2012 SELF-STUDY REPORT
For continued accreditation with the Higher Learning Commission of the North Central Association of Colleges and Schools
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REQUEST FOR REAFFIRMATION OF ACCREDITATION

Letter from the President

For the last two years, the faculty, staff, and students at John Wood Community College have been collectively engaged in conducting our self-study in preparation for the College’s Program to Evaluate and Advance Quality (PEAQ) comprehensive visit. The self-study narrative contained herein includes examples and illustrations of how the College strives for continuous improvement in all aspects of its operations and ultimately works to carry out our mission.

The self-study process and creation of this document has truly been a collaborative process involving many individuals from all areas of the College. The process itself has helped strengthen teamwork, communication, and collaboration among the faculty, staff, students, and administration. In addition, it has provided a platform for evaluating the effectiveness of the College’s programs and identifying areas and means to improve these programs. Through the diligence of all who worked on this document, I hereby certify that all material presented within this document is an honest and accurate representation of the College.

I am confident that this self-study report illustrates the quality that JWCC is known for and provides the evidence that demonstrates that the College meets all of the Criteria for Accreditation set forth by the Higher Learning Commission of the North Central Association of Colleges and Schools. On behalf of John Wood Community College, I submit this self-study report and ask for your consideration of our reaffirmation of accreditation.

Sincerely,

John Letts, President
PREFACE

A Note to the Reader

The self-study document that follows is the result of four written drafts and more than two years of research collected by John Wood Community College faculty, administration, staff and students. In an effort to have the self-study process and document creation be as collaborative as possible, five criterion committees were established to discover evidence and communicate findings. As a result, the document has multiple authors. A guide was used by the writers of the various criteria in an effort to provide a consistent voice and style.

During JWCC’s self-study process, significant changes in Higher Learning Commission criteria evolved, creating multiple changes in direction and writing for several criteria teams. Crosswalks were developed to understand changes in criteria versions as they were released. While a challenge, navigating the evolving HLC criteria provided an opportunity for those involved to better understand all aspects of the College’s operation.

In addition to the shifting HLC criteria, JWCC experienced significant changes in leadership, including the appointment of a new president, vice president for instruction, vice president for finance and business services and vice president for student services. During this same transitional time period (2011-2012), JWCC also conducted a strategic planning process while simultaneously preparing the self-study document.

In January 2012, the previous strategic plan (2009-14) was considered obsolete. Under the direction of the Board of Trustees, the College began to pursue new initiatives based on the most recent stakeholder feedback and a new, tentative strategic plan forged by JWCC’s newly appointed leadership team. In September 2012, the JWCC Board of Trustees approved the tentative plan as the College’s new strategic plan. It offers a new vision, overarching strategic goals, minor revisions to the JWCC mission statement, and a more condensed approach to planning.

The reader will note that the majority of references in this self-study correspond to JWCC’s previous (2009-14) strategic plan although the College began to formally operate under a new plan in November 2012. The reaffirmation steering committee made this decision based on the research and writing time-frame necessary for submission of the self-study document by January 2013.

JWCC’s new plan focuses work on critical issues facing the College using short- to-mid-term objectives to be achieved during a period of 18 months (Fall 2012 to Spring 2014). At the end of that period, work will be assessed and new or revised objectives will be developed. This new approach allows for a more focused work plan based on objectives that reflect the rapidly changing role of JWCC in its district while maintaining overarching strategic goals for the College.
INTRODUCTION AND HISTORY

John Wood Community College—A brief history

John Wood Community College was created to provide quality, affordable programs in higher education for district residents. The first meeting of the Board of Trustees was held in November 1974, and the College's initial 668 students began attending classes in August 1975.

It seems appropriate that John Wood Community College, often called a pioneer college because of its innovations in education, has been named in honor of John Wood, a pioneer in this area with ideas and an innovative mind. He was born in New York but came west seeking adventure in 1822. He built Quincy's first log cabin and widened the Fort Edwards Trail to lower Pike County to help in the settling of his new frontier community. He served as Quincy's mayor several times, served in the General Assembly, and in 1856 was elected Lieutenant Governor. Upon the death of Governor William Bissell in 1860, John Wood became Governor of Illinois, fulfilling a life of adventure and pioneer vision.

When the College opened in 1975, it relied heavily on an innovative “common market” approach to education to serve district residents. Over the years, the College responded to enrollment demands and community needs by expanding its own curricula and services to provide a full scope of baccalaureate transfer and career/technical programs and to enhance student life opportunities. JWCC's early reputation for being a pioneer in higher education, however, set a direction that the College still follows today: that of exploring innovative ways to share resources and partnering with other community entities to serve its constituents. In another innovative effort to serve residents of the district, the College introduced open learning courses, offering individualized, self-paced instruction. In addition, JWCC has developed online courses, outreach program, has been a pioneer in efforts to develop cooperative programs with business and industry, and was a founding member of the Tri-State Community College Training Consortium established to serve the entire Tri-State Area.

In its efforts to be a comprehensive yet cost-effective community college, John Wood strives to use available community resources as a part of its total educational delivery system wherever and whenever possible. One of the College's most publicized accomplishments in this area has been the cooperative agreement reached with the University of Illinois in 1980, in which the U of I deeded JWCC three acres of land on its Orr Research Center for the construction of John Wood's cooperative Agricultural Education Center. JWCC is the only community college in the country with this kind of agreement with a major land grant university.

This innovative approach to education – with its emphasis on cooperation and collaboration – has been one of the reasons for the College's continued success. In the fall of 2012, more than 2,100 students were enrolled in credit classes. These students ranged in age from 15 to 83, with 35 percent of all students 24 years of age or older. Over one-half of all students were attending part time. More than 60,000 District residents have taken advantage of JWCC courses since the College was established.

FACILITIES

John Wood Community College provides students modern, technology advanced learning environments at all of its sites. The College offers its students the latest technology, including a Mac lab at the campus in Quincy – and computer technology and software are continuously updated. In 2008, the campus in Quincy became a wireless environment, which lets students and staff log onto the JWCC network and resources from a wireless laptop connection. In addition, the College has created a portal system that allows students to build a personalized Web home page and access their emails, online classes, and student records with just one log-in.

The development of the College's modern campus at 48th and Harrison in Quincy began with the Science and Technology Center, which opened in January 1998. This building houses state-of-the-art classrooms and labs for the natural sciences, health sciences and computer sciences programs as well as faculty offices. The next two buildings on the campus – the Learning Center and the Student/Administrative Center – opened in January 2002. This allowed the College to vacate its previous facility, a renovated elementary school, at 48th and Maine. The Learning Center houses the Academic Support Center, classrooms, and some offices. The Student/Administrative Center houses the student lounge and cafeteria, the bookstore, classrooms, additional administrative offices, and student services.

A fourth major building, the Paul Heath Community Education and Fine Arts Center (named in honor of the College's founding president), opened in fall 2004. This facility houses the community education and adult...
education/literacy programs, the fine arts programs, and the Advancement Office. These four buildings were built with more than 75 percent funding by the State of Illinois. The Student Activity Center, which opened in fall 2006, includes a gymnasium that can seat 1,800 persons for special events plus a fitness room, an aerobics room, and locker rooms. The site includes a baseball field, a softball field, and additional parking. This center completes the College’s master plan for its core campus. The campus also includes a greenhouse to support the College’s Sustainable Local Foods program and other academic programs. The greenhouse serves as a working laboratory.

**WORKFORCE DEVELOPMENT CENTER**

The College took a major step in its efforts to enhance services to the business and industrial community with the creation of a new Workforce Development Center. This new center, located at 4220 Kochs Lane in Quincy, was opened in the fall of 2009 to meet College and business and industry needs. Located on 14 acres, the new center will enable the College to better meet the training needs of area businesses and industry. Career, Technical, and Workforce Education Programs and Transportation and Emergency Services Programs, including Truck Driver Training, were among the first departments to be relocated to the new site. Additional career, technical and workforce education programs—including electrical technology, construction technology, and manufacturing technology have been moved to the center. The facility also provides space for new and expanded customized training and additional programs in the future.

**PITTSFIELD EDUCATION CENTER**

This center offers baccalaureate transfer as well as career/technical programs, with classes available both day and evening. Through a combination of traditional, structured and online courses in addition to individualized open learning coursework, a student can complete all coursework necessary to complete an associate degree. The center also offers such student services as advising and testing; the opportunity to participate in all JWCC student activities; and additional educational offerings, including free adult education/GED classes and a variety of personal interest classes. The number and variety of courses available at the Pittsfield center have increased significantly in recent years. High-speed Internet connectivity allows students access to online courses and to library resources through the state-of-the-art public access catalog.

**AGRICULTURAL EDUCATION CENTER**

The JWCC Agricultural Education Center is located on the University of Illinois Orr Agronomy Research Center on Route 104 northwest of Perry. The Agricultural Education Center offers career/technical and transfer agriculture program options, including Ag Business, Ag Transfer and Animal Science. The Ag Center has been recognized nationally for high quality educational programs. The nearby University of Illinois Animal Science (Beef) Research Unit serves as the laboratory for the JWCC Beef Specialist certificate program and Animal Science degree.

The center has an active Agriculture Club and Agriculture Alumni Association, which allow students and graduates a superb learning, leadership and growth experience. The center frequently serves as the site for seminars and meetings for local residents, particularly members of the agricultural community. The Agricultural Education Center is also equipped for online courses.

**MT. STERLING LEARNING CENTER**

For a number of years, through an agreement with Dot Foods, the College has offered courses to Brown County residents at the Dot Foods training facility. As Dot Foods’ need for space has increased, the College has been exploring other facility options. At the time of this writing, the College is close to finalizing a lease agreement for a 3,600 square foot center in Mt. Sterling.

**KINSCHERFF ADULT EDUCATION LEARNING CENTER**

Located in the Quincy Historic Business district, this center opened in the fall of 2009 to better serve area residents seeking adult education classes and/or literacy services. The retired and senior volunteer program sponsored by the College also housed in the center. The center is located at 122 North 5th Street. The building was donated to the College in March 2009, by John E. and Wanda Lee Kinscherff.
THE SELF-STUDY PROCESS

Preparation for the 2013 comprehensive visit began in 2011, when then President Dr. Thomas Klinicar appointed then vice president for instruction Dr. Raymond Staats and David Rigsbee, a mathematics professor, as co-chairs for the self-study process. Staats and Rigsbee, in turn, selected the following campus leaders to lead the self-study committees: a committee for each of the five criteria and three “area” teams for editing the report (educating internal and external audiences, and managing the institutional data that would be cited in the report).

Criterion One (Mission): Terry Jenkins, associate dean for non-credit programs
Criterion Two (Integrity): Bill LaTour, chief of campus police
Criterion Three (Academic Programs- Quality, Resources & Support): Dr. Chris Kaelke, natural sciences faculty
Criterion Four (Academic Programs- Evaluation and Improvement): Barb Stoll, computer science faculty
Criterion Five (Resources and Planning): Mike Elbe, vice president for student services
Area Team One (Communications and Writing): Tracy Orne, director of public relations and marketing
Area Team Two (Campus Education and Site Visit Coordination): Barb Holthaus, director of advancement
Area Team Three (Institutional Research): Josh Welker, director of institutional effectiveness

Each committee chair was given the freedom to choose their own team members, with the requirement that each committee would have at least one member from the faculty and each of the three main branches of the College: Instruction, Student Services, and Finance and Business. Further, each team leader was encouraged to appoint a co-chair who could assume the leadership role if it should become necessary. Also, a strategic effort was made to include current students in the development of the self-study and the reaffirmation process. A one-credit hour class, CMN 195 Special Topics, was created for students to enroll in. Each student in this course was appointed to a reaffirmation committee and was required to attend team meetings as well as class meetings to learn about the reaffirmation process, participate in conducting research, collecting data, and writing for the self-study. This class was offered each of the three semesters during the planning and writing of the self-study.

The first meeting of the Steering Committee was held in November of 2011. The Steering Committee has met throughout the self-study process as needed to direct the preparation of this document and to prepare for the campus visit.

ADAPTING TO CHANGES IN THE CRITERIA

The Steering Committee was first organized around the previous criteria for accreditation. When the new criteria were announced at the HLC Annual Meeting, it was decided that the College’s self-study would address them, even though a number of substantial changes were anticipated. Note-taker Nici Woodyard and Josh Welker developed “crosswalks” to help teams adjust to the evolving criteria as it went through alpha, beta, gamma, and the final delta versions. Members of the teams were convinced that writing to the new criteria would help them to prepare a better self-study and also position JWCC to more smoothly transition from the PEAQ accreditation model to the new Pathways model.
CHANGES IN COLLEGE LEADERSHIP

At the May 10, 2011 meeting of the Steering Committee, Dr. Staats announced that he was leaving the College. Phil Conover was appointed interim vice president of instruction and Josh Welker was appointed to the role of co-chair for the Steering Committee. Dr. Ron Davis joined the College as vice president for instruction on October 1, 2011 while president Klincar left the College later that same month. Vice President for student services, Dr. John Letts, was appointed interim president and later named as president of the College in 2012.

FORMATION OF THE EXECUTIVE COMMITTEE

In order for the day-to-day operations of the self-study to continue, and at the same time to benefit from the leadership and experience of top administrators, it was decided to form an Executive Committee to guide the Steering Committee in its work. The members of this committee are as follows:

Vice-President for Instruction (Interim Phil Conover and currently Dr. Ron Davis)
Dean of Arts and Sciences David Shinn
Dean of Careers and Technology Pam Foust
Josh Welker
David Rigsbee
Nici Woodyard, Note Taker

The structure of this committee can be viewed in this chart.

WRITING THE DOCUMENT

The five criteria teams organized and began the work of writing during the summer of 2011. Area Team One, led by Tracy Orne, developed a detailed writing guide and template to help each group to write in a consistent style and to help the teams to organize their research in a consistent way. As sections of the first draft were completed, members of Area Team One edited for mechanics and offered suggestions for content revisions. Area Team Three, led by Josh Welker, planned how evidence would be collected and filed so that it could be linked by hyper-text in the finished document. Area Team Three was also in charge of writing the Federal Compliance section of the self-study.

Writing continued through the academic year 2011-2012 with teams exchanging data and revising text until May 2012. During the summer 2012, Josh Welker worked to combine the separate drafts into a single document. During the fall of 2012, the draft document was submitted to the vice presidents and their service areas for content editing and then final formatting and hyper-link testing was carried out before releasing the report.

We are confident that the visiting team will find the evidence presented in this self-study document to be an accurate representation of what they find when they visit our campus March 25, 26 and 27, 2013, and that the visit will justify continued accreditation from the Higher Learning Commission for John Wood Community College.
RESPONSE TO ITEMS OF CONCERN from 2002 Comprehensive Visit

1. **The dispersal of employees in the new, larger facility presents challenges in maintaining effective organizational structure.**

The College moved into the new, larger facility less than a year before the last comprehensive visit. Since that time, the faculty, staff, and students have all adjusted to the larger campus. To address some of the challenges of maintaining effective organizational structure, College administrative offices have increased the use of timely email notices and announcements as well as updating the College’s website. In addition, the president holds College-wide meetings throughout the year which are also broadcast to the outlying centers and facilities.

2. **The existing governance system should be reviewed to ensure that established structures are working and that avenues for participation are available to all employees.**

Beginning in January of 2012, the current president reconfigured the membership of the president’s cabinet. Previously, the cabinet included all of the president’s direct reports: vice president for instruction, vice president for finance and business, vice president for student services, director of institutional effectiveness, director of advancement, director of public relations and marketing, and the director of human resources. The newly restructured cabinet now includes the three vice presidents and a representative of each of the four employee work groups: faculty, leadership council, exempt staff, and non-exempt staff. Along with the restructuring of the president’s cabinet, the meetings of the cabinet are now focused on communication and dissemination of information to all areas of the College.

In addition to the changes in the president’s cabinet, the overall organizational structure of the College is also reviewed on an annual basis. These reviews often bring about changes to reflect current and updated reporting lines and position assignments. Additionally, the standing committees of the College are also reviewed as part of this process. A list of changes to these committees follows:

- **2001:** The Benefits, Marketing, Institutional Effectiveness, Technology, and Leadership Council committees were created.
- **2002:** The Human Resources committee was deleted as the Human Resources Department was added.
- **2004:** The Non-Exempt and Exempt committees were created.
- **2007:** The Editorial Review Board; Integrated Marketing; Promotion, Recruitment, and Retention; and Risk Management committees were created. The Marketing committee was dismantled.
- **2009:** The Integrated Marketing committee was dismantled.
- **2010:** The Editorial Review Board was dismantled.
- **2011:** The Integrated Marketing & Recruitment committee was created. The Activities & Special Events; Facilities & Environment; Promotion, Recruitment, and Retention; Risk Management, and Technology committees were dismantled.
- **2012:** The Integrated Marketing & Recruitment committee was dismantled.

3. **Sanitary facilities for the College’s truck driver instructional site are inadequate.**

The College purchased the Workforce Development Center in 2008 and opened it for instruction in 2009. This new facility replaced the College’s facility identified in the concern above for the truck driver training program. The Workforce Development Center also houses many of the College’s career and technical programs such as electrical technology, construction technology, manufacturing technology, and welding.

The College’s new Workforce Development Center is a stark contrast to the previous facility. The new 30,000 square foot facility sits on a 14-acre site. The facility includes a set of men’s and women’s restrooms with multiple stalls and sinks. There is also a break room/lounge for students that contains a large countertop area and stainless steel sink with wall-mounted soap and roll towel dispensers.
4. The state-mandated program review process is not integrated into a comprehensive institutional assessment program.

The program review process at JWCC is a mandated process by the Illinois Community College Board (ICCB). The College submits program review reports annually according to guidelines set forth by the ICCB. According to the ICCB mandated schedule, all programs are included in the program review document on a five-year cycle. The program review process starts in early August. Faculty and administration are notified notifications of the programs scheduled for review that year. Following the notifications, various data are collected and templates are created and distributed to the appropriate program faculty and administration to complete and review. As the information is reviewed by program faculty and administration, program decisions are made and reflected in the final review document. For example, all programs must indicate an action to be taken following the review which ranges from the program being discontinued or eliminated, to being significantly modified, or to continuing with only minor improvements needed.

Beginning with the FY2012 Program Review report, the College began incorporating results from the College's assessment plan into the report. The use of these assessment results in the program review process provide a better picture of the overall performance of the programs being reviewed as well as a more complete set of data for programmatic decisions to be made. For example, in the FY2012 Program Review, the Electrical Technology AAS program was reviewed. As part of the review, the program's goals and objectives, enrollment data, employment data, and cost data were examined along with the results from the program's regular assessments. As a result, it was determined that the program should be modified slightly to include a certificate in electrical applications and also provide additional instruction on problem solving using personal protective equipment, service calculating formulas, and schematic design.

5. Students needing developmental courses as indicated by placement test scores are not consistently placed. A significant divide is evident among interested parties, as to the efficacy of current practice in testing and placement in developmental courses.

As part of the College's admission and orientation process, students take the Compass placement assessment in the areas of math, reading, and writing. Once completed and logged in Banner, advisors use those placement scores along with student ACT scores (if applicable) to place students into English and math courses.

In order for an advisor to place students into college-level English, students must achieve either a 69 on the Compass writing sub-score or a 20 on the English portion of the ACT. College-level mathematics courses have more options for placement. The College utilizes results from the four levels of mathematics testing in Compass or the result of the mathematics portion of the ACT to place students into the various levels of college mathematics. The information is contained in a chart which college advisors use to place students into college-level English and mathematics courses.

Exceptions to the placement criteria above are made by department chair approval to the registrar and director of career & advising services or manager of career & advising services. Hard copies of exceptions are stored in the Career & Advising Services office's "permission to register" file or stored electronically if sent by email.

6. The anticipated obsolescence and high cost of replacing or updating instructional television equipment, along with technology changes, financial limitations and the urgency of competing priorities, cast doubt on the future viability of instructional television as a delivery method.

Since the last comprehensive visit, the College undertook a large review of instructional television and subsequently discontinued its use as a delivery method. The College identified the lack of cost effectiveness as the main factor in this decision. Since that time, the growing online delivery method has proven as an effective substitute.

7. The move to the new JWCC campus has negatively altered the proportional relationship between staffing and workload in several areas including building and grounds maintenance and custodial services.

Since the move to the new, larger facility, the College has worked to address the initial concerns related to staffing and workload, especially in the building and grounds maintenance and custodial services areas. Shortly after the move to the new facility, the College increased the riding mowers from two to three and added another golf cart to the building and grounds maintenance area. In 2007, the College added the newly created position of
grounds keeper to the area as well. In the custodial services area, the College purchased a ride-on floor scrubber and ride-on floor burnisher shortly after the move. In addition to the new equipment, the College also hired a newly created position of a full-time floor-care technician. Since that time the College has also added a building services supervisor position and a custodial position in the newly acquired Workforce Development Center.

8. A heavy reliance on grant funds could potentially jeopardize the level of student and instructional support services currently provided.

Over the past ten years, the College has shifted how grant and institutional funds are budgeted and used for student support services. This shift has provided additional funding and services in instructional services and has reduced the amount of grant funding used for student support services.

Since the last comprehensive visit, the College now provides institutional funding for tutoring and support services for all students to access. These services are provided through instructional and student services staff and provide services for a wider range of students on all of the College's sites and facilities. Previously, tutoring was grant funded and was only available for those students who qualified for the services.

Instructional services developed the College's current systematic process of scheduling tutors for various academic areas. These services are administered by the dean of arts and sciences and coordinated by a part-time employee. In addition to these tutoring services, the College has also contracted with an online tutoring program called Smartthinking which is available to all students in all course delivery methods. This service is accessible 24 hours a day, seven days a week.

9. Given the restrictive condition of finances at the state level, JWCC may need to review existing services, programs, and delivery formats to determine priorities and prospects for continuation.

The restrictive condition of the finances at the state level has remained a constant concern since the last comprehensive visit. The College has been proactive in addressing this concern and has taken many steps to ensure financial security. Since the last comprehensive visit the College has taken the following actions in addressing this issue:

• The College closed its swine center and sold the property
• An agreement with Blessing-Rieman College of Nursing was established to teach the College's Associate of Applied Science nursing students which will both improve the quality of the program as well as increase the cost effectiveness of the program
• The landscape and turfgrass management program was found to be financially inefficient, largely due to low enrollment and is scheduled to be eliminated in the spring of 2013
• The use of instructional television as a delivery method was abandoned
• The cost of operating the cafeteria was eliminated by contracting with a local vendor
• The College's women's volleyball and men's golf programs were eliminated

In addition to the items listed above, the College also went through a meticulous budgeting process for FY2013 in which seven positions were eliminated. As a way to prepare for future financial concerns, the College has also been engaged in strategic planning which will help establish priorities and guide future decisions at the College.
RESPONSE TO ITEMS OF CONCERN from 2007 Focus Visit

1. (B-4) As indicated above, the College has made an excellent start with the assessment of communication skills, and it is now progressing to the assessment of student learning related to economics and politics. This step-by-step approach to assessment of general education skills makes sense. Over time, it will be important to implement assessment for the remaining eight general education skills that have been defined by the faculty.

The College has continued its assessment of the eight general education goals and twelve learning outcomes and has, as of December 2011, completed the cycle with GEG 3.1. Also in December 2011, the College began the second cycle of assessment with GEG 5.2.

2. (B-5) A review of CTE program assessment documentation indicates that all CTE programs have initiated assessment. However, with some exceptions as noted above, program assessment has not advanced to identifying and addressing areas in need of improvement. The evaluation team recommends that the College give priority to full implementation of the assessment in its CTE programs.

Efforts to standardize the reporting of CTE program assessment increased since 2007. In late 2007, meetings were held with CTE program chairs and directors to identify problems and work toward solutions.

In May 2008, a form was developed that identified all CTE programs and persons responsible for completing reports for each program. In December 2008, work began on CTE network storage, which would make the CTE assessment materials more accessible than the previous method of binder storage; icons to network storage location were placed on desktops of report completers for quick, easy access and full collaboration and information sharing.

In May 2009, the first CTE assessment workshop was held; 12 CTE faculty participated resulting in 10 reports completed. These reports utilized the four-column assessment implementation form which documented the goal(s) and outcome(s) being assessed, the method of assessment, the results of the assessment, and the use of the results to make improvements.

In December 2009, the second CTE assessment workshop had 13 faculty participating with seven reports completed.

In May 2010, 15 faculty participated with 20 reports completed.

In December 2010, 13 faculty participated, with five reports completed.

In May 2011, 15 faculty participated and 26 programs completed reports.

In December 2011, 13 faculty participated and 11 programs completed reports.

In May 2012 12 faculty participated and 12 programs completed reports.

3. (B-7) The evaluation team’s interview with the Senate Committee on Academic Assessment indicated that the College has not yet given explicit attention to the assessment of student learning in online courses. The team’s advice on this subject is provided in the Advancement section of this report.

As the College progressed through the assessment of the twelve learning outcomes, assessment artifacts included all delivery methods. Although online delivery method is not utilized for every course offering, where online sections of a course being assessed were available, artifacts were collected and assessed. Below are a few examples of these online artifacts being collected and assessed:

- Fall 2010, the College assessed GEG 1.1. Of the 168 artifacts assessed, 29 were from an online class.
- Fall 2010, the College assessed GEG 4.1. Of the 231 artifacts assessed, 32 were from an online class.
- Spring 2012, the College assessed GEG 2.1. Of the 87 artifacts assessed, 55 were gathered from online classes.
4. (B-8) There is limited mention of assessment and assessment-based recommendations in College planning, budgeting, and program review documents. The evaluation team recommends the establishment of more formal procedures for insuring that assessment recommendations are considered in institutional planning and budgeting.

Since the program review process is governed by the state, the team recommends that the College initiate state-level discussions about linking assessment and program review.

See Item 4 from the Items of Concern identified from the College's last comprehensive visit. In addition, the College also budgets for faculty and staff members to attend the HLC Annual Meeting, payment to faculty for assessment activities, and the Senate Committee on Academic Assessment operating expenses.

5. (B-10) Interviews with the Senate Committee on Academic Assessment and the Self-Study Co-Chairs indicated that the assessment process at JWCC has been in a state of continuous development, since 2003. The continuous changes in the process imply at least informal evaluation. Now that assessment procedures have become more institutionalized, the evaluation team recommends that the College establish more systematic procedures for periodic evaluation of your assessment process, particularly its effectiveness in promoting continuous improvement of instruction and student learning.

Feedback forms are completed by assessment participants (scorers). Suggestions and problems identified in this manner are discussed in SCAA meetings and at Faculty Senate meetings and improvements are implemented on a regular basis.

Examples:
- 2008/2009 – discussion in SCAA meetings, Faculty Convocation, and Faculty Senate about the problems and merits of assessing portfolios produced by graduating students resulted in discontinuation of the portfolios for assessment purposes
- 2009/2010 – investigation of standardized test instruments lead to the implementation of CAAP testing for graduating sophomores in the spring 2010 semester.
CRITERION ONE

Mission
The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

In this chapter, the mission and related documents will be discussed. The main focus will be on the College’s guiding principles: mission statement, vision statement, core values, and strategic goals. This chapter will examine how these documents are constructed and updated. It will also look at how the different aspects and branches of the College relate to these documents.
CRITERION ONE: CORE COMPONENT – 1A

The institution’s mission is broadly understood within the institution and guides its operations.

The mission statement and related documents at the College are developed through a systematic, college- and community-wide approach and are approved by the Board of Trustees. This approach ensures that all constituencies of the College are aware of and understand the College's mission. It also provides a clear vision and path for the College to strive to fulfill its mission. All programs (credit, non-credit, and customized training), services, and the overall enrollment profile of the College are also consistent with the mission. The College's budgeting and planning processes ensure the statements above as these processes are closely related and linked to the College's mission statement and strategic plan.

1A. 1

The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

John Wood Community College (JWCC) and its governing board, the Board of Trustees, work together to establish and adopt the College's mission statement. Typically, the College's mission statement, along with the vision and strategic goals, are reviewed as part of the College's strategic planning process. However, reviews of the mission statement have occurred outside of this process in the past. The College's current mission statement, which was adopted by the Board on September 10, 2009, reads as follows:

“John Wood Community College will provide high quality educational opportunities and services fully accessible at affordable levels in an attractive, caring, and safe environment to meet the needs of a diverse district.”

A version of the current mission statement was originally adopted by the Board of Trustees at the regular meeting of the Board on December 17, 2003. This version of the mission statement came after a college-wide task force was appointed to review the philosophy and mission statements of the College. The Board, working with this task force, reviewed and revised the mission statement prior to its adoption in its final form at the December 17, 2003 regular meeting of the Board.

After the adoption of the new mission statement in 2003, the College embarked on its next strategic planning process. This process was completed and a plan was presented to and adopted by the Board in 2005. The 2005-2008 Strategic Plan that was adopted included the mission, vision, core values, and strategic goals for the organization.

In 2008, as a new president was appointed, the College once again examined the mission statement as part of the College's strategic planning process. In a similar process as before, the College's Leadership Council was tasked with reviewing and developing the mission statement and strategic plan. Out of these planning sessions, the Board and Leadership Council came up with the slightly revised mission statement that is currently in place, as well as the 2009-2014 Strategic Plan:

VISION: John Wood Community College will be a college that guarantees a superior learning experience for each student who enrolls.

CORE VALUES: Self-Development, Excellence, Accountability, and Integrity.

STRATEGIC GOALS:

1. To make JWCC the college of choice for postsecondary education for district residents with emphasis on quality and pertinent curriculum offerings.
2. JWCC will continue to be a respected center of teaching, learning and service.
3. JWCC will retain a collegial atmosphere with a positive constructive environment where all service areas work together as a team.
4. JWCC will manage all resources effectively and expand as needs dictate.
5. JWCC will expand and maintain relevant Career, Technical and Workforce Education offerings in order to meet the needs of students and employers.
In 2011, as work on the self-study and upcoming site visit got underway, there were discussions once again about reviewing the strategic plan and mission documents. However, there were concerns that the timing of a new strategic plan might be difficult to incorporate in the self-study and also for the campus education that would be needed before the site visit, but the College also saw benefits in using the self-study to aid in the strategic planning process. Also, even though the 2009-2014 Strategic Plan was still in effect, due to many changes at the College and within the state community college system, the current plan was beginning to become outdated. After considering these factors, the College and Board decided that it would be best to begin work on a new strategic plan.

1A. 2 The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

JWCC maintains an extensive academic inventory, including both credit and non-credit courses and programs, to meet the needs of the district as stated by the mission. Credit bearing credentials include the following: Associate in Arts, Associate in Science, Associate in Fine Arts, Associate in General Studies, and Associate in Applied Science degrees as well as a wide array of certificates. Non-credit opportunities include customized training for local and regional industry, community education courses of personal interest, and adult education courses. The College strives to make all of these offerings of the highest educational level, as well as highly accessible and affordable for the residents of the district.

CREDIT PROGRAMS AND OFFERINGS

JWCC offers the following credit-bearing inventory for students looking to matriculate into a bachelor’s program at a four-year college or university.

1a.1: Type of Credential (Transfer)

<table>
<thead>
<tr>
<th>TYPE OF CREDENTIAL</th>
<th>AREA(S) OF CONCENTRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts</td>
<td>Art, Communication, Education, English, History, Law Enforcement, Liberal Arts, Political Science/Pre-Law, Sociology, Psychology, and Undecided/Transfer</td>
</tr>
<tr>
<td>Associate in Science</td>
<td>Accounting, Agriculture, Biology, Business, Chemistry, Computer Science, Economics, Education, Engineering, Health/Physical Education/ Recreation, Homeland Security, Law Enforcement, Mathematics, Physics, and Undecided/Transfer</td>
</tr>
<tr>
<td>Associate in Fine Arts</td>
<td>Music Performance</td>
</tr>
<tr>
<td>Associate in General Studies</td>
<td></td>
</tr>
</tbody>
</table>
JWCC offers the following credit-bearing career and technical education degrees and certificates that are intended to lead to immediate employment upon graduation:

1a.2: Type of Credential (CTE)

<table>
<thead>
<tr>
<th>TYPE OF CREDENTIAL</th>
<th>AREA(S) OF CONCENTRATION</th>
</tr>
</thead>
</table>

From the multitude of offerings, JWCC strives to meet the needs of a diverse district as its mission states. Over the last ten years, this has been demonstrated by growth in degree and certificate programs and non-credit course development at the College. The following is a listing of new associate degrees and certificates added since 2003:
1a.3: New Programs Since 2003

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>APPROVAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paramedicine AAS Degree</td>
<td>Jan-03</td>
</tr>
<tr>
<td>Animal Science AAS Degree</td>
<td>Sep-04</td>
</tr>
<tr>
<td>Geriatric Care Specialist</td>
<td>Jul-05</td>
</tr>
<tr>
<td>Associate in Fine Arts</td>
<td>Mar-07</td>
</tr>
<tr>
<td>Graphic Design AAS Degree</td>
<td>Jun-07</td>
</tr>
<tr>
<td>Swine Specialist</td>
<td>Feb-09</td>
</tr>
<tr>
<td>Manufacturing Technology AAS Degree</td>
<td>Jul-09</td>
</tr>
<tr>
<td>Sustainable Local Foods Farming Certificate</td>
<td>Oct-09</td>
</tr>
<tr>
<td>Construction Technology AAS Degree</td>
<td>Nov-09</td>
</tr>
<tr>
<td>Business Leadership AAS Degree</td>
<td>Jun-10</td>
</tr>
<tr>
<td>Business Leadership Certificate</td>
<td>Jun-10</td>
</tr>
<tr>
<td>Desktop Publishing Certificate</td>
<td>Jun-10</td>
</tr>
<tr>
<td>Web Design Certificate</td>
<td>Jun-10</td>
</tr>
<tr>
<td>Garden Center/Retail Sales Certificate</td>
<td>Nov-10</td>
</tr>
<tr>
<td>Landscape Management Certificate</td>
<td>Nov-10</td>
</tr>
<tr>
<td>Turf Management Certificate</td>
<td>Nov-10</td>
</tr>
<tr>
<td>Paramedicine Certificate</td>
<td>Dec-10</td>
</tr>
<tr>
<td>Welding Certificate</td>
<td>Jan-11</td>
</tr>
<tr>
<td>CAD/CAM Certificate</td>
<td>Mar-11</td>
</tr>
<tr>
<td>AFA Music Performance</td>
<td>Aug-11</td>
</tr>
<tr>
<td>Rough Frame Carpentry Certificate</td>
<td>Nov-11</td>
</tr>
<tr>
<td>Finish Carpentry Certificate</td>
<td>Nov-11</td>
</tr>
<tr>
<td>Agriculture Applications Certificate</td>
<td>Jul-12</td>
</tr>
<tr>
<td>Hospitality Management AAS</td>
<td>Aug-12</td>
</tr>
<tr>
<td>Surgical Technology AAS</td>
<td>Aug-12</td>
</tr>
<tr>
<td>Lodging Certificate</td>
<td>Aug-12</td>
</tr>
</tbody>
</table>

The needs of these programs are identified through community surveys, business and industry focus groups, community referrals, and market analysis. During the information gathering process, the labor market need is also clarified. This includes gathering data from the Occupational Information System, Illinois Career Information Systems, Illinois Department of Employment Security, and the US Department of Labor – Bureau of Labor Statistics.
CUSTOMIZED TRAINING PROGRAMS AND OFFERINGS

Customized training utilizes experts to teach employees skills that are needed to be successful in the workplace. These trainings are built around a company’s specific needs and are typically offered in a condensed format. Some examples of these types of trainings include, but are not limited to, skills for welding, forklift operation, computers, OSHA safety, manufacturing, truck driving, fire science and rescue, electrical safety, management, leadership, soldering, and basic blueprint reading. The number of trainings held each year varies depending on the need of the local employers.

NON-CREDIT PROGRAMS AND OFFERINGS

As stated in the Illinois Community College Act, the College offers community education (non-credit) courses designed to meet the personal, civic, and social needs of the district's residents. Topics offered deal with community, family, and individual improvement; health and safety; cultural enrichment; and creative use of leisure time. Examples of the courses offered include, but are not limited to, art mediums, animal care and grooming, CPR, first aid, dancing, driving, fitness, financial management, home and garden, parenting, photography, and many others. A full listing of these community education courses can be found on the JWCC website.

Community Education also manages and organizes a Children's College during the summer each year. These classes are offered to students in grades kindergarten through 6th. Each class is designed to meet the needs of a specific population. There are a variety of courses offered in art, math, science, sports, personal enrichment, reading, computers, engineering, and many others. The Children's College also serves students with mental and physical disabilities as well as low-income students. There are scholarships that can assist students with tuition costs for these courses.

Adult education is also a branch of Community Education. Adult education is designed to improve basic academic aptitude, provide employment skills, enhance reading competencies, and assist non-native speakers in English. Topics include literacy training, courses needed to obtain a GED, and English as a second language.

SERVICES

John Wood Community College has three primary service areas that support the mission statement. The vice president of each service area is responsible for the leadership and services provided. Each of the areas works collaboratively to fulfill the needs of our students, staff, faculty, and constituents. In addition, the office of Human Resources, Institutional Effectiveness, Advancement and Public Relations & Marketing report directly to the president. An illustration of the JWCC organizational structure can be viewed here.

STUDENT SERVICES

The Student Services Area consists of the offices of Admissions, Financial Aid, Records & Registration, Career and Advising, Student Life, Athletics, and Support Services.

Beginning in Admissions, prospective students first learn about the College's high quality educational opportunities. Admissions staff members provide potential students a variety of ways to learn about the multitude of JWCC offerings through daily recruitment activities, college orientations, and community interaction. Some examples of events are J-Dub Day for incoming students, adult and parent information nights, high school visits, Illinois College Exposition (ICE) College Fair, opportunities through academic and leadership scholarships, and mandatory new student orientations. Since JWCC is an open enrollment institution, prospective students are directly accepted into credit bearing programs, excluding those with a selective admissions process, if they are able to provide the following: high school or GED diploma, official transcripts from all educational institutions, and completion of a new student orientation and Compass placement testing. Admissions also schedules individual appointments with students to assist with the enrollment process. To provide greater customer service for our prospective students, the Admissions Office has begun providing on-site admissions at district high schools. This process offers potential students the opportunity apply, complete orientation, and submit transcripts all at one site to become an accepted student ready for advising and registration.

The Financial Aid Department oversees the Title IV federal and state funding, with the exception of the TRIO program, and all associated regulatory requirements. Specifically, Financial Aid administers FAFSA filing and corresponding processes, distribution of financial aid awards, and the direct lending program. In addition, they
work to apply appropriate institutional waivers and scholarships for students. Financial Aid offers assistance to all district residents by promoting early filing of the FAFSA and traveling to local high schools for Financial Aid Nights.

The Records and Registration Office personnel work in collaboration with academic advisors to ensure students are accurately and appropriately enrolled. Additionally, the Registrar’s Office is responsible for enrollment verification, grading, veteran’s affairs, health sciences selective admissions, FERPA compliance, transcript requests and evaluation, and Banner data entry integrity.

Career and Advising Services serves a variety of constituent groups as well. This department’s primary audience is current, degree-seeking students at JWCC, although Career and Advising also works with some prospective students, alumni, and community members. Career and Advising provides ongoing academic advisement for degree-seeking students in all majors at JWCC. In addition, this office provides career counseling and assessment to all interested parties as well as maintains a job vacancy database for both JWCC students and district community members. Career and Advising works with JWCC’s four-year transfer partners by scheduling routine visits and coordinating transfer fairs twice per year. Finally, the Office of Career and Advising coordinates and hosts the Worldwide Youth in Science and Engineering Academic Challenge event for approximately 150 district high school students. This is an annual event sponsored by the University of Illinois. JWCC has hosted the event for the past 33 years. During the spring of 2012, Career and Advising Services offered on-site registration days at two outlying facilities. Four dates were scheduled over the spring and summer at the Pittsfield Education Center and one at the Perry Agricultural Center. A total of 95 students were advised and registered as part of these on-site registration days. Three dates have been scheduled for the fall 2012 semester to advise and register students at these outlying facilities. This added customer service provided to students has been very well received and appreciated, and the College will continue to offer future on-site advising and registration days to serve students.

Student Life encompasses all aspects of Student Government Association (SGA), clubs/organizations, and the student activity board. This office was separated from the department of athletics in mid-2012 to better engage students in campus life. The goal of Student Life is to continue to create opportunities on campus for student involvement and to ultimately increase retention.

Athletics includes the supervision of the College’s four intercollegiate athletic programs which are women’s basketball and softball and men’s basketball and baseball. The College is a member of the National Junior College Athletic Association (NJCAA) and Midwest Athletic Conference (MWAC). Both of these organizations serve as governing bodies for the Athletic Department. These co-curricular programs have shared many successes, but most impressive are the graduation rates and the number of student athletes making Academic All Conference as well as Academic All American. During the 2009-2010 academic year, the graduation rate for student athletes was 77 percent. In the summer of 2010, the decision was made for financial reasons to suspend the women’s volleyball and men’s golf programs. The hope of the Athletic Department is to reinstate these programs or others at some point in the future. In addition, the Athletic Department also oversees the intramural programs at the College providing social and competitive opportunities for those students not wanting to participate in intercollegiate athletics.

