrent enrollment processes and procedures including a calendar for processes and events, establishment of working advisory committee, and exploration of a timeline to start seeking NACEP accreditation.

Updated Smart Start Website (Admissions/IT)
www.jwcc.edu/smart-start families can access registration forms by high school, see course offerings by school and also download scholarship forms.

Created a Calendar for Processes and Events (Advisory Committee) with a timeline for processes of when course schedules are due, travel to schools, registration forms and MOU's.

Created a reference guide to go with schedules so students have a resource guide of commonly asked questions that parents/students have about courses.
(Marketing/Admissions)

Dual Credit Summit (Enrollment Services) for high school dual credit instructors to come to campus for professional development on online grading, human resources, assessment and syllabi training.

Smart Start Orientation (Enrollment Services) for high school students to come to campus in July to take care of books, payment and learn how to login to online courses.

During FY2016, develop and implement a recruitment calendar including specific tasks to host events targeted for the recruitment of students.

Events were added to the calendar to engage seniors earlier their senior year with JDUB Day moved up to

November instead of March (320 seniors on campus from 275 the year before a 16% increase). This allowed with strategic dollars to host JDUB Day for juniors in April to engage them before their senior year where we had a total of 380 juniors which is 36% of total juniors in our district that was on our campus earlier than before. Hosting a junior day is crucial in the recruitment process because students are deciding earlier and this gives us a chance to showcase what we have to offer. This was a great event because this also allowed us to capture those 380 email addresses and phone numbers to send e-campaigns to during their senior year.

An extra Trail Blazer Day was added in April that was new with strategic dollars designed for juniors and their parents and also for last minute seniors that still needed to visit campus. This also gave students who thought they were going somewhere else to let them know it wasn't too late to either visit or apply. Trail Blazer Day was hurt by having JDUB for juniors a week and a half before Trail Blazer Day where we had 380 juniors on campus. We had a tad over 20 students on campus that was a mixture of juniors and seniors with their parents.

Events also were added targeting CTHE programs in our district called The CTHE Roadshow. We used our facilities in Mt. Sterling and Pittsfield to host the CTHE open houses. These were designed to get the community not only in the centers, but also to see the kinds of career and technical programming JWCC has to offer. These events were targeting the community as well as high school juniors and seniors.

Onsite registration days are continuing to grow with success. We were able to market a new QHS Onsite Day in December where we were able to register students for the spring semester. This gave us the opportunity to market to that group of students graduating mid-year and have a date specific for them at QHS. This helped us reach and

surpass our enrollment goal for new incoming high school credit hours for spring. We also had our regular QHS Onsite during May 2016, which generated over 300 credit hours. We added onsite registration days in Camp Point and Liberty.

During FY2016, develop and implement a marketing strategy targeted to area high school seniors and juniors.

Admissions has worked closely with PR/Marketing to develop and establish a marketing strategy targeted to area high school seniors and juniors. This objective had two main points develop a marketing strategy and to build our prospect pool by creating awareness and encouraging campus visits through events, communication flow and social media.

The junior population has had 6 communications going out encouraging campus visits or pushes to events. The other communication going out to juniors is informational i.e. Career Cruising which builds the relationship with those students. Juniors had their own JDUB Day this past spring where we collected 380 names, address, phone numbers and email addresses to use in the 16-17 school year. We also had juniors on campus for our April Trail Blazer Day.

The senior population has had increased communication with the help of this strategic objective. Seniors had increased communication pushing campus visits, campus events, targeted messaging and social media communication. With the messaging going out we pushed to visit campus through our Starbucks marketing campaign targeted to juniors and seniors. With events being earlier to seniors we had a 16% increase in the number of students attending JDUB Day for seniors which ended up being 320 students. We were able to collect over 30% of our districts graduating seniors email addresses to include in our e-communication.

A campaign was developed to encourage students to visit campus by receiving a “Starbucks on us”. When a student would fill out the form the information was sent into our Marketing Database and then would receive follow up communication in regards to our messaging or upcoming events. The student would leave the visit with a Starbucks gift card for one free drink. This was marketed by postcard twice, social media pushes, email and the Herald-Whig.