Support Services offers a one-stop integrated source for educationally-related support services to eligible JWCC students. The department provides a general entry point for JWCC students who wish to access disability services, student support services and Perkins IV services. In addition, the department is responsible for the pre-college TRIO programs, Upward Bound, and Educational Talent Search. TRIO-SSS has collected data from the past year and has shown improvements in academic performance. The average GPA for participants during the 2011-2012 academic year was 3.05, and 98.3 percent of TRIO-SSS participants were in good academic standing with the College. During the same year, 79.6 percent of participants completed the year successfully, that is remained enrolled at JWCC, graduated from JWCC, and/or transferred to another institution. Many participants were named to the Dean's List, held offices in student government and/or other student organizations, and were scholarship recipients.

INSTRUCTIONAL SERVICES

The Instructional Service Area encompasses all academic departments, including the divisions and offices of Arts and Sciences, Careers and Technology, Library Services, Instructional Support and Distance Learning, Non-credit Programs, and supervision of the outlying centers.

Arts and Sciences is responsible for all instructional programs awarding the Associate of Arts, Associate of Science, and Associate of Fine Arts degrees as well as the general education requirements within the College’s
other degree and certificate programs. These responsibilities fall under the dean of arts and sciences. In addition, this area coordinates articulation initiatives with JWCC’s transfer partners as well as works with the Illinois Community College Board (ICCB) to ensure curriculum and program compliance with statewide standards.

Careers and Technology leads curricular and community partnership efforts in support of students in programs leading to direct employment. Normally, students will receive an Associate in applied Science degree or certificate of completion. The unit also provides adult education and literacy and oversees the RSVP program of the college. That area also has oversight of numerous grants including Perkins funds and works closely with the local WIA board. Careers and Technology is under the leadership of the dean for Careers and Technology.

JWCC’s library supports the College’s mission by providing library services, instruction and collections that support the academic success of students, faculty and staff. Located in the Learning Center on the Quincy campus, the library is the central service point in the Academic Support Center; other instructional services in the facility include testing, tutoring, and open learning. The library collects and maintains a variety of formats including print, audiovisual, and electronic resources. The collections support the curricula of the College in both credit and non-credit courses. Off campus, 24/7 access to the library’s electronic resources is available to students, faculty and staff through the College’s network. The library also maintains small collections of program specific materials at the Agricultural Education Center located in Perry and the Pittsfield Education Center. Both locations have access to the print and electronic resources available at the main campus through the College’s network. The College recently added the Dot Foods Learning Center located in Mt. Sterling and the Workforce Development Center located in Quincy to the network. The Academic Support Center has 42 computers available to students in a non-lab configuration, as well as an additional 48 in the library’s Information Skills Classroom and open computer lab. Each workstation connects to the Internet, supporting research as well as students enrolled in online classes. Computer use in the library is not limited to coursework if other computers are available; students are therefore able to multi-task in any way they choose from social networking, to email, to surfing the web and everything in between.

The position of the Instructional Support & Distance Learning Department is to provide assistance, guidance, and leadership to faculty, staff, and students in the use of technology to facilitate learning. The department is comprised of the assistant director of online learning, program specialist, supervisor, and three testing examiners.

The associate dean of non-credit programs works with area employers on customized training efforts that are specific from organization to organization. These training efforts can be several hours in nature to several months. Another area of non-credit opportunities at the College is Community Education which offers courses designed to meet personal, physical, civic, and the social needs of the district residents. Community Education runs an intensive summer program each year for the community’s youth called Children’s College.

JWCC has four additional locations often referred to as the College’s outlying centers. These centers are located in Quincy (Workforce Development and Kinscherff Center), Pittsfield, Mount Sterling, and Perry, Illinois. These additional locations allow JWCC to serve all areas of the nine county districts as well as offer specialized programs unique to each site. All four locations maintain course offerings in a variety of delivery methods. The associate dean for centers and dual credit is responsible for the outlying centers as well as dual credit.

FINANCE & BUSINESS SERVICES

The Finance & Business Services Area consists of the offices of Fiscal Services, Auxiliary Services, Information Technology, Campus Police, and the Physical Plant.

The Office of Fiscal Services is responsible for all budgetary, billing, and collection procedures at the College. Specific processes housed within Fiscal Services include accounts receivable, accounts payable, purchasing, account coding and reporting, budgetary procedures and oversight, fiscal compliance, as well as its most recent addition of payroll in 2011. Fiscal Services provides services directly to students by offering payment plans for tuition, extended office hours at peak times, and working with students on an individual basis to schedule after hour appointments when needed. Fiscal Services also utilizes student self-service to allow students to access their specific information at their convenience.

Auxiliary Services at JWCC include the bookstore and meal and vending services. The bookstore works in conjunction with both faculty and staff throughout the College to ensure that high quality services are provided to each student and appropriate course materials are provided. The bookstore also has various apparel, school supplies, and food and beverages available for student and public purchase. In addition, Auxiliary Services manages the outsourcing of cafeteria services with our community partner, County Market. This relationship was
Self-Study report | criterion one Mission

established in fall 2010 in order to be more fiscally responsible in this area while still providing a high level of service to our students, staff, and faculty.

Information Technology (IT) continues to improve on services provided to students, faculty, and staff through infrastructure upgrades, end user equipment upgrades, and additional support for training and technical help. Information Technology provides all users of campus technology support in the areas of hardware, software, networking, programming, and systems. In addition, Information Technology manages a network of over 800 computers, accomplished the goal of becoming a completely wireless campus in 2008, and maintains smart classroom technology.

The goals and objectives of the Campus Police Department include, but are not limited to, crime prevention, crime deterrence, apprehension and/or discipline of offenders, recovery and return of property, traffic and parking, public education, and miscellaneous service to the campus community. The College's risk management function is also one of the primary responsibilities of Campus Police. Campus Police is responsible for safety and security of all campus buildings, property, and human resources. The administrative duties and responsibilities of the Campus Police Department are central to the College's mission which states that the College will provide service in an attractive, caring, and safe environment.

The Physical Plant is responsible for all cleaning, landscape upkeep, snow removal, minor remodeling projects, capital project coordination, special event setup and teardown, building and mechanical systems maintenance and operation at all locations. The director of this department is also responsible for the Master Site and Facilities Plan. The mission statement indicates that the Physical Plant will provide an attractive, caring, and functioning environment for students, staff, faculty, and visitors.

PRESIDENT’S AREA

The Office of Human Resources facilitates the staffing of the College, employee benefits, training, performance reviews, and mandated federal compliance laws. In addition, the Office of Human Resources coordinates all JWCC search committees in conjunction with the position’s immediate supervisor. The director of human resources also serves as a representative on the College's Budget Task Force.

The Office of Institutional Effectiveness provides research services and data collection expertise that are unavailable from other areas of the College. As a direct report to the president, the director of institutional effectiveness provides services for senior administrators as well as to all other offices and departments within the college community. Another major service The Office of Institutional Effectiveness provides is monitoring all required reporting to external agencies and ensuring they are completed correctly, competently, and on time. The director also serves as the Accreditation Liaison Officer for the Higher Learning Commission.

The JWCC Office of Advancement was established in 1985 to promote the College throughout the district, build good will and friendships for the College, and seek financial support for the College. The JWCC Foundation is a not-for-profit 501(c)(3). This area is also responsible for the selection and distribution of all institutional scholarships. In addition, the Advancement Office has implemented an annual employee giving campaign and employee appreciation lunch. Recently, a new function of grant coordination was added to the Advancement Office. This position was driven by the mission documents and stemmed directly from the Enrollment Management Plan that was created as part of the strategic planning process.

The Office of Public Relations and Marketing (PRM) leads all efforts at JWCC in regard to publicizing the College's message. This office coordinates all weekly press releases, media relations, and the marketing of college events. Public Relations and Marketing also serves JWCC by creating many internal office publications such as flyers and brochures. PRM also approves all external publications to ensure branding and appropriate messaging. This helps ensure that all branding and imaging efforts are consistent throughout all College materials. PRM also oversees the College's social media efforts to provide timely information and events and programs supportive of JWCC's mission. Messages provided in press releases and marketing share the mission and values of the institution through testimonials, benefits and images. Information distributed to media and major marketing efforts are first shared with faculty and staff to gain broader understanding of efforts to attract students.

In addition to supervising the four areas listed above, the President's Office handles all community relations, board relations, budget administration, planning, and overall supervision and leadership for the College.
ENROLLMENT

In addition to the College’s academic inventory and services, JWCC’s enrollment profile is also consistent with the overall mission of the College. The breadth and depth of the institution’s offerings increased market share over the past ten years. The most recent market share report through the Office of Admissions shows that JWCC is capturing approximately 30 percent of the all district graduates. The nine-year market share report shows the enrollment from district high schools has been very consistent over the years. The nine-year average is 26 percent and the report shows that over the nine-year period, the number of high school graduates has declined. The nine-year average of total graduates from the district high schools is 1,156 with only 1,084 graduates in the spring of 2012. This is the lowest number of graduates in the nine-year range.

During the 2009-2010 academic year, JWCC experienced significant enrollment growth of over 13 percent in credit hours. In the following academic year (2010-2011), enrollments fell by close to 5 percent but remained very high historically. However, in the 2011-2012 academic year, enrollments fell by close to 12 percent. Research has indicated that many institutions throughout the state and country experienced similar enrollment declines during this period as well. After assessing the College’s individual circumstances, it was determined that much of this decline lies within decreases in dual credit, changes in the College’s nursing programs, and the decline in retraining dollars for displaced workers. JWCC’s faculty and staff are currently collaborating on ideas of how to generate credit hours and student headcount in these areas as well as expand into new territories. One initiative established in late 2011, was the creation of the Enrollment Enhancement Committee to determine the viability of new initiatives to seek additional enrollment that would help the College fulfill its mission. From the efforts of this committee, a new strategic marketing plan was initiated in the spring of 2011 and a Smart Start program, offering high school students dual credit opportunities was developed and implemented in the fall of 2012. There were a total of eight classes that were marketed to high school students who were eligible for late start, early release, or early graduation. The program was piloted at a local high school and expanded in the spring 2013 term.

Offering a quality education at affordable levels is very important to the College mission. At JWCC, 83 percent of all full-time, first-time, degree- and certificate-seeking students receive financial aid. In a report that compares JWCC tuition and fees to other colleges and universities throughout the state, JWCC students can save an average of over $20,000 per year. Coupled with already competitive pricing, these statistics validate that the goal of providing a quality education at affordable levels is being met.

Diversity for John Wood Community College includes a wide variety of components. A table showing the demographics of JWCC students compared to those of the district can be seen in Table 1c.1. The table shows that while the JWCC district may not be that diverse in terms of nationalities and ethnicities, the enrollment of the College reflects the district makeup very well. In order to meet the enrollment needs of these students, JWCC offers a variety of delivery methods including structured, online, blended, and open learning to best suit the student’s individual needs. JWCC also offers courses throughout the academic year in sixteen-, eight-, and three-week formats. Classes are also taught in the day, evening, and occasional weekends to meet the demands of both our traditional and non-traditional populations.
The institution’s planning and budgeting priorities align with and support the mission.

The College’s mission to provide high quality educational opportunities and services at an affordable level is an integral part of the planning and budgeting process. The College recognizes this essential commitment to students and the community, and it is highlighted in the JWCC core values of excellence, accountability, and integrity.

The annual budget process (as described in Criterion 5, Core Component 5c.1) illustrates how the College allocates and prioritizes resources to the strategic plan which is built from the mission statement. As budget requests are submitted, the mission of the College is considered and becomes the foundation for resource allocations for the budget. The Budget Task Force identifies mission-critical needs when making decisions and prioritizing resources for the upcoming fiscal year’s budget.

An annual balanced budget has been a consistent priority for many years. Emphasizing the need for a balanced budget demonstrates the College’s planning strategy for future sustainability. The College recognizes the need for long-term financial stability to assure the retention of resources necessary to fulfill the mission statement.

Another example of how the College’s planning process supports the mission is the College’s commitment to building a financial reserve to address the uncertainty of future state funding and changes in enrollment. A reserve may be needed to ensure the continuing viability of the college.

In addition to budgeting practices, JWCC uses a similar method for employee evaluations. The questions and ratings on the employee evaluation are linked directly to the College’s mission, core values, and strategic goals. The first section of the evaluation plan discusses how the employees are meeting the JWCC core values through their daily work. Another section of the evaluation is related to goal setting. Not only do the employee and the immediate supervisor collaborate to discuss the upcoming year’s goals and evaluate previous years, but each of the goals must be tied specifically to a strategic plan goal and objective. This is yet another way that JWCC seeks to keep the College’s mission, core values, and strategic vision in the forefront of every employee’s mind.
CRITERION ONE: CORE COMPONENT – 1B

The mission is articulated publicly.

The College’s mission statement and related documents, namely the strategic plan, clearly identifies the nature, scope, and intended constituents of the College. These documents are reviewed and updated regularly through a process that involves students, faculty, staff, and community partners. The College’s mission statement and strategic plans are also articulated clearly to all of the College’s constituents through the use of electronic media (i.e. the College’s website and emails), course curricula (the required First Year Experience course), and various campus postings.

1B. 1 The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

The foremost document containing and outlining the College’s mission is the strategic plan. The strategic plan document spells out the College’s mission and vision. The document also lays out strategic goals and objectives that are designed to help the College move toward that vision and meet its mission.

Apart from the strategic plan, an understanding of JWCC’s mission is demonstrated in daily activities. JWCC aims to make the statements of mission, vision, core values, and strategic goals clear and visible to both internal and external stakeholders. The College, in particular the Office of Public Relations and Marketing, has made a concerted effort in the past two years to integrate these messages into John Wood’s daily communications.

Faculty and staff, as well as visitors and students, can obtain information and see the mission and core values throughout campus through framed postings. These postings are located in all areas of the JWCC main campus as well as all outlying centers. The mission is also included on various website pages, publications, and is supported in advertisements. In addition, the mission is shown on Blazervision, JWCC’s internal TV display system throughout the campus. JWCC’s campus also has two large electronic displays at each entrance that communicate the mission and core values on a rotating basis.

Another way that JWCC students get acquainted with the mission and core values is through the College’s required First Year Experience Course (FYE). One of the course objectives for FYE is to demonstrate an awareness and appreciation for JWCC’s Core Values. This is executed through student discussions as well as through the course’s final project.

1B. 2 The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Over the last several years, the College has shown a commitment to revisiting and updating the strategic plan and mission documents. Since the last site visit, the College has put into action, and the Board has adopted, three strategic plans with a fourth in progress. Immediately following the last site visit, the College updated the mission statement and completed work on the 2003-2005 Strategic Plan. After execution of this plan, the 2005-2008 Strategic Plan was constructed and adopted. In 2008 and 2009, the mission statement was once again revamped with the rollout of the 2009-2014 Strategic Plan. As stated earlier, the College recently updated the strategic plan and mission documents.

In addition to being articulated publicly to both internal and external stakeholders, the mission and strategic goals show the emphasis JWCC places on its obligations to quality education, public service, economic development, and creative works. Three of the five 2009-2014 Strategic Plan goals outline JWCC’s commitment to provide a diverse set of quality offerings to district residents that will enhance the quality of life and the quality of the workforce in the district area.
Public service is reflected within the 2009-2014 Strategic Plan goals as well by stating that the College will “continue to be a respected center of teaching, learning and service.” It is further stated in this strategic plan in objective three that “JWCC employees and students will participate in community service throughout the District.”

The most prevalent example of economic development within the College occurs in career and technical programs, as these programs specifically train district residents for high-demand careers in our region. This workforce development effort directly contributes to our community’s economic development by providing the needed workforce for industry, which keeps industry in our community. Economic development is directly acknowledged within the 2009-2014 Strategic Plan in goal five, objective two, which states that the College “will position JWCC as the training resource center for workforce development in the tri-state area.”

1B. 3 The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

The mission statement itself, as well as the strategic goals, help define the nature, scope, and intended constituents that the College works to serve. When looking at the five strategic goals of the 2009-2014 Strategic Plan, the College's commitment to a diverse set of curriculum offerings that serve a wide array of students is clearly expressed. Strategic goal number one states, “to make JWCC the College of choice for post-secondary education for district residents with emphasis on quality and pertinent curriculum offerings.” In addition, strategic goal five states, “JWCC will expand and maintain relevant Career, Technical, and Workforce Education offerings in order to meet the needs of students and employers.”
CRITERION ONE: CORE COMPONENT – 1C

The institution understands the relationship between its mission and the diversity of society.

The mission statement of JWCC clearly states and places emphasis on addressing the needs of a diverse society, especially within the JWCC district. The College's understanding of this need can be seen through the similarities of the demographics of the JWCC enrollment to the JWCC district. The College's processes and activities also reflect attention to human diversity. This can be clearly seen through General Education Goal 1, “Demonstrate an awareness of human values and diverse cultures.”

1C.1 The institution addresses its role in a multicultural society.

The mission of the College clearly commits the organization to serving the diverse society within the JWCC district. While the College understands and is aware that the JWCC district is less diverse than more urban institutions, in terms of ethnicities and nationalities, the College's student population is representative of the district. A comparison of the JWCC district demographics to College can be seen in the table below.

1c.1: Demographic Comparison - District and JWCC

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>DISTRICT</th>
<th>JWCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>93.7%</td>
<td>89.2%</td>
</tr>
<tr>
<td>African American</td>
<td>3.5%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Asian, Native Hawaiian or Pacific Islander</td>
<td>0.7%</td>
<td>0.8%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.2%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.2%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Other or Not Disclosed</td>
<td>0.7%</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

Source: Census Bureau (Adams County, IL) and fall 2011 JWCC enrollment

The Great River Economic Development Foundation (GREDF) shows the JWCC district currently has the following statistics for highest educational attainment:

- Over one-third of district residents have only a high school diploma.
- 72.5 percent of our district residents have no college degree or certificate.

Based on this data, JWCC has formulated an index of academic programs and services that assist in enhancing the educational opportunities of this population. These programs at the College allow for short-term trainings either as certificates or applied degrees to quickly enter the job market. JWCC has made a concerted effort to make these programs both accessible and affordable. Furthermore, the addition of the College’s Workforce Development Center has provided an attractive, caring home for these programs to take place.

The College’s commitment to transfer education is also evident. As with most community colleges, JWCC offers various degree tracks that are intended to matriculate on to a successful bachelor's degree completion. We offer four degrees in this category:

- Associate in Arts
- Associate in Science
- Associate in Fine Arts
- Associate in General Studies
In order to ensure that JWCC students have a wide array of specialties available within transfer education, the College offers 25 areas of concentration as well as an undeclared option. The career and advising staff works with each student within these degree programs to find the best match for their short-term goals at JWCC and their long-term goals at their transfer institution of choice.

Another way that JWCC fulfills its mission to a diverse society is with its program offerings. The employment breakdown by industry is as follows for our district:

As indicated by the chart above, approximately 65 percent of the workforce needs are within health services and education, transportation and trade, and manufacturing. Currently, an average of 32.5 percent of the College’s CTWE enrollments over the last five years is in one of these demand areas (noted as select programs in the table below).

<table>
<thead>
<tr>
<th>FY</th>
<th>CTE CREDIT HOURS</th>
<th>SELECT PROGRAM CREDIT HOURS</th>
<th>SELECT PROGRAM SHARE OF HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>17,002</td>
<td>5,079</td>
<td>29.9%</td>
</tr>
<tr>
<td>2010</td>
<td>17,615</td>
<td>5,782</td>
<td>32.8%</td>
</tr>
<tr>
<td>2009</td>
<td>15,007</td>
<td>4,801</td>
<td>32.0%</td>
</tr>
<tr>
<td>2008</td>
<td>14,220</td>
<td>4,465</td>
<td>31.4%</td>
</tr>
<tr>
<td>2007</td>
<td>14,070</td>
<td>5,126</td>
<td>36.4%</td>
</tr>
</tbody>
</table>

Obviously, the College is not meeting the market demand of 65 percent, but the College has been working diligently with advisory councils and through marketing efforts to consistently increase this percentage to better serve our constituents. In the past three years, JWCC has increased program offerings in these areas as well as obtained equipment and facility space to better serve this niche. These measures, coupled with the increased marketing efforts and community relationships, will enhance these enrollments in coming years to help better align enrollment with market demand.

Within the JWCC curriculum, all students receiving an Associate in Arts or Associate in Science degree are required to complete a three credit hour “International Awareness” class. Courses that fulfill this graduation requirement are identified and approved by Curriculum Committee and Faculty Senate as courses that focus on
global history and issues. Additionally, as part of the College's General Education Goals (GEG), a commitment to diversity can be seen through GEG 1 in which students must be able to demonstrate an awareness of human values and diverse cultures.

Finally, the College's First Year Experience has several activities built into the curriculum to bring an awareness of diversity issues in the community college setting. Students are asked to participate in group activities as well as provide individual reflections on diversity scenarios and how they would handle the outcomes.

**1C.2 The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.**

As stated above, one of the College's General Education Goals (GEG 1) is that students must be able to demonstrate an awareness of human values and diverse cultures. As part of the College's Assessment Plan, all General Education Goals are regularly assessed on a five-year cycle. General Education Goal 1 was last assessed during the December 2010 assessment. The results from this assessment can be viewed in this report.

In addition to the items listed above in subcomponent 1, the Office of Human Resources, which coordinates all hiring and training processes for the College, ensures that all Equal Opportunity Employer and Affirmative Action policies and procedures are followed.
CRITERION ONE: CORE COMPONENT – 1D

The College understands its role to serve the public and the JWCC district. As a public institution, the College is governed by the Board of Trustees, a body elected by the residents of the district to ensure that the College understands its public role and serves the public effectively. The College is also part of the Illinois Community College system and thus has no investors or other external interests. The College continually seeks input from the community through the College's planning processes, business and industry focus groups, and program advisory councils and seeks to respond to their needs by providing quality programs, customized training, physical resources such as the College's facilities, and through a variety of community events.

The institution's mission demonstrates commitment to the public good.

1D.1 Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Through the mission and vision statements and the College's strategic plan, the role of the College to serve the public and more specifically the residents of the district is very obvious. As these documents have been created and updated, the public has been consistently asked for participation and consulted with. Furthermore, as a public institution the Board of Trustees is a body elected by the citizens of the district. This further helps keep the focus of the College on serving the residents of the district.

In addition to the mission and planning documents of the College, there are many examples of how the College works to serve the public. Many of these examples are outlined below in subcomponent three of Core Component 1d.

1D.2 The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

As stated in Core Component 1a, the mission documents are the driving force behind all of the College's operations and activities. As a part of the Illinois Community College system, there are no investors, parent organizations, or other supporting external interests that stand to benefit from any financial returns that the College may realize.

1D.3 The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

The College began the process of creating a new strategic plan in the fall of 2011. One of the first steps in the process was to conduct a series of focus groups, some of which were specifically for the College's external and community constituencies. The College used a consultant to facilitate these focus groups as a way to ensure unbiased results. During the focus groups the following questions were asked:

1. What does a great community college look like?
2. One a scale of 1-10 (with 10 being the highest), how close does John Wood come to your vision of a great community college?
3. What's going right at John Wood? What are its strengths?
4. What's keeping John Wood from being a 10? What barriers or challenges does it face? Where does it come up short from your perspective?

The data from these focus groups helped the College get direct input from its external (and internal) constituencies which were used to help build the College’s new strategic plan.
Apart from getting direct input from the district and communities the College serves for the strategic planning process, the College seeks community input in a variety of other ways and venues. As there are many of these examples, the bulleted lists below illustrates just a portion of how the College is engaging its external constituencies.

**CAREER AND TECHNICAL EDUCATION AREA**

- The JWCC Manufacturing programs have a liaison who regularly meets with employers to gather data regarding their training needs, the College’s programs, and curriculum within their field.
- JWCC provides customized training as a direct response to community and/or constituent need. The College has created forklift, specialized welding, multiple computer, safety, and truck driver professional development training programs.
- In response to local manufacturers (Gardner Denver, Manchester Tank, Konstant Products, OTR Wheel and ADM Alliance), the College is in the process of creating a compressed Basic Manufacturing Certificate that will provide manufacturers with entry level workers within a four month period of training.
- In response to emerging industry needs, the College has purchased a manufacturing robot, which is part of the manufacturing curriculum and will provide customized training opportunities.
- In response to changing needs, the College purchased an aluminum welder and provided customized training to Midwest Patterns, a custom job shop.
- In response to manufacturing partners (Broadcast Electronics and Harris Corp.), the College is now exploring the sustainability of an electronic technology program.
- In response to the future sustainability of manufacturers in the district, the College has worked with Westermeyer Industries in Bluffs, Illinois to create a dual credit welding program housed at the Westermeyer plant.

**JWCC RESOURCES**

- More than two dozen JWCC faculty and staff members provide free presentations to civic, service and educational organizations on various topics of expertise as part of the Speaker’s Bureau. Presentations range from current events such as tensions in the Middle East to changes in healthcare. These programs enrich the cultural understanding of district residents while providing timely and educational information.
- Through the Illinois Cooperative Work Study Program grant received by JWCC, hundreds of students have been placed as interns with dozens of employers throughout the district. Employers are compensated through the grant for half of the wages paid to interns placed at their business. Businesses save on employee costs and have the opportunity to preview prospective employees while students are given practical opportunities in their fields of study.
- JWCC hosts annual blood drives at the Quincy campus. The drives are promoted to all district residents as well as JWCC faculty, staff, and students to meet the need for blood products in the area.
- College faculty, staff, and students conduct a yearly campaign within the College to support the United Way of Adams County’s fundraising drive. The College is regularly recognized for its campaign involvement, fundraising totals and employee participation. College administrators have chaired the overall community drive and several faculty and staff members volunteer dozens of hours annually to assist with the campaign and other United Way activities.
- JWCC collaborates with the Quincy Exchange Club to sponsor Character Champions seminars, which educate district high school students about the importance of sportsmanship, ethics, and leadership in athletics and life. Over 500 high school students have visited the JWCC Student Activity Center for presentations from nationally-recognized motivational speakers.
• The College serves as a co-sponsor of the Tri-State Economic Development Summit. The summit hosts hundreds of community, business and economic development professionals from Illinois, Missouri and Iowa to discuss agriculture, connectivity, emergency response, entrepreneurship, housing, media, rivers, tourism, transportation, and workforce development issues and trends. An example of the summit’s success in the area of transportation includes the completion of nearly 1,000 miles of four-lane highways in the tri-state region.

• For 18 years, more than 200 children in grades K-6 attend JWCC’s Children’s College. Many youngsters receive scholarships provided by the JWCC Foundation to attend. This unique program offers children hands-on academic and enrichment workshops on a college campus. Children’s College workshops are designed to teach new and meaningful skills, develop new interests and hobbies, excite students about learning, as well as provide an opportunity for them to explore possible careers.

• The JWCC Foundation was established in 1984 and provides more than $50,000 to community members seeking post-secondary education annually. Together with the College, the JWCC Foundation works to advance the College’s mission and the strategically planned goals that bring that mission to life. The JWCC Foundation provides opportunities for alumni and friends to make an investment in students as they prepare to be tomorrow’s leaders.

• The College partners with area Chambers of Commerce to host a workforce career fair each spring/summer. More than two dozen employers participate in the event that draws more than 200 individuals interested in obtaining careers in career and technical fields ranging from healthcare to manufacturing.

• Since 2009, JWCC has provided customized training to district and regional businesses. The training is specific based on employers’ needs and often short-term in nature. Given the demographics and geography of the JWCC district, employers have difficulty finding qualified workers for certain careers and tasks. Customized training provides an opportunity to provide new skill sets to existing workers, which sustains and often grows job opportunities for the region.

• The College offers free Computer-Adaptive College Placement Testing (COMPASS) for all high school juniors in the JWCC district. The test provides a metric for high school curricula and student progress, identifies students in need of resources to improve academic success and assists with students’ placement in college courses.

• JWCC is also the host site to various health fairs that the Adams County Health Department holds for the community. Due to the capacity of the buildings at the JWCC Quincy Campus, a larger amount of people in the community are able to receive a flu shots and other health services offered at the health fairs with a relatively short wait.

• The College has provided training space for local fire service and law enforcement. For example, the Quincy Police Department has conducted active shooter scenario training on the main campus and the Tri-Township Fire Department has conducted cold water rescue training using the small pond at the Workforce Development Center.

• Quanada uses a classroom in the Student Activity Center located on the Quincy campus to hold a weekly class with their clients.
COMMUNITY AND PUBLIC EVENTS

- Camps and Clinics are held each year by the JWCC collegiate sport teams. The camps and clinics are held to engage area children in sports and are held at different ability levels ranging from beginners to high school elite athletes. The camps and clinics are coordinated by each sports team along with their coach.

- The Valentine's Day for Vets program gathers valentines, many homemade ones, and delivers them to the Illinois Veteran's Home to the activities coordinator who distributes them at the valentine party.

- The Teen REACH program assigns students from the College Work Study program to work at Teen REACH, which is an after school program that offers recreation and education in a safe environment.

- Pink Day for Awareness for Breast Cancer allows employees to make donations that are given to breast cancer research.

- Wear Red Day allows employees to make donations that are given to heart disease research.

- JWCC serves as a worksite location for community service requirements for individuals as needed by the Adams County Probation Department Public Service Coordinator.

- Regional job postings are sent to the Career Services department at JWCC for community job seekers.

- JWCC participates in the Experience Works federal program to help seniors get the training needed to find good jobs. It is part of Senior Community Service Employment Program under Title V of the Older Americans Act.

- JWCC participated in the Put IL to Work state program with the Department of Human Services and Temporary Assistance for needy families using Federal American Recovery and Reinvestment Act (ARRA) funds to provide jobs.

- The Illinois College Exposition (ICE) Fair is an annual high school recruitment event hosted between John Wood and Quincy University. This event brings 60 to 75 four-year colleges and universities together from Illinois, Missouri, and Iowa. For the 2011 event, approximately 600 students and their families attended.
The JWCC library is another way that the institution engages with the public. All members of the community are welcome to use our library facilities. Residents of the district are allowed to borrow our circulated materials as a local patron and are welcome to use the public access computers. This also allows patrons to use our databases and other resources. JWCC provides access during our normal hours of operation, generally 65 plus hours per week. Since the College began keeping public patron statistics in August 2006, the library has hosted more than 5,600 public patron visits at our Quincy campus.

1d.1: Library Usage

<table>
<thead>
<tr>
<th>FY:</th>
<th>NUMBER OF PUBLIC PATRONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>1,429</td>
</tr>
<tr>
<td>2011</td>
<td>657</td>
</tr>
<tr>
<td>2010</td>
<td>1,012</td>
</tr>
<tr>
<td>2009</td>
<td>1,180</td>
</tr>
<tr>
<td>2008</td>
<td>553</td>
</tr>
<tr>
<td>2007</td>
<td>794</td>
</tr>
</tbody>
</table>

The library also houses the West Central Illinois Philanthropy Center (WCIPC), which is a partnership between the Donor’s Forum, JWCC, and the Center for Effective Nonprofits. In addition, the library is a Cooperating Collection of the Foundation Center (New York). The WCIPC is designed to meet the information needs of local non-profits by providing access to a collection of print materials, web resources and databases. Periodic workshops orienting users to the resources are offered at least twice a year.

JWCC participated in the Eliminate the Digital Divide grant in 2010-11 which was designed to increase access to broadband computing for citizens in our area. This grant allowed JWCC to increase our public access computers from four to twenty-four. In conjunction with the grant the College also offered an Easy Computing class under the auspices of the Community Education department. This class, primarily intended for low income, unemployed persons, was designed to give the participant an introduction to the computer, use of word processing, email, Internet browsing, and completing online applications. There were two sections of classes scheduled for the fall of 2011 with 16 participants each. Three more sections (same size) were offered in the spring of 2012.

In addition, the JWCC library, in partnership with the Lincoln-Douglas Interpretive Center and Quincy University, has been selected to host Lincoln: The Constitution and the Civil War traveling exhibit sponsored by the American Library Association, the National Constitution Center, and the National Endowment for the Humanities. It focuses on the themes of secession, slavery and civil liberties; and will coincide with the end of the sesquicentennial observance of the Civil War. The exhibit, free and open to the public, will be displayed at JWCC Sept. 2 – Oct. 16, 2015 and will feature at least two free public programs.
Following are just a few services that assist us in meeting our educational responsibilities, sometimes at the expense of taking precedence over fiscal return:

• JWCC library and computer services are free and available to the public.
• The West Central Illinois Philanthropy Center (WCIPC) consists of online databases and print information relevant to nonprofit organizations. It is located at John Wood Community College's Learning Center and is free and open to the public during regular library hours. Professional Development – Center for Effective Non-profits (CEN) sponsors workshops on a variety of topics. View upcoming educational opportunities. Agency assistance - CEN provides one-on-one support for nonprofits. CEN provides information on Strategic planning facilitation - Facilitation services are available for nonprofits' Board of Directors to assist in the development of agency strategic plans.
• The College provides services to the community through the rental of campus facilities (classrooms, meeting spaces, auditorium, etc.) Rental fees are reasonably and competitively priced.
• Transcript requests for students are provided at no cost for current or former JWCC students to verify credentials while either continuing their education or seeking employment.
• JWCC offers free English as a Second Language classes which assist adults in the JWCC district who wish to learn the skills necessary to interact successfully in the workplace, school, and community.
• Free GED preparation classes are offered mornings, afternoons, and evenings at various locations throughout the year so students can register at any time. Participants are first assessed for placement; then work at their own individualized pace with instructor assistance. Practice tests are available to help determine when the student is ready to take the GED Exam. Instructional materials are loaned to students in the program without charge.
• Adams County Retired Seniors Volunteer Program is a network for people age 55 and over. RSVP currently has over 500 volunteers who are tackling tough issues and unmet needs in the community.
• The Heath Center Art Gallery is open during regular college hours of operation. Exhibits are open to the public and available at no charge.
• Career and Advising Services provides a job search service called JobLink. JobLink links the student body and public patrons to vacant jobs within the region. In addition, Career & Advising assist these prospective employees with resume and cover letter writing as well as interviewing skills.
• The Financial Aid department provides assistance to all families in the district for completing the Free Application for Federal Student Aid. The College supports the activities to create awareness as well as offer assistance in completing this important step for all families to encourage educational pursuit.
• With the reimbursement of state funding delayed, the College has chosen to extend The Monetary Award Program payments to students to cover tuition and base fees prior to receipt from the state.
CRITERION ONE
Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

STRENGTHS

The College has the following strengths in the areas discussed in this chapter:

- The mission of the College is clearly defined and all related and corresponding documents reflect the mission.
- All of the College's key constituencies play a role in defining and shaping the College's mission and related documents.
- The mission and vision statements as well as the strategic goals are articulated, published, and advertised publicly.
- All of the College's operations, budget priorities, services, and educational offerings are based around the College's mission and subsequent documents and goals.

CHALLENGES

The College identified the following challenges in the areas discussed in this chapter:

- The College needs to be more diligent in monitoring and checking the progress of its strategic planning documents throughout the years.
- While the mission and vision statements are widely publicized, these statements are written in a way that is hard to recall for most people.
CRITERION TWO

Integrity: Ethical and Responsible Conduct
The institution acts with integrity; its conduct is ethical and responsible.

The College constantly strives to create a culture of integrity and is encouraged that this self-study affirms that the College's day-to-day operations are performed with a high degree of integrity, responsibility, and ethical behavior. Integrity and ethics, which permeate the institution, are difficult to describe, but include such acts as fairness and honesty with regard to treatment of students, employees, and the community; maintaining the highest levels of confidentiality; adhering to rules and regulations established by both the College and external compliance regulators; and maintaining a strong culture of non-discrimination.

The College is an open-admission, comprehensive, public community college that seeks to enhance the lives of those it serves by striving for academic excellence, integrity, accountability, and flexibility. The College seeks to stimulate the intellectual, academic, personal, and social development of students as productive, engaged, and responsible citizens in support of the community.
CRITERION TWO: CORE COMPONENT – 2A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

The College staff and faculty are guided by four core values in everything they do: (1) Self-development – the College supports lifelong learning and personal growth, (2) Excellence – the College maintains the highest professional standards in support of the College mission, (3) Accountability – The College is accountable for providing quality service and instruction, and (4) Integrity – the College maintains responsible personal and professional behavior. As the fourth core value, integrity is ever present. College employees are constantly reminded to make responsible and ethical choices and treat all constituents with the respect they deserve. For example, Human Resources offers customer service training seminars for employees to learn to appropriately interact with the campus community. Collectively, these efforts are what create the atmosphere of integrity which demonstrates the principles found in Criterion Two, Integrity: Ethical and Responsible Conduct.

The College maintains an extensive Board Policy Manual which defines policies related to the College's financial, academic, personnel, and auxiliary functions. This policy manual, and all subsequent changes to it, are approved by the Board of Trustees at regularly scheduled Board meetings. Several College departments also maintain standard operating procedure manuals and/or best practices guides to support Board policy (e.g. financial aid, information technology, campus police, fiscal services, and support services). The College also has a Faculty Handbook for full-time and associate faculty that contains their specific procedures and practices. The College is currently in the process of a full review of the Board Policy Manual.

In addition to the Board Policy Manual, the College's Strategic Plan outlines the goals and objectives of the Board of Trustees and further supports the mission of the College and Board policy. The strategic plan is used extensively during staff and faculty evaluations as well as during budget preparation. Goals and objectives for personnel in their evaluation should tie to specific strategic plan objectives. The budget is also tied to the strategic plan.

FINANCIAL

The College's fiscal operations are handled with the highest degree of integrity, ethics, and fiscal responsibility. For example, the College has adopted policies regarding compliance with the Federal Trade Commission's Red Flag Rules for identity theft. The vice president for finance and business services is charged with the general supervision of the financial affairs of the College. The Fiscal Services Department within the Finance and Business Service Area ethically performs the following financial functions, among others: accounting, budgeting, payroll, financial reporting, purchasing, and inventory control.

The College's accounting systems and procedures were developed and implemented under the direction of the vice president for finance and business services in cooperation with the director of fiscal services and other appropriate employees. All accounting systems and procedures established for the College are in conformity with the Illinois Public Community College Act; the procedures in the current manual on accounting are also approved by the Illinois Community College Board and generally accepted accounting principles.

The College's finances are annually audited by an independent accounting firm, reported to the Board of Trustees, and are available for public inspection. The annual audit is prepared and filed in accordance with applicable laws, rules and regulations. The College has received over 13 years of successful audits without incurring any audit points or negative findings. Results of all Illinois Community College Board (ICCB) audit reports are additionally published in district newspapers.

All College orders or bills are paid in accordance with Board Policy. All payments are first approved by the vice president for finance and business services, the president, or the chairperson or secretary of the Board of Trustees. All payments made for material and services on behalf of the College are presented to the Board of Trustees for ratification at regular meetings.

The 2009-2014 Strategic Plan (goal four, objective two) states that JWCC will expand and manage all resources effectively and will practice prudent financial stewardship. In FY2011, the College underwent an exhaustive process to change its budgeting philosophy. As a result, the College underwent its first attempt at using a zero-based budgeting system. The zero-based budgeting system has created a number of efficiencies and internal
controls aimed at meeting this strategic plan objective of practicing prudent financial stewardship. Zero-based budgeting has also improved collaboration between departments who may have in the past budgeted for the same or similar items as they now work together to avoid duplication.

ACADEMIC

Maintaining fair and ethical practices with regard to the College’s academic functions remains a critical priority. The College strives to treat students honestly, fairly, and consistently. For example, Support Services has the ability to work with students and instructors to address student performance issues, personal issues, etc. All instructors maintain the integrity of the master syllabus, but can make adjustments should a student’s performance become an issue. In Board Policy 801, the Board of Trustees has determined that all education programs should be continuously evaluated with respect to their value to the students enrolled. These evaluations are done as part of the College’s annual Program Review process, assessment of student learning processes, and through departmental meetings within the instructional area. The needs of the community are likewise systematically and comprehensively assessed to determine priorities in educational program planning. The College is scrupulously honest with regard to student orientation (e.g. describing college entrance requirements, the transfer of courses, assessment and placement, academic counseling, and instructional practices).

The academic grading system represents the instructor’s evaluation of a student’s academic performance in a course and is fairly determined by examinations and other criteria as established by the instructor. These courses, in which the mastery of the material is paramount, are competency-based and may use a standard grading scale. Instruction includes in the Master Syllabus a required section where the instructor explains their grading system and criteria and each instructor’s course syllabus clarifies their grading process and student requirements. A copy of each instructor’s course syllabus is maintained by the administrative assistant to the vice president for instruction. Student evaluations of faculty also include a question about fairness and grading. Generally, instructors take time during the first day of class to further explain to students their grading policies, practices, and techniques.

To fairly meet a student’s individual needs, students have the option of taking a course “pass/fail” by receiving permission in advance from the instructor and notifying the dean of enrollment services. This option means that, rather than being assigned a standard grade, the student will receive either a “P” (Pass) or “F” (Fail). A course taken on a pass/fail option will not affect the student’s GPA the same as a standard grade. According to the College Catalog, no more than 10 percent of program requirements in degree or certificate programs should be taken on a pass/fail basis. A formal appeal process exists for students who wish to appeal a final grade. A student who wishes to appeal a final grade must initiate the appeal within a month from the time the grade is issued. The student must first meet with the faculty member to review the criteria applied in assigning that grade. If after this review the student is not satisfied, they may next appeal in writing to the faculty member’s department chair. The chair will meet with the faculty member to review the criteria applied to the student’s performance in assigning the final grade. After reaching a decision the chair will communicate the decision to the student in writing. If still not satisfied the student may appeal the decision to the vice president for instruction for further review. The vice president’s decision is final and will once again be communicated to the student in writing. To ensure fairness, the appeal process will be accomplished within one semester of the original grade assignment.