FY17

The Admissions Office worked with PR and Marketing to market a new scholarship for Missouri students called the Show Me Scholarship. We worked together to develop 5 different \$1,000 scholarships to offer high school students. This led to the Missouri Plus Scholarship which waives the out of district tuition for specific counties/schools in Missouri that went in effect in FY18.

The Admissions Office also worked with PR and Marketing on an enrollment initiative geared towards growing our online program 2x2.

FY 18

By February 2018, the Admissions Office, Advising and Retention, Office of Online Learning will roll out a new program designed to target high achieving students in high school that are in their junior year to start the 2x2 Program to graduate their senior year with an AA or AS degree from JWCC.

This initiative is still on-going for FY18

Technology Updates:

- Implemented the Self-Service Admissions Application which helped support staff be more efficient with time it takes to put in applications.

	<ul style="list-style-type: none">- Implemented an email communication for students that have missing items to let them know every two weeks what they are missing.- Implemented an email communication flow for admitted students hitting on key messages, and also items of importance. For instance, telling students to register for classes.- Worked with IT to automatically download placement testing scores into SOATEST.- Worked with IT to download SAT names into our prospect module and scores into SOATEST that come from CollegeBoard.- Implemented a CRM to use to do more relational recruitment.- Integrated Banner with our CRM Hubspot.- Worked with IT to have better reports to gauge enrollment earlier on in the admissions year. i.e. Market Share reports- Implemented the prospect module in Banner for a place where prospective student's information lives instead of excel spreadsheets.
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<p>What are the identified or potential weaknesses of the program?</p>	<p>The major weaknesses of the Admissions Office are staff resources to help with Hubspot/plan visit days/relational recruitment. There are other areas such as faculty engagement in the recruitment process, retention of staff due to burnout and pay, relying on other lean departments to help such as IT (with the technology piece of recruitment) and Marketing.</p> <p>The other area of weakness for the Admissions Office is that we are a unique office in which the office has to work and manage two different deans to get items accomplished because we have two deans in our service area.</p> <p>The last area of weakness was cutting a position from the Admissions Office over the past year to an Admissions Advisor and the Director of Admissions as full-time recruiters. I am optimistic about the year ahead with adding another advisor back to the office.</p>
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What are the program's strengths?

The Admissions Office has strengths with our strengthened relationships with our district high schools over the last four years. This was a major area of growth I saw because of the concurrent enrollment problems in the school and turnover of staff here at JWCC.

With our strong relationships with our high schools we have been able to do increased programming in the concurrent enrollment area and recruitment. We have started College Road Shows where we have gone out to Liberty, Central, Southeastern and QND to showcase our CTHE programming.

Hubspot our CRM in Admissions is also a positive strength to build relationships and build up communication to our prospective students to help in the recruitment process.

The ability to have had several strategic objectives have greatly helped strengthen the Admissions Office in several ways:

- Additional Visit Day opportunities
- Hubspot CRM
- Additional high school programming
- Added high school mail flows to juniors
- Allowed Admissions to go to a different market to recruit in Missouri.

<p>Rationale</p> <p>Detail all major findings resulting from the current review.</p>	<p>There has been a great deal of positive growth in the Admissions Office. Looking back over the past several years in doing this current review, I have noticed all of the hard work from so many different departments to help grow Admissions.</p> <p>The other major finding of this review is that there is a great deal of work ahead of us to grow enrollment and market share.</p>
<p>Intended Action Steps</p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Please see attached sheet for action steps.</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>	2018
<i>REVIEW AREA:</i>	<i>CAREER SERVICES</i>
<p>Program Summary</p> <p>Please provide a brief summary of the function of the program.</p>	<p>The JWCC Career Services team is committed to helping students achieve success. The Career Services mission is to provide guidance and support in all areas of career development; resume and interviewing tips, scheduling mock interviews, career interest profile, general career guidance, internship/externship opportunities as well as job placement services. Additional services are Para-Educator and Work Keys testing and one-on-one internship placement for active students. This free service is not just for students and alumni, but for any JWCC district community member at any stage of their career.</p>
<p>Prior Review Update</p> <p>Describe any quality improvements or modifications made since the last review period.</p>	<p>No prior reviews have been completed for Career Services.</p>
<p>What are the identified or potential weaknesses of the program?</p>	<ul style="list-style-type: none"> • Student body visibility. • Lack of faculty awareness/consistent use of CS services.