A formal appeal process also exists for students who have been placed on academic probation or suspension. Students placed on academic suspension may appeal to the chair of the student issues committee for immediate reinstatement for the next semester. The student petition should include descriptions of any extenuating circumstances limiting their success and a statement or reasons for immediate improvement in the quality of scholastic achievement. The petition is reviewed by the student issues committee and the student is asked to appear before the committee to present their case and request reinstatement. The committee will reach a decision as to whether the student will be allowed to continue academically. If the committee decides to uphold the suspension, the student may appeal to the vice president for student services. Students on academic suspension may sit out a full semester before making petition for reinstatement. This request must be made to and acted upon by the vice president for student services before future enrollment occurs.
2a.1: Student Requests for Reinstatement (Fall 2009 - Spring 2012)

<table>
<thead>
<tr>
<th>REINSTATEMENT STATUS</th>
<th>NUMBER OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td>37</td>
</tr>
<tr>
<td>Denied</td>
<td>14</td>
</tr>
<tr>
<td>No Show</td>
<td>8</td>
</tr>
</tbody>
</table>

2a.2: Students on Academic Probation/Suspension

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>Enrollment</th>
<th>Probation</th>
<th>%</th>
<th>Continued on Probation</th>
<th>%</th>
<th>Suspension</th>
<th>%</th>
<th>Return to Good Standing</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>2,518</td>
<td>105</td>
<td>4.2%</td>
<td>39</td>
<td>1.5%</td>
<td>55</td>
<td>2.2%</td>
<td>41</td>
<td>1.6%</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>1,193</td>
<td>18</td>
<td>1.5%</td>
<td>18</td>
<td>1.5%</td>
<td>13</td>
<td>1.1%</td>
<td>9</td>
<td>0.8%</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>2,773</td>
<td>107</td>
<td>3.9%</td>
<td>35</td>
<td>1.3%</td>
<td>91</td>
<td>3.3%</td>
<td>60</td>
<td>2.2%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>2,721</td>
<td>159</td>
<td>5.8%</td>
<td>36</td>
<td>1.3%</td>
<td>54</td>
<td>2.0%</td>
<td>53</td>
<td>1.9%</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>1,374</td>
<td>18</td>
<td>1.3%</td>
<td>29</td>
<td>2.1%</td>
<td>17</td>
<td>1.2%</td>
<td>8</td>
<td>0.6%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>2,981</td>
<td>126</td>
<td>4.2%</td>
<td>37</td>
<td>1.2%</td>
<td>71</td>
<td>2.4%</td>
<td>42</td>
<td>1.4%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>2,844</td>
<td>141</td>
<td>5.0%</td>
<td>34</td>
<td>1.2%</td>
<td>45</td>
<td>1.6%</td>
<td>43</td>
<td>1.5%</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>1,257</td>
<td>11</td>
<td>0.9%</td>
<td>21</td>
<td>1.7%</td>
<td>9</td>
<td>0.7%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>2,687</td>
<td>85</td>
<td>3.2%</td>
<td>31</td>
<td>1.2%</td>
<td>65</td>
<td>2.4%</td>
<td>42</td>
<td>1.6%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>2,676</td>
<td>137</td>
<td>5.1%</td>
<td>23</td>
<td>0.9%</td>
<td>59</td>
<td>2.2%</td>
<td>35</td>
<td>1.3%</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>1,214</td>
<td>10</td>
<td>0.8%</td>
<td>14</td>
<td>1.2%</td>
<td>12</td>
<td>1.0%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>2,703</td>
<td>83</td>
<td>3.1%</td>
<td>40</td>
<td>1.5%</td>
<td>64</td>
<td>2.4%</td>
<td>47</td>
<td>1.7%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>2,671</td>
<td>118</td>
<td>4.4%</td>
<td>28</td>
<td>1.0%</td>
<td>58</td>
<td>2.2%</td>
<td>48</td>
<td>1.8%</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>1,243</td>
<td>18</td>
<td>1.4%</td>
<td>21</td>
<td>1.7%</td>
<td>1</td>
<td>0.1%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>2,728</td>
<td>76</td>
<td>2.8%</td>
<td>43</td>
<td>1.6%</td>
<td>68</td>
<td>2.5%</td>
<td>59</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

The College has a course repeat policy that allows a student who has received a grade of less than a “C” in a course to repeat the course one time without being penalized by having the course counted as additional hours attempted. The student will be given the grade earned in the course when it is repeated. Repeating a course will affect the student’s transcript in that the course and the grade received for that initial course remain on the transcript with a notation that the course is excluded from counting toward the GPA. The repeated course and grade are also listed on the transcript with only the repeated grade counted when the GPA is determined.
2a.3: Students Repeating Courses

<table>
<thead>
<tr>
<th>FY/TERM</th>
<th>STUDENTS</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/Fall</td>
<td>272</td>
<td>331</td>
</tr>
<tr>
<td>2012/Summer</td>
<td>72</td>
<td>78</td>
</tr>
<tr>
<td>2011/Spring</td>
<td>284</td>
<td>334</td>
</tr>
<tr>
<td>2011/Fall</td>
<td>215</td>
<td>269</td>
</tr>
<tr>
<td>2011/Summer</td>
<td>74</td>
<td>79</td>
</tr>
<tr>
<td>2010/Spring</td>
<td>250</td>
<td>292</td>
</tr>
<tr>
<td>2010/Fall</td>
<td>203</td>
<td>238</td>
</tr>
<tr>
<td>2010/Summer</td>
<td>56</td>
<td>61</td>
</tr>
<tr>
<td>2009/Spring</td>
<td>222</td>
<td>249</td>
</tr>
<tr>
<td>2009/Fall</td>
<td>184</td>
<td>212</td>
</tr>
<tr>
<td>2009/Summer</td>
<td>47</td>
<td>52</td>
</tr>
</tbody>
</table>

Student integrity is protected and supported through compliance with federal laws. Student records are considered to be confidential information, and the release of any information about a student is governed by the Family Educational Rights and Privacy Act (FERPA). FERPA outlines which student records shall be accessible, who can see records, and procedures for the release of confidential information. The College will not release recorded information about a student, except for directory information, without the written consent of the student.

PERSONNEL

The College is committed to non-discrimination and equal opportunity for all applicants and members of its student body, faculty, and staff. It does not discriminate on the basis of race, color, national or ethnic origin, religion, sex, age, disability, or other factors prohibited by law in the administration of its educational policies, admission and recruitment policies, financial aid programs, employment policies, or other school-administered programs. For example, the College recently hired a full-time Disability Coordinator. This position ensures equal access to programs, classes, and services for all students with disabilities according to the American Disabilities Act (ADA). Furthermore, the College administers all educational programs and implements the terms, conditions, and privileges of employment free from sexual harassment. The Board of Trustees, in Board Policy 214, strives to provide an educational and employment environment free from all forms of sexual, racial and other harassment of employees, students and other individuals at any College facilities or in connection with any College activities.

The College strives to work fairly and ethically with its employees. Employees are classified as one of three groups, (1) Exempt, (2) Non-Exempt, or (3) Collective Bargaining Unit. The Office of Human Resources has primary responsibility for College personnel matters and has established procedures to ensure fair and ethical practices with regard to all employee groups. All employees are expected to carry out responsibilities assigned or required by such staff member’s position within the overall framework of applicable laws, rules, regulations, policies and procedures; perform all work and services in an efficient, safe and capable manner; cooperate with other organizational units in the exchange of ideas and information to ensure proper implementation of plans, programs, laws, rules, regulations, policies, and procedures; represent the College suitably and creditably on all occasions and in all places; continually strive to improve job performance and effectiveness; and comply with all applicable laws, rules, regulations, policies, handbooks, or other requirements. Should any employee have a grievance or problem, the Board of Trustees, in Board Policy 108, encourages employees to bring these items to the administration’s attention in order to promote efficiency and contribute to a more pleasant working atmosphere.
The College’s 2009-2014 Strategic Plan states that JWCC will continue to be a respected center of teaching, learning and service for the district, tri-state area, and state and will employ qualified, competent, and caring faculty and staff. Human resources hiring practices are exemplary and display a high level of transparency, fairness, and honesty. Human resources utilize a strict recruitment and selection process for all hires. In addition, Human Resources has established ground rules for interviewers and a quiz to guide interviewers through the hiring process.

AUXILIARY

The College fairly and ethically operates several auxiliary functions, most notably the College bookstore, Student Life Department, and the Athletic Department. In the summer of 2012, the director of student life and athletics position was split into two positions, creating a coordinator of student life position and a manager of athletics and intramurals position. This action was taken to provide greater service and create additional co-curricular opportunities for students to be engaged.

BOOKSTORE

College bookstore employees follow and abide by all policies and procedures set forth in the Board Policy Manual in addition to department best practices and procedures for operating a retail college bookstore. Employees are responsible for providing high quality customer service to all bookstore customers, ensuring confidentiality of information viewed and obtained during the course of day-to-day bookstore business operations, treating all customers fairly and ensuring accuracy in all transactions, conducting all business in accordance with the highest ethical standards, and being fiscally responsible with regard to all bookstore inventory, cash, and merchandise.

The College bookstore operates as a profit center for the College. Profits are transferred annually to the general operating budget for the College. Bookstore management sets pricing and policy in accordance with the goals and objectives of the College and ensures pricing is competitive with general industry standards. Purchasing considerations are completed only after consultation with faculty and staff stakeholders by striving for the best overall value to bookstore customers. Ethics are at the forefront when deciding to purchase brand new books for sale as opposed to buying back used textbooks for resale. Used textbooks, when available, provide a fair cost for students.

ATHLETIC DEPARTMENT

John Wood Community College’s intercollegiate athletic program is consistent with the College’s overall philosophy and objectives. Focusing on the College’s four core values (Self-development, excellence, accountability, and integrity), the individual programs work toward teaching team members the importance of learning in a competitive environment, striving to reach the highest standards of student athlete excellence, being a part of a team that excels on accountable behavior, and maintaining integrity and respect for the academic and athletic opportunities that are being provided. The College currently offers four competitive intercollegiate sports, including men’s basketball, men’s baseball, women’s basketball, and women’s softball.

The focus of the Athletic Department is to offer co-curricular opportunities for students to compete collegiately within the structure of the National Junior College Athletic Association (NJCAA). A student athlete’s participation is determined by criteria and standards established by the NJCAA, the Mid West Athletic Conference (MWAC), and John Wood Community College. The JWCC Trail Blazers compete at the Division II level in Region 24 of the NJCAA and in the Illinois-based Mid-West Athletic Conference.

Each year, the president, the dean of enrollment services and director of financial aid and the manager of athletics certify that the College conducted its athletic program within the policy and guidelines stated in the NJCAA manual. Filing the Article VIII Certification Form states that the College complied with Article VIII of the NJCAA manual which includes Grants-In-Aid, Recruitment, and Booster Clubs. Each semester, the manager of athletics and the registrar certify eligibility of all student athletes to ensure academic compliance with eligibility rules of the NJCAA. The past director of student life and athletics was also an elected member of the NJCAA, serving as assistant director of Region 24 and attends the national NJCAA convention, receiving additional training on all NJCAA policy and procedures. Additionally, the new manager of athletics receives NJCAA handbook training every three years to ensure compliance with mandated NJCAA policy.
STUDENT LIFE

Consistent with the mission and goals developed by the Board of Trustees, the College offers opportunities for students to develop leadership and experience real world education through co-curricular activities on campus as well as in the community. A wide variety of co-curricular activities are available to students including clubs and organizations, the Student Government Association, and the Blazer Activity Team for student activities.

Examples of clubs and organizations at the College include Agriculture Club, BACCHUS, Campus Crusade for Christ, cheerleading, Circle K Club, The Enforcers, Fellowship of Christian Athletes, Horticulture Club, livestock judging, Multicultural Student Organization, National Association of Music Educators, Pep Band, Psychology Club, Publications Club, Running Blazers, Student Nursing Organization, Student Veterans Association, and Phi Theta Kappa. These organizations and clubs are required to observe the policies of the College and conduct their affairs ethically and responsibly in a manner compatible with the educational objectives of the College.

The opportunity also exists for students to create new clubs and organizations at the College. This process of forming a new club or organization allows students to pursue an avenue of interest and engagement while obtaining a degree or certificate.
CRITERION TWO: CORE COMPONENT – 2B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

The College prides itself on being open and honest with all of its constituencies. College printed materials, including the Catalog and Student Handbook contain any and all of the information that prospective and current students need to know about the College’s programs. The College’s website also contains comprehensive information regarding College programs, academic requirements, cost of attendance, staff and faculty directories and credentials. The BlazerNet portal allows students, staff, and faculty a single-point login to access a wealth of information in an extremely user friendly environment.

PROGRAMS

The foremost source of information on the programs and services offered at the College is the Catalog and Student Handbook. This document is provided to all JWCC students at student orientation and is available to the public on the College website as well. The College Catalog and Student Handbook contains a comprehensive list of all programs of study, program requirements, course descriptions, sample schedules, and any additional pre-requisite courses or certifications that may be needed. The College previously published an updated Catalog and Student Handbook biannually (the current document is for 2011-2013), and addendums to the Catalog were made and published as changes occurred.

To better serve students and provide easier access to updated information, the document will be published annually, beginning with that 2013-14 academic year. Research into an electronic-only version is underway.

The College also presents information on all of its programs on the College website which is open and viewable to the public. The College website was recently redesigned in 2011 in an effort to make information easier to find and access for both current and prospective students as well as the public. The process of redesigning the website also provided the opportunity for program and department chairs to update and revamp the information that was available.

In addition to the Catalog and Student Handbook and the website, the College provides information on its programs in a variety of other methods such as informational, marketing, and recruitment materials. A list and description of these materials can be found in the Federal Compliance materials.

REQUIREMENTS

The first step in gaining admission to the College is to complete an Admissions Information Form. There are no costs in applying for admission or in being admitted. The College maintains an “open door” admissions policy that provides access to most programs, courses, and services to anyone who can benefit from them. General admission to the College will be granted to any person 18 years of age or older who possesses either a high school diploma or a GED diploma. The admissions process for prospective students of all types is listed on the College’s website as well as in the Catalog and Student Handbook. Students are also able to apply for admission online.

Some programs at JWCC have selective admission requirements. For example, to gain admissions into the College’s Practical Nursing program, students must satisfy the following:

1. Minimum 50th percentile program ranking on the Test of Essential Academic Skills (TEAS).
2. College-level placement in academic assessment testing in writing and mathematics or satisfactory completion of required developmental coursework.
3. Successful completion of BIO 275, with a grade of “C” or above, is required prior to beginning the fall semester PN Core Program Sequence.
4. Minimum 2.0 cumulative GPA for all college courses taken.
5. Completion of all required General Education and Science/Support courses prior to beginning the PN Core Program Sequence is recommended.
All programs with selective requirements, as in the example above, are outlined and clearly stated in the Catalog and Student Handbook. Additionally, any licensure or certification that students must pass as part of a program are also clearly outlined and stated in the Catalog and Handbook.

FACULTY AND STAFF

The College maintains a faculty and staff directory on its website which allows students and the public a simple way to identify and locate faculty and staff. This directory provides the title, office number and location, email address, and phone number of all members of the faculty and staff. The Catalog and Student Handbook also lists all staff and faculty by department with their degree credentials.

COSTS TO STUDENTS

The costs of attendance including tuition and fees, online learning, out-of-district, and payment options are all communicated via the College website and the Catalog and Student Handbook. In addition to costs of attendance and tuition and fees, the website and catalog also contain information regarding the average cost per semester, billing, payment options, financial holds, the refund policy, education tax credits, and availability of financial aid resources.

CONTROL

The College is a public community college as defined by the Illinois Public Community College Act and all legal authority and duties of the Board of Trustees are derived from this act. Accordingly, the Board of Trustees is charged with all authority and responsibility for the governance of the District.

Members of the Board of Trustees, other than the student trustee, are elected in elections held as provided in The Election Code of Illinois. Members are elected to terms and meet the qualifications prescribed by law.

At each regular and special meeting of the Board of Trustees, which is open to the public, members of the public and employees of the District are afforded time, subject to reasonable constraints, to comment to or ask questions of the Board. In addition, the meetings of the Board of Trustees are subject to the Illinois Open Meetings Act. Minutes of meetings are kept and made available for public inspection as required by law.

ACCREDITATION

The College's accreditation relationships are clearly and publicly communicated via the College website and the Catalog and Student Handbook. The College is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. In addition, the College is recognized by the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE); all programs offered by the College have been approved by both boards. The College's Surgical Technology Program and JWCC/Blessing Hospital Paramedic Program are also accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).
CRITERION TWO: CORE COMPONENT – 2C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

The Board of Trustees of the College is the official governing board of the College. Membership is composed of seven trustees elected at-large from the College District 539 for six-year terms and one student elected by the student body. Trustees are elected in staggered cycles to prevent a wholesale change of the Board of Trustees at any one time.

Members of the Board of Trustees have authority only when acting as a Board legally in session. No individual member or committee of the Board has the power to act on behalf of the Board, unless specifically and legally authorized to do so by action duly taken by the Board. Board Policy 102 expressly lists the specific duties of the Board of Trustees.

2C. 1 The governing board’s deliberations reflect priorities to preserve and enhance the institution.

PRESERVATION

During FY2010, due to funding reductions by the State of Illinois for the current fiscal year and predictions of even lower funding for FY2011, the Board of Trustees approved its first ever reduction in force (RIF). This entailed a College-wide review of all departments to search for methods to save labor and reduce budget expenses. Included in that process were early retirement incentives. These reductions allowed the College to maintain the level of course offerings that were in place for the District. Combined with the RIF process, the Board of Trustees approved an increase in the tuition rate to help offset the reduction in State of Illinois funding for FY2011. To ensure the College is on a proper path to serve the District, a cyclical review process is held every three to five years to assess the College's Strategic Plan, Site and Facilities Master Plan and Enrollment Management Plan.

ENHANCEMENT

The College initiated an expansion of its Career and Technical Workforce Education (CTWE) offerings at a time when the economy was beginning its downturn in FY2008. This expansion proved to be timely as it came when the local economy was yet to feel the full effects of the economic downturn. Programs were in place to assist local employees who became laid off and were in need of training or retraining. Local industry based feedback aided the decision making process as to the types of programs to offer at a time when enrollment was increasing due to federal funding for displaced workers. The College held several manufacturing round tables and each program received input from various advisory committees.

2C. 2 The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Board Policy 107 states that, with some exceptions approved by the Board of Trustees, all regular meetings of the Board of Trustees are held on the 3rd Wednesday of each month at 7:00pm on the main campus in the College Board Room. The Board considers the interests of internal and external constituencies by choosing this meeting time which allows staff, faculty, and the public to attend the meetings. The Board also attempts to hold at least one meeting per year at one of the College's other facilities (e.g. Pittsfield, Perry, or Mt. Sterling). At each regular and special meeting of the Board of Trustees, which is open to the public, members of the public and College employees are afforded time, subject to reasonable constraints, to comment to or ask questions of the Board. Any person wishing to address the Board is required to file a written request with the president at least 24 hours prior to the meeting.
CONSIDERATION OF INTERNAL CONSTITUENCIES
The Board of Trustees considers the College employees’ interests in a variety of ways. Employees with procedural responsibilities recommend revisions of Board of Trustees policies which are eventually considered for approval by the Board. Employees with ideas and recommendations for improvements to the College are always encouraged to bring these to the Board via a discussion item through their appropriate vice president. As the College plans for the future, the Board also looks to the faculty, staff and students for input. A good example of this can be seen with the recent strategic planning process. During the initial stages of the planning process, in the fall of 2011, the College conducted several focus groups of faculty, staff and students, as well as external stakeholders of the College. These focus groups allowed these various groups to provide direct input into the strategic plan and future direction of the College. In total, over 70 faculty and staff and 15 students participated in these focus groups. Following the conclusion of the focus groups, a presentation was made to the Board. As mentioned above, the Board consists of seven trustees elected at-large from the District. In addition to these trustees, the College is somewhat unique in that it also has a student member that serves on the Board. This student member is elected by the student body and participates in all regular meetings of the Board. The addition of the student trustee helps ensure that the Board takes into account the student perspective on all matters that are presented to the Board. In addition, the student trustee is allotted time on the agenda each month to give an update on student-related items. Board Policy 105 provides more details on the duties of the student trustee.

CONSIDERATION OF EXTERNAL CONSTITUENCIES
The Board of Trustees derives its authority from, and is accountable to, the community as a whole. Trustees fulfill the core value of responsibility to society by acting on behalf of the entire community. They express the value of benevolence by seeking the well-being of the entire community and represent the interests of the entire community in their board decisions. The Board of Trustees exists to represent the general public in the fiscal and strategic decision making on behalf of the College. They are responsible for balancing and integrating the wide variety of interests and needs into policies that benefit the common good and the future of the District. Single and special interest groups play an important part in representing various segments of our diverse society, such as political parties, racial and ethnic groups, employee associations, religious groups, neighborhood associations, and taxpayer groups. While all of these interests are important, Trustees’ obligation is to represent the general interests of the institution as it serves the needs of the community. Ethical behavior involves being aware of a wide variety of public and community needs, and integrating them into the interests of the District. Evidence of the Board’s commitment to its external constituencies can be seen in Board Policy 108 which requires that the interests and welfare of the entire District be considered before those of any special interest group.

The College considers the reasonable and relevant interests of its external constituencies by involving them in evaluating its community programs and seeking input and feedback to improve services. The College’s Career and Technical Education programs make use of advisory councils. These advisory councils are generally composed of business and industry leaders relevant to the program from the community. These advisory councils aid the College and Board in making decisions related to all aspects of these programs. Additionally, the Board of Trustees held a series of round tables, as mentioned in the Enhancement section above, as the College moved to expand its offerings. In the fall of 2006, the College underwent a major marketing/branding project in conjunction with the Stamats image research survey. Several staff members volunteered time to make numerous phone calls to the public seeking input regarding the public’s perception, awareness level, programs, and relevance to the community. Current College marketing plans have utilized this survey information to build a successful marketing endeavor. Finally, as mentioned above, during the College’s recent strategic planning process, focus groups were held in the fall of 2011 for external constituents in Quincy, Pittsfield, Perry, and Mt. Sterling, to gain community input into the strategic planning process. A total of 42 members of the community participated in these sessions.
2C. 3  

The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

Board Policy 212 was adopted to comply with the requirements of the State Officials and Employees Ethics Act. The Illinois General Assembly has enacted the State Officials and Employees Ethics Act, which is a comprehensive revision of state statutes regulating ethical conduct, political activities, and the solicitation and acceptance of gifts by state officials and employees. Under the Act, all units of local government, including public community college districts, are required to adopt ordinances or resolutions regulating the political activities of, and the solicitation and acceptance of gifts, by, the officers and employees of such units “in a manner no less restrictive” than the provisions of the Act.

DONORS

A gift is defined as any gratuity, discount, entertainment, hospitality, loan, forbearance, or other tangible or intangible item having monetary value including, but not limited to, cash, food and drink, and honoraria for speaking engagements related to or attributable to government employment or the official position of an officer or employee. Except as permitted by policy, no officer or employee, and no spouse of or immediate family member living with any officer or employee, shall intentionally solicit or accept any gift from any prohibited source or which is otherwise prohibited by law. No prohibited source shall intentionally offer or make a gift that violates this policy.

ELECTED OFFICIALS

The Ethics Act prohibits state elected officials from interfering or wrongfully influencing the Board of Trustees. The Board of Trustees as a whole participates in various state lobbying campaigns with the goal of producing new legislation or changes in current legislation for the betterment of the Illinois Community College System. The College is its own unit of local government and is not subject to the will of any elected official unless conducted through appropriate and legal channels.

EXTERNAL PARTIES

The Board of Trustees, president, vice presidents, deans, directors, chief of police, department chairs and managers who have budget oversight responsibilities are required by the State of Illinois to sign a Statement of Economic Interests with the county clerk per the Illinois Governmental Ethics Act.

The Board of Trustees recognizes that members of the Board should maintain the highest level of integrity in the performance of their duties as a Board member. All members of the Board, including the student trustee, are required to avoid any conflict of interest or appearance of impropriety. For example, a Board member recently removed himself from interest in a business that conducted business with the College. Any member of the Board of Trustees who has a direct or indirect interest in any matter presented to the Board is not allowed to participate in the discussion, decision, vote, or proceedings of the Board regarding the matter in question. Members of the Board of Trustees are also subject to all provisions of the Illinois Public Community College Act which pertain to interests in contracts and business.

Board Policy 315 states that no person shall be employed by the District who is a member of the immediate family of a member of the Board of Trustees, the president, or any vice-president or dean. This prohibition applies irrespective of whether the employee is within the chain of supervision of the Board Member, president, vice-president, or dean.

2C. 4  

The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

The Board of Trustees’ responsibilities include establishing policies that direct the operations of the College and assure that the College performs according to policies. Trustees engage in wise policy making and respect the delegation of authority to the president to operate the College.
ADMINISTRATION

The Board of Trustees appoints the president, who is the College’s chief administrative officer and the executive officer of the Board. The president provides overall leadership and organizational unity. The president delegates tasks to the various staff members as appropriate. Board Policy 108 specifically outlines the relationship and separation of duties between the Board and the president.

The Board of Trustees expects that during daily operations of the College, communications among and between the staff will develop in a positive, responsible manner to insure that proper decisions are made, with the full knowledge that the president is ultimately accountable. The president shall establish a standard operating procedure for the delegation of authority during his/her absence. The president is also responsible for developing and updating as necessary a formal organizational structure of employees to insure proper intra-staff communication, to delineate job responsibilities and to encourage intra-staff cooperation.

The president serves as the liaison between the Board of Trustees and all employees and students of the College. The president will convey communications between the Board and its employees and between the Board and students. Members of the Board are generally expected to channel such communications through the president. The Board will help assure the orderly operation of the College by directing employees to make appropriate use of appropriate channels before bringing their concerns to the Board.

FACULTY

At the College, the faculty play an extensive role in the oversight of academic matters. These academic matters are handled by the faculty through the Faculty Senate which is governed by the Faculty Senate Constitution. The Faculty Senate has five sub-committees that handle curriculum, academic assessment, internal support, professional development, and associated matters. The duties of these sub-committees are outlined below:

- **CURRICULUM** – The Senate Committee on Curriculum consists of seven elected members of the Senate and two ex-officio members: vice president for instruction and the registrar. This committee reviews and recommends curriculum, program development, and course approval or deletion of transfer, career, and adult education courses.

- **ACADEMIC ASSESSMENT** – The Senate Committee on Academic Assessment consists of eight elected members of the Senate, and three ex-officio members: vice president of instruction, director of institutional effectiveness, and a representative from student services. This committee oversees assessment of student academic achievement, facilitates articulation, assists in design and oversight of the professional evaluation process, and assists in the implementation of College core values.

- **INTERNAL SUPPORT** – The Senate Committee on Internal Support consists of four elected members of the Senate and one ex-officio member from the Facilities and Environment Committee. This committee evaluates and makes recommendations regarding faculty needs with respect to infrastructure, such as health, safety and security, ADA compliance, technology, environment, and clerical support.

- **PROFESSIONAL DEVELOPMENT** – The Senate Committee on Professional Development consists of five elected members of the Senate and one ex-officio member from each of the following areas: human resources, instructional support and distance learning, and library services. This committee makes recommendations on the design and presentation of professional development activities and budgeting for representation to local, state, and national conferences.

- **ASSOCIATE FACULTY** – The Senate Committee on Associate Faculty is the most recently created sub-committee of the Senate and consists of the vice president of the Senate, two appointed full-time faculty members of the Senate, and a minimum of three members of the associate faculty. This committee evaluates and makes recommendations regarding associate faculty needs.
CRITERION TWO: CORE COMPONENT – 2D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Regard for the rights of others is a particularly important value in higher education, where diverse values and perspectives are explored as part of the educational process.

Board Policy 805 states that all members of the faculty and administration of the College are entitled to academic freedom. The Board of Trustees believes that academic freedom is necessary for the advancement of truth and is a fundamental protection of the rights of the teacher and the students in learning. However, faculty members must employ restraint, good judgment and professional ethics in the exercise of this vital freedom. The Board of Trustees subscribes to the principles of academic freedom. The teacher is entitled to freedom in the classroom in discussing his or her subject, but the teacher should not introduce into his or her teaching controversial matters which have no relation to the subject. The College teacher is an individual who is a member of a learned profession and of an educational institution. When he/she speaks or writes as an individual he/she should be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations. As a man/woman of learning and an educational representative, he/she should remember that the public may judge his/her profession and his/her institution by his/her utterances. Hence, he/she should at all times be accurate, should exercise good judgment, exercise appropriate restraint, show respect for the opinions of others, and make a thorough effort to indicate that he/she is not speaking for the College.

Students are afforded the opportunity to express academic freedom in many ways, (e.g. choosing research paper topics, essay topics, group activity topics, and topics for speeches). Faculty members were polled and asked which courses they teach offer opportunities for students to express academic freedom in researching topics and writing papers. Examples of courses offering these opportunities include, but are not limited to: agriculture, art, astronomy, biological sciences, communications, emergency services, English, fire science technology, health, physical education and recreation, history, homeland security, humanities, law enforcement, music, office technology, philosophy, physics, psychology, religious studies, science, sociology, and welding.

Faculty members have the academic freedom to teach classes using their desired methods. The curriculum remains consistent, but the individual faculty member can use whatever means available to deliver the consistent message of the class (e.g. traditional teaching, using PowerPoint, assigning online homework, or using a web-based artificially intelligence (AI) assessment and learning system such as ALEKS).

Academic advisors assist students in selecting courses to take in order to be successful, graduate, and/or get started on a career path. Advisors do not coerce or persuade students in any certain direction, thus allowing the academic freedom of choice for students to take whatever courses they desire. Students have the academic freedom to enroll in any of the College’s degree or certificate programs. While all of the College’s degree or certificate programs have specific requirements to graduate, there are elective courses or requirement choices that do not have a specified class attached to them, allowing the student to make their own choice (e.g. general education - for an AA/AS degree, 12 hours of social/behavioral science courses are required, the College does not dictate what areas these courses have to be taken in, and instead allows the student to choose which courses they will take to fulfill the requirement).
CRITERION TWO: CORE COMPONENT – 2E

The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Faculty and staff are afforded many opportunities to participate in College sponsored professional development activities and in-service trainings. It has been past practice for faculty to gain knowledge through fall and spring faculty convocation break-out sessions. Presently, faculty acquire and discover knowledge through the Center for Excellence in Teaching and Learning (CETL). The College has utilized CETL for brown bag lunches and tutorials, faculty senate meetings, and book discussions. Faculty also attend national and state-wide conferences and meetings, read professional journals, and participate in library instruction sessions.

Staff members also have opportunities for professional development. Most departments send members to local, state, and national conferences as budgets permit. The College also offers online training and in-service training through the Office of Human Resources. Human resources organizes and delivers employee in-service training on a regular basis (e.g. first aid and CPR training, performance evaluation training, etc.) and occasionally will bring in outside speakers and instructors to train employees on subjects such as change in the workplace, employee assistance programs, etc. Fiscal services trains budget managers annually regarding the budget process and fiscal responsibility. Campus police offers in-service training on a variety of safety and security topics.

Students acquire and discover knowledge through classroom instruction, but also gain knowledge and information through the College Writing Center, tutoring, participation in student groups and clubs, athletics and intramurals, and special offerings both from the College and the community. Support services through the TRIO-SSS grant program offers opportunities for students to experience educational and cultural events in the community, the region, and at other universities. Several student programs also offer opportunities for students to intern.

2e.1: Grant Program Internships

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</thead>
<tbody>
<tr>
<td>Education</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Business, Management, and Marketing</td>
<td>13</td>
<td>16</td>
<td>7</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Computer/Information</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
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</table>

The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Faculty members are the primary evaluators of student learning and have front line responsibility for oversight of student work. In addition, the College provides a professionally staffed and accessible learning resource center that supports a library, testing center, tutoring center, and writing center. The learning resource center is also the hub for programming for TRIO student support services, online tutoring support, and study groups in various disciplines. Library staff regularly help students with their research and assists them with uploading and submission of documents using turnitin.com. Library staff assists students with account creation, as well as the uploading and submission of documents using turnitin.com.

As a community college, the level of research that occurs at the College is not as substantial as four-year and research institutions. In the case of research regarding human subjects, the Office of Institutional Effectiveness serves as the clearinghouse for such requests. While the College does not have a formal institutional review board in place, the director of institutional effectiveness serves on a regional Institutional Review Board (IRB) and Blessing Hospital serves as an IRB should the College need a review of research.
2E. 2 Students are offered guidance in the ethical use of information resources.

The College Writing Center serves to support students with college writing and research assignments or projects. Writing Center staff, trained in professional researching methodology, transfer this information to students emphasizing ethical and integral use of research materials and information resources. The College also has available to students an online tutorial titled “Writing Your Research Paper: A step by step guide to college level research papers” which was written specifically for students to guide them through the research process, including but not limited to, how to use sources and take notes and how to document secondary sources.

Several courses require at least one research paper requiring the demonstration of knowledge of all stages of the research paper and the Modern Language Association (MLA) format. Examples of these courses include, but are not limited to: agriculture, art, astronomy, biological sciences, communications, emergency services, English, fire science technology, health, physical education and recreation, history, homeland security, humanities, law enforcement, music, office technology, philosophy, physics, psychology, religious studies, science, sociology, and welding.

Library instructional sessions cover topics on and relating to the ethical use of research. Specifically, the library provides handouts on APA and MLA citation formats to help avoid intentional and accidental plagiarism, PowerPoint presentations providing information on the reasoning behind citations (e.g. to avoid plagiarism or to point readers to the original source used), an introduction to and access to NoodleTools, a web-based software program that promotes ethical research through guided learning. The library also provides copies of the most current edition of MLA and APA style handbooks. The library website links to various resources that provide guidance for ethical research, including but not limited to, links to outside resources that provide extensive guidance in plagiarism, citation help, and research skills, e.g. The Purdue Online Writing Lab (OWL) and Duke University’s Citing Sources and Avoiding Plagiarism. The library website also has two access points for faculty copyright information and two access points for citation help, which consists of a listing of authoritative citation resources provided by the library for student use.

2E. 3 The institution has and enforces policies on academic honesty and integrity.

Board Policy 616 and the College Catalog and Student Handbook contain strict policies against academic dishonesty. The handbook states that students are not to engage in any form of academic dishonesty with respect to examinations, course assignments, plagiarism, alteration of records, or illegal possession of examinations. Any student who knowingly assists another student to engage in academic dishonesty is also guilty of academic dishonesty. Plagiarism is the knowing use, without appropriate attribution, of the published ideas, expressions, or work of another, with intent to pass such materials off as one’s own.

Disciplinary action may include student expulsion, probation, suspension, reprimand, or other action imposed by way of discipline of a student for misconduct. Faculty members include in their course syllabus a statement of their policy with regard to academic dishonesty. A process for reporting such matters and a procedure for appeal are part of the recently revised procedure (discussed below).

2e.2: Academic Dishonesty

<table>
<thead>
<tr>
<th>TYPE OF DISHONESTY</th>
<th>FY2011</th>
<th>FY2010</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism</td>
<td>7</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>Cheating</td>
<td>6</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

During the spring 2012 semester, a subcommittee of the Faculty Senate was appointed to review and evaluate the current student conduct regulations concerning academic dishonesty. The committee made two recommendations after their review was completed. One recommendation was to have faculty members report any incidents to the dean of arts and sciences or the dean of career and technology instead of the vice president for student services. The second recommendation was to use a new reporting form that the committee designed. The new form provides protocol, process, and procedures to be used in academic dishonesty situations.
CRITERION TWO
Integrity: Ethical and Responsible Conduct

*The institution acts with integrity; its conduct is ethical and responsible.*

STRENGTHS
The College has the following strengths in the areas discussed in this chapter:

- The College's [Board Policy Manual](#) is a comprehensive and detailed document that clearly outlines specific policies related to integrity and ethical conduct at the College.
- The recently redesigned College [website](#) is a great informational tool for perspective and current students, as well as the public, with information that is easily accessible and clearly stated.

CHALLENGES
The College identified the following challenges in the areas discussed in this chapter:

- The use of the online delivery method allows the College to reach students that it may not be able to otherwise, but it also provides additional challenges related to academic integrity.
CRITERION THREE
Teaching and Learning: Quality, Resources and Support
The institution provides high quality education, wherever and however its offerings are delivered.

The College ensures the delivery of high quality academic programs through adherence to rigorous standards. Examples include: approval by ICCB, general education courses approved by the Illinois Articulation Initiative (IAI), Career and Technical Education feasibility studies, the use of advisory boards and compliance with licensing standards. Consistency in academic offerings is maintained via the use of a curriculum approval protocol and a master syllabus, as well as established faculty qualifications across all formats and locations. JWCC students are engaged in intellectual inquiry, information literacy and the attainment of broad learning skills as evidenced by the use of multiple teaching and learning strategies utilized by the faculty. Career and Technical offerings stay relevant to industry standards through collaboration with local business and industry leaders. Human and cultural diversity is addressed in the content of general education and Career and Technical courses as well as by student participation in co-curricular activities. Budget constraints have necessitated creative solutions to addressing the need for professional development of faculty and staff. In addition to the financial support by the College, alternative methods, such as webinars and in-house offerings, are being utilized. Federal and state grant funding has been pursued to fund a wide array of student services and the infrastructure necessary to support student success.
CRITERION THREE: CORE COMPONENT – 3A

The institution’s degree programs are appropriate to higher education.

The College’s adherence to the standards of the Illinois Community College Board and the Illinois Articulation Initiative ensures that general education curricula for associate degree programs compare favorably with postsecondary institutions throughout the state. In addition, an approval protocol for both course additions and deletions has been established for thorough consideration by several levels within the institution. CTE programs use Advisory Councils, focus groups, feasibility studies and quality and cost analyses to ascertain workforce training needs. CTE faculty creates programs that not only meet local industry needs, but also meet state and national licensing standards. A process for the assessment of student learning drives the continuous improvement of all degree and certificate programs and courses.

3A.1 Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

In accordance with the College’s mission to “provide high quality educational opportunities,” the College undertakes a variety of measures to ensure that academic programs are current and relevant. Students must demonstrate levels of performance that are appropriate to their chosen degree or certificate programs, whether they are enrolled in an associate degree or a certificate program. The following lines of evidence demonstrate how the College provides courses and programs that contain the level of rigor needed for higher education:

CURRICULUM APPROVAL PROTOCOL

All newly proposed courses and programs at JWCC are subject to an approval protocol that requires action first by the senate committee on curriculum, then by the faculty senate, the vice president for instruction, the JWCC president, the JWCC Board of Trustees and the Illinois Community College Board (ICCB). At each approval stage, a new course or program is evaluated for relevancy to the appropriate degree or certificate program. Changes to existing courses and curricula that do not need ICCB approval are also reviewed and approved by the Senate Committee on Curriculum, the Faculty Senate, the vice president for instruction, and finally the Board of Trustees. Existing courses and programs deemed no longer relevant are removed from the curriculum by action of the senate committee on curriculum, faculty senate, vice president for instruction and Board of Trustees. Between April 2008 and September 2012, a total of 97 new courses were added and 103 courses were deleted in from the course inventory, demonstrating how often the protocol is used in response to district educational needs.

GENERAL EDUCATION

ILLINOIS ARTICULATION INITIATIVE (IAI)

JWCC participates in the IAI, a statewide agreement that allows the transfer of completed general education curricula between participating institutions. Other IAI member colleges and universities throughout Illinois guarantee the transfer acceptance of an IAI-approved course even if it is not transferred as part of an associates degree (http://www.itransfer.org/). Therefore, in addition to the curriculum approval protocol, new JWCC general education courses are also subject to approval by the IAI as designated by the ICCB. IAI panels in Illinois are made up of groups of subject matter experts from two-year and four-year institutions charged with reviewing the rigor and relevance of a new course for higher education in a given discipline. All existing IAI-approved courses are also subject to an IAI review every five years to ensure continued relevancy and rigor. At JWCC, general education courses and area of concentration courses that potentially will transfer are IAI approved and are listed with an IAI designation code in the College Catalog and Student Handbook. These courses are in areas ranging from English/Communications and Humanities to Mathematics, Social Sciences and Natural Sciences.
ASSESSMENT OF STUDENT PERFORMANCE

The College maintains an active program for assessing student learning in all of its academic programs. A set of eight general education goals deemed essential for students of higher education (Table 3a.1) with accompanying student learning outcomes, (noted in page 73 of the College Catalog and Student Handbook), forms the basis for the assessment program in general education. The senate committee on academic assessment (SCAA) maintains a recurring schedule for assessing student performance regarding the general education goals. For career and technical education (CTE), each program has a unique set of expected learning outcomes that are assessed in a similar manner. Every general education goal and CTE program is assessed at least once during a four-to-five-year cycle according to a schedule made by the senate committee on academic assessment. Artifacts of student work are collected each semester from courses that meet the particular goal or outcome being assessed, as indicated by the General Education Goal Matrix and are evaluated by faculty using standardized rubrics as further addressed in Criterion 4. Assessment reports are generated and shared with faculty and administration from each assessment reading and used as a vehicle for continuous improvement in teaching and learning (e.g. CMN 101 – Introduction to Speech I).