<p>What are the program's strengths?</p>	<ul style="list-style-type: none"> • Modern/updated furniture, space and technology. • 1:1 attention/customized services. • Complimentary walk-in or appointment based services to both students and the general public. • Student Outreach: All 14 JWCC district high schools including GED, ACRSS, Christian School and Home Schools. JWCC student orientation events at the Workforce Development Center, JWCC main campus, Southeastern Education Center, Baylis Agriculture Center, Mt. Sterling Center. <table border="1" data-bbox="751 606 1395 892"> <thead> <tr> <th></th> <th>FY16</th> <th>FY17</th> </tr> </thead> <tbody> <tr> <td>Internships</td> <td>69</td> <td>62</td> </tr> <tr> <td>Work Keys/Para Testing</td> <td>10</td> <td>138</td> </tr> <tr> <td>Interview Assistance</td> <td>403</td> <td>368</td> </tr> <tr> <td>Résumé Assistance</td> <td>319</td> <td>321</td> </tr> <tr> <td>Career Cruising or Exploration</td> <td>1153</td> <td>764</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • General Outreach: Contributing membership on Adams County Works committees, partnership with Quincy Workforce Center, Great River Economic Development and Department of Human Services, as well attendance at various job/career fairs and community events throughout the JWCC district and surrounding tristate regional high schools and community events. 		FY16	FY17	Internships	69	62	Work Keys/Para Testing	10	138	Interview Assistance	403	368	Résumé Assistance	319	321	Career Cruising or Exploration	1153	764
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<p>Rationale</p> <p>Detail all major findings resulting from the current review.</p>	<p>Major finding was a lack of awareness and visibility of the career services center program among the student body, alumni, community members, staff, administration and faculty. Based on that finding, Career Services staff and administration, in cooperation with the Coordinator of Instructional Technology, will developed three (3) action items to increase awareness of the career services program among faculty and the student body.</p>																		

<p>Intended Action Steps</p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<ol style="list-style-type: none">1. Hold lunch and learn events for JWCC Trio Students.2. Increase internal visibility within the campus by working with the JWCC employee Big 5 committee monthly newsletter group. Post CS opportunities and workshops in the – “Did you know topics.”3. Explore the creation of informational videos to be used by First Year Experience course faculty and staff in structured, blended and online courses that utilize Canvas, internal JWCC community events and student orientation events.
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Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. 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>	2018
<i>REVIEW AREA:</i>	<i>HUMAN RESOURCES</i>
Program Summary Please provide a brief summary of the function of the program.	The Office of Human Resources (OHR) supports the mission, goals, values, and aspirations of John Wood Community College. The OHR ensures compliance with Board Policies as well as State and Federal legislation; coordinates the employment process; develops and maintains the Compensation program; coordinates and oversees the performance management process; implements and maintains all employee benefits programs; and develops and implements training and professional development programs.

<p>Prior Review Update</p> <p>Describe any quality improvements or modifications made since the last review period.</p>	<p>Since the last Program Review, there have been significant improvements and modifications to the department.</p> <p>All Employment related Board Policies were updated in 2014/2015. Policies were revised/updated in order to clarify, reflect the current structure of the College and ensure compliance with state and federal legislation. Policies were separated from procedures to allow the College more flexibility when revisions or additions are needed.</p> <p>To ensure compliance with the ACA a tracking system has been put in place and run every pay period. In addition, a new broker has been hired to work closely with the benefits position to ensure compliance with such things as PCORI and Reinsurance. 1095's have been completed in a timely fashion both this year and last and a monthly process has been put in place to simplify this year-end reporting requirement.</p> <p>The hiring process is being reworked to reduce the time to hire issue that the college has faced and a new orientation process has been implemented in order to aid in the retention of new employees.</p> <p>The Classification and Compensation Program is being retitled the Compensation Program for Staff. This document is being reviewed and updated by the DHR, President and Cabinet clarifying definitions for levels and revising the current salary schedule to be more competitive with the current market.</p>
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The Benefits, Coordinator position has been eliminated. The majority of those duties have been redistributed to the Coordinator of Employment Services and Training with the Wellness program going to Payroll. In addition, the loss of this position has resulted in the streamlining of HR processes.

The Performance Review document and process is vetted annually by the President, Cabinet and Leadership Council. Focusing on quality improvement, this document as well as process have been “tweaked” every year to better serve the needs of the College and the employees.

Professional Development has been embedded in the Performance Review process. The HR office has offered at least one PD opportunities quarterly. These opportunities have been kept general in nature in order to be pertinent to the vast majority of staff. In addition, several onsite offerings were scheduled that have been relevant to the annual Community Wide Goal allowing employees the opportunity to fulfill the PD requirement for that year.

Also embedded in the Performance Review document and process is an annual mandatory training program. This program has been put in place to ensure compliance as well as promote a general understanding of such things as diversity and customer service. There are currently six (6) mandatory trainings: Title IX, Mandated Reporter, Sexual Harassment, FERPA, Diversity and Data Security. The expectation is that these trainings will be completed on an annual basis.

<p>What are the identified or potential weaknesses of the program?</p>	<p>Ongoing challenges for the Office of Human Resources include keeping abreast of the ever-changing Affordable Care Act and ensuring compliance with the regulations. Although the changes in the healthcare arena have slowed down a bit, it continues to be on our radar.</p> <p>The State University Retirement system is complicated and gray in some areas. Ensuring that we are consistent and within the guidelines set when determining eligibility for SURS can be a challenge. We continue to work on consistency when it comes to enrolling associate faculty and part-time staff.</p> <p>Due to the nature of Higher Education and the fact that we are a small institution, it can be difficult to compete with the larger institutions and the corporate world when it comes to talent acquisition. Areas in which it has proven difficult for the college to recruit include: higher level administrative positions (Deans/Vice Presidents), faculty in the Health Sciences discipline (Nursing in particular) and positions in the Information Technology area.</p> <p>The Contract and Overload processes continue to be a challenge. We are dependent upon receiving accurate and timely information from instruction and with the ever-changing enrollment numbers the determination of whether the pay should be prorated in a timely fashion is a problem.</p> <p>While Community Colleges are becoming more and more dependent upon Associate (Adjunct) Faculty, fulfilling the mandatory training requirements for this employee</p>
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population can prove problematic. Most Associate Faculty are not available to put in additional time in regards to completing training requirements. Finding a way to be sensitive to their time constraints and fulfill the training requirements is difficult.

While the loss of a full-time benefits position will eliminate some of the customer employees have received in the past, it will, at the same time, move us forward more quickly with streamlining our processes to be more efficient.

<p>What are the program’s strengths?</p>	<p>The OHR serves as a resource for employees and seeks to provide solutions to workplace issues that support and optimize the College’s Mission, Vision and Values.</p> <p>The Office of Human Resources strengths are based upon it’s six (6) core functions. Those core functions include:</p> <ul style="list-style-type: none"> • Compliance – monitors and ensures compliance with Board Policies as well as State and Federal regulations. • Employment processes – coordinates the employment process from recruitment through onboarding. • Performance management – coordinates and monitors the performance management process. • Benefits administration – implements and administers all employee benefits programs. • Compensation – develops and maintains a strategic compensation program that ensures compliance with Federal, State and local laws. • Training and development – develops and implements activities geared towards improving performance of employees as well as compliance with Federal and State laws.
<p>Rationale</p> <p>Detail all major findings resulting from the current review.</p>	<p>Refer to Weaknesses section and attached Action Plan.</p>
<p>Intended Action Steps</p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>See attached.</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>	2018
<i>REVIEW AREA:</i>	<i>RECORDS AND REGISTRATION</i>
<p>Program Summary</p> <p>Please provide a brief summary of the function of the program.</p>	<p>The purpose of the department of Records and Registration (Registrar’s Office) is to manage all aspects of student academic records, grading practices and procedures, incoming and outgoing transcripts, national student clearinghouse submissions, College catalog policy enforcement, student module Banner information, Veteran’s services, and actively participate in the selection of candidates for the College’s Selective Admission Programs. The department is also responsible for the institution’s compliance with the Family Educational Rights and Privacy Act (FERPA) as well as numerous other state and federal compliance regulations. The office of Records and Registration is comprised of four individuals including: One full-time Dean of Students & Registrar, one full-time Coordinator of Records, Registration, and Veteran’s Services, one full-time Coordinator of Records & Registration/Selective Admission, and one part-time time Records Clerk.</p>