3a.1: General Education Goals

<table>
<thead>
<tr>
<th>GENERAL EDUCATION GOALS</th>
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<tbody>
<tr>
<td>1. Demonstrate an awareness of human values and diverse cultures.</td>
</tr>
<tr>
<td>2. Explain economics and politics from local, national and world perspectives.</td>
</tr>
<tr>
<td>3. Demonstrate interpersonal skills and behaviors to promote the achievement of personal and group goals in the workplace and society.</td>
</tr>
<tr>
<td>4. Use critical thinking.</td>
</tr>
<tr>
<td>5. Communicate effectively utilizing verbal, nonverbal, listening and written skills.</td>
</tr>
<tr>
<td>6. Demonstrate the ability to evaluate and apply information technology.</td>
</tr>
<tr>
<td>7. Explain the importance of facilitating and adapting to change.</td>
</tr>
<tr>
<td>8. Demonstrate an awareness of humanities and fine arts.</td>
</tr>
</tbody>
</table>

CAREER AND TECHNICAL EDUCATION

FEASIBILITY, CURRICULUM QUALITY, AND COST ANALYSES

Prior to approval, a feasibility analysis based on labor market needs is conducted for each proposed CTE degree and certificate program. This analysis requires supply and demand data for the program, a description of how the program fits into the College's overall plans and goals and information about collaborative external partners. The Curriculum Quality and Cost Analysis requires documentation that the proposed program is cost effective, provides the education and skills required by private sector employers, has sufficient quality to provide a career ladder for students and has the possibility of articulation with baccalaureate institutions. Following approval by the College's Board of Trustees, the program proposal is submitted to ICCB for final approval. As evidence of the College's response to dynamic changes in the labor market, 21 new CTE programs and certificates have been added since the last HLC accreditation visit (virtually all of the new programs are in CTE) and 18 other CTE programs and certificates have been withdrawn.
ADVISORY COUNCILS

CTE programs at the College have formed advisory councils that are made up of five to 15 private sector community members with expertise relevant to a particular field. These advisory councils meet regularly to consult regarding the program curricula. After a review of the program, changes are implemented to meet both industry quality standards and workplace trends. Current certifications in computer-aided drafting, electrical technology, and welding have been developed as a result of formal consultations with advisory councils. These programs are competency-based and aligned with industry-recognized national standards such as the Occupational Safety and Health Administration (OSHA), National Fire Protection Agency (NFPA) and the American Welding Society (AWS). Where no industry standard exists, instructional staff and faculty meet with industry partners to prescribe the details of the learning that must occur. A recent example is the realignment of the Manufacturing Technology degree. A review of the program included plant tours of a cross section of manufacturers (Gardner Denver, Hollister-Whitney, Titan Wheel, Harris Corporation, Knapheide Manufacturing,) as well as a focus group of plant managers to discuss the details of required workplace skills and a new curriculum to meet those needs. This interaction with industry partners recurs as programs are reviewed for relevancy.

SPECIALIZED ACCREDITATION AND LICENSURES

Several of the College’s CTE programs also adhere to additional industry standards, more stringent than required by ICCB and the Illinois Board of Higher Education (IBHE), through specialized accreditations and licensures. The Surgical Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Both the LPN certificate and the ADN degree are approved by the Illinois Department of Professional Regulation. The Truck Driver Training curriculum is certified by the Professional Truck Driving Institute. Most of the fire science courses are approved by the office of the state fire marshal and students can receive OSFM certification.

STUDENT SUCCESS AT TRANSFER INSTITUTIONS

The success of JWCC students at transfer institutions is one indicator of the relevance of the College’s academic programs. Among transfer students completing an AA or AS degree at JWCC, close to two-thirds enroll at a four-year institution the following academic year (Table 3a.2). Perennially, nearly one-fourth or more of all JWCC transfer students enroll at a four-year institution the following year (Table 3a.2).

<table>
<thead>
<tr>
<th>3a.2:</th>
<th>Percent of Students Transferring to Baccalaureate Institutions the Following Year</th>
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<tbody>
<tr>
<td><strong>FY:</strong></td>
<td><strong>TRANSFER WITH ASSOCIATES DEGREE</strong></td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>2006</td>
<td>102</td>
</tr>
<tr>
<td>2007</td>
<td>127</td>
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<tr>
<td>2008</td>
<td>123</td>
</tr>
<tr>
<td>2009</td>
<td>158</td>
</tr>
<tr>
<td>2010</td>
<td>142</td>
</tr>
</tbody>
</table>

Source: JWCC Transfer Reports

The College also receives reports from a few baccalaureate institutions to which JWCC students commonly transfer. They report that the grade point averages of JWCC graduates at those colleges are as high as, or greater than, native students at the four-year institutions. For example, in 2009 the average GPA of Western Illinois University graduates who had transferred from JWCC was slightly higher (2.90) than that of native students (2.87). At Illinois State University in 2011, the average cumulative GPA of graduates was greater for JWCC transfers (3.23) than that of native students (3.05). Many baccalaureate institutions refrain from sending a transfer report with small sample sizes to protect student identities which also limits measures of transfer success beyond mere anecdotal evidence.
PROGRAM REVIEW

The College has a regular practice of program review in place that ties most of the measures listed above together in a comprehensive review of all degrees and programs at the College. These program reviews are mandated by the ICCB and thus must include a specific set of elements. All academic disciplines and CTE programs go through this formal program review process on a five year cycle. This timeline corresponds with the College’s academic assessment timeline. The program reviews include data on the goals and outcomes of the program, data that demonstrate the need for the program, a quality section that includes academic assessment results, cost data, and a summary of changes that have occurred or that are expected to occur.

3A. 2
The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

JWCC clearly differentiates learning goals for associates degrees from those of certificate programs. Associate degree requirements include IAI and ICCB approved general education courses, designed to promote a common base of knowledge in order to enhance the overall quality of life in the community. They are created to align with requirements for further postsecondary education. Certificate requirements, on the other hand, are highly specialized and structured with an objective of immediate employment.

ASSOCIATE DEGREE PROGRAMS

John Wood Community College regularly assesses its learning goals as a means of continuous improvement in the quality of academic offerings. General education goals with accompanying student outcomes are listed in the College Catalog and Student Handbook. The College also offers sample course progressions for many programs to enable students to properly plan the sequence of courses and complete programs in a timely manner. Course requirements for every transfer program are listed in the College Catalog and Student Handbook and learning goals for each course are included by faculty in performance-based syllabi for all transfer education courses.

CERTIFICATE PROGRAMS

The College also defines program-specific learning goals and outcomes for all certificate programs. They are made available to students via program flyers and course syllabi. Program goals may vary as CTE offers AAS degrees as well as certificate programs of study. Even though the certificates stand alone as programs designed to provide employability skills helping students enter the workforce in a shorter period of time, they also serve as a ladder to other educational possibilities, such as an AAS, when students prefer to further advance relevant knowledge and skills.

3A. 3
The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

JWCC makes high quality, rigorous courses available at locations in Quincy, Mt. Sterling, Perry and Pittsfield for student convenience. Faculty qualifications, prescribed by ICCB Recognition Standards, direct JWCC hiring practices. A variety of educational delivery systems are maintained to accommodate students’ individual requirements and different rates of learning. Students take advantage of the types of learning environments available: structured, open learning, online, hybrid or blended (structured with computer enhancement), clinical sites, laboratories, workforce development sites, internships and dual credit at district high schools.
CONSISTENCY IN CURRICULA AND PROGRAMS

As stated in 3A.1 above, all credit courses, regardless of delivery method or delivery location, are subject to an established approval process (see JWCC Curriculum Approval Protocol). This protocol requires that every proposed course development plan, and its performance-based syllabi, are submitted by the department chair for approval, first to the Faculty Senate Committee on Curriculum and then to the full faculty senate. Upon those approvals, proposals are then acted upon by the appropriate vice president, the president and the Board before being forwarded to the Illinois Community College Board (ICCB) for appropriate action.

As the College takes part in the Illinois Articulation Initiative (IAI), a state-wide agreement that facilitates transfer of courses between participating institutions (http://www.itransfer.org/), each ICCB-approved general education course undergoes further scrutiny to prove adherence to General Education Core Curriculum standards due to this agreement. Each course must meet these standards regardless of the format.

The College requires a performance-based Master Syllabus template to become the blueprint for each section of a course in whatever learning environment or location it is implemented; a model current syllabus has been established for each course for submission to ICCB. Some individual departments create more detailed master syllabi, and every instructor is obligated to submit a syllabus for every course and format. This ensures that the prerequisites, course goals and course objectives remain unchanged for each section of a particular course, while leaving individual faculty members free to tailor activities in their own courses.

CONSISTENCY IN FACULTY QUALIFICATIONS

Another method of ensuring consistency across all modes of delivery and at all locations is by applying College credential requirements consistently to all faculty teaching college-level courses. ICCB Recognition Standards clearly outline the degrees or experience necessary (http://www.iccb.org/pdf/manuals/recogmanual.pdf). Faculty credentialing at JWCC is addressed in more detail in 3c.2.

CONSISTENCY AT ALL LOCATIONS AND IN ALL LEARNING FORMATS

The College strives to provide learning opportunities in several locations for student convenience, including the main campus, the Kinscherff Adult Education Center, and the Workforce Development Center in Quincy, as well as educational centers in Pittsfield, Perry, and Mt. Sterling. In addition, workforce development curricula are offered in modern training locations with current technology at various cooperating industries, such as Westermeyer Industries and Knapheide Manufacturing Company.

Consistency is achieved by requiring that each course, regardless of location, uses the established Master Syllabus and is subject to the same scrutiny and standards as on-campus classes. All alternate locations have been approved by the HLC according to Off-Campus Instruction: Definitions and Approval Protocol. Online course sharing arrangements with JWCC Online/MACC Online and ILCCO (Illinois Community College Online) also ensure quality and rigor in courses. Each consortium member is accredited by the Higher Learning Commission of the NCA. JWCC has been approved to offer AS, AA and AGS degrees fully online as have the College's partner schools by means of online course sharing.

To maintain consistency among the various delivery methods and course locations, the College verifies and validates them through the assessment plan. As a part of each general education assessment, a demographic sheet is collected with each student artifact that contains demographic information on the student as well as some course information (delivery method, course location, etc.). An analysis is then done to compare any differences that might exist in each variable. For example, in the fall 2011 general education assessment of goal 5.2, a statistically significant difference was found. (GEG 5.2 Report; CMN101). Dual credit students scored lower on the content component than did regular JWCC students. Once this difference was found, the faculty met and discussed plans to correct this inconsistency. This topic is further addressed in Section 4b.
CRITERION THREE: CORE COMPONENT – 3B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application and integration of broad learning and skills are integral to its educational programs.

The College's general education requirements are intended to impart broad skills to students and are approved according to ICCB guidelines. General education requirements and goals are clearly articulated to students in the College Catalog and Student Handbook while specific outcomes for each course are communicated via performance-based master syllabi. The College has sufficient evidence via artifacts and assessment reports that transfer and CTE programs engage students in all forms of communication, in inquiry and analysis and the capacity to adapt to change. Issues related to diversity are addressed throughout the curriculum as well as by an abundance of co-curricular programs available to students. Dual credit offerings for secondary education are being enhanced to fulfill district needs, especially in CTE programs.

3B. 1 The general education provided is appropriate to the mission, educational offerings and degree levels of the institution.

General education is an integral part of the mission and philosophy at JWCC. The Board of Trustees reviewed and approved the set of general education goals that the College currently uses to enable the College to fulfill its mission. One of the College's goals (Board Policy 201E.5) specifically addresses general education: “Provide experiences that develop general education competencies and awareness of community and global issues.” This goal is a direct reflection of the College's philosophy to “stimulate the intellectual, academic, personal and social development of students as productive, engaged and responsible citizens in support of the community.”

While the Illinois Board of Higher Education (IBHE) has administrative control over statewide planning for higher education, the ICCB controls the curriculum of community colleges. The ICCB Program Approval Manual provides the guidelines as well as paperwork to complete the process of program and curriculum development. The guidelines are specific with regard to general education curriculum and associate degrees. Each of the associate degrees at JWCC (AA, AS, AAS, AFA and AGS) was developed following these guidelines and meets the ICCB guidelines. The development and revisions of programs, curriculum, and courses are initiated following the curriculum approval protocol described in 3a.1 This process and the appropriate paperwork enable the general education curriculum and courses to stay consistent with the College's mission.

3B. 2 The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

The general education goals and content requirements are clearly articulated in the College Catalog and Student Handbook in print, online, alternative formats as requested and displayed prominently in various campus locations. The general education course requirements for graduation are shown in Table 3b.1. Course selections to meet the general education requirements are made from the following categories: Communication Skills, Humanities and Fine Arts, Social and Behavioral Sciences, Mathematics, Natural Sciences, as well as graduation requirements for a First Year Experience, computer literacy and international awareness. Specific courses in each category are found on pages 74-78 of the College Catalog and Student Handbook. As addressed in 3b.1, the ICCB dictates the general education requirements for each degree.
3b.1: General Education Course Requirements

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>AA Credit Hours</th>
<th>AFA Credit Hours</th>
<th>AS Credit Hours</th>
<th>AAS Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Written</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>b. Oral</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2. Humanities and Fine Arts</td>
<td>12</td>
<td>6</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>3. Social and Behavioral Sciences</td>
<td>12</td>
<td>3</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>4. Mathematics and Natural Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Mathematics</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>b. Life Sciences</td>
<td>4</td>
<td>3-4</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>c. Physical Sciences</td>
<td>4</td>
<td>3-4</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>5. First Year Experience</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6. General Education Courses</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3-4</td>
</tr>
<tr>
<td>7. Elective (any course)</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Totals</td>
<td>46</td>
<td>29</td>
<td>46</td>
<td>16-17</td>
</tr>
</tbody>
</table>

The importance of general education at JWCC is exemplified by the following statement on page 73 of the College Catalog and Student Handbook, “JWCC believes general education is a vital and basic part of a student’s education. General education is defined as education which promotes a common base of knowledge intended to provide students with the skills necessary to participate in a wide range of activities which enhance the overall quality of life in the community.”

As addressed in 3a.1 and discussed in more detail in Criterion 4, the senate committee on academic assessment (SCAA) developed a set of eight general education goals with accompanying student learning outcomes for the general education curriculum. The general education goals were approved by the JWCC Board of Trustees and constitute the framework for the concepts, skills and attitudes that JWCC believes every college-educated person should possess beyond the knowledge of their specific programs. Specific student learning outcomes for each course are also articulated to students through the use of performance-based syllabi as discussed in 3a.3.

In May, 2012, graduating sophomores in degree programs completed the Collegiate Assessment of Academic Proficiency (CAAP) test. JWCC students scored significantly higher statistically than the national average, supporting the claim that broad learning skills and knowledge is developed among JWCC students as noted in the results.

3B.3 Every degree program offered by the institution engages students in collecting, analyzing and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptive to changing environments.

It is clearly stated in its philosophy that the College is dedicated to stimulating the intellectual and academic development of its students. As previously addressed in 3a and 3b.2, all students, regardless of the particular degree program, are expected to complete a general education curriculum that requires them to gain competency in all forms of communication and critical thinking as well as the ability to evaluate and apply information technology and adapt to change (refer to Table 3a.1 for general education goals). These competencies are gained via selections from the general education course categories listed in Table 3b.1. Furthermore, each degree program has specific required courses beyond the general education curriculum. The specific student learning outcomes for courses in every program are articulated in the performance-based syllabi. Examination of the
performance-based syllabi and artifacts of student work (collected for assessment and available as resource files) reveal that students in every degree program are engaged in developing skills in all forms of communication, information seeking and evaluation, and the ability to adapt to change.

**FACULTY SURVEY RESULTS**

Further evidence to support these competencies was collected in a survey conducted by the JWCC Office of Institutional Effectiveness in fall 2011. Among the faculty respondents were 43 full-time (77 percent of all full-time faculty) and 28 associate faculty members. There were 48 responses to the question, “how do you engage students in collecting, analyzing, and communicating information?” All 48 faculty respondents to this question indicated that they engage students through one or more methods, such as research/term papers, article reviews, oral presentations, student interviews, lab projects, online activities, library sessions and research, and internships. Likewise, there were 46 responses for the question, “how do you engage students in creative work?” Forty-two of 46 respondents indicated that they engage students in creative work by one or more methods, such as role playing, group and individual presentations, threaded discussion, research/term papers, online activities, and journaling. Finally, there were 43 responses to the question, how do you engage students in developing skills adaptive to changing environments? Thirty-eight of the 43 respondents indicated that they utilized one or more methods, including case studies, class discussion, research/term papers, role playing, reviewing news stories, online activities, and discussion of changing technology. Thus, a large number of faculty members across the College engage students in a large variety of learning activities to meet these competencies (see 2011 survey results).

**CAREER AND TECHNICAL EDUCATION**

The ability to adapt to changing environments is a particularly critical skill for graduates of career and technical programs at JWCC. The workplace environment is always changing because the technology utilized changes rapidly. Thus, product design for the consumer is continuously re-engineered and the manufacturer must re-engineer to produce consumer products. To stay relevant in training programs provided, JWCC career and technical education staff consult with manufacturers regularly through individual consultations and focus groups. The College provides customized training at individual companies for incumbent workers who must stay current, for example, the training of more aluminum welders in the incumbent workforce at Midwest Patterns. On a larger scale, utilizing focus groups, career and technical education staff consulted with two electronics manufacturers (Harris Corporation and Broadcast Electronics) in fall 2011 to develop electronics assembly training. During winter 2012, CTE staff worked with several machinists in manufacturing (at Gardner Denver, Hollister Whitney, and Titan Wheel) to develop an “Introduction to Blue Print Reading” course for the manufacturing curriculum.

**3B. 4** The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

**CURRICULAR**

**SURVEY RESULTS AND ASSESSMENT OF DIVERSITY**

Issues of human and cultural diversity of the world in which students live and work are well addressed by the College. These issues are inherent in the College’s mission and philosophy, general education goals and throughout the general education course requirements. The mission statement speaks of providing education to meet the needs of a diverse community and the philosophy of the College states that it “respects the uniqueness, potential and value of each person, while developing students as productive, engaged and responsible citizens in support of the community”. Several of the College’s goals address diversity, most specifically, by providing education competencies and awareness of community and global issues. Likewise, the first of the eight general education goals, specifically seeks to demonstrate an awareness of human values and diverse cultures. That general education goal was assessed by the Senate Committee on Academic Assessment in December, 2010. Mean artifact scores were just above or below the “acceptable” rating, but not “exemplary,” leaving room for improvement. Finally, all students are required to take general education course requirements which include courses in Humanities, First Year Experience, and other general education courses that address these issues.
From the aforementioned 2011 survey, 47 faculty members provided the following responses to the question, “how do you address diversity in your class?” Examples of responses were: selection of readings, current events articles/discussion, class discussion, group exercises, written reflections, novels, music, films, and radio (link to complete 2011 survey results) The following courses specifically address issues of human and cultural diversity of the world: Intercultural Communication (CMN 140), Elementary Chinese (CHN101 and 102), World Literature (ENG 251), Major World Religions (PHL 201), World History I and II (HIS 111 and 112), The Art of Being Human (HUM 200), Introduction to Humanities (HUM 101), Art Appreciation (ART 115), Music Appreciation (MUS 102), Introduction to Sociology (SOC 101), and Western Civilization I and II (HIS 101 and 102). In addition, all degree seeking students are required to take the First Year Experience class that addresses multiple issues of human and cultural diversity (Catalog pp. 184-185)

CAREER AND TECHNICAL EDUCATION

The Career and Technical staff has discovered a tremendous variety of advanced technical and communication skills present in the many workplaces of the industrial sector. In response to this reality, and through consultation with industry advisors, introductory and advanced training pathways reflect the need for a curriculum that develops skills adaptable to the diverse working conditions in the district. For example, in response to area manufacturers (Gardner Denver, Hollister-Whitney, H&B Tooling, Knapheide Manufacturing, Harris Corporation, Midwest Patterns, Quincy Metal Fabricators and Titan Wheel), a compressed Basic Manufacturing certificate is being created that will provide manufacturers with entry level workers within a four month period of training. If advanced training is subsequently required, basic courses completed for the certificate will lead seamlessly toward additional technical skills and other certificates and degrees without redundancy of college credit.

CO-CURRICULAR

The College provides students with a strong collegiate environment through opportunities to broaden their life experiences, express themselves creatively, and prepare them to work and live in a diverse global society. As a non-residential college, it is important to create and maintain avenues for students to connect with one another and gain a sense of community. Participation in student life events and student clubs allows students, faculty and staff of all ages and backgrounds to work and socialize together to create connections with each other at the College and with society as a whole. The intercollegiate athletic program promotes and creates cultural diversity on campus by recruiting international students. Over the past ten years, the College has provided opportunities for foreign students from Africa, Greece, Lithuania, West Indies, and Canada. These international student athletes have provided cultural and global experiences for our native students and community members as well. Student participation in co-curricular programs and organizations is further addressed in 3e.

Through involvement in these leadership opportunities and clubs, students gain valuable life experiences from planning and working on College projects, community service projects, and attending state and national conferences and competitions. These activities enhance their educational experience, provide leadership training, and help expose the students to a diverse world of opportunities.

To further support human and cultural diversity, the College has also been a member of the Illinois Consortium for International Studies and Programs (ICISP). One faculty member traveled to the Netherlands in 2007 while another visited Finland in 2008. Participants observed the programs abroad to learn about a different system of education, visited other colleges or universities, spoke with faculty and community groups and socialized with people from the host country. The College, in turn, hosted faculty members from the Netherlands and Finland for a similar experience. JWCC covered the cost of airfare, the administrative fee related to new site development and the ICISP membership fee.

3B.5 The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

To a great extent, the associate degree in fine arts (music and art) is devoted to creative work by students and faculty. On a broader level, as addressed in 3b.3, 46 faculty members provided responses to the question, “how
do you engage students in creative work?” Likewise, there were 48 responses to the question, “how do you engage students in collecting, analyzing and communicating information”. Furthermore, many faculty members reported requiring a research paper in their courses. In addition, 34 survey respondents reported publishing, or publicly displaying creative works in the last five years, and 6 respondents reported they had published scholarly work in that period which is noteworthy as the College’s mission is focused primarily on teaching and learning. This information can be found in the 2011 survey results.

Knowledge of new advances in business and industry has stemmed from faculty, advisory councils and industry leaders. An outreach program was designed to discover the needs of regional career and technical industries. The outreach program has included meetings with individual business leaders and organized focus groups consisting of industrial cross sections. For example, a partnership was established with Westermeyer Industries based on the need for new employees and continuing education within the incumbent workforce as discovered by the College's outreach program. The collaboration between the public school district of Bluffs IL, Westermeyer Industries and JWCC resulted in an on-site welding certificate program for incumbent workers and high school students who had the opportunity to earn dual credit. JWCC consultants, staff and faculty facilitated an industry-wide “machining in manufacturing” discovery process in January 2012. That process included tours of local manufacturing plants and a round table discussion with machining managers to outline the specific skills deemed important for any machinist to possess. The focus group included the following manufacturers: Gardner Denver, Hollister Whitney Elevator Corp, H&B Tooling, Knapheide Manufacturing, Harris Corporation, Midwest Patterns, Quincy Metal Fabricators and Titan Wheel. The result of the focus group ultimately will be a new machining certificate that aligns with the needs of local industry.
CRITERION THREE: CORE COMPONENT – 3C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

The College has ensured that the faculty and staff in place provide for effective, high-quality programs and services. The faculty are appropriately credentialed and are supported by the College to stay current in their disciplines. The College also employs an adequate number of faculty such that all classroom and non-classroom activities are maintained at a high level. The staff that work to support students and the College are also adequately credentialed and provided the same support to fulfill their duties.

3C. 1 The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty (oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning; etc.)

The College has hired sufficient faculty since the last self-study to maintain both small average class sizes and low student to faculty ratios for effective teaching and learning. The faculty is qualified by both education and experience and new faculty members typically arrive with relevant previous experience to ensure the continuity of both classroom and non-classroom responsibilities. The ICCB faculty credentials audit in 2010 noted that improvements were needed in associate and dual credit faculty credentials and a faculty credentials worksheet was developed at the College to apply ICCB guidelines in a consistent manner to all faculty members. Faculty and staff development of many types is supported and encouraged at the College both through significant financial support and the increased number of in-house professional development opportunities during a time of state budget crisis. A full array of student services is provided by a well-educated and well-trained professional support staff.

NUMBERS AND CONTINUITY OF FACULTY

JWCC boasts perennially low student to faculty ratios and small class sizes to provide the best learning experiences possible for students (Table 3c.1).

3c.1: Student to Faculty Ratios and Average Class Size

<table>
<thead>
<tr>
<th>FY</th>
<th>STUDENT TO FACULTY RATIO</th>
<th>AVERAGE CLASS SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>2011</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>2010</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>2009</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>2008</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

The College faculty is a blend of professionals who bring a depth of experience and fresh perspectives. Among the full-time faculty, 46 percent have ten years of service to JWCC or less which reflects both turnover due to retirements and the addition of over 16 new faculty positions, an increase of 40 percent since the last self-study in 2003 (Table 3c.2).
3c.2: Full-Time Faculty Years of Service (2003-2012 comparison)

<table>
<thead>
<tr>
<th></th>
<th>5 Years or Less</th>
<th>6 - 10 Years</th>
<th>11 - 15 Years</th>
<th>16 - 20 Years</th>
<th>21 - 25 Years</th>
<th>26 - 30 Years</th>
<th>Over 30 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>18</td>
<td>8</td>
<td>14</td>
<td>9</td>
<td>6</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2003</td>
<td>19</td>
<td>5</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Yet the continuity of an experienced faculty is assured as many new faculty members arrive at JWCC with significant previous teaching and relevant work-related experience. Table 3c.3 illustrates this point as only five percent of full-time faculty has five years of total relevant experience or less.

3c.3: Full-Time Faculty Total Years of Experience (2003-2012 comparison)

<table>
<thead>
<tr>
<th></th>
<th>5 Years or Less</th>
<th>6 - 10 Years</th>
<th>11 - 15 Years</th>
<th>16 - 20 Years</th>
<th>21 - 25 Years</th>
<th>26 - 30 Years</th>
<th>Over 30 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>3</td>
<td>8</td>
<td>14</td>
<td>11</td>
<td>8</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>2003</td>
<td>2</td>
<td>9</td>
<td>11</td>
<td>8</td>
<td>8</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

EFFECTIVE STRUCTURES FOR FACULTY NON-TEACHING ROLES

The JWCC Collective Bargaining Agreement (CBA) establishes three structures to clearly delineate the non-teaching roles that faculty perform at the College. Faculty members serve on a variety of committees at the College. They may serve as members and officers of faculty senate committees, as collective bargaining unit team members and officers, on standing committees at the College, on tenure review committees and on position search committees. Elections for faculty senate and collective bargaining unit officers and team members are held according to the procedures in the Faculty Senate Constitution and Collective Bargaining Agreement.

Table 3c.4 illustrates the variety of committees on which faculty can serve and underscores a depth of experience among the faculty serving on each committee based on the average years of service to the College for each committee’s members. Yet the range of years of experience among the faculty on a given committee reflects the fact that newer faculty are also encouraged to serve the College in non-teaching roles.

3c.4: Faculty Serving on Senate and Collective Bargaining Unit Committees

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>NUMBER OF MEMBERS</th>
<th>AVG. YRS. OF SERVICE AT JWCC (RANGE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Senate Executive Committee</td>
<td>7</td>
<td>15 (7-33)</td>
</tr>
<tr>
<td>Senate Committee on Curriculum</td>
<td>7</td>
<td>10 (5-21)</td>
</tr>
<tr>
<td>Senate Committee on Academic Assessment</td>
<td>8</td>
<td>8 (3-16)</td>
</tr>
<tr>
<td>Senate Committee on Professional Development</td>
<td>8</td>
<td>8 (1-20)</td>
</tr>
<tr>
<td>Senate Committee on Internal Support</td>
<td>4</td>
<td>17 (5-22)</td>
</tr>
<tr>
<td>Collective Bargaining Unit – Officers</td>
<td>4</td>
<td>12 (8-15)</td>
</tr>
<tr>
<td>Collective Bargaining Unit – Negotiating Team</td>
<td>7</td>
<td>15 (5-21)</td>
</tr>
</tbody>
</table>

Secondly, faculty members are involved in the development of new courses and revision of out-of-date courses to meet the changing needs of the student body and the workplace. Since the self-study in 2002-2003, a large number of new courses have been developed in career and technical fields in response to requests from business and industry leaders for additional CTE programs to develop a more skilled workforce. Currently, new courses are also being developed to fulfill the demand for a pre-engineering program.

Finally, faculty members are expected to maintain a minimum of five office hours per week for student consultations. The policy is specified in the College Bargaining Agreement. These consultation times are opportunities to connect, support and retain students.
3C.2 All instructors are appropriately credentialed, including those in dual credit, contractual and consortial programs.

Attracting and retaining qualified faculty members are at the heart of the College’s mission and strategic plan goals. The College follows rigorous state guidelines to ensure that faculty are properly credentialed and has established a formal procedure to apply the guidelines consistently for all faculty members.

ICCB REQUIREMENTS

The Illinois Community College Board (ICCB) sets forth rules regarding faculty qualifications: “Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master’s degree in the assigned field or area of responsibility is expected, except in those areas in which the work experience and related training is the principal learning medium.”

The College requires all full- and part-time faculty members teaching college-level transfer credit classes to have credentials according to strict ICCB guidelines. This includes structured classes, dual credit classes at all locations and online offerings. The ICCB Recognition Standards (FY 2006-2010) contain the qualifications for instructors in on-campus (1c) and dual credit offerings (1c.B) in the subject area to ensure rigorous instruction that reflects current knowledge in all classes.

The qualifications of each faculty member are reviewed at time of employment and are documented on a faculty credential form. The form allows for traditional and non-traditional credentials to be used in documenting competency. The academic deans are charged with ensuring compliance with these guidelines. Table 3c.5 shows that the majority of all faculty members, whether associate or full-time, hold at least one graduate degree and several hold terminal degrees.

3c.5: Education Levels of Faculty

<table>
<thead>
<tr>
<th>FY</th>
<th>ASSOCIATE’S</th>
<th>BACHELOR’S</th>
<th>MASTER’S</th>
<th>DOCTORAL / PROFESSIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time Faculty</td>
<td>Associate Faculty</td>
<td>Full-Time Faculty</td>
<td>Associate Faculty</td>
</tr>
<tr>
<td>2012</td>
<td>4</td>
<td>54</td>
<td>8</td>
<td>113</td>
</tr>
</tbody>
</table>

ICCB AUDIT

ICCB’s 2010 audit of JWCC faculty qualifications noted areas for improvement in associate and dual credit faculty credentials. Since that review, a complete audit of all faculty credentials was completed by the instructional deans. ICCB and HLC guidelines were used to create a faculty credentials worksheet in order to apply the guidelines in a consistent manner for all full-time, associate and dual credit instructors. Formalized education plans were created for a few faculty members who did not have the proper credentials. These education plans call for the completion of qualifications by fall 2012. Beginning with the fall 2010 semester the College has adhered to the Dual Credit Quality Act as it pertains to qualifications for faculty teaching dual credit classes. Dual credit instructors now meet the same credential criteria as full-time and associate faculty. Dual credit instructors are classified as associate faculty.
3C.3 Instructors are evaluated regularly in accordance with established institutional policies and procedures.

FACULTY EVALUATION

All full-time faculty members are evaluated annually. As detailed in the Collective Bargaining Agreement, article 3.10, the formal evaluation process consists of three parts: 1) classroom observations, 2) comprehensive evaluation, and 3) student evaluations. One class is observed every other year. The evaluation of performance, which consists of administrative evaluation and a self-evaluation, is conducted once each academic year. Students from one class each semester also provide an evaluation. Tenure-track faculty are also evaluated annually in the same three areas with additional frequency.

In addition, tenure-track faculty participate in a tenure review process. Per the Collective Bargaining Agreement, tenure-track faculty participate in a tenure review process for two years under the guidance of a faculty mentor and tenure review committee that consists of tenured faculty members. The Tenure Review Committee provides mentoring and feedback for new bargaining unit members, reviews the professional performance of tenure-eligible members and makes written recommendations concerning the granting of tenure. At the conclusion of the fourth semester, the tenure review committee submits a formal recommendation for tenure approval or denial and the final year of the process is administered through the office of the vice president for instruction and involves continued oversight and review by the department chair and the dean.

For associate faculty, classroom observations are conducted by full-time faculty or instructional administrators on a periodic basis. Student evaluations of instruction are completed each semester for associate faculty in all delivery modes. Summaries of the evaluations are compiled by the academic dean and shared with the instructor, chair and vice president for instruction.

The need for more structure in the evaluation of associate faculty was included in the 2009 strategic plan goals “Establish a comprehensive evaluation system for associate faculty.” Discussion has been held at instructional chairs and directors meetings to formalize an evaluation process. Beginning with the fall 2011 semester, Department Chairs perform classroom observations on at least three associate faculty members in their areas each semester.

3C.4 The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

The College’s strategic plan encourages currency in the discipline and professional development for full-time and associate faculty, especially regarding the incorporation of new technology in the curriculum and classroom. Yearly performance evaluations include professional goals and activities to keep faculty current in discipline and instructional techniques. A senate committee on professional development (SCPD) was established to “evaluate and make recommendations regarding professional development resources available for faculty and facilitate professional development activities for faculty…” Departmental budgets include a line for professional development, allowing faculty members to attend workshops and conferences pertinent to program areas. Full time faculty members are required to participate in one College committee per academic year and are encouraged to serve in leadership roles. Faculty members are also encouraged to actively participate in technology acquisitions and/or upgrades. The College adopted a continuing professional education model and established a faculty-driven Center for Excellence in Teaching and Learning (CETL) in fall 2010 that provides professional development opportunities both on-campus and online. Faculty members who have completed six years of consecutive full-time service as a bargaining unit member may apply for sabbatical leave to enhance the performance of responsibilities at the College.

SUPPORT FOR PROFESSIONAL DEVELOPMENT OF FACULTY

JWCC emphasizes professional development opportunities for faculty. The 2009 strategic plan committed the College “to expand and encourage professional development opportunities for regular and associate faculty and full and part-time staff.” The 2012 strategic plan includes the implementation of “a well-structured center for teaching and learning ‘Faculty Academy’ to encourage faculty participation in professional development opportunities.” Faculty performance evaluations are required annually and include a section on professional
development goals. In particular, faculty members are expected to include goals that will facilitate currency in their disciplines and in instruction, in keeping with the college’s core value of self-development.

**BUDGETARY SUPPORT**

JWCC’s commitment to professional development of faculty and the administration for instruction is especially evident in the annual budgetary process in which all areas of instruction have a budgeted line item for meeting and travel expenses. The majority of this line item is used for professional development activities. During the past five years an average of $259,500 annually has been budgeted for meeting and travel expenses and the average annual expenditure has been $253,339. The decline in dollars spent on meetings and travel over the past several years (Table 3c.6) is due in part to the increased usage of webinars by both faculty and staff as also addressed in 3c.5. Webinars not only allow more employees to obtain training at a nominal cost, but also eliminate time away from campus, conference fees, travel and lodging costs.

**3c.6: Meeting and Travel Expenses (Faculty and Staff)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations</td>
<td>$191,126</td>
<td>$126,544</td>
<td>$194,041</td>
<td>$171,108</td>
<td>$225,435</td>
<td>$185,892</td>
<td>$202,573</td>
<td>$190,998</td>
</tr>
<tr>
<td>Security</td>
<td>$5,000</td>
<td>$2,551</td>
<td>$8,800</td>
<td>$11,806</td>
<td>$5,000</td>
<td>$6,882</td>
<td>$4,500</td>
<td>$4,225</td>
</tr>
<tr>
<td>Restricted (grants)</td>
<td>$83,058</td>
<td>$94,137</td>
<td>$45,252</td>
<td>$61,119</td>
<td>$73,401</td>
<td>$102,398</td>
<td>$36,207</td>
<td>$73,535</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$279,184</td>
<td>$223,232</td>
<td>$248,033</td>
<td>$244,033</td>
<td>$303,836</td>
<td>$295,173</td>
<td>$243,280</td>
<td>$268,758</td>
</tr>
</tbody>
</table>

**FACULTY PARTICIPATION IN PROFESSIONAL DEVELOPMENT**

Professional development activities for faculty include travel to meetings and conferences, continuing education classes, webinars, course and degree completion, sabbaticals, in-house training opportunities including the Center for Excellence in Teaching and Learning (CETL), mentoring in local public schools and volunteering with adult literacy programs. In addition, the College supports employee participation in civic and professional organizations in the community and at the state and national level.

In fall 2011, faculty participated in a professional development survey conducted by the Office of Institutional Effectiveness. Seventy-one faculty members (43 of whom were full-time which equals 77 percent of full-time faculty) responded. Participants were asked to indicate the types of professional development activities in which they had engaged during the past five years. The survey results showed that attendance at meetings and conferences and participation in webinars, online training and college-sponsored workshops and training such as CETL were the most common sources of professional development used by faculty (Table 3c.7).
3c.7: Faculty Participation in Professional Development Activities

<table>
<thead>
<tr>
<th>PROFESSIONAL DEVELOPMENT ACTIVITY</th>
<th>ASSOCIATE FACULTY</th>
<th>FULL-TIME FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended conference(s)</td>
<td>8</td>
<td>28.6%</td>
</tr>
<tr>
<td>Presented at conference(s)</td>
<td>1</td>
<td>3.6%</td>
</tr>
<tr>
<td>Webinar(s)</td>
<td>8</td>
<td>28.6%</td>
</tr>
<tr>
<td>Participated in online training</td>
<td>13</td>
<td>46.4%</td>
</tr>
<tr>
<td>Attended workshops off campus</td>
<td>6</td>
<td>21.4%</td>
</tr>
<tr>
<td>Attend College-sponsored workshops or trainings</td>
<td>5</td>
<td>17.9%</td>
</tr>
<tr>
<td>Completed undergraduate course(s)</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Completed graduate course(s)</td>
<td>6</td>
<td>21.4%</td>
</tr>
<tr>
<td>Enrolled in or completed doctorate program</td>
<td>2</td>
<td>7.1%</td>
</tr>
<tr>
<td>CETL Activities (e.g. Online seminars, discussion groups)</td>
<td>1</td>
<td>3.6%</td>
</tr>
<tr>
<td>Attended other continuing education workshops</td>
<td>7</td>
<td>25.0%</td>
</tr>
</tbody>
</table>

TUITION WAIVERS

The College supports the continuing education of faculty and staff by providing tuition waivers for JWCC courses. According to Board Policy 314, employees qualify for a maximum of seven credit hours of tuition waiver each semester. The Board of Trustees increased this benefit from six to seven hours in 2008. As shown in Table 3c.8, the dollars spent on faculty and staff tuition waivers has steadily increased in recent years despite the state budget crisis although the number of participants has declined slightly.

3c.8: Tuition Waivers for Faculty and Staff

<table>
<thead>
<tr>
<th>FY</th>
<th># FACULTY</th>
<th># STAFF</th>
<th>WAIVER COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>1</td>
<td>27</td>
<td>$15,176</td>
</tr>
<tr>
<td>2011</td>
<td>0</td>
<td>25</td>
<td>$14,214</td>
</tr>
<tr>
<td>2010</td>
<td>1</td>
<td>23</td>
<td>$10,882</td>
</tr>
<tr>
<td>2009</td>
<td>2</td>
<td>29</td>
<td>$14,925</td>
</tr>
<tr>
<td>2008</td>
<td>3</td>
<td>29</td>
<td>$10,893</td>
</tr>
<tr>
<td>2007</td>
<td>11</td>
<td>32</td>
<td>$9,180</td>
</tr>
<tr>
<td>2006</td>
<td>6</td>
<td>19</td>
<td>$7,983</td>
</tr>
<tr>
<td>2005</td>
<td>12</td>
<td>45</td>
<td>$13,319</td>
</tr>
<tr>
<td>2004</td>
<td>8</td>
<td>31</td>
<td>$10,147</td>
</tr>
<tr>
<td>2003</td>
<td>3</td>
<td>27</td>
<td>$9,921</td>
</tr>
</tbody>
</table>

TUITION REIMBURSEMENT

In order to encourage professional development, faculty members covered under the Collective Bargaining Agreement (CBA) qualify for tuition reimbursement up to $200 per credit hour for a maximum of nine credit hours annually for graduate education. Table 3c.9 illustrates tuition reimbursement usage for faculty and staff has either increased or remained steady since 2003.
### 3c.9: Tuition Reimbursement for Faculty and Staff

<table>
<thead>
<tr>
<th>FY</th>
<th>FACULTY</th>
<th>STAFF</th>
<th>CREDIT HOURS</th>
<th>REIMBURSEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>4</td>
<td>12</td>
<td>115.5</td>
<td>$22,550</td>
</tr>
<tr>
<td>2011</td>
<td>8</td>
<td>7</td>
<td>91.5</td>
<td>$12,140</td>
</tr>
<tr>
<td>2010</td>
<td>8</td>
<td>9</td>
<td>92.5</td>
<td>$11,370</td>
</tr>
<tr>
<td>2009</td>
<td>8</td>
<td>13</td>
<td>137</td>
<td>$18,580</td>
</tr>
<tr>
<td>2008</td>
<td>11</td>
<td>10</td>
<td>136</td>
<td>$14,645</td>
</tr>
<tr>
<td>2007</td>
<td>14</td>
<td>9</td>
<td>112.5</td>
<td>$12,377</td>
</tr>
<tr>
<td>2006</td>
<td>9</td>
<td>8</td>
<td>NA</td>
<td>$11,588</td>
</tr>
<tr>
<td>2005</td>
<td>5</td>
<td>7</td>
<td>NA</td>
<td>$5,983</td>
</tr>
<tr>
<td>2004</td>
<td>9</td>
<td>6</td>
<td>NA</td>
<td>$11,856</td>
</tr>
<tr>
<td>2003</td>
<td>7</td>
<td>8</td>
<td>NA</td>
<td>$7,641</td>
</tr>
</tbody>
</table>

### Sabbatical Leave

Sabbatical leaves of absence are provided for the full-time faculty and administration for the purpose of furthering their education, improving professional competencies or for other projects to enhance teaching and learning. Faculty members must have completed six years of continuous full-time employment with the College prior to requesting sabbatical leave.

To apply for sabbatical leave, the employee must submit a sabbatical plan along with an application to the appropriate vice president no later than October 1 of the fiscal year proceeding the time the leave is to be granted. If approved by the vice president and president, the request for sabbatical goes to the Board of Trustees for approval no later than December.

Ten faculty members and one administrator in instruction took sabbatical leaves to pursue other degrees and bolster credentials between 2004 and 2010 with two more faculty members scheduled for sabbatical in the next two years. The direct salary cost of sabbatical leave since FY04 totals $231,000 (Table 3c.10). As a measure of accountability, faculty members typically have presented sabbatical reports to the Board of Trustees and several have also given reports at faculty convocation.

### 3c.10: Sabbaticals for Faculty and Staff

<table>
<thead>
<tr>
<th>FY</th>
<th>FACULTY</th>
<th>STAFF</th>
<th>SALARY COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>2010</td>
<td>1</td>
<td>0</td>
<td>$18,352</td>
</tr>
<tr>
<td>2009</td>
<td>1</td>
<td>0</td>
<td>$20,466</td>
</tr>
<tr>
<td>2008</td>
<td>1</td>
<td>0</td>
<td>$19,517</td>
</tr>
<tr>
<td>2007</td>
<td>3</td>
<td>1</td>
<td>$89,976</td>
</tr>
<tr>
<td>2006</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>2005</td>
<td>0</td>
<td>1</td>
<td>$36,615</td>
</tr>
<tr>
<td>2004</td>
<td>1</td>
<td>1</td>
<td>$46,059</td>
</tr>
</tbody>
</table>
CETL

The Center for Excellence in Teaching and Learning (CETL) was established in fall 2010 to provide in-house professional development opportunities for faculty. A variety of professional development activities are located on the CETL pages of BlazerNet portal including Magna Commons Seminars, 20-Minute Mentors by Magna on current teaching and learning topics, articles about teaching and learning and a search feature for professional development titles and databases. The library created a professional development collection in FY10 and new titles are added every year. The CETL has also hosted monthly lunch discussions for faculty since fall 2010 on the featured 20-Minute Mentor topic of the month with between 40-50 percent of full-time faculty regularly in attendance. In fall 2011, a CETL monthly book club was also launched and approximately 20 percent of full-time faculty members have participated in the book club discussions.

In a fall 2011 survey, 56 percent of full-time faculty respondents indicated they had participated in CETL activities whereas only one associate faculty member indicated participation in CETL offerings. While CETL was just established in fall 2010, the survey findings indicate a need to encourage participation by more associate faculty. A CETL Faculty Academy achievement award system is being developed by the senate committee on professional development to entice greater numbers of full-time and associate faculty members to participate in CETL activities.

ICISP

The College has been a member of the Illinois Consortium for International Studies and Programs (ICISP), a two-week faculty/administrators’ exchange program. One faculty member traveled to the Netherlands in 2007 while another visited Finland in 2008. Participants observed the programs abroad to learn about a different system of education, visited other colleges or universities, spoke with faculty and community groups, and socialized with people from the host country. The College, in turn, hosted faculty members from the Netherlands and Finland for a similar experience. JWCC covered the cost of airfare, the $100 administrative fee related to matching and new site development and the ICISP membership fee.

CURRENT TECHNOLOGY

To assist faculty and staff in keeping current with technology, the College offers an interest-free computer purchase loan program. This program was established to allow regular full-time and part-time employees to purchase or upgrade personally owned computers, software and related equipment. Since its inception in July 2000, approximately twenty-one employees per year have utilized this loan program. Under the College’s Microsoft Campus Agreement, faculty and staff can receive free antivirus software and Microsoft Office Professional 2010 software for their personal computers used for educational purposes. Over the past ten years nearly 400 employees have taken advantage of this assistance. Microsoft Office 2010 e-Learning is also available to employees at no cost on the JWCC intranet.

3C.5 Instructors are accessible for student inquiry and mentoring.

The faculty maintains accessibility for students to encourage retention and successful completion of educational goals. This is accomplished by encouraging students to be in contact with faculty in several venues.

COMMUNICATION WITH FACULTY

MASTER SYLLABUS

A master syllabus is used for all courses offered for credit and includes instructor contact information. This information consists of email address, office location and office hours. Students are able to communicate with faculty members by phone, mail, email or by using eCompanion. All full-time and associate faculty members have mailboxes on campus.

FACULTY OFFICE HOURS

The Collective Bargaining Agreement, Article 3.08, provides for faculty to be regularly and conveniently accessible to students a minimum of five hours per week. Faculty members are also required to publicize
these office hours. Students are encouraged to attend office hours for further class information or for informal mentoring.

ADVISING STUDENT GROUPS

In addition to teaching duties, faculty members serve as advisors to student groups. Examples include Student Nursing Organization (SNO), Phi Theta Kappa (PTK) honor society, Agriculture Club, Horticulture Club, National Association for Music Educators, Circle K Club, Psychology Club, and others. Student groups are addressed further in 3E.

3C. 6 Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Support for student success is offered through Instructional Support and Distance Learning, Career and Advising Services, Student Support Services, Enrollment Services, and Student Life and Athletics. In addition, the federally funded TRIO-Student Support Services and Perkins IV programs are committed to helping eligible JWCC students achieve success in their educational goals. Instructional support is provided through the College's tutoring program, the library, and the Instructional Support and Distance Learning Office which provides support for all aspects of instruction, including the distance learning programs, high school dual credit, open learning format offerings, online learning, and the online student tutoring service, Smarthinking.

QUALIFIED STAFF

The College assures that these staff members are appropriately qualified in several ways. The plan to employ “qualified, competent, and caring faculty and staff” was included in the College's 2009 Strategic Plan. The 2012 Strategic Plan also addresses this issue (Goal 2). Both required and preferred educational, skill and special licensure criteria are publicized with each position announcement. The organizational structure supports commitment to a high quality staff by including a full-time director of human resources who is charged with facilitating the recruitment and placement of a professionally qualified workforce. The Board has approved a formalized classification and compensation structure for staff that establishes a competitive pay scale with other businesses in the district (Board Policy 320) and it was most recently reviewed in 2011. Candidates are recruited internally and externally, locally and nation wide.

ADMINISTRATIVE STAFF

The personnel who supervise student support departments possess the appropriate credentials for their positions and reflect many years of experience in higher education. These personnel are identified below:

• The current president of the College served as vice president for student services for 23 years before being appointed as president. Additionally, he has led the College twice as interim president.

• The current vice president for student services was appointed in 2012. Before this, he served as director of student life and athletics at the College for 18 years and has teaching and administrative experience at four-year colleges.

• In addition to serving John Wood for seven years, the dean of enrollment services and director of financial aid has 25 years of higher education experience.

• The registrar and director of career and advising holds an MBA and has four years of service to JWCC and six years to higher education. Academic advisors come from diverse backgrounds including degrees and experience in social work, law enforcement administration, law, higher education administration, student development and communication and media. Advisors can counsel students based on real-world experience.

• The director of support services has an earned doctorate in education and has 26 years of service to the College involved with many programs for at-risk populations.

• The director of the learning resources center holds a master's degree in information and library science. She has served JWCC for two years and has eight years prior educational experience

• The dean of arts and sciences, who has responsibility for tutoring services, has served JWCC for 12 years and has an earned doctorate in educational psychology.
The exempt staff members responsible for direct services to JWCC and pre-college students are also appropriately qualified for their positions. Minimum qualifications for professional staff are researched by Human Resources to be equivalent to peer institutions. Minimum qualifications are closely followed during the hiring process.

All personnel dealing with student support issues hold the appropriate educational degree, appropriate experience or more as shown in the table below.

3c.11: Educational Degrees of Support Services Staff

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th># Professional Staff</th>
<th># with Bachelor's Degree</th>
<th># with Master's Degree</th>
<th># with Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>VP for Student Services</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Student Life and Athletics</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Career and Advising</td>
<td>8</td>
<td>8</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Admissions</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Records and Registration</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Support Services</td>
<td>15</td>
<td>15</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Library</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Instructional Support and Distance Learning</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>39</td>
<td>18</td>
<td>1</td>
</tr>
</tbody>
</table>

The College’s Writing Center is staffed by faculty members who have credentials to teach English courses as full-time or associate faculty. Originally staffed by full-time faculty, the Center is now staffed by adjunct faculty, all of whom have extensive experience teaching in the classroom, as well as experience tutoring one-on-one. They hold or are near completion of Master’s Degrees and are fully trained in MLA and APA citation styles.

TRAINED STAFF

The vice president for student services attends state-wide meetings of his peers for legislative and programmatic updates. There are two Illinois Community College Chief Student Services Officer (ICCCSSO) meetings each year that the vice president attends to represent the College on business matters and receives updates on state issues.

Financial Aid staff members regularly attend training sponsored by ISAC to stay current with state and federal regulations.

The TRIO and Perkins IV program staff members are encouraged to participate in program-specific trainings at the state, regional and national levels. These workshops, regarding legislation and regulations, direct services to students and financial aid, are provided by the Department of Education and the Council on Opportunity in Education for TRIO and ICCB for Perkins. In addition, each individual hired as a tutor for these programs complete specially designed online training before actively assisting students.

SUPPORT FOR STAFF PROFESSIONAL DEVELOPMENT

JWCC demonstrates a life of learning by emphasizing and promoting professional growth opportunities for staff. The 2009 strategic plan committed the College "to expanding and encouraging professional development opportunities for full and part-time staff." The 2012 strategic plan declares the College’s "unwavering commitment to six strategic goals" including excellence in programs, services and employees. Annual staff evaluations are required and include a section on professional development goals. There is a standard form for
the annual reviews, which incorporates input from the supervisor and the employee, and a review of the job
description to ensure it remains current. Self-development is one of the College’s four core values.

**BUDGETARY SUPPORT**

JWCC’s commitment to professional development is also evident in the annual budget process where every
division and department of the college has a budgeted line item for meeting and travel expense. The majority of
this line item is used for professional development activities. During the past five years an average of $259,500
annually has been budgeted for meeting and travel expense from both restricted and unrestricted sources, and the
average annual expenditure has been $253,339 (see table 3c.6).

**STAFF PARTICIPATION IN PROFESSIONAL DEVELOPMENT**

Professional development activities for staff include travel to meetings and conferences, continuing education
classes, webinars, course and degree completion, sabbaticals, in-house training opportunities, mentoring in
local public schools and volunteering with adult literacy programs. In addition, the College supports employee
participation in civic and professional organizations in the community and at the state and national level.

In fall 2011, staff participated in a professional development survey conducted by the Office of Institutional
Effectiveness and 109 staff responded. Participants were asked to indicate the types of professional development
activities in which they had engaged during the past five years. The survey results showed that attendance at
meetings and conferences and participation in webinars, online training and college-sponsored workshops
and training were the most common sources of professional development used by staff (Table 3c.12). The high
percentage of staff participating in online training and webinars is particularly noteworthy during a time of state
budget crisis. Webinars allow more employees to obtain training at a nominal cost, but also eliminate time away
from campus, conference fees, travel and lodging costs.

### 3c.12: Staff Participation in Professional Development Activities

<table>
<thead>
<tr>
<th>PROFESSIONAL DEVELOPMENT ACTIVITY</th>
<th>Exempt Staff (&lt; director level)</th>
<th>Exempt Staff (&gt;= director level)</th>
<th>Non-Exempt Staff</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended conference(s)</td>
<td>29 80.6%</td>
<td>19 95.0%</td>
<td>23 46.0%</td>
<td>1 33.30%</td>
</tr>
<tr>
<td>Presented at conference(s)</td>
<td>3 8.3%</td>
<td>5 25.0%</td>
<td>3 6.0%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>Webinar(s)</td>
<td>23 63.9%</td>
<td>18 90.0%</td>
<td>32 64.0%</td>
<td>1 33.3%</td>
</tr>
<tr>
<td>Participated in online training</td>
<td>18 50.0%</td>
<td>16 80.0%</td>
<td>25 50.0%</td>
<td>1 33.3%</td>
</tr>
<tr>
<td>Attended workshops off campus</td>
<td>17 47.2%</td>
<td>14 70.0%</td>
<td>18 36.0%</td>
<td>1 33.3%</td>
</tr>
<tr>
<td>Attend College-sponsored workshops or trainings</td>
<td>20 55.6%</td>
<td>16 80.0%</td>
<td>33 66.0%</td>
<td>3 100.0%</td>
</tr>
<tr>
<td>Completed undergraduate course(s)</td>
<td>7 19.4%</td>
<td>2 10.0%</td>
<td>13 26.0%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>Completed graduate course(s)</td>
<td>3 8.3%</td>
<td>3 15.0%</td>
<td>1 2.0%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>Enrolled in or completed doctorate program</td>
<td>1 2.8%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>CETL Activities (e.g. Online seminars, discussion groups)</td>
<td>2 5.6%</td>
<td>3 15.0%</td>
<td>2 4.0%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>Attended other continuing education workshops</td>
<td>5 13.9%</td>
<td>4 20.0%</td>
<td>7 14.0%</td>
<td>0 0.0%</td>
</tr>
</tbody>
</table>
HR-SPONSORED PROFESSIONAL DEVELOPMENT OFFERINGS

The Human Resources Office offers multiple training opportunities for employees. Notification of these training events is most often sent to employees via campus email. Some of the topics offered include: leadership academy, annual in-services, conflict resolution, supervisor training, civility in the workplace, managing job stress, tactful communication and improving customer service skills.

The Leadership Academy program, sponsored by Human Resources, has been offered six times since 1984. A total of sixty-eight staff members completed the year-long training. The “A Star is Born” series was offered in 2006, 2007, 2008 and 2009. This series offered a wide range of personal and professional development opportunities to staff and faculty.

In-service training sessions for staff were held during fall break 2006, 2008 and 2011. Themes for these sessions were “Rollin’ on the River of Collaboration,” “Mission: Possible – Organizational Strategy” and “The Big Blazer Book Read.”

In addition to HR-sponsored training, the Office of Human Resources notifies employees of numerous webinar training events and other professional development opportunities offered in the community.

TUITION ASSISTANCE

Faculty, staff, retirees and family members are eligible for financial support in the form of tuition waivers for credit courses taken at the College. Employees qualify for a maximum of seven credit hours of tuition waiver each semester. The Board of Trustees increased this benefit from six to seven hours in 2008. Refer to Table 3c.10 for data showing that the number of staff taking advantage of tuition waivers has remained steady since the previous self-study in 2003.

TUITION REIMBURSEMENT

In order to encourage professional growth, the Board of Trustees established a tuition reimbursement program for undergraduate and graduate education for exempt and non-exempt staff. The Board of Trustees regularly reviews this policy and increases the reimbursement rate as needed to adjust for rising tuition rates nationally. The most recent increases were approved in March 2008 (increased from $125 to $150 per credit hour), and in September 2011 when the rate was increased from $150 to $200 per credit hour. Employees are eligible for a maximum of nine credit hours of reimbursement per fiscal year per Board Policy 314. Refer to Table 3c.11 which illustrates that the numbers of staff seeking reimbursement for tuition have remained stable since 2003.
CRITERION THREE: CORE COMPONENT – 3D

The institution provides support for student learning and effective teaching.

In keeping with the College’s philosophy of “recognizing and respecting the uniqueness, potential and value of each person” and to fulfill its mission of “high quality educational opportunities and services”, the College offers a variety of student services. They include the traditional services of advising, tutoring, financial aid and placement, admissions, records and registration, and two grant-funded success programs for students (TRIO-Student Support Services and Perkins IV). These services are made available to all students, regardless of the instructional delivery program in which he/she is enrolled. The services are intended to address a wide spectrum of needs and interests: intellectual, physical, financial and recreational.

3D.1 The institution provides student support services suited to the needs of its student population.

The College offers a wide variety of approaches in support of student learning and effective teaching. They include enrollment services, advising, TRIO and student support services, Perkins, and placement. These services are suited to meet the needs of all groups and demographics that make up the JWCC student body.

STUDENT DEMOGRAPHICS

The student body of JWCC represents an eclectic population, as is typical of community colleges in Illinois. These students vary widely in preparation for postsecondary learning, intent for attending, learning styles and socioeconomic backgrounds. The College maintains many types of support to help students persist and achieve their goals. Demographic data on the students enrolled in FY 10 and FY 11 are outlined in the following table:

3d.1: Fall Enrollment Statistics

<table>
<thead>
<tr>
<th>ENROLLMENT TYPE</th>
<th>FY11</th>
<th>FY10</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-time Freshman</td>
<td>36.0%</td>
<td>31.0%</td>
</tr>
<tr>
<td>Continuing</td>
<td>48.0%</td>
<td>54.0%</td>
</tr>
<tr>
<td>Returning</td>
<td>5.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Transfer</td>
<td>11.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Part-time</td>
<td>47.0%</td>
<td>51.0%</td>
</tr>
<tr>
<td>Full-time</td>
<td>53.0%</td>
<td>49.0%</td>
</tr>
<tr>
<td>Male</td>
<td>42.0%</td>
<td>40.5%</td>
</tr>
<tr>
<td>Female</td>
<td>59.0%</td>
<td>59.5%</td>
</tr>
<tr>
<td>Avg. Age</td>
<td>27</td>
<td>26</td>
</tr>
</tbody>
</table>

STUDENT SERVICES

Students are provided with services to meet their needs for learning. The vice president for student services directs activities of a dean, four directors, registrar, two managers, two coordinators, three supervisors, four specialists, several advisors, and support staff that deliver support services to students. The service departments that enhance student success are Enrollment Services, Records and Registration, Career and Advising Services, Student Support Services, and Student Life. Each of these comprehensive program services are listed in detail below and provides for the students’ mental, physical, psychological, and social well-being.
ENROLLMENT SERVICES

Enrollment Services is headed by the position of dean of enrollment services, a position created in 2003. The activities of this department have been centralized to serve students as efficiently as possible. Enrollment Services consists of Admissions and Financial Aid and are in a highly visible location as visitors enter the main building of the campus. The services furnished by each office are publicized in the College catalog, in promotional materials/brochures and on the College website.

Admissions

JWCC considers a high quality admission and registration process vital to the access and retention of each student. This process begins with a carefully established and monitored description of courses and prerequisites in the College Catalog and Handbook. This publication, available in print, online and in alternative formats, is reviewed regularly and updated yearly with curricula and course prerequisite changes. A new book is created every two years with an addendum published during the off years.

The multi-step placement process involves completion of an admission information form, submission of official records (high school and/or college-level education), required attendance at a student orientation session and an academic assessment COMPASS (Computer-Adaptive Placement Assessment and Support System). Orientation sessions for new students are scheduled often throughout the year at a variety of times to meet individual needs. These sessions include important information about registering for classes and other services available at JWCC, a tour of the campus and assessments in reading, writing and math.

Financial Aid

The Financial Aid Department and its services remain a vital interest to many JWCC students who are seeking ways to cover the cost of their education, especially in the current state of the economy. Over half of all JWCC full-time students receive some sort of financial assistance. Financial aid services are published in the College Catalog and on the JWCC website.

The JWCC website provides detailed instructions for filing the FAFSA, information on college costs, links to different types of aid available, explanations of award letters and direct loan information, an online loan application, and a link to required exit counseling. The Financial Aid Department is staffed by a director, three financial aid specialists, and an office assistant.

The proportion of JWCC students completing FAFSA paperwork has fluctuated during the past five years, but most significantly, it rose 62.4 percent from AY01 to AY12. Many of these applicants, as well as many community members attending other institutions, consult with the staff of the Financial Aid Department to ensure applications are correct and complete. Each year the department provides informational sessions throughout the district to assist families with information about the FAFSA process. The Financial Aid Department also helps JWCC students through the Department of Education verification process and complete any outstanding documents to have a completed file for the year.

Annual loan volumes handled by JWCC have increased from $699,038 in FY01 to $3,491,630 in FY12. The loan default rates have maintained at acceptable levels in comparison to national statistics. Loan volumes and default rates can be seen in the table below. Note that FY09 is the first year of the three-year cohort default rate being reported by the Department of Education to the school.
**3d.2: Loan Volume vs Loan Default Rate**

<table>
<thead>
<tr>
<th>FY</th>
<th>Loan Volume (Dollars)</th>
<th>Loan Default Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>$3,173,801</td>
<td>NA</td>
</tr>
<tr>
<td>2010</td>
<td>$3,173,333</td>
<td>NA</td>
</tr>
<tr>
<td>2009</td>
<td>$2,836,115</td>
<td>11.9%</td>
</tr>
<tr>
<td>2008</td>
<td>$2,230,522</td>
<td>7.4%</td>
</tr>
<tr>
<td>2007</td>
<td>$1,825,012</td>
<td>10.6%</td>
</tr>
<tr>
<td>2006</td>
<td>$1,710,872</td>
<td>8.0%</td>
</tr>
</tbody>
</table>

While usage of the Financial Aid Department’s services has increased, the student satisfaction has also increased. Data from the College’s annual Career and Technical Education Graduate Occupational Follow-Up Study shows that student satisfaction with financial aid services has improved from 4.11 in FY2008 to 4.56 in FY2011 on a 5-point scale.

Though not a part of the Financial Aid Department, the JWCC Advancement Office provides a number of significant financial resources to support students. On average, the JWCC Foundation contributes approximately $50,000 in student scholarships per year. A variety of scholarships are available: general, need-based, program and scholastic achievement. Students can find information about these scholarships on the JWCC financial aid page which directs them to the directory of scholarships published by the Advancement Office. In addition, the JWCC Foundation undertook a new initiative in spring 2012 – a Student Emergency Fund. This fund was created to assist JWCC students who encounter an unforeseen financial emergency or catastrophic event which would prevent them from continuing their education at John Wood. Requests must be urgent in nature and are not intended to be used for routine expenses nor as a consistent supplement to a student’s education funding sources.

**Records and Registration**

The Records and Registration Department (Registrar’s Office) is responsible for documenting student preparedness for college academics as well as recording all courses taken and grades achieved. It consists of the registrar, the coordinator of records, a selective admissions specialist and a part-time records clerk. The Registrar’s Office works closely with faculty to ensure that all grading procedures are accurate, timely, and in compliance with state and federal regulations. This office is also responsible for processing student and faculty/administrative withdrawals as well as coordinating veteran’s services.

The Registrar’s Office serves as the clearinghouse for all transcript processing, both incoming and outgoing, as well as enrollment verifications and National Student Clearinghouse reporting. In addition, the Registrar’s Office is responsible for all final degree and certificate requirement audits and the awarding of those credentials in Banner.

The Registrar and other members of the office’s staff are responsible for the intake of applications, verification of course grades and program requirements, and correspondence with students for the College’s selective admissions programs. These programs include the practical nursing program, associate degree in nursing program, and the surgical technology programs. In addition, a member of the Registrar’s Office also assists in the selection process of the radiologic technology program candidates in conjunction with program partner Blessing-Rieman.

The Office of Records and Registration coordinates the registration calendar for the College as well as the building of terms in the Banner database. This consists of setting beginning and ending registration dates for each term/session and coordinating the late registration process, refund dates, and withdrawal dates. The registrar and coordinator of records program the Banner database for all registration dates which allows access for other members of the institution to perform their functions such as building the academic schedule and register students.
The registrar is the FERPA compliance officer for the College and works to ensure that all student privacy regulations are met. The registrar handles all inquiries regarding student files and academic history and any incoming disputes with appropriate College personnel.

Finally, the registrar is responsible for the integrity of the student database module (Banner.) Permission for access and student information must be signed off on by the registrar before being granted to any internal user.

Like all areas of the College, the Records and Registration Department is constantly seeking to improve quality and customer satisfaction. The items below help provide some related evidence.

- An ICCB Innovation Award was received for this department’s initiative to reconfigure registration to ensure that all students are enrolled for classes prior to the first day of classes.

- Curriculum Advising and Program Planning (CAPP) enhancements have resulted in the production of a one-page degree audit for use by students and academic advisors.

- Web-based online admissions, registration, and loan counseling are now available to students. Web-based midterm and final grading is now available to the faculty and students.

**ADVISING**

Under the direction of the Career and Advising Services Department, all degree and certificate-seeking students attend a pre-registration appointment with a JWCC advisor to establish a semester schedule of courses appropriate to their academic preparation. Board Policy 620 establishes educational planning interviews as part of pre-enrollment procedures and sets forth the considerations for program planning and placement, including provisions for testing services. The advisors meet with the vast majority of the student body even if the individual is a returning student or is intending to register via the web. During these appointments, advisors and advisees work collaboratively on course selection, individualized long-range planning, and career and transfer exploration.

The director of career and advising services is responsible for hiring and scheduling the staff necessary to meet student needs. This is accomplished by employing regular staff, as well as adding part-time advisors during peak times. Pre-registration for credit classes is scheduled several months before each term begins. Students can make individual appointments with advisors to select schedules or, with an approved academic plan, may register for classes using SOLAR, a password protected link accessed through the JWCC portal.

The director also establishes a variety of appointment and walk-in times, as well as extended hours, to offer choices to students. Online students also have the option to obtain advising services through phone appointments and email rather than coming to campus. Emails are received and answered by the director of career and advising services. Over the past three years, approximately 150-200 students per year have been advised using the email account or through emails sent to the JWCC webmaster, and approximately 75-100 phone appointments are conducted each year. This department must also be available to students from other institutions who choose to enroll in one or two courses at JWCC to fulfill requirements at their home schools. This results in the pool of advisees being larger than the total number of JWCC students on record. The number of students served with consultations and registrations shows that students are welcome to come in numerous times if necessary to meet their needs.
3d.3: Advising Appointments and Walk-ins

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>WALK-INS</th>
<th>APPOINTMENTS</th>
<th>TOTAL</th>
<th>YEAR TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Fall</td>
<td>1,112</td>
<td>436</td>
<td>1,548</td>
<td>6,119</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>1,462</td>
<td>1,330</td>
<td>2,792</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>644</td>
<td>1,135</td>
<td>1,779</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Fall</td>
<td>1,095</td>
<td>366</td>
<td>1,461</td>
<td>8,236</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>1,874</td>
<td>1,493</td>
<td>3,367</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>2,373</td>
<td>1,035</td>
<td>3,408</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>Fall</td>
<td>1,181</td>
<td>478</td>
<td>1,659</td>
<td>7,662</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>1,594</td>
<td>1,500</td>
<td>3,094</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>1,638</td>
<td>1,271</td>
<td>2,909</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Fall</td>
<td>898</td>
<td>486</td>
<td>1,384</td>
<td>6,741</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>1,550</td>
<td>1,056</td>
<td>2,606</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>1,684</td>
<td>1,067</td>
<td>2,751</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>Fall</td>
<td>917</td>
<td>534</td>
<td>1,451</td>
<td>7,139</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>1,559</td>
<td>1,325</td>
<td>2,884</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>1,550</td>
<td>1,254</td>
<td>2,804</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>Fall</td>
<td>864</td>
<td>553</td>
<td>1,417</td>
<td>6,569</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>1,572</td>
<td>616</td>
<td>2,188</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>1,781</td>
<td>1,183</td>
<td>2,964</td>
<td></td>
</tr>
</tbody>
</table>

The annual Career and Technical Education Graduate Occupational Follow-up Study reveals a high degree of satisfaction with Career and Advising Services. Although the response rate is usually low, average ratings during 2009, 2010 and 2011 showed scores of 4.3, 4.8 and 4.9 respectively on a 5-point scale.

TRIO-STUDENT SUPPORT SERVICES

The TRIO-Student Support Services (SSS) program is one of the Department of Education TRIO programs designed to expand opportunities and promote success of students who are low income, first generation or have a disability, to attend college. TRIO-SSS provides opportunities for academic development, assists students with basic college requirements and serves to motivate students toward the successful completion of postsecondary education. TRIO-SSS may also provide monetary aid to current participants who are receiving Federal Pell Grants and have unmet need. The overall goal of TRIO-SSS is to increase the College retention and graduation rates among the 170 eligible participants and to help students make the transition from one level of higher education to the next.

The Department of Education awards SSS grants to institutions of higher education and community agencies every five years through a competitive request for proposal (RFP) process. This method allows JWCC to tailor the staffing and services of the program to the needs of current students. The SSS program must provide financial aid information and assistance in completing applications, tutoring, financial literacy information, academic planning assistance and assistance transferring to baccalaureate institutions. In addition, SSS at JWCC may provide comprehensive assessment of individual needs, strengths and weaknesses; retention advising during one-on-one monthly contacts; monthly academic workshops addressing pertinent college topics; temporary book and laptop computer loan programs; and cultural events, trips and activities. The College has applied for and received the Department of Education TRIO-SSS grants since 1993. This program has brought $6,330,883 to the College in additional support for 1698 qualified JWCC students.

The TRIO-SSS proposal must include specific, measurable objectives to be met each year. Success is illustrated in the data shown in the table below.
3d.4: TRIO-SSS Performance

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants Served</td>
<td>160</td>
<td>170</td>
<td>161</td>
<td>163</td>
<td>160</td>
<td>160</td>
<td>160</td>
</tr>
<tr>
<td>Rate of College Persistence</td>
<td>45.0%</td>
<td>82.1%</td>
<td>88.8%</td>
<td>82.8%</td>
<td>86.9%</td>
<td>84.4%</td>
<td>78.1%</td>
</tr>
<tr>
<td>Good Academic Standing</td>
<td>90.0%</td>
<td>93.9%</td>
<td>98.1%</td>
<td>96.3%</td>
<td>97.5%</td>
<td>97.5%</td>
<td>91.9%</td>
</tr>
<tr>
<td>Completion and/or Transfer Rate (150% time)</td>
<td>50.0%</td>
<td>61.3%</td>
<td>51.4%</td>
<td>50.7%</td>
<td>42.7%</td>
<td>42.7%</td>
<td>46.8%</td>
</tr>
</tbody>
</table>

PERKINS IV

The Carl Perkins Career and Technical Education Act established a federal program to provide funds to states that, in turn, allocates funds by formula to secondary and postsecondary schools with the purpose of improving CTE academic programs and the retention and completion of students enrolled in them. The law allows for flexibility in programming but holds recipients accountable for achievement. Each year, JWCC receives a Perkins IV allocation, submits a plan to ICCB for its use and reports success in meeting performance objectives.

For many years, the College allocated the bulk of Perkins funding to support a Perkins Success Program for CTE special population students. Students who were low income, had a disability, were single parents or displaced homemakers received support over and above that provided by the College. Services included: financial assistance (tuition and fees, educational materials, child care and transportation reimbursement), educational assistance (tutoring, study skills instruction) and nontraditional career assistance. The remaining portion of Perkins IV funding was used to provide continuous improvement of CTE offerings through curriculum development; state-of-the-art instructional software, equipment, and materials; and professional development for faculty.

The reauthorization of the Perkins Act in 2006 shifted emphasis to creating and aligning CTE programs of study in collaboration with JWCC District secondary schools, thereby helping students to articulate smoothly into postsecondary programs. While a portion of funding for the Perkins Success Program has shifted to continuous improvement of the CTE programs and building partnerships, Perkins continues to fund a Perkins Success Program for CTE special population and non-traditional students. Services include: financial assistance (educational materials, child care and transportation reimbursement). While only special population students and non-traditional career students are eligible for financial assistance, all CTE students can participate in tutoring and workshops, and receive assistance and counseling from the retention advisor. Perkins staff are responsible for assisting students to remain engaged in their education by helping to overcome barriers that may cause them to drop out as well as assisting with job placement upon completion.

PLACEMENT

The Career and Advising Services Department offers résumé and cover letter consulting, career exploration, and interviewing skills to both students and community members. The department maintains a job posting database, JobLink, which assists John Wood students and community members in the job search process.

The most recent Community College Survey of Student Engagement reports that an overwhelming proportion of all JWCC students surveyed, both full- and part-time, rated career counseling services as very or somewhat important. Of these students, 48.7 percent were very satisfied or somewhat satisfied with the services they received. The table below illustrates these findings.
### 3d.5: Satisfaction with Career Counseling

<table>
<thead>
<tr>
<th>CAREER COUNSELING</th>
<th>RESPONSE JWCC</th>
<th>OTHER SMALL COLLEGES</th>
<th>CCSSE COHORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td>6.6%</td>
<td>5.9%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>23.3%</td>
<td>23.0%</td>
<td>22.8%</td>
</tr>
<tr>
<td>Importance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very</td>
<td>47.5%</td>
<td>50.0%</td>
<td>51.8%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>29.4%</td>
<td>29.7%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Satisfaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very</td>
<td>20.1%</td>
<td>17.6%</td>
<td>16.6%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>28.6%</td>
<td>29.0%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Not at All</td>
<td>10.3%</td>
<td>13.3%</td>
<td>13.6%</td>
</tr>
</tbody>
</table>

Source: 2012 CCSSE

### 3D.2 The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students in courses and programs for which the students are adequately prepared.

The College has established the COMPASS assessment as the preferred method of determining the academic functioning and subsequent placement of each student. The COMPASS is included in each orientation, with students immediately receiving results. Faculty members in each discipline have established COMPASS cut-off scores for beginning reading, writing and mathematics classes and reviewed course content to set prerequisites where appropriate. The College offers a wide variety of courses (developmental through sophomore) in several formats (structured, online, Open Learning and hybrid). Academic advisors have access to the COMPASS and ACT results, high school and college transcripts and course prerequisites to place students into courses in which they can be successful.

The College also offers a variety of learning support activities. It sponsors a writing center, tutoring, a testing center, the library, Disability Services and an Instructional Support and Distance learning department, all of which are focused on supporting student learning. Additional learning support activities are also available to TRIO-Student Support Services participants.

### DEVELOPMENTAL EDUCATION

Since over 70 percent of entering students are placed into at least one pre-college level class, the College has established a robust developmental education department. The College embarked on a developmental education assessment plan during the last five years that resulted in improvements in the mathematics area. The plan includes combining several courses and using the ALEKS computerized learning system. These courses may be taken in a classroom setting or through the Open Learning method. Student learning is assessed for mastery upon completion of classes using the COMPASS test. On average, 80 percent of students complete MAT010 in one semester, greatly reducing the amount of time spent in remediation. Going forward, these students will be monitored closely and assessment data will be maintained. Similar pathways are anticipated for developmental English and reading in the future.

### THE WRITING CENTER

Findings from a faculty member’s sabbatical and student learning assessment results served as the impetus for the creation of the Writing Center by the English Department in 2009. Located in the Open Learning Area of the Academic Support Center, this tutoring service is available to students needing help with research papers or other writing assignments.

Originally staffed by full-time faculty, the Center is now staffed by adjunct faculty, all of whom have extensive experience teaching in the classroom, as well as experience tutoring one-on-one. They hold or are near completion of Master’s Degrees and are fully trained in MLA and APA citation styles. They also utilize additional
support developed by the Languages and Literature Department, such as the Libguide tutorial, “JWCC's Guide to Writing Your Research Paper.” Data on the usage of the Writing Center can be seen in the table below.

### 3d.6: Writing Center Statistics

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>HOURS STAFFED PER WEEK</th>
<th>NUMBER OF SESSIONS</th>
<th>NUMBER OF STUDENTS (Unduplicated)</th>
<th>NUMBER OF DIFFERENT COURSES SUPPORTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2012</td>
<td>7</td>
<td>33</td>
<td>27</td>
<td>9</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>13-15</td>
<td>138</td>
<td>110</td>
<td>14</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>9-11</td>
<td>80</td>
<td>66</td>
<td>11</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>9-13</td>
<td>76</td>
<td>50</td>
<td>14</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>13-15</td>
<td>96</td>
<td>63</td>
<td>14</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>12-14</td>
<td>76</td>
<td>55</td>
<td>9</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>9-14</td>
<td>53</td>
<td>38</td>
<td>10</td>
</tr>
</tbody>
</table>

### TUTORING SERVICES

Prior to 2010, free academic support for all JWCC students was provided by grant programs and Support Services staff in English, science and mathematics. In addition, the department maintained a cadre of highly qualified tutors in other subjects enabling students to be matched with individual tutors in other subjects if they had earned a D or F in that subject. Because the service had grown to such a degree and the coordinator of this service was grant-funded, a change was made to preserve the integrity of the funding.

In the fall of 2010, the dean of arts and sciences directed the effort to coordinate the tutoring services available to students who did not qualify through the grant programs offered by Support Services. Walk-in tutoring sessions were scheduled in the areas of biology, anatomy, microbiology, English, communications, calculus, chemistry, economics, math, physics, and accounting. These sessions are usually one-on-one and offered on an as-needed basis. Tutors are a combination of adult instructors with master's degrees and JWCC sophomores. Student tutors must have a recommendation from a full-time faculty member in the subject area to be tutored. JWCC faculty is generally the primary contact for a student who needs assistance. The tutoring schedule is sent to all faculty members and is posted on the College website. Tutoring services information is included in new student orientation sessions. Because of the high visibility of the tutors in the Open Learning area of the Academic Support Center many students also seek out services on their own initiative. Each student is asked to complete an evaluation after a tutoring session. This assessment data is monitored for quality control purposes. Ninety-eight percent of students rate the experience as good or excellent.

Smarthinking, an online tutoring service, was purchased by the College in 2005 for use by all students. Assistance with a wide variety of college subjects is available 24/7 from any computer with Internet access. This provides valuable support not only to online students, but any student with limited time for face-to-face consultations on campus.

### INSTRUCTIONAL SUPPORT AND DISTANCE LEARNING

The mission of the Instructional Support and Distance Learning Department (ISDL) is to provide assistance, guidance, and leadership to faculty, staff, and students in the use of technology to facilitate learning. In this capacity, the department provides support for all methods of instructional delivery including online learning, high school dual credit, Open Learning, and structured classes. The ISDL department also provides support for students and faculty using the College's learning management system (LMS), eCollege, through workshops, phone assistance, face to face walk-in assistance, and an online chat accessed from the JWCC BlazerNet portal.

The department offers course development assistance to faculty for all class delivery methods and professional development opportunities, such as local workshops, Tips of the Week newsletters, providing information and support for professional development webinars through ILCICO (Illinois Community Colleges Online) and ION
(Illinois Online Network) courses. This department is staffed by an assistant director, a program specialist, a program supervisor, and three part-time testing room proctors.

EDUCATIONAL TECHNOLOGY TOOLS TO FACILITATE STUDENT LEARNING

Smarthinking Online Tutoring – overseen by the department of Instructional Support and Distance Learning provides tutoring for all students. Smarthinking features tutoring assistance in a wide variety of college subjects 24/7. Enrolled students access Smarthinking easily by clicking the icon in the BlazerNet portal. From the initial purchase in mid-2009 usage has grown and total hours purchased has increased:

3d.7: Smarthinking

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TUTORING HOURS PURCHASED</th>
<th>TUTORING SESSIONS USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>263</td>
<td>384</td>
</tr>
<tr>
<td>2010</td>
<td>80</td>
<td>221</td>
</tr>
<tr>
<td>2009</td>
<td>100</td>
<td>103</td>
</tr>
<tr>
<td>Total</td>
<td>443</td>
<td>708</td>
</tr>
</tbody>
</table>

eCompanion – web supplement

The LMS, eCompanion, is used for all JWCC online classes and is available for use by faculty to enhance all classes. This platform enables faculty to enhance the learning experience by making additional media-based resources available to students (e.g. podcasts, movies, etc.) and gives students access to their formative grades as well as direct email access.

THE TESTING CENTER

The Testing Center, located in the Academic Support Center, is used to administer regular tests for Open Learning courses, as an additional option for structured classes, ACT contract testing, additional COMPASS placement testing and specialized testing, such as that for CNA and require proctored testing for online classes at JWCC and other colleges. In addition, the testing center administers the ATI TEAS test that is used for nursing admissions as well as comprehensive assessment and remediation throughout the program.

STUDENT & FACULTY SUPPORT FOR EDUCATIONAL TECHNOLOGY TOOLS

The ISDL department has instituted staff development training and online tips for using eCollege and other tools in their work with students and other faculty and staff. As the use of technology has increased, the use of this support has increased.

DISABILITY SERVICES

Students eligible to receive disability services, as defined by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, are directly aided by the full-time coordinator of disability services. Every effort is made to furnish equal access/opportunity to the student through reasonable physical and/or academic accommodations. After students with disabilities identify themselves to the College, a standard protocol for service, which is published in the Catalog, on the College’s website and in alternative formats, is followed. Some examples of the accommodations available include: interpreting for the deaf, note-taking, extended test time, access to alternative technology (e.g. DragonSpeak, visual enhancement software, etc.) and print materials in alternative formats.
JWCC ACADEMIC ADVISING

Career and Advising Services provides academic advisement to all degree- and certificate-seeking students in more than 50 programs. The office also works to provide information on the transferability of coursework. To provide quality advising suited to the needs of students, the College utilizes tools such as the Illinois Articulation Initiative (IAI), the online I-Transfer system, institutional articulations, and other internal guides. The most recent Transfer Report shows that 152 institutions have John Wood transfer students among their enrollments.