<p>Prior Review Update</p> <p>Describe any quality improvements or modifications made since the last review period.</p>	<p>A variety of quality improvements and departmental modifications have been made since the last program review of Records and Registration.</p> <p>1 –The Records and Registration department has supported many other departments in implementing online (Banner based) projects. While these may not be functions primarily housed in the Registrar’s Office, any project dealing with students and the SIS falls heavily on the area. Such examples include Accuplacer placement testing, gainful employment regulations, online admission application, HubSpot prospecting database, Title IX software and tracking, etc.</p> <p>2 – Continual streamlining and stability of the application and evaluation processes associated with the College’s selective admissions programs. Through various methods of evaluation and data driven recommendations between the Registrar’s Office and Health Sciences, we have settled into a much more efficient and effective timeline and set of standards for our students regarding these programs at JWCC.</p> <p>3 – During FY18, in conjunction with IT, Records and Registration has led the migration of all the administrative forms from Banner 8 to Banner 9 (XE). This has gone smooth but has consumed a tremendous amount of time in the last two years. The department has worked very hard to train all end users and migrate all daily processes to the new system. While the primary migration is complete, the Records and Registration staff will continue to work with IT staff over the next year plus to transition even more functions to XE, many of these in the self-service module. Examples include faculty grading (and</p>
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	possible Canvas integration), faculty withdrawals, transcript services, student grade and other information, etc.
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<p>What are the identified or potential weaknesses of the program?</p>	<p>A primary weakness or challenge for the Records and Registration staff/department is that of needing to transition processes and services from paper to automated. While strides have been made in this area, we are still behind other institutions in terms of services offered online and internal processes being done electronically rather than manual. Examples include but are not limited to:</p> <p>1 - Electronic transcripts (sending) – Currently, JWCC is set up to receive transcripts electronically through nearly all vendors, but we have not taken the step or made the investment to become a sending institution. A glimpse at the incoming and outgoing transcript volume is as follows:</p> <p>Incoming</p> <p>2014 – 540</p> <p>2015 – 580</p> <p>2016 – 591</p> <p>2017 – 538</p> <p>Outgoing</p> <p>2014 – 4006</p> <p>2015 – 3752</p> <p>2016 – 3931</p> <p>2017 – 3859</p>
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While manual human time allocation for evaluating an incoming transcript is somewhat fixed in nature, we can become much more efficient by automating outgoing transcripts through a vendor. This would take an initial financial investment and staff time, but would decrease the annual budget for transcript costs by about 50-75%. Based on my researching of a breakeven point, we would see a break even between the end of year one and middle of year two. This is if we chose to stay at no cost for student transcripts. If we would choose to charge (which nearly all schools do), the ROI would be almost immediate (within 3-6 months).

2 - Automated degree audits/clearances – Currently the Coordinator of Records, Registration and Veteran’s Services does our degree clearances/awarding. She uses our degree audit system CAPP for this, but the system is not set up for reporting and queries to truly provide automated services. It is more of a support tool. Thus, this position has manually performed degree audits and awarded degrees to the following number of students over the past several years:

2014 – 476

2015 – 546

2016 – 507

2017 – 509

Each year, approximately 100-200 additional degree audits are submitted and are denied based on incomplete coursework, which adds additional time commitment to this manual workload.

3 - Another area for automation is that of attendance rosters for census reporting. Currently, the department prints, scans, and emails a roster at the beginning of every course start date to each individual faculty member. In turn, the faculty member must print, mark "no shows", sign and return the roster to the Registrar's Office. Upon receiving the roster, a member of the Records staff manually processes each no show as a transaction in the registration system. We would like to find a way (possibly with Banner XE migration) to automate this process by having faculty complete the process online and run a script to process the faculty submissions at once in the registration module. This would create efficiency for all involved, not just the Registrar's Office and faculty. Other areas that would benefit greatly include the Business Office and Financial Aid.

4- -Integration between the College's Learning Management System and the College's Student Information System for faculty grading is another automatable process. Currently, faculty using the electronic gradebook in Canvas must transport grades manually into the Banner self-service system via SOLAR. One-time programming could eliminate the transfer and allow for automatic submission of grades, eliminating most late submissions and transfer errors.