Online and on-campus students are also able to obtain advising services through phone appointments and through email. Over the past three years approximately 150-200 students per year have been advised using the email account or through emails sent to the JWCC webmaster and approximately 75-100 phone appointments are conducted each year.

JWCC advisors work diligently to maintain knowledge of not only JWCC programs, but also many transfer programs at four-year institutions. Each year, the advising staff attends as many community college articulation conference days as possible within the region in order to maintain adequate knowledge to most effectively advise students. As mentioned above in the transfer report, JWCC has a broad base of institutions that its students choose and ensuring adequate advising knowledge is of the utmost importance. The Office of Career and Advising Services also works closely with the College's transfer partners to bring resources to campus for the students. Each year, many four-year colleges set up individual table visits as well as attend the annual fall Transfer Fair. The department has also begun working closely with two of its transfer schools to host "On-Site Admissions Days" where the two institutions work together to provide a one-stop services look to complete the transfer process. During these days, the student is admitted to the transfer institution, obtains a degree audit for their baccalaureate program, receives their assigned advisor, and is ready to set up an appointment to register for classes upon finishing the session.

In a recent (2012) Community College Survey of Student Engagement, data shows that 65.7 percent of all full- and part-time students surveyed rated Academic Advising as being very important. A little over 63 percent reported using the service either often or sometimes. Of these students, about 81 percent were either somewhat or very satisfied with the service. These satisfaction levels were also found to be significantly higher than other small schools and the CCSSE Cohort. However, only 18.6 percent reported using the service often, which is higher than other small schools and the CCSSE Cohort.

### 3D.8: Satisfaction with Academic Advising

<table>
<thead>
<tr>
<th>Academic Advising</th>
<th>Response</th>
<th>JWCC</th>
<th>Other Small Colleges</th>
<th>CCSSE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usage</td>
<td>Often</td>
<td>18.6%</td>
<td>16.3%</td>
<td>14.4%</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>44.7%</td>
<td>46.1%</td>
<td>44.2%</td>
</tr>
<tr>
<td>Importance</td>
<td>Very</td>
<td>65.7%</td>
<td>65.2%</td>
<td>65.0%</td>
</tr>
<tr>
<td></td>
<td>Somewhat</td>
<td>25.9%</td>
<td>26.3%</td>
<td>26.2%</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>Very</td>
<td>41.0%</td>
<td>34.1%</td>
<td>29.8%</td>
</tr>
<tr>
<td></td>
<td>Somewhat</td>
<td>39.7%</td>
<td>43.0%</td>
<td>43.3%</td>
</tr>
</tbody>
</table>

Source: 2012 CCSSE
The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (e.g., technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections).

The College occupies a modern, spacious facility specifically designed for postsecondary education which supports learning and teaching at all educational sites at JWCC.

TECHNOLOGICAL INFRASTRUCTURE

The goal of the Information Technology (IT) Department is to continuously improve the services provided to students, faculty and staff through infrastructure upgrades, end-user equipment upgrades and providing training and technical help. The IT staff consists of 12 people who are responsible for over 800 desktop PCs, 68 laser printers, 18 copiers, 32 computer labs (one a MAC lab for graphic arts), and 48 smart classrooms. Classrooms are equipped with an overhead projector, document camera, DVD drive, PC, VCR player, and network connectivity. IT also provides Internet connectivity to the entire main campus and Workforce Development Center at a speed of 55MB upload and download, and remote connectivity to the remaining satellite sites with T1 lines. The IT Department is responsible for maintaining the Banner database of all students and employee information, the telephone system, the electronic bulletin board system and the student ID system. These staff members continually monitor current technology and enable JWCC faculty to teach to industry standards.

SCIENCE LABORATORIES

Biology, microbiology, anatomy and physics classes have access to three classrooms configured as laboratories. They are stocked with microscopes, culturing supplies, test agents, models of cells, organs and systems, specimens for dissection, force sensors, motion detectors, circuits, UV/IR spectrometer and optics equipment. All labs are able to provide computer simulations and computer-integrated data collection. The Spring Valley Trails arboretum located behind the main campus serves as an additional outdoor laboratory for students enrolled in a variety of courses in natural sciences.

LIBRARY

JWCC’s library sustains the College’s mission by providing library collections, services, and instruction that support the academic success and the information needs of students, faculty, staff and community. Located in the Learning Center (Building B) on the Quincy campus, the library is the central service point in the Academic Support Center. Other instructional services located in the Academic Support Center include testing, tutoring, open learning, and the Writing Center. The entire facility is located on the main level of the College and is completely handicapped accessible. The center is generally open six days a week for a total of 65.5 hours. The center enjoys a brisk flow of traffic each week and the recent gate counts reflect this:

<table>
<thead>
<tr>
<th>TIME PERIOD</th>
<th>GATE COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 29 - Dec. 3, 2010</td>
<td>2966</td>
</tr>
<tr>
<td>Mar. 14 - 19, 2011</td>
<td>2849</td>
</tr>
<tr>
<td>Oct. 1 - 7, 2011</td>
<td>3995</td>
</tr>
<tr>
<td>Mar. 12 - 17, 2012</td>
<td>3024</td>
</tr>
</tbody>
</table>

The library also serves a large segment of our non-affiliated patrons (community) by providing access to computers and to our collection. Statistics compiled by the staff indicate that in FY2010, 840 non-affiliated members of the community used the computing resources of the library. In FY2011 the number served was 652, and more than 863 public patrons have used resources, as of February 2012. Additionally, the library is home to the West Central Illinois Philanthropy Center which provides research information resources (print and online) to area non-profit organizations.
Other resources and infrastructure provided for effective teaching and learning include the following:

- **Facilities** - The Academic Support Center currently has 64 computers available to students in a non-lab configuration, as well as an additional 24 in the library's Information Skills Classroom and 22 in an open computer lab. Each workstation connects to the Internet, supporting research as well as being available to those students enrolled in online classes. Internet access is not limited to the workstations. In 2007, the College established a wireless network on campus and the library is a hotspot for students who use their own laptops. The library's electronic resources are available to students, faculty and staff off-campus 24/7 through the College's network. There are also ten oversized study carrels, a quiet study area furnished with comfortable chairs and a four-person table, a small media center with DVD/VHS players, and a conference room that may be used for group study. Additionally, in 2011 the library received a grant through the "Eliminate the Digital Divide" program. It allowed the addition of 24 computers to the public computer center. When these computers are not being used by the public they are available for student use.

- **Collections** - The library collects and maintains resources, such as databases, journals, and streaming video in a variety of formats including print, audiovisual and electronic. The collections support the curricula of the College in both credit and noncredit courses. The library also maintains small collections of program-specific materials at the Agricultural Education Center located in Perry and the Pittsfield Education Center. The Mt. Sterling Learning Center, and the Workforce Development Center in Quincy have access to resources through the network and print materials are sent to these locations as requested.

- **Membership in Consortia** - Recognizing that no one library can furnish access to all the necessary resources on its own, the JWCC library maintains membership in a variety of consortia. As a member of CARLI, the Consortium of Academic and Research Libraries in Illinois, JWCC students have access to the holdings of 76 other member libraries – colleges, universities and research institutions – through interlibrary loan services. CARLI serves over 94 percent of Illinois students, faculty and staff. CARLI also provides access to a library management system, Voyager, that furnishes the online union catalog, circulation and cataloging functions. Consortial memberships allow flexibility in budgeting and access to a larger variety of electronic resources through consortial purchases of e-resources. The JWCC library is a member of the Reaching Across Illinois Library System (RAILS), the Network of Illinois Learning Resources in Community Colleges (NILRC), as well as an institutional member of the American Library Association and the Illinois Library Association. Each of these affiliations and/or memberships provides a variety of services to the library, especially opportunities for ongoing professional development.

- **Services** - The JWCC library is staffed by two librarians (American Library Association (ALA) accredited degrees), one administrative assistant, a part-time library clerk, and a number of temporary student workers. Services to students include instruction in use of resources in classroom settings and through individual sessions, reference services, provision of vital interlibrary loan services, and the collection and management of appropriate materials to support the curriculum. In the last four years over 3,640 reference questions have been answered.

- **Instruction on Resources** - The library staff, working at the request of and in cooperation with faculty, provides instruction to JWCC students about the library's resources. A typical library instruction session includes teaching students to search for, evaluate, select and cite informational resources such as books, journal articles, and websites. In FY2011 the library furnished 45 sessions in 13 different courses to 689 students. The majority of library instruction sessions were for ENG 102 (Rhetoric & Composition II) and CMN 101 (Introduction to Speech), but instruction also included classes in biology, education, nursing, psychology, sociology, and surgical technology.

Qualitative data collected from the evaluation forms completed by students attending the library instruction sessions indicated the sessions were valuable. In response to the question, “What one new piece of information you learned during the session,” students in FY2010 said they learned, among many other things, how to access JWCC library resources from off campus, techniques for searching catalogs and electronic databases, guidelines for APA and MLA citations, and methods for finding more reliable resources on the Internet. Several students commented that prior to attending library instruction, they knew little, if anything, about the JWCC library. In the words of one student: “I had no idea that we had endless resources for research at JWCC.” Another student confided, “I personally wasn’t sure how to use the library or where to go or how to cite resources. It was nice that we were shown where to go.”
FINE ARTS SPACES

The College has various spaces dedicated to the fine arts (see table 3d.10 below). The Paul Heath Community Education and Fine Arts Building contains a 300+ seat auditorium and stage which has been the setting for recitals, concerts, and a wide variety of community events. The auditorium has state-of-the-art light and sound systems to support music and drama performances. The seat configuration also allows use as a conference hall. In addition, dedicated classrooms for visual arts (photography dark room and pottery room) are available. Two classrooms feature an electric piano and sound system for instruction. Recent enhancements include the addition of computer desks to the piano lab, improving the accessibility of both. The hallways of this building display both students’ and community members’ art work. The lower level area features a different art show each month. Rooms that support fine arts education are listed in the master room usage list.

3d.10: Fine Arts Spaces

<table>
<thead>
<tr>
<th>TYPE OF FINE ARTS</th>
<th>NUMBER OF ROOMS</th>
<th>SQUARE FOOTAGE OF SPACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>5</td>
<td>2,325</td>
</tr>
<tr>
<td>Music</td>
<td>7</td>
<td>3,585</td>
</tr>
<tr>
<td>Theater/Drama</td>
<td>8</td>
<td>5,760</td>
</tr>
</tbody>
</table>

CAREER AND TECHNICAL EDUCATION SITES

The Workforce Development Center contains adequate infrastructure for JWCC offerings in manufacturing, electrical technology, construction technology, and other career and technical education programs. The 30,000 sq. ft. facility includes classrooms, labs for programmable logic control (PLC), computer numeric control (CNC), computer assisted manufacturing (CAM), computer-assisted design (CAD), construction and electrical technology, welding stations, areas for forklift training, and truck driver training range. Additionally, JWCC offers instruction at industry partner worksites for convenience or to contextualize content.

AGRICULTURAL SCIENCES

The Agricultural Sciences Department offers both CTE and transfer degrees and certificates. Most of the education for these programs occurs at the Agricultural Education Center located in Perry, Illinois. The Agricultural Education Center is located next to the University of Illinois Orr Agronomy Research Center and their research unit serves as a laboratory for JWCC students. Internships are completed at businesses throughout the tri-state region. Transfer program courses are also offered at the Quincy campus to allow students to also take general education coursework.

INDUSTRIAL TECHNOLOGY/CONSTRUCTION

The welding certificate utilizes a welding laboratory area with 12 separate welding stations and two torch stations to instruct MIG, TIG, ARC and torch welding and plasma cutting. The lab has a state-of-the-art air exchanger to maintain a smoke-free environment free of fumes.

The Computer Assisted Design (CAD) degree includes instruction in 2D and 3D modeling in two computer labs and a classroom/lab. The labs are equipped with AutoDesk Suite and SolidWorks, a laser printer and a C/D size plotter.

The Electrical Technology and Electrician Certificate use two main labs, a mockup of two rooms from a house and several individual studded three-wall stations for instruction. One is used for residential and commercial wiring, survey of electrical trades and specialized circuits; the other is used for Introduction to Electricity (DC/AC theory), Motors and Controls and Programmable Controls. JWCC also teaches on four micrologic 1000, six micrologic 110, and 2 micrologic 1500 Allen Bradley Programmable Logic Controllers, all operating with RSLogics software.

The construction technology degree and related certificates utilize indoor and outdoor lab sites to learn specific skills, including work on residential and commercial buildings.
The Manufacturing Technology degree and CAD/CAM certificate incorporates classes from the three areas above (welding, CAD and electrical technology) and also uses a warehouse lab area for machining and robotics. JWCC owns two CNC mills and two CNC lathes along with a manual mill and a manual lathe.

**EMERGENCY SERVICES**

Emergency Services utilizes the facilities of the Quincy Regional Training Center. The facilities are used for Fire Science and Law Enforcement courses and include: a burn tower, collapse house, elevated training towers, burn pits, aircraft prop and training grounds. Fire engines and rescue tools are available through agreements with local host departments. JWCC has established a library of books and computer programs for students to prepare for written or practical exams.

**LANDSCAPE/LOCAL FOODS**

The Landscape/Turf Management program partnered with local businesses and individuals to provide lab experiences. Several on and off-campus projects have afforded students an opportunity to gain experience in a professional setting. Declining enrollments and limited placement opportunities have led the College to decide to focus its resources in other directions. JWCC eliminated the landscape program, and moved the local foods program into the agriculture department. The college now offers non-credit local foods offerings as well.

**TRANSPORTATION TRAINING**

The Truck Driver Training program is housed at the Workforce Development Center which is equipped with smart classrooms and a recently installed four-acre driving range. After students are comfortable with backing and turning skills in this protected area, they complete extensive practice on public roads and highways. JWCC coordinates with local trucking companies for access to docking facilities. The rigor of the program is evidenced through its recognition by the Professional Truck Driving Institute.

**HOSPITALITY/RESTAURANT MANAGEMENT TRAINING**

The infrastructure supporting the Restaurant Management program, designed to train students for quantity food preparation, includes an area designed to be a teaching kitchen with adequate work space for students and standard restaurant-quality equipment. The College keeps the facility current to meet industry standards. Students in this program also complete required off-site internships at local cooperating restaurants and hotels.

**HEALTH OCCUPATIONS**

The Quincy classroom and laboratory facilities supporting Nursing and Surgical Technology programs include an on-campus, mid-level simulation mannequin and all standard equipment needed for a nursing lab. JWCC contracts with 34 clinical practice sites. Nursing is supported by two hospital sites (Blessing & Illini); three clinics (Blessing Physician Services, Quincy Medical Group, Southern Illinois University Family Practice); nine long term care facilities; and nine grade schools and early childhood centers. Surgical Technology is supported by a local hospital, with multiple settings for practice, and several outlying hospitals.

**3D.5**

The institution provides to students guidance in the effective use of research and information resources.

Throughout the educational experience, JWCC provides guidance to students in the use of various research and information resources. From the First Year Experience course through program courses, students are required to utilize research and information resources.

JWCC begins its commitment in this area with General Education Goal 5 that states students will be able to communicate effectively using verbal, nonverbal, listening and written skills. The College provides students with many opportunities to achieve this goal in specifically designed communication classes as well as in other general education courses.

Students seeking any associates degree must complete 3-6 credit hours in written communication skills to meet the General Education Course Requirements (6 hours for AA, AFA, AS, AGS and 3 hours for AAS). Rhetoric and Composition II teaches the skill of writing a research paper and includes extensive instruction regarding using resources correctly. In addition, other courses guide students in the use of information resources, such as Microbiology.
Two professional librarians are available for assistance to students approximately 57 hours per week in person in the JWCC library. Students may make an appointment for in-depth assistance. Students can also email or phone in reference questions to the librarians.

At the request of faculty, library personnel will provide instructional sessions for specific classes on the use of library resources. This service is most heavily used by English 102 (Rhetoric and Composition II) and CMN 101 (Introduction to Speech), but library research sessions are scheduled for other classes as well. In FY2011, 45 instructional sessions for 13 different classes (685 students) were given as illustrated in the following table:

### 3d.11: Courses Requiring Research

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Anatomy &amp; Physiology I - BIO 275</td>
<td>5</td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology II - BIO 276</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology - BIO 293</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Speech - CMN 101</td>
<td>14</td>
</tr>
<tr>
<td>Introduction to Education - EDU 100</td>
<td>2</td>
</tr>
<tr>
<td>Rhetoric and Composition I - ENG 101</td>
<td>2</td>
</tr>
<tr>
<td>Rhetoric and Composition II - ENG 102</td>
<td>11</td>
</tr>
<tr>
<td>First Year Experience - FYE 101</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Health Care Concepts - NUR 233</td>
<td>1</td>
</tr>
<tr>
<td>Phi Theta Kappa Honor Society</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Psychology - PSY 101</td>
<td>2</td>
</tr>
<tr>
<td>Abnormal Psychology - PSY 238</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Surgical Technology - SUR 110</td>
<td>1</td>
</tr>
</tbody>
</table>

A JWCC Research Paper Tutorial has been developed to help students in conjunction with the Writing Center tutoring as an introductory guide to the research paper process. It, along with other links to writing sites, is available on the JWCC library homepage.

The JWCC Writing Center, is designed for students who need help with research papers or other writing assignments. It is located in the Open Learning Area of the Academic Support Center. Assistance is available on a walk-in or appointment basis. In fall 2011 the Writing Center was staffed for 13-15 hours per week.

The First Year Experience course was added to the associate degree requirements for JWCC students beginning in the fall of 2011. It is designed to help students build stronger relationships within their college experience, to learn how to learn at the college level, to improve both soft skills and academic skills, and to establish a stronger foundation upon which to complete a college education. One component of the course is a library module intended to be an orientation to the use of the library as an information resource. Skills included in the module include introductions to: the online card catalog, databases as sources of journal articles and reference information, the concept of evaluating sources, the concept of information literacy, the necessity of citing sources, the use of interlibrary loan to obtain additional materials and the JWCC librarians as resources for assistance. More than 700 students participated in this instruction during fall 2011 alone.
CRITERION THREE: CORE COMPONENT – 3E

The institution fulfills its claims for an enriched educational environment.

The College provides students with a strong collegiate environment through opportunities to broaden their life experiences, express themselves creatively, and prepare them to work and live in a diverse global society. As a non-residential college, it is important to create and maintain avenues for students to connect with one another, as well as faculty and staff, to gain a sense of community. Participation in student life events and activities allows students, faculty, and staff of all ages and backgrounds to work and socialize together to create connections with each other at the College and with society as a whole. Through involvement in co-curricular programs, students gain valuable life experiences from planning and working on club projects, community service projects, attending state and national conferences and competitions, shared governance experiences, music performances, fine arts experiences, and intercollegiate competition. These activities enhance the educational experience, provide leadership training, and help expose students to a diverse world of opportunities.

Through faculty and staff collaboration, the College is able to take a group approach towards student engagement. Both faculty and staff members are able and encouraged to oversee student organizations that meet regularly for consistent student and employee relationship building. The College holds annual traditions of student-employee competitions for philanthropic giving towards the community. The events include:

- American Red Cross Blood Drive
- Faculty/Staff vs. Students Softball Game for the United Way
- Faculty/Staff vs. Students Basketball for Hero’s Campaign

Through involvement both in and out of the classroom, relationships are created and connections are made to assist students in bettering themselves, their community, and their futures.

3E. 1 Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

The College offers a variety of opportunities for students to develop leadership skills and experience real-world education through co-curricular activities on campus, in the community college district, and in other educational environments. The College’s mission and the following co-curricular activities provide chances for students to learn valuable life lessons through active and comprehensive participation.

STUDENT LIFE

The College’s clubs, organizations, events, and activities provide numerous opportunities for students to develop leadership skills and real-world experience both in and out of the classroom. Tuition waivers are awarded to students with superior leadership and academic skills with the requirement of continual student involvement throughout various areas of the College. These individuals, plus many more, make up the average activity attendance of about 250 students which includes co-curricular involvement and club membership. The Student Life Department consists of a coordinator of student life, manager of athletics, an administrative assistant, four head coaches, four assistant coaches, and seventeen volunteer club advisors. The opportunities for students are defined below.

STUDENT GOVERNMENT ASSOCIATION (SGA)

The Student Government Association is the legislative body of the student life program and serves as guidance for all other clubs and organizations. The SGA is led by executive team members and senators (sophomores and freshmen) and is governed by a constitution and bylaws created by the group of students. The basic duties of the Student Government include:

- Promote involvement in all other clubs and student organizations;
- Creates on campus and off campus events and activities to provide a sense of community;
- Approves new clubs and budget requests;
- Allocates funding to clubs;
- Recognizes and supports student organizations.
• Appoints student representatives to faculty/staff committees;
• Conducts student elections;
• Makes campus, instructional and any other recommendations to the Coordinator of Student Life;
• And gather students to create the Dew Crew student section at Blazer athletics.

The SGA senate increased from 12 in 2007, to 47 in 2010, and 75 students in 2011. In 2012 alone, the SGA approved the creation of three new clubs, has hosted, on average, 12 to 15 events per month, maintained an average attendance of 75 at each monthly meeting, and has actively involved 244 students in 16 student driven clubs and organizations.

CLUBS AND ORGANIZATIONS
Students are able to join a wide variety of JWCC clubs and organizations. Clubs are created and maintained by student interests, major field of study, beliefs, and abilities. Each club is highlighted every year at the Back To School Barbecue where students are encouraged to join and receive information about each group. The active JWCC student clubs and organizations governed by SGA are:

• Agriculture Club: Any student interested in agriculture is welcome to join. Each year the Ag Club prepares food for the Welcome Back BBQ. Ag Club participates in state, regional, and national Post-Secondary Agriculture competitions, makes regular presentations, and has a strong presence in the community with such events as hosting an agriculture day for elementary students.
• Campus Crusade for Christ: This Christian organization welcomes students and staff of any denomination to participate in a weekly Bible study and monthly service projects.
• Cheerleading: This spirited group of individuals serves as the cheer squad for Blazer athletics. Any individual who is interested in cheering is welcome to try out each fall.
• Dance: The dance team holds tryouts each fall and its members perform at the halftime of Blazer athletics.
• Horticulture Club: Any student who has an interest in horticulture, construction technology, or turfgrass is welcome to join the Hort Club for increased information in the field. The group plans community events and participates in nation trade conferences.
• Law Enforcement: The Enforcers club, approved in 2012, offers law enforcement majors the opportunity to learn from professionals in the field through lectures and activities.
• Livestock Judging: Any student interested in judging livestock is welcome to participate in the livestock judging club. Teams assemble and compete nationally throughout the year.
• National Association for Music Educators (NAfME): Any student interested in music or performing arts is welcome to join NAfME to gain awareness for music in the community.
• Pep Band: The Pep Band was assembled in 2011 to provide music at home Blazer athletic events. This group of individuals is always looking for others that share the love of music and wish to cheer on the Trail Blazers.
• Phi Theta Kappa (PTK): Phi Theta Kappa serves as our honors organization on campus and has received five-star status. PTK has continued local and national participation and encourages our students to continually strive for educational success.
• Psychology Club: Any student interested in pursuing a career regarding psychology or simply has an interest in the field is welcome to join the club.
• Student Veterans Association (SVA): Created in 2011 when many veterans were returning home and attending college, this club was designed to meet the growing needs of our vets. Any veterans, as well as any students, supporting veterans are encouraged to join the club. The SVA is very active in our community partnering with local organization in parades, philanthropic events and continued participation at Honor Flight events.
• Publications Club: Being a non-residential campus, the need to share events, news, and other information is great. Publications Club serves as the college newspaper representing the student voice.
• Running Blazers: To serve the growing interests of students, and to promote healthy lifestyles, Running Blazers promote fitness and health with group running exercises. Faculty, staff, students and community members gather twice a week to participate.

• Student nurses organization: Provides skill building and teamwork opportunities for student nurses. Students provide basic services for community organizations (blood pressure checks, height, weight) and learn from professional during lectures and projects.

The JWCC Fine Arts Department offers students great opportunities in music. Whether students are planning a career in music or want to improve their skills, this program provides a challenging curriculum, one-on-one training, and a number of performance opportunities. For students who wish to continue involvement in music, the College offers concert choir, vocal show ensemble, and an instrumental jazz ensemble. All groups participate in a rigorous concert schedule throughout the year and tour to a major metropolitan city each spring. Past destination cities have included Indianapolis, Memphis, Nashville, Kansas City and Chicago, with concerts at AutoZone Park, Stax Music Academy, St. Jude Children’s Research Hospital, Union Station and the Navy Pier.

INTRAMURAL SPORTS

The student-centered intramural program provides John Wood students, faculty, and staff an opportunity to compete in a variety of sport-related activities while having fun and engaging in collegiate student life. The Intramural Sport program is dedicated to offering leagues, one-day extravaganza events, and partnering with other local agencies in order to provide a variety of both competitive and recreational activities. Some activities that have been offered include volleyball, basketball, bowling, dodge ball, wiffle ball, and soccer.

INTERCOLLEGIATE ATHLETICS

John Wood Community College’s intercollegiate athletic program is consistent to the College’s overall philosophy and objectives. Focusing on the College’s four core values (self-development, excellence, accountability, and integrity), the individual programs work toward teaching team members the importance of learning in a competitive environment, striving to reach the highest standards of student athlete excellence, being a part of a team that excels on accountable behavior, and maintaining an integrity and respect for the academic and athletic opportunities that are being provided. In the fall of 2012, 93 students participated in four sports, cheer, and dance. The College currently offers four competitive intercollegiate sports, including men’s basketball, men’s baseball, women’s basketball, and softball.

3E.2 { The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

JWCC student life groups are highly involved in activities to benefit the learning process for students while enhancing the community and district. Members of each College-sponsored group are encouraged to give back to the community. Therefore, almost every organization participates in student-initiated community service projects. Outstanding examples of these activities include: food drives and fundraisers to benefit social service agencies by the Campus Crusade for Christ, fund raising benefits for medical research by the Ag Club, and events to assist the Red Cross and the United Way Campaign by the SGA that raised over $1,000 in FY11.

SGA sponsors two Christian organizations, Campus Crusade for Christ (CCC) and Fellowship of Christian Athletes (FCA), that promote spiritual growth and development on campus and in our community. The College’s music department is an active group consisting of jazz ensemble, vocal show ensemble, and concert choir that presents a fall concert, three holiday concerts, and participates in a spring concert tour. The spring concert tour includes performances at local high schools and in various cities throughout the Midwest including Branson, MO and Memphis, TN. All of these performances provide service learning and community engagement for our fine art students.
The intercollegiate athletic programs work to contribute to students’ educational experience through a variety of opportunities and projects. Some examples of such opportunities, as they relate to specifically the community engagement and service learning model are as follows:

- Jump Rope for Heart
- 7 Habits of Highly Effective kids presentations at local elementary schools
- Volunteer to read and tutor with homework at our community Teen Reach program
- Scheduled sessions with mentally and physically challenged adults through our local Transitions program to provide social and physical activities.
- Partnered with our local Blessing Cancer Research Center to raise funds for breast cancer awareness
- Implemented a reading program at area grade schools
- Volunteer during holidays at Monroe Elementary School working on arts, crafts, and reading stories with students
- Spent time serving at Caden’s Carnival, a fundraising event for a local community member in his family’s desire to raise money for medical research
- Volunteered at the Jingle Bell Run for arthritis research
CRITERION THREE
Teaching and Learning: Quality, Resources, and Support

*The institution provides high quality education, wherever and however its offerings are delivered.*

STRENGTHS

The College has the following strengths in the areas discussed in this chapter:

- An active student learning assessment process has been implemented for all education programs.
- Every credit-bearing transfer course has a “master syllabus” that: 1) includes goals and objectives for the course and 2) is used by all faculty members regardless of location or format.
- The College has hired staff with the education and experience to deliver high quality services to students.

CHALLENGES

The College identified the following challenges in the areas discussed in this chapter:

- With the uncertainty and delays in state funding, expenditures may have to be reduced. Out-of-district travel is one of the budget line items that typically is frozen when revenues and state payments lag. Since attendance at meetings and conferences is one of the primary avenues for professional development, employees would need to utilize some of the other more cost effective types of professional development, such as webinars, online and in-house training.
- Students are graduating from secondary schools underprepared for postsecondary studies throughout the nation. The JWCC experience is similar - over 70 percent of incoming students are placed in one or more developmental education (below college-level) classes. The present challenges to the College are the sheer number of students needing remediation, especially in reading, as well as offering the subject matter to these students in a way that will close the gap and make them ready for college work.
- In 2010, because of the state budget crisis, the College suspended men’s golf and women’s volleyball. This action saved the College approximately $80,000. However, it eliminated opportunities for our students. It was the first time in 18 years that the College cut a co-curricular program. Restoration of these two programs is under evaluation.
CRITERION FOUR
Teaching and Learning: Evaluation and Improvement
The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

As stated in the catalog, the mission of John Wood Community College is to “provide the highest quality educational opportunities and services . . . to meet the needs of a diverse community.” JWCC demonstrates its commitment to the College's mission by offering a wide range of quality programs and providing a number of delivery methods to accommodate the diverse needs of the community. The quality is measured through constant review of the programs and of the credit the College transcripts or accepts. Through assessment of the programs, the College prepares students for advanced studies or for employment. The College evaluates the quality of its programs through rigorous, faculty-driven measurements of student learning and teaching effectiveness, and the College focuses the results of these assessments to improve the programs. JWCC regularly reviews persistence and completion data to measure the effectiveness of not only the program curricula but also the revisions made due to assessment.
CRITERION FOUR: CORE COMPONENT – 4A

The institution demonstrates responsibility for the quality of its programs.

JWCC demonstrates responsibility for the quality of its programs through regular review and evaluation of its academic programs and all credit that it transcripts, including what it accepts in transfer or awards for other forms of prior learning. Additionally, programs that are designed to prepare students for advanced study or employment accomplish their intended purposes. Specialized accreditation, as appropriate to its educational purposes, is maintained. JWCC assures that all instructional delivery methods, including dual credit courses or programs for high school students, it offers are equivalent in learning outcomes and levels of achievement to the higher education curriculum. How these components are accomplished, along with supporting evidence, is outlined in the following pages.

4A. 1  The institution maintains a practice of regular program reviews.

JWCC maintains a practice of regular review and evaluation of its academic as well as non-academic programs through the annual program review process and the use of advisory councils. The program reviews provide information about the structure, function and assessment of the effectiveness of the programs and ensures improvement of the College. While many programs already participate in most facets of program review, the formal process of the report helps document their assessments and evaluation and provides others the opportunity to gain understanding about the programs. Additionally, the College is required to complete a formal program review by the Illinois Community College Board (ICCB). (ICCB requires an annual program review report that is evaluated as a part of its five-year recognition process.) Program reviews can be found on the JWCC website through the Office of Institutional Effectiveness page.

PROGRAM REVIEW

The program review report is formally written by the Office of Institutional Effectiveness, with input from faculty and staff involved in the areas included in the review. The report includes career and technical programs, academic disciplines, cross-disciplinary curricula including general education and developmental education, and non-academic programs such as enrollment services, student services and fiscal services. Programs are included in the review on a five-year cycle. The schedule is determined by ICCB and is published on an annual basis, incorporating new programs as they are approved and deleting programs that have been withdrawn. See the FY2012 Program Review report for the five-year program review schedule. For example, in FY2008, Emergency Services/Fire Science option and Restaurant/Management and Culinary Arts were on the schedule for career and technical program review. Those same programs are on the FY2013 schedule for review. Likewise, human resources and enrollment services were scheduled for non-academic program review in FY2008 and FY2013. JWCC developed a construction technology program in 2010. On the FY2007-FY2011 schedule, the program does not appear, but on the FY2011-FY2015 schedule, the construction technology program is listed for review in FY2015. Similarly, the industrial electronics program was set for review in FY2007; that program was discontinued at JWCC and does not appear for review on the FY2011-FY2015 schedule.

PROGRAM REVIEW EVALUATION

Through the program review process and final report, evidence is documented regarding the quality of academic programs, internal and external issues that affect the program, areas that show or need improvement, and plans to increase the quality of the programs. The review has changed over the past several years to provide a more comprehensive report about the quality and direction of the programs. Some examples of these changes are listed below:

- Assessment of student learning outcomes was added in the current review format. This data provides a better picture of student learning and how programs or courses are changed to improve student learning or respond to community needs.
- Enrollment, employment, and cost data is now provided to the programs prior to the review and is helpful to the leaders of those programs.
- Starting the review at the beginning of each fiscal year and working with the programs through the various aspects of the review provides a more dynamic environment for useful completion of the review.
EVALUATION EXAMPLE

The early childhood education (ECE) program was included in the program review report in FY2006 and FY2011, as part of the five-year rotation. In the FY2006 Program Review, it was noted that there was a continuous need for child care workers and that the graduates of the program were finding employment in their field. The FY2011 Program Review also showed the continuous need. While the FY2011 report itself does not reflect employment of graduates, the Career and Technical Follow-Up Study for that program shows successful employment of graduates.

In FY2006, the report stated that the program had moved under the Education Department, and while it no longer had a specific chair for the ECE program, it had a stronger support system. The FY2011 Program Review remarks that the ECE program was moved to the Office of the Dean of Transfer Education and that a department chair had been renamed to the ECE program.

The FY2011 report notes that assessments in the previous five years showed overall performance by students in teaching lessons to preschool aged children in math, art, language and literature, and science was above the benchmark for the learning objective. However, since the performance was based on the four components together, there was a need to determine if any of the components needed strengthening for the students to reach higher performance. Through changing assessment methods, it was found that the science component needed to be strengthened. The semester following the discovery, a change was made in the classroom to provide more focused instruction on how students should teach science lessons to young children. Later assessments showed improvements in this component.

Noted in both FY2006 and FY2011 reports was the positive outcome from developing partnerships with early childhood centers and schools for placement of the JWCC students for practical experience. These relationships provide students with valuable training and many times lead to employment at those facilities.

ADVISORY COUNCILS

Advisory councils have been integral in recommendations for new programs and courses, changes to existing programs and courses, and when necessary, eliminating programs and courses. Advisory councils are made up of community representatives who work or employ workers in a program-related field. Advisory councils are widely used for the career and technical education (CTE) programs. There are also advisory councils for outreach counties, such as Pike and Brown counties, and some of the College’s non-academic programs such as the Retired Senior Volunteer Program (RSVP) and Adult Education Area Planning Council. Advisory councils have also been active for the transfer academic programs to promote the transferability of courses and programs to four-year institutions.

ADVISORY COUNCIL RECOMMENDATIONS

Recommendations from advisory councils proceed through the instruction and faculty committees and on to administration for possible implementation. Below are some examples of recommendations made by advisory councils and the resulting actions:

The graphic design advisory council was developed for input regarding a graphic design degree. The council strongly supported the adoption and implementation of this new program in the fall of 2007 (see the FY2009 Program Review).

The newly created sustainable local foods program has an active advisory council consisting of Agriculturalists from the community who guide and direct curriculum to be ‘real world’ and current.

4A. 2 The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning

In addition to the credits that JWCC awards through completion of credit-bearing courses, the College also transcripts credits for military service, proficiency examinations, and credit for prior training or experience. The policies for each of these items are contained within the Board Policy Manual and are outlined below.
CREDIT-BEARING COURSEWORK
The most common type of credit that the College transcripts is for credit-bearing coursework. JWCC adheres to strict policies that are set forth by the various governing bodies including the Higher Learning Commission, Department of Education, and Illinois Community College Board with regard to this credit.

MILITARY CREDIT
According to Board Policy 617 (Military Credit), the College may grant credit for military service based on the recommendation of the American Council on Education (ACE) and the Community College of the Air Force (CCAF) when the granting of that credit is appropriate to the student’s current educational goals. However, the credits awarded for military service cannot exceed 30 total hours unless otherwise approved by the vice president for instruction.

PROFICIENCY EXAMINATIONS
According to Board Policy 618 (Proficiency Examinations), the College recognizes that college-level academic competence may be achieved through five sources of credit by examination: Proficiency Examination Program (PEP), College Level Examination Program (CLEP), Defense Activity for Non-traditional Education Support Program (DANTES), Advanced Placement (AP) testing, and JWCC course proficiency examinations. The College also offers students the opportunity to take the CLEP on the JWCC campus. As with any other credit that isn’t native to JWCC, the Registrar’s office requires official transcripts to be sent in order to evaluate and award any of the third party credit by examination sources mentioned above. Maximum credit allowed for military experience, courses offered through military service, courses through business and industry, CLEP, PEP, DANTES, advanced placement, or institutional proficiency examinations is 30 semester hours for any one of the above areas or any combination of the above areas.

The process required for students to obtain JWCC course proficiency credit begins with the student working directly with the respective program’s department chair. Once an agreement is reached between the student and faculty member regarding the examination, the student brings the signed proficiency examination form to the Enrollment Services office. After each of these steps occurs and the proper signatures are obtained, the student may arrange a time to take the exam with the faculty member. The result of the student’s proficiency examination is then reported to the Registrar’s office. If the minimum standard is met, applicable credit will be awarded.

Any credit that is earned through proficiency examinations is designated as proficiency credit on the student’s transcript. There is no letter grade assigned with these credits. Also, hours earned through proficiency examinations are not included in calculating grade point averages and does not satisfy residency requirements.
CREDIT FOR PRIOR TRAINING

Board Policy 618.1 (Credit for Prior Training) states that the College will accept credit for prior training under certain circumstances. These circumstances include the following:

- Credit will be awarded for law enforcement and fire science academy training, as approved by the program coordinator.
- Credit will be awarded for other business and industry training, if such training is recognized by the American Council on Education (ACE), as listed in the National Guide for Education Credit for Training Programs, and if such credit applies to the JWCC program of study.
- Credit will also be awarded for military training as described above and in Board Policy 617 (Military Training).

4A.3 The institution has policies that assure the quality of the credit it accepts in transfer.

Admissions requirements for transfer students include submission of an application for admission, final high school transcripts (or exam scores from obtaining a General Educational Development-GED) from a state-accredited learning institution, and official college transcripts from any previously attended college or university. Transfer students are not required to attend a new student orientation, but are often times encouraged to do so. Transfer students may also be required to take the placement assessment if applicable college-level math and English credit aren't already earned.

All official transcripts from post-secondary institutions are required to be submitted. However, the College only evaluates and awards credit from transcripts of regionally accredited institutions. Students who transfer from institutions that are not regionally accredited, can still be accepted for admission if official transcripts are released. It is assumed that if official transcripts/records are released to John Wood Community College, the student has a “free and clear” student account at each institution; free and clear meaning that the student does not have outstanding financial responsibilities.

If a transcript is received from an institution that is not regionally accredited, the record will be held in that student's file but no credits or course history from said institution will be placed onto their JWCC transcript as transfer credit.

The admission application indicates that the student is providing all transcripts from all institutions when the student signs the application. If JWCC does not receive a transcript within the first semester of a student’s attendance or finds other transcripts not indicated on the application, a student’s enrollment in subsequent terms may be denied as outlined in the catalog on page 28.

The coordinator of records or registrar reviews all incoming transcripts from higher learning institutions to determine if the transcript is from a regionally accredited institution. The coordinator of records or registrar reviews transfer credits and completes the transfer credit form which indicates transfer credit accepted by John Wood Community College. A copy of the transfer credit form is sent to the student and a copy is attached to the incoming transcript and placed in the student's file. Once the transcript has been reviewed, the coordinator of records or registrar inputs the accepted credit into the Banner system. This also makes the transfer credit awarded viewable via the student's SOLAR (Student Online Access to Records) account. Each transcript is evaluated for applicable credit as it correlates to the student's declared program of study at JWCC. Transcripts are re-evaluated if a student changes their program of study during their enrollment at JWCC.

The College Catalog and Student Handbook further outlines the institution's policies regarding the acceptance of transfer credit. The policies listed in the catalog are in accordance to the approved policies related to transfer credit that can be found in the Board Policy 603.1 (Transfer Credit).
The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

PREREQUISITES, RIGOR, AND EXPECTATIONS OF STUDENTS

The faculty has the primary responsibility for course rigor, prerequisites, and syllabi. They accomplish their responsibility through the Senate Committee on Curriculum. All additions and modifications of courses as well as program curricula are sent to the Senate Committee on Curriculum.

The Senate Committee on Curriculum reviews and acts on each course or program item, either recommending it to the full Senate at their next meeting for their consideration and vote or by sending the item back to the department program. Items that the Faculty Senate approves by vote are then sent to the vice president for instruction for approval and then on to the Board of Trustees Curriculum Committee for a review by the members. The Board Curriculum Committee can then recommend the item for full board consideration and approval at the next Board meeting.

Syllabi are all created by the appropriate department using the Master Syllabus template. The Master Syllabus identifies components of the syllabus that are required and prescribed to be identical in all syllabi, components that are required but can vary from instructor to instructor, and optional items whose inclusion is left to the discretion of the instructor. All syllabi are collected and stored by the administrative assistant to the vice president for instruction.

About two years ago, the staff who manages the online courses began a review of all online courses and their rigor using a checklist of best practices. The course reviews were designed to be completed over a two and one-half year cycle to coincide with the five-year ICCB program review cycle. Thus, every five years each online course would be compared to best practices twice with the results being shared with the department chair.

FACULTY CREDENTIALS

The review of credentials for faculty is the responsibility of the instructional leadership (vice president of instruction and instructional deans). Department chairs are required to get approval from the appropriate dean before hiring any adjunct faculty. The hiring of full-time faculty requires the recommendation of the vice president and the president's recommendation to the Board of Trustees who formally approve the hire.

Recently, in 2010, a systematic and comprehensive review of all faculty credentials was completed. The review revealed a small number of tenured full-time faculty who did not meet the general guidelines regarding credentials and a substantial number of adjunct faculty (including dual credit) who did not have the credentials for teaching in the discipline in which they had been teaching. The full-time faculty filed a plan with Instruction and Human Resources describing how they would achieve the necessary credentials and are in the midst of fulfilling their plans.

At that time, in 2010, instructional leadership began to inform the department chairs of the adjunct faculty in their departments that did not have the appropriate credentials. The chairs in turn informed the adjunct faculty of the situation and the options to continue to teach for the College. The options were: to teach exclusively in a discipline or program appropriate and consistent with their credentials or to develop a College-approved plan to obtain the credentials in 18 months. In a few cases, department chairs advocated for particular faculty who despite not having the appropriate academic credential (e.g., a Master's degree) nonetheless had extraordinary experience and peer-recognized expertise in a given discipline. These faculty members were considered to be qualified to teach for JWCC in their given disciplines via a non-traditional qualification. For example, JWCC now teaches a course in the Chinese language. The instructor does not have the traditional credential of a Master's degree in Chinese, but rather has met the College's non-traditional standard of possessing appropriate credentials. The instructor is a native of China living in Taiwan until adulthood, speaks and writes English well, and has years of experience teaching Chinese to businessmen as well as high school students. Evidence of her success includes the fact that a few of her high school students either have earned or will be earning bachelor's degrees in Chinese.
Since that time, a document has been created by instructional leadership to summarize the credentials of each faculty person and how they match with the credential needed to teach in a given discipline or program. Faculty are qualified by possessing traditional credentials (e.g., a Master's degree for a general education discipline or experience and skills for a technical program), non-traditional credentials (e.g., a musician without a Master's degree who is recognized by his or her peers as knowledgeable and exemplary), or emergency credentials for a short term period (e.g., a person without a Master's degree or exemplary recognition but who will teach and be under the observation of a full-time faculty member). This form is completed for all faculty who are hired and can be found in their personnel file located in the Office of Human Resources.

ACCESS TO LEARNING RESOURCES

The learning resources provided by the College include tutoring, online tutoring, and TRIO - Student Support Services tutoring. Learning resources also include the Library Services and the many databases available. The dean of arts and sciences oversees the College's tutoring program along with a coordinator of tutoring, vetting each potential tutor with a written recommendation by a full-time faculty member and a review of their college grades. In some cases, the tutors are not students but individuals with master's degrees in the given area in which they tutor. These tutors are compensated with pay. The instructional leadership is responsible for the rigor and effectiveness of instructional tutors. The TRIO-Student Support Services tutoring is also staffed by master's level individuals in English, science and mathematics. Other subjects are staffed with competent college students or teachers.

The library's resources (e.g. print material, electronic media, virtual media) are available to all JWCC students. The director of learning resources selects them in collaboration with faculty. In that sense, the faculty play an integral role in determining and maintaining the quality and appropriateness of the library's resources.

DUAL CREDIT

One of the ways in which JWCC delivers quality programs is through dual credit courses for high school students. In November 2010, the ICCB conducted an evaluation for JWCC. The team noted that "Dual credit at JWCC appears to be an important part of the overall educational offering and good administrative oversight is evident. JWCC is to be commended for instituting a systemic review of dual credit courses."

In regard to dual credit, JWCC follows the Administrative Rules of ICCB which pertain to learning outcomes and equivalency in levels of achievement:

• 1501.507b5: Courses shall have specific written objectives
• 1501.507b6: A course outline shall be available for review by any student or citizen
• 1501.507b7: Courses shall have a method of evaluating student performances which follows the adopted college grading system
• 1501.507b11A: adheres to “…local college policies that apply to…instructional procedures and academic standards.”

JWCC complies with the ICCB and Dual Credit Quality Act of Illinois and ensures the quality of the dual credit courses:

• Each dual credit syllabus follows the format of the Master Syllabus. The syllabus has the same objectives as a course on campus or an online course. Also, all dual credit syllabi include an evaluation scale.
• The dual credit syllabi are approved by the department chairs.
• All syllabi for all classes, including dual credit, are on file in the Office of the Vice President of Instruction.
• JWCC has on file a Memorandum of Understanding (MOU) signed by the president of JWCC and the superintendent of each high school district in the community college district.

Assessment procedures include artifacts from dual credit classes if there are such classes in the outcomes being assessed. For example, General Education Goal 5.2 (the student will be able to deliver an oral presentation) was assessed in fall 2011. The results of the assessment are included in the Assessment Manual available on the JWCC website.
The College maintains specialized accreditation or certification for select programs and offerings. Many of these specialized accreditations or certifications are necessary for graduates to obtain employment. For example, in the health sciences field, the College's surgical technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Additionally, both the LPN certificate and ADN degree are approved by the Illinois Department of Professional Regulation.

More information on specialized accreditations can be found in the Federal Compliance chapter.

The College puts great value in ensuring that its programs adequately prepare students and graduates for employment, transfer and admission to a four-year institution, or whatever the end goal might be. In the 2009-2014 Strategic Plan, two of the five strategic goals are related to and address this very issue. Strategic Goal One is "to make JWCC the college of choice for postsecondary education for district residents with emphasis on quality and pertinent curriculum offerings." Strategic Goal Five states that "JWCC will expand and maintain relevant Career, Technical and Workforce Education offerings in order to meet the needs of students and employers."

Furthermore, the College also evaluates the success of its transfer students through the annual Transfer Report and career and technical education students through the annual Career and Technical Education Follow-up Study.

**JWCC TRANSFER REPORT**

Beginning in 2010, the Office of Institutional Effectiveness began creating an annual report of transfer student success – the JWCC Transfer Report. The report tracks students at the College who are enrolled in one of the College's programs intended to prepare students for transfer to a four-year institution (i.e., AA, AS, AFA, AGS degrees). The report utilizes the National Student Clearinghouse database to track if students have transferred to another institution and to which institutions they have transferred.

The Transfer Report tracks two specific cohorts of students each year to obtain what is reported as the Transfer-Transfer and Completer-Transfer rates. The Transfer-Transfer rate is the percentage of students enrolled in a transfer program at the College (excluding the summer term) that enrolled in the following year at a four-year institution. The Completer-Transfer rate, on the other hand, is the percentage of transfer degree completers at JWCC within a given year that transferred to a four-year institution in the following year. A table of these two rates can be seen in table 4a.1.
4a.1: Transfer Report Rates

<table>
<thead>
<tr>
<th>FY</th>
<th>TRANSFER TRANSFER</th>
<th>COMPLETER TRANSFER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>2010</td>
<td>606</td>
<td>23.5%</td>
</tr>
<tr>
<td>2009</td>
<td>536</td>
<td>22.3%</td>
</tr>
<tr>
<td>2008</td>
<td>533</td>
<td>21.9%</td>
</tr>
<tr>
<td>2007</td>
<td>618</td>
<td>25.4%</td>
</tr>
<tr>
<td>2006</td>
<td>667</td>
<td>27.3%</td>
</tr>
</tbody>
</table>

Source: FY2010 Transfer Report

In addition to the Transfer Report, the College also gathers data on the success of its students who have transferred to a four-year institution. This data, however, is typically harder to obtain, and the source of this data typically comes from reports sent to the College from its four-year partners. Generally, these reports have shown that JWCC students who transfer to four-year institutions perform at least as well or better (in terms of GPA) than the native students at that institution. Examples of these reports can be seen here: FY2012 ISU Transfer Report, FY2012 UIUC Transfer Report.

CTE FOLLOW-UP STUDY

As a comprehensive community college, JWCC has many programs, known as career and technical education (CTE) programs, that prepare students to enter the workforce immediately upon graduation. These programs include the many certificate and AAS programs the College offers. Since the objective of these programs is not related to transferring to another institution to complete their education before entering the workforce, a different instrument is used to assess the success of these programs.

The College has conducted the CTE Follow-Up Study to track its CTE graduates and gather data on their success for many years. This study is also a requirement of the Illinois Community College Board (ICCB) for all community colleges in the state that offer CTE programs. The CTE Follow-Up Study is a survey sent out to all CTE program graduates on an annual basis. The survey is mailed in March following students' graduation each year. The survey collects data on employment as well as satisfaction with the program and services at the College.

While the College has been administering the CTE Follow-up Study for many years, the usefulness of the data collected has only been marginal. This is due to the low number of responses that are collected from the survey. This issue was identified during the College's recent strategic planning sessions, and a plan is currently being developed to improve the effectiveness of the study beginning with the spring 2013 administration of the survey.
CRITERION FOUR: CORE COMPONENT – 4B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

The College demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. The College has clearly stated student learning goals and outcomes for all of its programs. These learning outcomes and goals are regularly assessed through the College’s assessment plan and provide evidence and data for the College to make continuous improvements to its curricula and programs. All assessment of student learning is faculty driven, supported by administration and appropriate staff, and is evaluated regularly to reflect best practices.

4B.1 The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

The JWCC assessment plan covers assessment of student learning in general education, career and technical education, and developmental education. Each area uses different methodologies. Each area’s cycle coincides with the ICCB mandated five-year cycle of program review for the College as well.

TRANSFER

Assessment of the transfer area includes those courses that address the general education goals for degree programs that will transfer to a four-year institution. The assessments are performed across departments throughout the College.

The institution demonstrates a commitment to and capacity for educational improvement through assessment of student learning. The College, through administration, faculty (faculty senate, as well as departmental discussions), and especially the Senate Committee on Academic Assessment (SCAA) have held vigorous discussions, and put into practice a variety of resources and methods for assessment. These include portfolios, individual class artifacts collected across all class media, and exit (CAAP) testing. Revision of the General Education Goal (GEG) Matrix has also been in process, as well as intensive assessment for how specific GEGs are assigned to individual courses. See Overview of JWCC Assessment Plan as well as the 2009-2014 Strategic Plan of the College.

The specific goals claimed by the College are those tested by the programs coordinated by the SCAA. The following table shows these GEGs: (See Table 4b.1).
### 4b.1: General Education Goals

<table>
<thead>
<tr>
<th>GENERAL EDUCATION GOALS</th>
<th>MINIMUM STUDENT LEARNING OUTCOMES (STUDENT WILL BE ABLE TO:)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an awareness of human values and diverse cultures.</td>
<td>1.1 describe attributes of a culture different from one's own.</td>
</tr>
</tbody>
</table>
| 2. Explain economics and politics from local, national and world perspectives. | 2.1 explain the function of an economic system.  
2.2 explain the function of a political system. |
| 3. Demonstrate interpersonal skills and behaviors to promote the achievement of personal and group goals in the workplace and society. | 3.1 work in groups effectively. |
| 4. Use critical thinking. | 4.1 make rational decisions and solve problems. |
| 5. Communicate effectively utilizing verbal, nonverbal, listening and written skills. | 5.1 write clearly.  
5.2 deliver an oral presentation. |
| 6. Demonstrate the ability to evaluate and apply information technology. | 6.1 utilize current computer software.  
6.2 demonstrate information seeking skills. |
| 7. Explain the importance of facilitating and adapting to change. | 7.1 explain the importance of adapting to change. |
| 8. Demonstrate an awareness of humanities and fine arts. | 8.1 demonstrate an awareness of the humanities  
8.2 demonstrate an awareness of the fine arts. |

The GEGs listed above are clearly stated in a variety of places to ensure that faculty, staff, students, and the public can easily find and access them. The GEGs can be found in the [College Catalog and Student Handbook](#), on the JWCC institutional effectiveness [website](#), and applicable GEGs have now been added to all course syllabi. The College has worked to make these goals very visible so that all stakeholders have a clear idea of the goals, outcomes, and expectations of the College's General Education program.

### CAREER AND TECHNICAL EDUCATION (CTE)

The Career and Technical Education (CTE) area includes certificate and degree programs that are unique for each occupation. Assessment of student learning in these programs is performed within each department. Also, each CTE program has its own set of unique learning goals and outcomes that have been developed by the faculty who teach these programs.

The CTE programs are diverse with each program having its own goals and learning outcomes. Assessment of CTE programs is accomplished by each department or area on a five-year cycle. In order to facilitate the process, the College has designated a day at the end of the spring and fall semesters for CTE assessment. SCAA members, the director of institutional effectiveness, and others provide assistance and guidance to CTE chairs and faculty members for planning, conducting, and analyzing assessment.

In the fall 2008, network storage was established to store all CTE assessment materials for all programs. Each CTE program was provided with a folder. Links to this storage area were placed on the office computers for each department chair or faculty member who was responsible for completing the assessment report. The folder contains the program's goals and outcomes, rubrics, raw data and assessment reports. This location is more accessible and convenient for the faculty, and encourages collaboration and sharing of data. As an example of this collaboration, the Business: Computer Information Systems (CIS) AAS degree contains accounting courses as part of the degree program. The CIS faculty can access the assessment reports for accounting stored in the Accounting program folder and see what problems might have been identified and what changes are being implemented.
DEVELOPMENTAL EDUCATION (DEV ED)

The Developmental Education (Dev Ed) area provides classes that help students develop basic reading, writing, and math skills necessary to be successful in higher education. These assessment activities are performed within the Dev Ed department by the Dev Ed faculty. The Dev Ed department and faculty have also worked to develop a set of learning goals and outcomes specifically for Dev Ed courses.

4B.2 The institution assesses the learning outcomes that it claims for its curricular and co-curricular programs.

As stated in the section above (4b.1), the College’s assessment processes are divided into three units: transfer education, career and technical education (CTE), and developmental education. The assessment processes and information for each unit is listed below.

TRANSFER

As stated above, the transfer area of assessment includes those classes that address the General Education Goals (GEGs) for degree programs that will transfer to a four-year institution. These assessments are performed across the transfer education departments throughout the College. The process for the assessment of the GEGs can be found in the College’s Assessment Manual. All GEGs are currently assessed through the collection of student artifacts from courses that claim each GEG (a listing can be found in the GEG Matrix). After the artifacts are collected, they are scored by trained teams of faculty members according to rubrics that have been designed by the Senate Committee on Academic Assessment (SCAA) and related academic departments and faculty. Once the artifacts are scored, the Office of Institutional Effectiveness analyzes the data and compiles an assessment report that is shared with the SCAA, Faculty Senate, and academic departments from which the artifacts were collected. The academic departments then make any necessary changes or improvements based on these reports. All GEGs are assessed on a five-year cycle, with one complete cycle being recently completed in 2011.

The table below provides a timeline of the changes and major developments that have occurred in the transfer area of the College's Assessment Plan:

4b.2: SCAA Timeline of Major Developments in Transfer Education

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>02-06</td>
<td>Unified Final (Exit) Exam given for first time</td>
</tr>
<tr>
<td></td>
<td>Assessment of GEGs 2</td>
</tr>
<tr>
<td>01-07</td>
<td>Revision of Gen Ed Matrix</td>
</tr>
<tr>
<td>02-07</td>
<td>Focus Visit</td>
</tr>
<tr>
<td></td>
<td>Discussion of Results of Assessment of GEGs and report to Senate</td>
</tr>
<tr>
<td>04-07</td>
<td>Creation of assessment budget</td>
</tr>
<tr>
<td></td>
<td>Revision of demographic sheet to include dual enrollment and multiple delivery methods</td>
</tr>
<tr>
<td>11-07</td>
<td>Introduction of “test reading” to work out bugs prior to assessment days</td>
</tr>
<tr>
<td></td>
<td>Formal evaluation process for feedback from assessment day introduced/adopted</td>
</tr>
<tr>
<td>12-07</td>
<td>Development of subdivisions of GEG 4 to 4.1 and 4.2. Confirmed 2/08</td>
</tr>
<tr>
<td></td>
<td>Assessment of GEGs 6.2</td>
</tr>
<tr>
<td>05-08</td>
<td>Assessment of GEGs 4 (Math) and 6.2</td>
</tr>
<tr>
<td>09-08</td>
<td>SCAA Procedure Manual updated and posted on assessment website</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11-08</td>
<td>Major discussion of problems and merits of Portfolio as method of assessment</td>
</tr>
<tr>
<td></td>
<td>Update of Procedure Manual</td>
</tr>
<tr>
<td>12-08</td>
<td>Continued major discussion of Portfolio, constructed pro and con list and discussed alternative methods for assessment. Recommendation made to faculty senate and JWCC Board to Discontinue the Portfolio method. This was supported by Instructional Services. Assessment of GEGs 4 (Natural Science) and 8.2</td>
</tr>
<tr>
<td>01-09</td>
<td>Faculty Convocation discusses pro and con for Portfolio assessment method</td>
</tr>
<tr>
<td>02-09</td>
<td>Further discussion of alternate methods and request for information from study on assessment processes used by other colleges. Discussion of having departments with classes being assessed do the assessment. Decision to include more than one GEG outcome at a time. Inclusion of other delivery methods. Changes made to description of SCAA in faculty senate constitution Discussion of portfolio at February Senate, and acceptance of recommendation to discontinue the Portfolio and seek other means of assessment.</td>
</tr>
<tr>
<td>03-09</td>
<td>Report of Mike Terry on other colleges’ assessment processes, including the use of exit exams, and discussion of merits of different methods of assessment.</td>
</tr>
<tr>
<td>05-09</td>
<td>Update of Gen Ed. Matrix with assistance of department chairs</td>
</tr>
<tr>
<td></td>
<td>Discussion of re-development of standard rubrics for each GEG</td>
</tr>
<tr>
<td></td>
<td>Discussion of Results of Assessment of GEG 8.2 and report to Senate</td>
</tr>
<tr>
<td></td>
<td>Adoption of An Explanation of Assessment Criteria for Collecting Course Artifacts</td>
</tr>
<tr>
<td></td>
<td>Assessment of GEG 8.1</td>
</tr>
<tr>
<td>09-09</td>
<td>Major discussion of standard assessment tools, including process for getting them to instructors and chairs the semester before assessment</td>
</tr>
<tr>
<td>11-09</td>
<td>Major discussion of whether rubrics should be supplied to students beforehand, or whether this will negatively affect reliability of results. It was decided to give students the rubrics.</td>
</tr>
<tr>
<td>12-09</td>
<td>Assessment of GEGs 4.1 (Verbal Logic) and 1</td>
</tr>
<tr>
<td></td>
<td>Re-Assessment of GEG 8.1</td>
</tr>
<tr>
<td>02-10</td>
<td>Discussion of Results of Assessment of GEGs 4.1 and 1 and report to Senate</td>
</tr>
<tr>
<td>04-10</td>
<td>Members attend Higher Learning Comm. Mtg.</td>
</tr>
<tr>
<td>05-10</td>
<td>Higher Learning Commission approval of online degree programs</td>
</tr>
<tr>
<td></td>
<td>Assessment of GEGs 4.1 and 7.1</td>
</tr>
<tr>
<td>08-10</td>
<td>Discussion of Results of Assessment of GEGs 4.1 and 7.1 and report to Senate</td>
</tr>
<tr>
<td>09-10</td>
<td>Introduction of CAAP testing as supplemental assessment method</td>
</tr>
<tr>
<td></td>
<td>Online demographic form reviewed and amended</td>
</tr>
<tr>
<td>12-10</td>
<td>Assessment of GEGs 4.1 and 1.1</td>
</tr>
<tr>
<td>03-11</td>
<td>CAAP test administered to graduating AA, AS and AAS degree-seeking sophomores</td>
</tr>
<tr>
<td>04-11</td>
<td>Discussion of Results of Assessment of GEGs 4.1 and 1.1 and report to Senate</td>
</tr>
</tbody>
</table>
05-11 Results of CAAP test reported to SCAA and Faculty Senate
Assessment of GEG 3.1
Decision to Re-do master rubrics for all GEGs for inclusion in the syllabi of courses that claim them.
Discussed clarification document to chairs and directors, indicating desirability of regular assessments by each department, with results reported to SCAA.

12-11 Assessment of GEGs 3.1 and 5.2

02-12 Discussed results of Assessment of GEGs 3.1 and 5.2 and report to Senate
The Assessment manual was updated.
A four column “Assessment Implementation Form” was adopted, to show the results of the assessment process, and to indicate how this process will be used to make specific improvements in how the General Education goals are being achieved through particular courses.

03-12 CAAP test administered to graduating AA, AS and AAS degree-seeking sophomores

05-12 Assessment of GEG 2.1

09-12 Discussed results of CAAP test and GEG 2.1 and report to Senate
Discussed completed Assessment Implementation forms for assessment of GEG 5.2 and GEG 2.1 and report to Senate

CAREER AND TECHNICAL EDUCATION (CTE)
As stated above, the career and technical education (CTE) area of the College’s Assessment plan covers CTE programs that are unique for each occupation. Assessment of these programs is performed within each department. The table below documents significant events in the CTE assessment process.
### 4b.3: SCAA Timeline of Major Developments in CTE Education

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/13/2006</td>
<td>4-column form adopted for all CTE programs</td>
</tr>
<tr>
<td></td>
<td>Developed workbook for creating goals and outcomes</td>
</tr>
<tr>
<td>01/06 thru 12/06</td>
<td>Marty Otto and David Rigsbee worked with faculty to develop CTE program goals and outcomes</td>
</tr>
<tr>
<td>9/8/2006</td>
<td>Created CTE subcommittee as standing subcommittee of the SCAA to oversee the program binders and CTE assessment process</td>
</tr>
<tr>
<td>09/06 thru 12/06</td>
<td>Assembled binders for all CTE programs</td>
</tr>
<tr>
<td>5/9/2008</td>
<td>Form identifying all programs and person responsible for completing report for each program</td>
</tr>
<tr>
<td>10/10/2008</td>
<td>Begin work on CTE Network storage; icons to network storage location placed on desktops of report completers</td>
</tr>
<tr>
<td>4/3/2009</td>
<td>Student worker hired; room C264 was acquired and materials from CTE binders transferred to folders in CTE Network storage area</td>
</tr>
<tr>
<td>5/19/2009</td>
<td>First CTE Assessment workshop;</td>
</tr>
<tr>
<td></td>
<td>Faculty participating: 12</td>
</tr>
<tr>
<td></td>
<td>Programs completing reports: 10</td>
</tr>
<tr>
<td>12/15/2009</td>
<td>CTE Assessment workshop;</td>
</tr>
<tr>
<td></td>
<td>Faculty participating: 13</td>
</tr>
<tr>
<td></td>
<td>Programs completing reports: 7</td>
</tr>
<tr>
<td>5/18/2010</td>
<td>CTE Assessment workshop;</td>
</tr>
<tr>
<td></td>
<td>Faculty participating: 15</td>
</tr>
<tr>
<td></td>
<td>Programs completing reports: 20</td>
</tr>
<tr>
<td>12/14/2010</td>
<td>CTE Assessment workshop;</td>
</tr>
<tr>
<td></td>
<td>Faculty participating: 13</td>
</tr>
<tr>
<td></td>
<td>Programs completing reports: 5</td>
</tr>
<tr>
<td>5/17/2011</td>
<td>CTE Assessment workshop;</td>
</tr>
<tr>
<td></td>
<td>Faculty participating: 15</td>
</tr>
<tr>
<td></td>
<td>Programs completing reports: 26</td>
</tr>
<tr>
<td>12/13/2011</td>
<td>CTE Assessment workshop;</td>
</tr>
<tr>
<td></td>
<td>Faculty participating: 13</td>
</tr>
<tr>
<td></td>
<td>Programs completing reports: 11</td>
</tr>
<tr>
<td>5/15/2012</td>
<td>CTE Assessment workshop;</td>
</tr>
<tr>
<td></td>
<td>Faculty participating: 12</td>
</tr>
<tr>
<td></td>
<td>Programs completing reports: 28</td>
</tr>
</tbody>
</table>
DEVELOPMENTAL EDUCATION (DEV ED)

The Developmental Education (Dev Ed) area provides classes that help students develop basic reading, writing, and math skills necessary to be successful in higher education. As with CTE assessment, these assessment activities are performed within the Dev Ed department by the Dev Ed faculty.

As documented in the Developmental Education Assessment Timeline, Table 4b.1d, the Dev Ed department has been concentrating their focus on Dev Ed mathematics. The Dev Ed mathematics courses have the largest student population of all the Dev Ed courses. Prior to 2008, two challenges were identified:

1. With five courses and primarily a structured delivery method, students might take up to five semesters to develop the skills needed to advance to on-level or college level math courses. If a student completed one of the courses early, they were unable to move to the next course until the start of the next semester.

2. Students were often misplaced in the lower level courses because of poor performance on the COMPASS test due to personal or outside influences on the test day. Misplaced students might finish the course in a few weeks, but be unable to move to the next level course until the start of the next semester.

4b.4: SCAA Timeline of Major Developments in Developmental Education

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 - 2008</td>
<td>Five Developmental Education Mathematics courses (MAT 005, 008, 011, 012, 013)</td>
</tr>
<tr>
<td></td>
<td>Problem identified: may take as long as 5 semesters to complete these courses and become ready to move into college-level mathematics courses</td>
</tr>
<tr>
<td></td>
<td>If a student finished early, they could not move on</td>
</tr>
<tr>
<td>2008</td>
<td>January 07, 2008 – Mathematics faculty assessed artifacts from MAT 012</td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>Developed Honors Program – allow student in 011 who received an &quot;A&quot; for the course, had attended regularly (less than four absences during the semester) and who met with department chair, could go the next 16-week semester into a structured 109 class</td>
</tr>
<tr>
<td></td>
<td>Took topics from 012 and 013 and moved to 011 - students may be able to skip a level of Dev Ed math</td>
</tr>
<tr>
<td></td>
<td>Established Test cores – delineated exactly what topics must be covered in tests and exactly what types of problems should be on the tests; uniformity across all classes in all locations</td>
</tr>
<tr>
<td>2009 - 2010</td>
<td>Implemented test cores in structured courses, then in Open Learning</td>
</tr>
<tr>
<td></td>
<td>Aleks system to align with JWCC goals and test cores</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>Tutor in class</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>Fall of 2011 – pilot 010</td>
</tr>
<tr>
<td></td>
<td>Spring 2012 – pilot 020</td>
</tr>
<tr>
<td></td>
<td>Place tutor in each class when possible</td>
</tr>
<tr>
<td>2012</td>
<td>Implement Directed Learning using ALEKS</td>
</tr>
<tr>
<td></td>
<td>Eliminate structured and OLC Dev Ed mathematics classes</td>
</tr>
</tbody>
</table>

ALEKS (Assessment and Learning in Knowledge Spaces), an artificial intelligence-based system for individualized learning over the Internet, was first used at the College in 2002. Following success of students using this system, all developmental math courses are now taught in the lab setting using an emporium model in which students work independently on reviewing only the math concepts that they need to master. Since students progress as different rates, it has been possible to merge five sequential math review courses into only two. This, in turn, helps students to complete remedial work more quickly, and move to college-level math classes sooner.
CO-CURRICULAR PROGRAMS

Co-curricular programs are valued by the College and enhance the overall learning experience for the students. Consistent with the vision and mission approved by the Board of Trustees, JWCC offers opportunities for students to develop leadership and experience real-world education through a variety of co-curricular activities both on and off campus. A wide variety of programs are available to students to engage in co-curricular activities including the following:

- Student Government Association (SGA)-5 Executive Officers elected by the student body with 45 senate members.
- 13 Clubs/Organizations including a Five Star Phi Theta Kappa Chapter.
- Fine Arts Department consisting of music, choral and drama activities
- Blazer Activity Team (BAT)-A group of student who plan and organize student activities including Drug and Alcohol Awareness and Education.
- Intercollegiate Athletics including four athletic teams.
- Intramural Sport program offering leagues, one day events and opportunities with local agencies.

Although the College has not formally assessed the learning outcomes for co-curricular programs, the College has determined through graduation rates and future successes of graduates, that students who are engage in co-curricular activities tend to do better in the classroom leading to completion. Also, those students who are involved in leadership outside the classroom tend to enjoy their overall educational experience much more.

4B.3 The institution uses the information gained from assessment to improve student learning.

TRANSFER

The information gained from assessment is used in a number of ways to improve student learning. Some examples are provided below. More can be accessed in Appendix A of the Assessment Manual.

- Use of feedback from assessment to develop the Writing Center, staffed by members of the English Department, to assist students from all classes with writing
- The College also collects information on the assessment process itself from participating staff and faculty. The College is constantly investigating strengths and weaknesses of the process, with a view to making improvements in training for the assessment sessions, and the implementation of rubrics, as well as the improvement of the rubrics themselves. One specific consequence of this experience has been the addition of mock training sessions beforehand to work out bugs in the rubrics and the training methodology.
- Development of internal departmental assessment programs for some departments (English and Math)
- Reworking of presuppositions, and construction of standardized rubrics based on common understanding of terms
- Inclusion of rubrics in syllabi as an additional learning opportunity

ALEKS = SUCCESS

The Assessment and Learning in Knowledge Spaces (ALEKS) online learning system has proven successful among JWCC students. All developmental math courses are taught in a lab using an emporium model in which students work independently to review only math concepts that they need to master. Since students progress at different rates, ALEKS has helped merge five sequential math review courses into just two.
CAREER AND TECHNICAL EDUCATION (CTE)

Individual programs use their assessments to improve their CTE programs. Some examples include:

- In 2009, the Truck Driver Training program assessed Learning Outcome # 4.4, “The student will be able to drive in rural and urban situations.” Although the average score of 85 percent was determined to be acceptable, a corrective action may be to schedule more time driving in these situations.

- In 2009, the Accounting program assessed Learning Outcome # 1.5 “Create a balance sheet”. Students scored low in format of a balance sheet. As a corrective action, more time will be spent in class on the format of the balance sheet.

- In 2010, the Accounting program reassessed Learning Outcome # 1.5 “Create a balance sheet”. Students scored at acceptable levels for formatting of a balance sheet. Additional time in class on the format of the balance sheet proved to be effective. The faculty plan to continue with current strategy.

DEVELOPMENTAL EDUCATION (DEV ED)

In 2008, the Developmental Education Department began developing strategies to address the challenges that were identified. The following changes have been implemented:

- New topics or test cores were added to address deficiencies identified with COMPASS testing
- Topics were moved between the Dev Ed courses to align with the college-level courses students were preparing for - MAT 109 and MAT 113 - providing a cleaner, faster path to these courses
- Topics in the five Dev Ed math courses were combined into two courses – MAT 010 and MAT 020
- MAT 010 covers topics formerly included in MAT 005, MAT 008 and MAT 011
- MAT 020 covers topics formerly included in MAT 012 and MAT 013

In 2013, the College will administer the Reading CAAP test to graduating sophomores. The results of this test will be evaluated by the Dev Ed department and other areas of the College to determine the reading comprehension needs of students and to make improvements as warranted.

4B. 4 The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Following the College’s last comprehensive visit in 2002, the need for the College to improve its assessment processes was identified. As a result, the College worked with Susan Hatfield, a consultant from Winona State University, to help improve the College’s assessment processes and plan. It was through the work with this consultant, who specialized in assessment of student learning, that the College developed its current assessment plan in which student artifacts are collected and assessed to measure each goal and objective. This method is used across all areas of assessment at the College (i.e., transfer, CTWE, developmental education).

In addition to working closely with an expert in the field of assessment of student learning, the College also continuously engages in extensive research into best practices at other institutions. For example, a faculty member and member of the Senate Committee on Academic Assessment (SCAA), Mike Terry, engaged in a study of assessment practices and processes used by other colleges. Information from this study aided the College in the development of the General Education Matrix and General Education Goals.

The College also emphasizes the importance of maintaining current and up-to-date practices in assessment by regularly sending members of the SCAA to the HLC conferences and assessment workshops. Information from these conferences and workshops has led to the development of and improvements to the current assessment plan at the College. For example, following a workshop at the HLC Annual Meeting in 2011, a set of standardized rubrics were developed based on examples that were presented.

Also, the director of institutional effectiveness is an ex officio member of the SCAA and not only regularly attends the meetings but also provides guidance on conducting sound research. The SCAA uses the Office of Institutional Effectiveness (OIE) to compile, analyze, and report the data collected from its assessment activities. The OIE also regularly works with department chairs and faculty to design useful and well-planned assessment activities.
CRITERION FOUR: CORE COMPONENT – 4C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

The College catalog and corresponding information on the website present the degree and certificate programs available at JWCC. The College also participates in the Illinois Articulation Initiative (IAI) which guarantees that with degree completion the student has fulfilled the General Education Common Core as a transfer student to any Illinois public four-year institution. JWCC’s participation in the IAI facilitates the transfer of students and encourages students to complete their associate degrees. Perhaps the College’s commitment to persistence and completion is best reflected by the actions of the support areas of the College. In January 2007, the Promotion, Recruitment, and Retention Committee (PRR) developed the Enrollment Management Plan (EMP) that not only stated the College’s commitment to student completion and persistence but also identified a clear plan for the College to support, encourage, and follow-through on its commitment. The EMP served “…to inform and guide the College’s credit and non-credit recruitment and retention planning, program development, marketing, and research.” A tangible outcome of this work and an example of the impact and value of the EMP is the development and implementation of the First Year Experience course, FYE 101.

4C.1 The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

The College has clearly placed emphasis on goals such as student retention, persistence, and completion over the years. The importance of these items can be seen through inclusion in the mission and planning documents of the College. Many of the College’s strategic plans have identified goals related to retention. This can be seen through the examples listed below:

- **2003-2005 Strategic Plan**, Goal 5, Objective 9: “Improve retention in all programs.”
- **2008 Strategic Plan**, Goal 1, Objective 3, Tactic 1: “Implement the recommendations that come from the Recruitment/Retention Committee.”
- **2009-2014 Strategic Plan**, Goal 1, Objective 2, Tactic 1.2.1: “Establish JWCC Retention Task Force charged with developing a set of retention recommendations for enhanced student success.”
- **2009-2014 Strategic Plan**, Goal 1, Objective 2, Tactic 1.2.2: “Produce a comprehensive set of recommendations designed to improve retention, including specific goals and key performance indicators.”
- **2009-2014 Strategic Plan**, Goal 1, Objective 2, Tactic 1.2.5: “Submit a Title III Planning Grant focused on retention.”

The issues of student retention, persistence, and completion are also being addressed in the College’s current strategic planning processes. When the planning is completed, there will be a strategic goal dedicated to student success which encompasses retention, persistence, and completion.

4C.2 The institution collects and analyzes information on student retention, persistence, and completion of its programs.

At JWCC, the Office of Institutional Effectiveness (OIE) is responsible for collecting, analyzing, and disseminating information and data on student retention, persistence, and completion of programs. The OIE does this in a variety of ways and through a variety of reports such as the program review, Integrated Postsecondary Educational Data System (IPEDS), and Retention Report.
PROGRAM REVIEW

Each year, a selection of both academic and non-academic programs is selected to be included in the annual program review. The selected programs are identified through a schedule mandated by the Illinois Community College Board (ICCB). The schedule is set up such that all programs are reviewed on a five-year cycle (see the FY2012 Program Review for the schedule). All academic programs that are included in the review report information on items such as enrollment and completion, employment and wage data (for CTE programs), program cost, and program quality (as measured through the College’s assessment plan).

Through the program review process, the OIE provides each program with relevant data, including enrollment and completion. The program coordinators, directors, or department chairs use this data, along with many other factors, to determine future changes or improvements to the program. These reports and decisions are also reviewed and made in consultation with the deans and vice president for the applicable area.

IPEDS

The College regularly submits surveys and reports to the Integrated Postsecondary Data System (IPEDS) according to federal regulations. Through these surveys and reports, the College must regularly collect and review information such as retention rates and completion rates. For example, the College submits annually a completion survey to IPEDS that includes information of the number and type of program completions at the College. The College also submits annual IPEDS Graduation Rates and IPEDS Graduation Rates 200 reports. These reports include information on completion, graduation rates, and retention rates at the College.

The College has also chosen to use the IPEDS definitions of completion and retention rates as its standard reporting definition of these items. This simplifies the reporting of these items and also allows for more comparisons as the data are analyzed. The College also reports these numbers publicly through the OIE Data Book found on the College website.

RETENTION REPORT

One of the newest data collections and reports at the College is the annual Retention Report. The need for this report stemmed from the identification of retention as an issue in the College’s recent strategic planning process. The Retention Report is a detailed analysis from semester to semester of student persistence and retention. The report identifies those students who did not complete their program or transfer to another institution and did not re-enroll at the College (effectively stopping or dropping out).

In the spring of 2012, the College used data from this report to further study retention issues through a phone survey of those students who were identified as stopping or dropping out. In total, the College made phone calls to all students identified in this category and administered 63 surveys – as with many phone surveys, many people could not be reached or declined to participate in the survey. The results from this survey will aid the College in future initiatives and decisions to improve retention and completion.

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE)

Over the past 10 years, the College has regularly participated in the Community College Survey of Student Engagement (CCSSE). The last administration of CCSSE was done in the spring of 2012. The CCSSE survey is a national survey that gathers information on student engagement, which has been shown to have a direct impact on student learning and success. The results of these surveys are shared with faculty, staff, and administration to help identify areas of weaknesses and strengths and improve student learning and services at the College.
ENROLLMENT MANAGEMENT PLAN

The Enrollment Management Plan (EMP), adopted by the Board of Trustees in February 2007 was the foundation or basis for much of the retention-related research activity conducted from 2007 to 2010. The EMP consisted of five components: Student Recruitment, Student Retention, Systems Development, Institutional Marketing & Publication, and Research. Each of these areas had a specific strategic plan with goals and objectives. Many of the activities related to the objectives were research activities. While the OIE (or Office of Institutional Research at the time) conducted or assisted with many of the research activities, the skills and knowledge of a variety of staff within the College were drawn upon to accomplish the data collection and research. A summary of the research activities was compiled in 2008 and can be found in the set of resource documents. The many activities of the Enrollment Management Plan led to the formation of the Integrated Marketing Committee, the First Year Experience course, and the Retention Committee.

4C. 3  
**The institution uses information on student retention, persistence, and completion of programs to make improvements warranted by the data**

As mentioned in item 4c.2 above, all programs are evaluated and reviewed through the program review process on a five-year cycle. During these reviews, programs often make decisions for future improvements based on data including program completion. For example, the truck driver training program identified a problem with program completion in part through analyzing data found in the program review. It was found that the program had many enrollments, but a large portion of these students were not completing the program. Through further examination, it was found that students would typically find employment during the last course of the program (which was an internship) and thus not complete the course and program.

The College has identified retention as an issue in many strategic plans (see 4c.1) and has recently identified retention-related goals and objectives in its recent strategic planning cycle. As a way to further study and help increase retention at the College, the College conducted a phone survey to determine barriers students were facing that led them to drop or stop out of college. The College plans on using this data to help increase retention and completion at JWCC.

In addition to the strategic plan, the College also made use of an Enrollment Management Plan. A major item and issue addressed in this plan was based on retention. Through the Enrollment Management Plan and the 2009-2014 Strategic Plan, the College formed a Retention Task Force charged with developing a set of retention recommendations for enhanced student success. Through the Retention Task Force, the College recently implemented a first year experience course (FYE 101). Other items that have resulted from the Enrollment Management Plan or Retention Task Force include an unsuccessful student analysis.

4C. 4  
**The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)**

The College understands and values data collection and research that is planned and conducted well. Evidence for this is the creation of the Office of Institutional Effectiveness (OIE) directed by staff with at least a master’s degree with research background and the monies spent on respected and professional research services.

As mentioned above, the Office of Institutional Effectiveness is responsible for the collection, analysis, and dissemination of data related to completion, retention, and persistence. The processes and methodologies for collecting and analyzing this data are always done after consultation of best practices in order to best meet the needs of the College. Furthermore, the processes and methodologies are often prescribed to the College through federal or state regulations.

The College regularly reports retention and completion rates to the Illinois Community College Board, Integrated Postsecondary Data System (IPEDS), and private entities such as the College Board, ACT, and Wintergreen Orchard House. In order to simplify data reporting and provide consistency of data, the College primarily reports the IPEDS definitions of educational measures and statistics. For example, the IPEDS definitions of completion and retention rates are commonly reported and are published on the College institutional effectiveness website.
In addition to the commonly reported data listed above, the College often has specialized needs for data related specifically to JWCC. When these needs arise, the College often develops its own measures of student success and related items. It is common practice that the OIE will initially use the Illinois Association for Institutional Research (IAIR) listserv as a starting point for collecting and analyzing these data requests. Some examples of these specialized data requests and definitions can be seen in the JWCC Transfer Report and Retention Report.

Also, the Promotion, Recruitment and Retention (PRR) committee collected data and conducted research related to many of the objectives articulated in the Enrollment Management Plan. For each of these activities the Office of Institutional Effectiveness (then the Office of Institutional Research) either conducted the research (e.g., cluster analysis of unsuccessful students), consulted on the research (telephone survey conducted by the committee of withdrawn student), or was the point of contact with an external service (e.g., assessment of district residents telephone survey conducted by the University of Illinois Springfield Survey Research Office). STAMATS, a well-known and respected consulting firm for institutions of higher education, was hired to conduct a study to determine the district resident’s perception or image of the College.
CRITERION FOUR
Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

STRENGTHS
The College has the following strengths in the areas discussed in this chapter:

■ The program review and assessment of student learning processes at the College work symbiotically to provide needed information about the performance of a program and recommendations for improvement.
■ Learning outcomes are reviewed periodically within each department and the regular assessment processes done throughout the year foster a commitment by all departments to the assessment of learning outcomes processes.
■ The College’s assessment processes are faculty-developed and faculty-driven.
■ The College has had an office of institutional effectiveness to conduct and support research since 1999.
■ The College has a history of collecting, analyzing, and using data to make informed program decisions.