One additional challenge that has been magnified since the last program review is that of increased regulatory

	<p>requirements and compliance and the ongoing changes with these requirements as it pertains to our electronic systems and reporting (i.e. – Banner upgrades, integration between banner modules of financial aid and student, national student clearinghouse, gainful employment reporting, etc.).</p>
<p>What are the program’s strengths?</p>	<p>Two primary strengths of the staff in this area is their experience and timeliness of correspondence and response to students, faculty and staff. I believe that these two things go hand in hand. Because of the stability and experience of the staff, processes and procedures have been mastered and are performed with a high level of efficiency. This allows us to operate with two Coordinators and a partial allocation of the Dean of Students administrative position. Because of the experience and efficiency of the staff (especially the Coordinators), I believe the timeliness of response to students as well as faculty/staff is prompt.</p> <p>With that said, I believe that with some investment in further automation of processes, we can even improve our efficiency and timeliness. These recommendations will be outlined in the intended action step section of this report.</p>
<p>Rationale Detail all major findings resulting from the current review.</p>	<p>Major findings are outlined in the strength and weaknesses sections above.</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.

Intended action steps over the next one to three fiscal years are as follows:

1. Electronic Transcripts – research and select vendor, work through implementation, and migrate student and alumni usage to electronic transcripts. Currently, there are three to four primary vendors. Based on last research (one to two years ago), the migration from paper to electronic processing would be between \$3,500-5,000. This would not eliminate paper processing as schools after about 18-24 months still experience about 25% of all request be paper. However, this would eliminate approximately 75% of current expense and because a revenue generator for the College versus a loss. (FY19 or FY20)
2. Standardized Withdrawal Policy – we are currently working with a group of faculty and staff to update our attendance board policy and procedures, thus standardizing the expectations for student withdrawals. This will assist us in complying with both state and federal regulations, clarify expectations for faculty, and mitigate risk attached to Title IV financial aid funds. (FY19)
3. Automate Census Rosters – work with IT to find a way to automate census (no show) roster reporting for faculty. As previously stated, this would save a great deal of time for both the Registrar’s office and each individual faculty member. If done internally, staff time is the commitment. If we must outsource something to Banner for the programming, this will likely be several thousand dollars. I believe this still would be worth the investment long-term and have a significant ROI on staff time and reporting timeliness. (FY19-20)

	<ol style="list-style-type: none"><li data-bbox="743 201 1448 814">4. Faculty grading automation between Learning Management System and Student Information System – Currently, faculty who you the Canvas gradebook (the majority) must manually transition grades from the LMS at mid-term and final grading time to SOLAR. This type of programming would allow automatic submissions from Canvas to SOLAR eliminating time, mistakes, and late reporting. The investment would be dollars for programming, but based on my research, there are API files for both Banner and Canvas that make this easier. I’m unsure if a grant would be available for number two and this recommendation, but once again the investment for third party programming would likely be \$8,000-10,000. (FY19-20)<li data-bbox="743 865 1448 1094">5. Continual work with Financial Aid and IT on various regulations and topics – Gainful Employment, National Student Clearinghouse Changes, Part of Term Disbursement of FA, program of study FA regulation implementation, Veteran’s benefit changes, etc. (FY19-21)
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	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Review of Career and Technical Programs	<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>	<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)</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>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>4706 – Veh Repair: DET 100 (Cert)</p> <p>49XX – Transportation: TDT 300 (Cert)</p> <p>5108 – Hlth Asst: CMA 100 (Cert)</p>
Review of Academic Disciplines	Communications: Languages & Literature	Mathematics: Mathematics	Physical and Life Sciences: Natural Sciences	Humanities & Fine Arts: Humanities Fine Arts	Social and Behavioral Sciences: Social/Behavioral Sciences
Review of Cross-disciplinary Curricula		Remedial/Developmental Mathematics	Remedial/Developmental Language Arts	Adult Education including ESL	Vocational Skills
Reviews of Student and Academic Support Programs	Admissions Recruiting Registration and Records	Learning and Tutoring Centers	Financial Aid	Disability Services Counseling and Advising Library	Business Services Athletics Student Activities