CHALLENGES
The College identified the following challenges in the areas discussed in this chapter:

■ Assessment of dual credit classes has been mediocre. Only two assessments of a dual credit class have been done through the College’s assessment processes (2008 and 2011).
■ While the assessment processes have been running smoothly at the College, it is sometimes a challenge to document the changes that have been made as a result of these processes. The College needs to work on “closing the loop” of the assessment cycle.
■ The assessment of CTE programs has not been established as routine within the College. An emphasis and focus on CTE assessment should continue (but not at the expense of the general education assessment).
■ The College needs to integrate into one comprehensive effort the ICCB’s program review five-year cycle, the HLC Pathways to Accreditation, the ICCB Recognition Report five-year cycle and the College’s own assessment plan.
CRITERION FIVE
Resources, Planning, and Institutional Effectiveness
The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

John Wood Community College has the financial, human, facility, and technological resources to fulfill the mission and goals of the College. The College has managed all of its resources wisely, and the infrastructure currently in place supports continuous improvements and future needs. This section will illustrate how the College has invested in financial management and human resources, strategically planned for campus growth through facilities development, and has a proactive approach investing in state-of-the-art technology focused on quality student experience and success.
CRITERION FIVE: CORE COMPONENT – 5A

The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

5A.1 The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

FISCAL RESOURCES

John Wood Community College’s revenue base for its operations comes from three main sources: tuition and fees, state funding, and local taxes. The operational revenue is used to support the day-to-day operations of the College including the cost of instruction, student services, administration, and plant operations. The College consistently operates within the limits of its revenue sources. Even during difficult economic times, the College has made strategic decisions to be proactive in managing revenues and expenditures. This planning has resulted in the College being able to consistently balance the operating budget at the end of the fiscal year.

Over the past several years, there has been a steady decline in revenue from state sources, an increase in tuition and fees, and local property taxes have remained somewhat steady. The graph below details how the percentage of revenue sources has changed over the past few years. Tuition and fees are the greatest revenue source for the College.

![Graph showing percent of operating revenue by source]

Fiscal Resources Source: Audited Financial Statements

The College prepared for changes in its base funding sources by reducing the College’s reliance on state funding beginning in fiscal year 2011. The FY2011 budget included only one-half of the state appropriation that had been awarded to the College. In fiscal year 2012, three-quarters of the state appropriation was budgeted. To meet this reduction and to continue to maintain a balanced budget, the College increased tuition and implemented cost reduction measures.

The chart below illustrates that the College remains focused on student learning and success through the direct allocation of its financial resources to instruction, academic support, and student services.
FINANCIAL RATIOS

In general, the College’s financial condition has improved. The composite financial indicator has improved to 2.4 in 2011 from 1.7 in 2006. Overall, the College is positioning itself for financial uncertainty. The College’s financial data from the Annual Institutional Data Update (AIDU) for fiscal year 2006 through 2011 is listed in the table below.

5a.3: AIDU Financial Ratios

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Reserve</td>
<td>0.33</td>
<td>0.265</td>
<td>0.309</td>
<td>0.419</td>
<td>0.36</td>
<td>0.42</td>
</tr>
<tr>
<td>Viability</td>
<td>0.947</td>
<td>0.719</td>
<td>0.745</td>
<td>1.012</td>
<td>0.92</td>
<td>1.007</td>
</tr>
<tr>
<td>Return on Net Assets</td>
<td>0.037</td>
<td>-0.015</td>
<td>-0.042</td>
<td>-0.009</td>
<td>-0.003</td>
<td>-0.014</td>
</tr>
<tr>
<td>Net Operating Revenue</td>
<td>0.042</td>
<td>-0.018</td>
<td>-0.067</td>
<td>-0.015</td>
<td>0.004</td>
<td>-0.025</td>
</tr>
<tr>
<td>Composite Financial Indicator</td>
<td>2.4</td>
<td>1.01</td>
<td>1.1</td>
<td>1.8</td>
<td>1.8</td>
<td>1.7</td>
</tr>
</tbody>
</table>

HUMAN RESOURCES

The College prides itself on the quality of its faculty and staff and the way its employees serve students and the district. JWCC has well qualified and dedicated employees whose main objective is centered on student satisfaction and success. The backbone of John Wood’s services rests in the hands of the College’s student-focused employees. The fact that during the last five years 70-75% of the operating expenses were for employee salaries and benefits demonstrates the College’s commitment to and investment in human resources. As of the fall 2011 term, the talented workforce includes 56 full-time faculty, 202 associate faculty, 131 full-time staff, and 19 part-time staff.
The Office of Human Resources (HR) coordinates all hiring and training processes for the College. The HR staff ensures that all College, Equal Opportunity Employer, and Affirmative Action policies and procedures are followed. The hiring process often includes the use of a committee. The committee usually has a representative from each service area of the College, and a systematic screening process is followed by the search committee for each position. The search committee is responsible for reviewing applicants, interviewing finalists, and making recommendations to the appropriate vice president and/or the president. The president is involved in each interview process and makes all final decisions on job appointments. The HR office conducts orientations for all new employees to familiarize new faculty and staff members with College policy, guidelines, and benefits. The HR staff also does all training for FERPA, HIPAA, and other mandated trainings as part of the orientation process.

Since such a large portion of the College’s operating budget is allocated for employee salary and benefits, the College has a plan and process to approve all replacement positions due to retirements and employees moving to other positions. In addition, the president has final approval on any new positions prior to the Board of Trustees approval. This allows the College a proactive plan to maintain a lean staff for budget efficiencies.

PHYSICAL INFRASTRUCTURE

The JWCC mission states that the College will provide an “attractive, caring, and safe environment to meet the needs of a diverse district.” The College has worked diligently with a strategic facility plan to provide a safe learning environment with spaces that foster teaching, learning, and student success.

In order to maintain the quality physical infrastructure needed to meet the mission of the College, a Site and Facility Master Plan was adopted as a campus-wide framework for continued growth, renewal, and enhancement of all College facilities. This Site and Facilities Master Plan was originally adopted in 1997 and has been a working document with updates in 2002 and again in 2009. Three versions of the Site and Facility Master Plans (1997, 2002, and 2009) illustrate the College’s ongoing evaluation and planning for future needs.

In addition to the Site and Facility Master Plan, the College has two approved Resource Allocation Management Program (RAMP) documents. The RAMP document is the vehicle used to request state funds for a capital project. The documents are reviewed and updated annually. A capital project for the expansion of the outlying facilities and the completion of building E on the main campus are the current RAMP projects.

During the span of the last ten academic years (since the last comprehensive visit), the College’s physical infrastructure has grown by 116,445 square feet. This was largely due to the construction and opening of the Paul Heath Community Education and Fine Art Center (52,045 square feet), Student Activity Center (31,900 square feet), Workforce Development Center (30,000 square feet), and the Kinscherff Adult Education Learning Center (2,500 square feet). The addition of these new facilities over the past ten years has allowed the College to better serve the students and citizens of the district while focusing on student success and completion.

The following tables provide a breakdown of building square footage from 2002 to 2012.

5a.4: 2002 JWCC Facilities

<table>
<thead>
<tr>
<th>BUILDING</th>
<th>SQUARE FEET</th>
<th>YEAR OPENED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science &amp; Tech</td>
<td>33,800</td>
<td>1997</td>
</tr>
<tr>
<td>Learning Center</td>
<td>38,000</td>
<td>2002</td>
</tr>
<tr>
<td>Student/Administration</td>
<td>65,882</td>
<td>2002</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11,640</td>
<td>2002</td>
</tr>
<tr>
<td>Greenhouse</td>
<td>2,400</td>
<td>2003</td>
</tr>
<tr>
<td>Mt. Sterling-DOT Foods</td>
<td>2,916</td>
<td>1996</td>
</tr>
<tr>
<td>Agriculture Center</td>
<td>11,675</td>
<td>1981</td>
</tr>
<tr>
<td>Pittsfield Education Center</td>
<td>16,000</td>
<td>1990</td>
</tr>
<tr>
<td><strong>2002 Total Square Feet</strong></td>
<td><strong>182,313</strong></td>
<td></td>
</tr>
</tbody>
</table>
The following is a breakdown of the College’s expanded facilities since 2002.

5a.5: Additional JWCC Facilities (2012)

<table>
<thead>
<tr>
<th>BUILDING</th>
<th>SQUARE FEET</th>
<th>YEAR OPENED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td>52,045</td>
<td>2004</td>
</tr>
<tr>
<td>Student Activity Center</td>
<td>31,900</td>
<td>2006</td>
</tr>
<tr>
<td>Workforce Development</td>
<td>30,000</td>
<td>2008</td>
</tr>
<tr>
<td>Adult Learning Center</td>
<td>2,500</td>
<td>2009</td>
</tr>
<tr>
<td>2012 Total Additional Square Feet</td>
<td>116,445</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SQUARE FOOTAGE

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>2012 Total Additional Square Feet</td>
<td>116,445</td>
</tr>
<tr>
<td>2002 Total Square Feet</td>
<td>182,313</td>
</tr>
<tr>
<td>2012 Total Square Feet</td>
<td>298,758</td>
</tr>
</tbody>
</table>

QUINCY MAIN CAMPUS

- Paul Heath Community Education and Fine Arts Center - This facility opened in September of 2004 and was named in honor of the College’s founding president. This facility consists of the auditorium, fine arts programs, community education, the Advancement Office, and classrooms and office space for faculty and staff.

- Student Activity Center - The SAC opened in August of 2006 and includes a gymnasium that seats 1,800 people for special events, an aerobics room, fitness center, locker rooms, concession area, training room, and offices. This facility offers student life and athletic events, wellness classes for community members and employees, and a facility to host numerous community events. In addition, this site includes a baseball field, softball field, and additional parking.

- Science and Technology Center - In the summer of 2010, the College added a laboratory for science and nursing classes to meet the demands of students needing a lab experience.

- Student Learning Center - In the summer of 2011, a community computer lab was opened in the library to meet the needs of district residents to access computers for use.

- Student Administrative Center - In the summer of 2011, the College remodeled the student lounge in the Student Administrative Center providing a larger area resulting in many more students congregating in this area before and after classes. The Student Government Association (SGA) purchased new furniture and a 55-inch flat screen television for students and visitors to enjoy in this area. The College also expanded the existing dining room.

- Greenhouse - The campus also includes a greenhouse to support the College’s sustainable local foods program and other academic programs. The greenhouse serves as a working laboratory.

ADDITIONAL QUINCY FACILITIES

- Workforce Development Center (WDC) - The College took a major step in its efforts to enhance services to the business and industry community with the creation the Workforce Development Center. This facility, located at 4220 Kochs Lane in Quincy, was opened in the fall of 2009 to meet College and local business and industry needs. Located on 14 acres, the new center enables the College to better meet the training needs of area businesses and industry. Career, technical, and workforce education programs, including truck driver training, were among the first departments to be relocated to the new site. Additional career, technical, and workforce education programs, including electrical technology, construction technology, and manufacturing technology, have since been moved to the center. The facility also provides space for new and expanded customized training and room for future growth.
Kinscherff Adult Education Learning Center - Located in the Quincy Historic Business district, the first floor of this facility was remodeled prior to opening in the fall of 2009. This learning center allows the College to better serve area residents seeking adult education and literacy classes and/or tutoring in reading. This facility also houses the Retired Senior Volunteer Program (RSVP). The center is located at 122 North 5th Street. The building was donated to the College in March 2009 by John E. and Wanda Lee Kinscherff.

OUTLYING FACILITIES
The district-wide facilities include the Pittsfield Education Center, the Mt. Sterling Learning Center, and the Agricultural Education Center. The use and needs of the facilities are periodically reviewed to determine whether they continue to meet the needs of JWCC students. As a result of the reviews, the College has submitted an Outlying Facilities RAMP document available upon request.

CLASSROOM FACILITIES
Over the course of the past ten years, the College has made a conscious effort to offer more classroom space for student learning and success. The table below outlines new classroom space created from construction projects or a reallocation of space due to facility analysis and planning. The College has been and will continue to be proactive in evaluating physical infrastructure to better serve students and the district. The table shows how the College has made strides in offering additional classroom space, laboratory space, and study area. During this ten-year span, the College created an additional 10,852 square feet of classroom space, 22,245 square feet of lab space, and 520 square feet of study areas.

5a.6: Classroom Space (2002 and 2012 Comparison)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>2002</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>21,780</td>
<td>32,632</td>
</tr>
<tr>
<td>Labs</td>
<td>23,478</td>
<td>45,723</td>
</tr>
<tr>
<td>Study Area</td>
<td>12,958</td>
<td>13,478</td>
</tr>
</tbody>
</table>

TECHNOLOGICAL INFRASTRUCTURE
JWCC pays close attention to how technological change impacts the world, student success, and the college environment. The Information Technology Department (IT) provides technical support to students, faculty, administration, and all centers and locations. The IT Department is continually reviewing and evaluating new trends and technological advances.

The College has created and uses a three-year Technology Plan that is closely aligned with the College’s Strategic Plan. This Technology Plan is also driven by student needs, technology trends, and feedback from students and staff. The IT department uses all of these sources as input in the development of the Technology Plan as well as its annual operating budget.

Computers are continually maintained and are replaced every four years as funds are available. Software usage and upgrades are driven by instructor and student needs and operational business requirements.

The College recently updated the public website. The new site is in alignment with the College’s marketing strategies and provides increased functionality for prospective and current students. It provides students, faculty, and staff with tools needed to communicate electronically and to easily access web-based instructional materials, distance learning facilities, and other college services. The new website includes a student and faculty/staff portal (BlazerNet). The portal allows for a single sign-on to all services.

The College has also expanded its use of distance learning as a way of reaching students who, because of time and place, are not able to participate in on-campus instruction. Fall enrollment has grown by more than 30 percent to 3,156 online credit hours since fall 2010. In support of this, the College has expanded its bandwidth, worked with eCollege to provide instructional supports, and added additional courses to the distance delivery inventory.
The outlying facilities have wide area network (WAN) connections at a rate of 1.5MB for internal communications (phone service, email, Banner, etc.). Due to limited bandwidth of the WAN, Internet access is provided through a local Internet service provider. The College is in the process of working on an agreement with Illinois Century Network to connect some of the remote facilities with fiber optic cables. The goal is to increase functionality and service, while at the same time reduce cost.

The tremendous advancements of technology over the past decade, both in the computer industry and in telecommunications, have resulted in a significant investment in infrastructure upgrades by the College. Classrooms are now equipped with a computer, projection capabilities, DVD/VHS playback, document cameras, and Internet access. In the year 2000, the College operated with 16 servers and approximately 300 PCs. Today, JWCC utilizes 46 servers and over 800 PCs on the main campus and at its outlying locations. Recently, the telecommunications infrastructure was upgraded with a VOIP (Voice Over Internet Protocol) telephone system, increased bandwidth, and wireless network capabilities.

State-of-the-art anti-virus protection, intrusion protection, and unauthorized access and detection practices are continually reviewed. Both hardware and software tools are utilized to address all types of computer security risks. All services are backed up nightly. The backup tapes are transferred by the College's police department to a local bank and are stored in a secured lock box.

The College offers online courses through a third party company called eCollege. Through a partnership with Moberly Area Community College (MACC), students at both colleges have more options and flexibility. eCollege's site is interfaced through JWCC's single sign-on portal (BlazerNet). This makes access to eCollege much easier for students as they only need to know their JWCC network login account. The single sign-on portal also provides access to other services such as email, grades, library services, tutoring services, and network storage.

5A. 2 The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

The allocation of resources at JWCC is an institution-wide initiative. Allocating resources begins during the budget process and is monitored and reviewed throughout the year. The vice president of finance and business services is responsible for the budget and has formed a committee, the Budget Task Force, to assist with the process. The task force prioritizes needs, recommends changes to tuition and fees, estimates enrollments, and establishes parameters for the budget. The decisions are based on the strategic plan, economic conditions, anticipated state funding, and current needs of students and the community. The Budget Task Force includes representatives from each of the areas of the institution: instruction, student services, finance and business services, and the president's area. Further, the College is a branch of local government directed by the Board of Trustees who are elected at large in public elections. Therefore, the College is not bound to any superordinate entity or shareholders.

5A. 3 The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.

The mission statement and goals incorporated into the mission statement are reviewed and developed as part of the College's strategic planning processes (see Criterion One, Core Component 1a for more information on the strategic planning processes of the College). During the review and development of these strategic goals, the College always takes into consideration the organization, resources, and opportunities of the College.

For the current strategic planning cycle, an external consultant was hired to facilitate the creation of a new strategic plan. The College first sought input from all stakeholders of the College through a series of focus groups. These stakeholders included business and industry partners, community leaders, faculty, staff, and students. A planning team then reviewed the information garnered from these focus groups to help create new strategic goals and objectives. As part of this process, a SWOT (strengths, weaknesses, opportunities, and threats) analysis was conducted. It is through processes like these that the College ensures its goals are realistic and takes into consideration the organization and opportunities of the College.

Another aspect of the strategic planning process is the consideration of the College's financial constraints. In order to help achieve the goals and objectives set in the planning process, the College must prioritize and align the financial and other resources that are required. As the strategic goals and objectives described above were
created, each item was considered in the College's budgeting process as well. It is through this process that College reviews its resources and makes decisions about which projects the College can fund.

5A. 4 The institution’s staff in all areas are appropriately qualified and trained.

At JWCC, the Office of Human Resources (HR) holds the main responsibility for ensuring that the staff are appropriately qualified and trained. HR begins coordinating the recruitment process by reviewing the position for appropriate classification placement and required credentials and advertising the position - internally, locally, regionally, statewide, or nationwide. The Office of Human Resources develops a vacancy announcement, summarizing the position duties and requirements, sends to all appropriate agencies, coordinates the applicant tracking process, and pre-screens all application materials. After materials are pre-screened to ensure applicants meet the minimum qualifications, the search committee is notified that applications are ready for review.

The College also ensures the proper qualification of its staff through an annual review of job descriptions. As part of this review, all supervisors and department directors review the qualifications necessary for each position. After the review, any changes or recommendations are then sent to the appropriate vice president and/or president before being filed back with the Office of Human Resources.

In addition to making sure that the staff is appropriately qualified, the Office of Human Resources also offers training opportunities for employees of the College throughout the year. Faculty and staff are encouraged to participate in both internal and external activities, as budgets and funding permit. Based on an individual's job duties, mandatory training of new employees may include supervisory functions, Federal Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), Red Flag Rules, bloodborne pathogens, and payment card industry data security standards.

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

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

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

After the initial meetings, the employee is given a tour of the facility, introduced to employees, and has his or her photo taken (which is later emailed to all staff as a “welcome notice”). The employee's immediate supervisor is responsible for providing job-specific training to new employees.

The following chart illustrates the educational credentials of full-time staff, illustrating that the majority hold bachelor's degrees, which in most positions is the required qualification for employment. Twenty-five full-time staff have earned master's degree or higher.
5a.7: Full-time Staff Credentials by Category

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>GED</th>
<th>HS Diploma</th>
<th>Certificate</th>
<th>Associate Degree</th>
<th>Bachelor’s Degree</th>
<th>Master’s Degree</th>
<th>Professional Degree</th>
<th>Doctoral Degree</th>
<th>Some College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Administrative</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>12</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Supervisory</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Professional/ Technical</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>20</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Clerical</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>13</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Custodial/ Maintenance</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1</td>
<td>11</td>
<td>4</td>
<td>22</td>
<td>49</td>
<td>18</td>
<td>1</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

Chart 5a.8 illustrates an additional level of qualification in terms of years in current position. The average is 6.8 years, which indicates sound institutional knowledge and understanding of college processes, appropriate training and a low turnover rate.

5a.8: Full-time Staff Years of Experience in Present Job

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>MEAN YEARS OF EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support</td>
<td>10.5</td>
</tr>
<tr>
<td>Administrative</td>
<td>5.2</td>
</tr>
<tr>
<td>Supervisory</td>
<td>6.9</td>
</tr>
<tr>
<td>Professional/ Technical</td>
<td>4.1</td>
</tr>
<tr>
<td>Clerical</td>
<td>10.9</td>
</tr>
<tr>
<td>Custodial/ Maintenance</td>
<td>4.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6.8</td>
</tr>
</tbody>
</table>

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

Student employees are oriented by the Office of Human Resources and given a **Student Employment Handbook**. They receive specific information regarding a drug free workplace, confidentiality of student records, smoking, payroll information, sexual harassment, and proper dress code.

In order to maintain standards and continuously improve service, the College is committed to and supportive of professional development activities. A portion of the budget has been allocated specifically for this purpose. However, it is an ongoing challenge to fund all of the requests for professional growth and development from employees. The following are ways the College promotes professional growth and development with its employees:

• College faculty and staff members are encouraged to represent professional organizations locally, regionally, or nationally. Many faculty and staff members are in leadership roles for these organizations and the College supports this function.

• Budget allocations are dedicated for faculty and staff attendance and membership in conferences and seminars that benefit the professional growth and development of employees.

• Tuition assistance and financial support is provided for all faculty and staff for continuing education and lifelong learning.
The HR office offers multiple training and seminars for professional development. Some of these activities include the following:

- Leadership Summer Series
- Friends in All Places
- Conflict Resolution
- E-Organization
- Positive Self Talk
- Leadership Courage
- Disaster Preparedness
- Communication in a Diverse Workplace
- Computer Training
- Organization and Time Management
- Customer Service Skills and Training
- Retention Awareness
- Sexual Harassment Training
- Wizard of Oz Teamwork
- Safety 101
- Project Management
- Advanced Supervision
- Making Good Decisions
- Technology: Texting, Photos, Facebook and Google
- Supervising Temporary Workers
- Work Civility
- Employee Assistance Program
- Business Writing
- Tactful Communication
- Priorities and Time Management
- Managing Job Stress
- Prepaid Legal Training

5A. 5  

The institution has a well-developed process in place for budgeting and for monitoring expense.

John Wood Community College has a collaborative, open, and transparent budget process. State regulations, Board policy, and the needs of the College drive the annual budget process. The process is led by the vice president of finance and business services. A budgeting committee (later referred to as the task force) including the vice presidents from instruction, student services, finance and business services, and the director of fiscal services collaborate to build the budget. The committee works together to establish parameters, makes key decisions, and prioritizes resources.

Budgeting is a fluid, participatory effort throughout the College. Department managers submit their budget requests to the Fiscal Services Department. Fiscal Services consolidates and prepares reports for the budget committee. Budget managers may be called upon to provide additional information regarding specific budgeted line items. The entire process is infused by continuous feedback and discussions in Cabinet, Leadership Council, departmental meetings, and the Student Government Association.

Once the budget is balanced, the vice president for finance and business forwards it to the president for consideration. The budget is then presented to the Board of Trustees. The Board posts the budget for public display and comment for no less than 30 days. After 30 days, a public hearing is held prior to final action by the Board.

This process has been so successful that when concerns regarding state funding escalated, the committee was called upon to reevaluate the current year’s spending and make recommendations if state funding was rescinded. With this task at hand, the committee evolved to the task force committee which now meets regularly to discuss changes in needs and resources of the institution. The task force is updated regularly with department expenditure reports, credit hour information, and fund reports.

Late in 2008, JWCC was notified of a possible mid-year rescission of state funding. In response to this notification, the Budget Task Force was asked to identify the impact of a 2.5 percent and an 8 percent rescission of state grants on the institution. This included the impact on students, faculty, and staff. This budget rescission crisis of fiscal year 2009 was followed by state cash shortfalls resulting in serious uncertainty surrounding state payments to the College. The College responded to this uncertainty by reducing the College's reliance on state funding. The 2011 budget excluded 1.6 million dollars of state operational funding. In order to meet this reduction, the College increased tuition, reduced the number of student waivers, eliminated two athletic programs, reduced benefits, and reduced both faculty and staff positions.
CRITERION FIVE: CORE COMPONENT – 5B

The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

John Wood Community College is a college of affordable opportunity, providing a wide range of academic and career programs in a supportive environment. The College continues to fulfill its mission to the district by paying close attention to comprehensive strategic planning, improving the quality of its education, responsible resource management and continued commitment to evaluating and improving institutional effectiveness. Never before in school history has John Wood spent more time and effort planning for the future and managing its resources wisely. JWCC is a forward-thinking institution that plans for the future to ensure the vision and mission are realized. The strategic plan provides a road map to guide the College and assist with decisions for the future.

5B. 1 The institution has and employs policies and procedures to engage its internal constituencies-including its governing board, administration, faculty, staff, and students-in the institution’s governance.

John Wood Community College is governed by a public body, the Board of Trustees. The Board is kept informed by the president and College administration which is organized into four service areas. Departments within those areas work in unison to ensure the College mission is carried out. The administration is often advised by various councils, which are representative of all employee groups and campus departments. The College relies on advisory councils throughout the community college district for input and improvements of academic programs. The Board of Trustees, administrators, and various representative groups review processes and make changes when necessary for improvement, future planning, and student success.

BOARD OF TRUSTEES

John Wood Community College, District #539, represents residents in Adams, Pike, Brown and portions of Hancock, Schuyler, Cass, Morgan, Scott, and Calhoun counties. The College is governed by a seven-member Board of Trustees elected at-large by the citizens of the district and also has student representation in the form of a student trustee, who is selected by the student body. The Board members represent various geographical areas of the district. The Board of Trustees is granted authority by the Illinois Community College Board (ICCB), the statewide governing board of 48 community colleges in the state of Illinois. The Board adheres to State of Illinois and ICCB policies and procedures. Board members come from a wide variety of academic and business backgrounds and provide a diverse and effective leadership group.

The main mechanism for engagement of the Board of Trustees is through the regular monthly Board of Trustees meetings. The Board of Trustees meets on the third Wednesday of the month to govern College business. Board packets and agendas are distributed college-wide prior to each meeting and board agendas are publicly posted on the College’s website for external stakeholders to view college business matters. Board minutes and action items are archived on the web for public review.

In addition to the regular monthly meetings, the Board of Trustees has four regularly appointed standing committees: Curriculum Committee, Executive Committee, Finance Committee, and Personnel Committee. These committees work with College administration in matters of revenue, budgets, investments, tuition and fee rates, grievances, and negotiations. Ad hoc committees are established to address specific issues. The Board also has an Illinois Community College Trustee Association (ICCTA) representative to represent the College on the state level on business and political matters. This representative is also the current president of the Illinois Community College Trustee Association (ICCTA). The College hosted the August ICCTA meeting in Quincy, IL demonstrating its commitment to local and statewide matters concerning community colleges.
COLLEGE GOVERNANCE
The College has a shared governance process. The College’s administrative team is responsible for day-to-day operations of the institution. The president’s Cabinet is composed of the vice presidents, Leadership Council chair, Exempt Group chair, Non-Exempt Group chair, and Faculty Senate chair. The president’s Cabinet meets regularly to discuss College matters, communicate across service areas, plan initiatives, and respond to issues of concern. In addition, the president meets with the three vice presidents each Monday morning to strategically discuss critical issues that need attention for the week.

COLLEGE ADMINISTRATIVE STRUCTURE
The college has a shared governance process. The president is the leader of the college who works with an executive leadership team, which includes three vice presidents. The leadership team meets on a weekly basis to review college business and is responsible for day-to-day operations of the institution.

The College’s administrative structure is composed of four major service areas: President’s Area, Instructional Services, Student Services, and Finance and Business Services. Service areas are broken into departments that oversee various daily functions of the College. The areas are as follows:

- **President’s Area**: This area includes human resources, public relations and marketing, institutional effectiveness, and advancement. The president’s staff meets each week and those individual departments meet on a weekly basis to engage internal stakeholders in the governance of the college.

- **Instructional Services**: This service area includes academic departments including transfer and career, technical, and workforce education programs and the library. Two deans and three associate deans provide the overall leadership. Chairs and Directors serve as leaders for various academic programs and are responsible for overseeing instruction and ensuring quality. An instructional leadership team consisting of the vice president, deans, and associate deans meet on a weekly basis to coordinate academic duties and communicate new initiatives. Chairs and Directors of specific academic programs meet each month during the academic year and an active Faculty Senate meets monthly to discuss proposals for new academic programs as well as updates to existing academic programs.

- **Student Services**: This service area oversees admissions, financial aid, registration, career and advising services, TRIO Grants, student support services, and student life and athletics. A student services area meeting is held each month the day after the Board of Trustees meeting to communicate and clarify college business within internal employee groups. Directors and a dean are responsible for each of the departments and director/dean meetings are held each Tuesday to coordinate efforts and to support collaborative processes. Enrollment Services, Advising and Career Services, and Student Support Services each have monthly meetings with their staff members.

- **Finance and Business Services**: This area includes fiscal services, information technology, administrative services, physical plant, campus police, bookstore, and the cafeteria. An area-wide meeting is held once a month for all employees in finance and business services attending. Directors oversee each of the departments, and director/meeting are held once a week to coordinate efforts within the department. Individual department meetings are held weekly to promote shared governance practices.

John Wood Community College has experienced significant change over the past decade, requiring adaptation to a growing employee base and reorganization. As with any organization, there are challenges to ensure shared governance. The administrative arm of the College continues work on ensuring that college-wide communications and collaboration occur on a regular basis.

SHARED GOVERNANCE STRUCTURE
The College has made a conscious effort to include all internal stakeholders in decision making processes to enhance communication that supports institutional effectiveness and efficiency. This strategic organization is for all employee groups to have a voice in matters of the College. The employee groups that contribute to the shared governance structure are:

**PRESIDENT’S CABINET** - Representation for this group is the president, the executive assistant to the president, all three vice presidents, and a member of each of the four employee groups listed below. The Cabinet meets on
a regular basis to discuss college matters, communicate across service areas, coordinate planning initiatives and respond to items of concern.

- **Exempt Group** - This group of employees consists of executive, administrative, and professional staff members not in dean or director roles, who are exempt from overtime pay as defined by the Department of Labor’s Fair Labor Standards Act (FLSA).

- **Non-Exempt Group** - This group of employees consists of salaried staff members who are not exempt from receiving overtime pay as defined by the FLSA. They meet on a monthly basis to discuss and provide feedback on current issues and new initiatives the College is considering.

- **Leadership Council** - Leadership Council is made up of all deans, associate deans, and directors at the College. This group is made up of employees in leadership roles and meets on the first Thursday of each month to conduct strategic planning, discuss current business, and make recommendations to the president for continual improvements and success.

- **Faculty Senate** - John Wood Community College has an active Faculty Senate which meets monthly to discuss updates and proposals for new academic programs as well as changes to existing academic programs to ensure effectiveness across all areas and departments. Faculty Senate has a faculty-elected president, vice president, and recorder to preside at all meetings. The faculty senate meeting is the first Friday of each month.

**STUDENT GOVERNMENT ASSOCIATION (SGA)** - The SGA is a student-driven organization that acts on behalf of the entire student body from all college locations and centers. SGA is led by a group of executive officers including a president, vice president, secretary, treasurer, and student trustee. This group governs the student senate, clubs/organizations, and student activities. SGA has a monthly meeting that is open for all students, faculty, and staff members. The executive officer team meets once a month to set agendas and discuss student issues.

**STANDING COMMITTEES**

The College has an organizational structure of standing committees that serve various functions. Each of these groups meets on a regular basis to engage in discussions of current events and College business. The College has two standing committees to enhance shared governance throughout the College. Each of these committees consists of employees from each service area and employee group to ensure representation and input from all stakeholders. The two standing committees with explanations and representation are:

- **Benefits Committee** - The purpose of this group is to recommend changes, to the fringe benefit plan for college employees and is comprised of members from Exempt (2), Non-exempt (4), Leadership Council (2) with the chair, being appointed by the president.

- **Student Issues Committee** - The purpose of the student issues committee is to review student policies and procedures, hear and adjudicate student grievances, and make recommendations to the vice president for student services. This group consists of employees from Instruction (4) with one being non-exempt, Finance and Business Services (1), Student Services (3), President’s Office, and a Student Government Association member.

**COLLECTIVE BARGAINING UNIT ASSOCIATION**

The Board of Trustees recognizes the John Wood Community College Bargaining Unit Association, affiliated with the Illinois Federation of Teachers/AFT, AFL-CIO, Local No. 6086, as the sole and exclusive negotiation agent for all full-time tenured and tenure-eligible academic bargaining unit members. The duly elected representatives of the Association are representatives identified by the Board of Trustees negotiate the terms of the collective bargaining agreement. The agreement establishes the wages, hours, and working conditions for the Association’s members.

**ADMINISTRATIVE TRANSITION, REORGANIZATION AND RENEWED FOCUS**

Over the past three years, the College has undergone substantial administrative changes and a significant reorganization. The president, Dr. John Letts, was appointed in January of 2012 after serving as dean and vice president for student services for 24 years; a vice president for instructional services began in October 2011; a
vice president for student services was appointed in March of 2012; and a vice president for finance and business services stated in the summer of 2012. Also, a dean of career and technical education was hired in May of 2011, and the dean of arts and sciences was appointed in June of 2009. The vice presidents for finance and student services and the dean of arts and sciences were promoted from within to provide stability.

The administrative team has worked together to restructure certain departments and propositions to create efficiencies within the college’s governance structure. This transition could be seen as an area of concern, but the College takes the position that this process has allowed for new ideas and new energy for the College, focusing on student success.

5B. 2 The governing board is knowledgeable about the institution, provides oversight for the institution’s financial and academic policies and practices, and meets its legal and fiduciary responsibilities.

The governing board of JWCC, the Board of Trustees, is a seven-member board elected by the residents of the JWCC district. The Board is very knowledgeable about the institution and provides oversight for the College’s financial and academic policies and practices. The Board employs a legal counsel to ensure it meets all legal and fiduciary responsibilities.

BOARD POLICY MANUAL

The Board, with the help of College administration and legal counsel, established a set of policies that guide the College in its operations. This set of policies is known as the Board Policy Manual. These policies include the following chapters, which represent groups of policies: Board of Trustees, General Institution Policies, General Employment Policies, Exempt Staff, Non-Exempt Staff, Student Personnel, Financial Affairs, Educational Programs, and Board Policy Manual.

The current Board Policy Manual was created shortly after the inception of the College in 1974. Since that time, there have been many changes at the College including the creation of the current campus, various state and federal regulations, and many changes in programs and curriculum. Due to these changes, the Board Policy Manual has been revised over time. All revisions to the Board Policy Manual have been reviewed by administration and approved by the Board at their regularly scheduled meetings on an as-needed basis.

Even though many policies in the Board Policy Manual have been updated and revised over the years, due to many substantial changes (listed above), a need was identified in 2011 for a complete review and update of the Board Policy Manual. While this need was identified by the Board and administration in 2011, the work on this project is still ongoing.

ROLE OF THE BOARD OF TRUSTEES

Board Policy 102 lists the roles expected from the Board of Trustees. To carry out these duties, the Board meets with College administration at regularly scheduled monthly meetings of the Board. In addition, the Board uses a set of committees along with College administration to govern specific aspects of the College and fulfill their duties. These committees are outlined below.

FINANCE COMMITTEE

The Finance Committee meets with the vice president of finance and business services to review financial issues facing the College. The committee serves as a conduit of information, allowing the Board to be informed of current matters facing the College and to allow the administration to be aware of Board concerns and opinions. The Finance Committee meets once a month with the vice president for finance and business services to review the savings and investment opportunities of idle cash and to consider budget development and priorities, and to consider tax rates and tax levies. The intent of the regular meetings is to protect College assets, to understand the College’s financial status, to make responsible taxing decisions, and to advise the Board accordingly. Each month the committee reviews the detailed monthly disbursement activity, monthly financial activity reports, and investment activity.

CURRICULUM COMMITTEE

The Board’s Curriculum Committee meets with the vice president of instruction to review proposed changes to programs and courses and makes recommendations to the Board. The Curriculum Committee meets once
a month before the regularly scheduled meeting of the Board to review all recommendations for curriculum changes, revisions, additions, or deletions as well as other instructional or curricular issues that may arise. The Curriculum Committee then reports its findings at the regular meeting of the Board of Trustees and makes recommendations for actions to be taken dealing with curriculum.

PERSONNEL COMMITTEE
The Board’s Personnel Committee meets with the president to review personnel policies, hear recommendations for tenure and sabbatical leaves, discuss employee discipline and/or termination issues, and to coordinate the evaluation of the president. This committee meets as needed prior to regularly scheduled meetings of the Board.

EXECUTIVE COMMITTEE
The Board’s Executive Committee is the newest committee of the Board that meets with the president. The Executive Committee as needed to review issues, policies, and procedures affecting the entire College. This committee makes recommendations for Board action as well as assigns tasks to the attention of the Curriculum, Finance, and Personnel Committees as appropriate.

**5B.3** The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Collaborative planning is a vital process to the success of the College. The Board, through the administration, works effectively with faculty, staff, students and the community to collect information to make data-driven decisions with input from all constituent groups. The following documentation shows the commitment the College has made to include all stakeholders in the planning and decision process.

The foundation document of planning at the College is the strategic plan. All faculty and staff at the College are invited to participate in the planning. Current students and alumni are also encouraged and invited to participate in planning functions. Students are included on College committees to provide student input and opinions. An elected student trustee sits on the Board of Trustees and provides an advisory vote on all business items and College issues. In the strategic planning process, focus groups have been conducted for all employee groups, student groups, community groups, and business and industry groups to gather input from all constituents.

The strategic planning process looks at the mission, vision, and long-term goals of the College to provide a clear direction for the College moving forward. In the planning process, the College sought input from all constituent groups. Focus groups were conducted of both external groups (educational, business and industry, and community partners) as well as internal groups (faculty, staff, and students). A total of eight focus groups were conducted with participation from over 130 constituents. The input from these focus groups was used to aid the administration and planning team to develop the strategic plan.

John Wood Community College has a long tradition of providing shared governance and a history of collective planning to meet the current and future needs of the district. The College recognizes that shared responsibility for planning is vital to the future of the College and the future success of students. The following committees and groups allow the faculty, staff, and students to be engaged and involved in planning processes which allows departments to exchange information to enhance interdepartmental communication. (See **Criterion Five, Core Component 5b** for more information).

- Board of Trustees Monthly Meetings
- President’s Cabinet Weekly Meetings
- Vice Presidents Weekly Meetings
- Leadership Council Monthly Meetings
- Faculty Senate Monthly Meetings
- Academic Deans And Directors Weekly Meetings
- Staff Director Meetings
- Student Government Association Monthly Meetings
- Exempt Staff Meetings
- Non-Exempt Staff Meetings
- Interdepartmental Meetings
- Budget Task Force Meetings
CRITERION FIVE: CORE COMPONENT – 5C

The institution engages in systematic and integrated planning.

At John Wood, planning is the critical component that drives the institution to fulfill its mission. The College's planning process is a collaborative endeavor that includes all stakeholders, maximizes effectiveness, and is responsive to both internal and external trends. The following documentation presents evidence demonstrating the College's commitment to comprehensive strategic planning that effectively positions the College for the future.

5C.1 The institution allocates its resources in alignment with its mission and priorities.

John Wood Community College's ability to effectively carry out its mission to “provide the highest quality educational opportunities and services fully accessible at affordable levels in an attractive, caring, and safe environment to meet the needs of a diverse community” is dependent on strategically planning for the future, careful management of resources, and enhancing institutional effectiveness.

STRATEGIC PLAN

As you review this chapter, you will find that the 2009-2014 Strategic Plan’s goals and objectives have an estimated cost with each tactic listed. The College implemented zero-based budgeting and all College expenses were tied to the strategic plan as a concerted effort to link budgeting with institutional planning. Also, the College has processes in place that project current and future budget and revenue changes so the College can be proactive in planning.

ALLOCATING RESOURCES

As previously noted, the allocation of resources is part of the budget processes and resources are allocated according to the Strategic Plan, which is further highlighted in 5C.3. During budget training, department managers are encouraged to reference the strategic plan, mission statement, the College’s core values, and the goals that are established during the employee evaluation process. Using these documents during budget preparation brings resources and objectives into alignment. With increasing concerns over changes in enrollments and reductions in state funding, the College wanted to ensure that the allocation of its resources was based on priorities and the overall mission of the College. With this in mind, the budget process for fiscal year 2011 was expanded to include the allocation of expenses directly to the strategic plan and the implementation of zero-based budgeting methodology. The former practice used for budgeting was to “rollover” the previous year’s budget and to add/subtract costs for needed/unnecessary items. Under the zero-based system, each budgeting entity was required to do two things: identify the need for each expenditure and show how those expenditures aligned with the strategic plan.

Training for budget managers first began in the fall of 2009. Fiscal Services conducted trainings for all budget managers. Furthermore, it presented the idea at several meetings of different constituencies within the College. Fiscal Services also made personnel available to help managers who needed assistance in any area. The budgeting process continued through the spring of 2010.

The goals for implementing zero-based budgeting were as follows:

- To make budget directors acutely aware of their budgets. Many had followed the former practice of rolling over the previous year’s expenditures without fully considering whether those disbursements were necessary for the functioning of their program or department.
- To consider alternatives. The process forced budget directors to consider whether alternatives would be more fiscally sound while still maintaining service to students and other constituents.
- To enhance and facilitate communication. The process allowed budget directors to view activity across the institution. In some cases various departments were providing similar services or purchasing similar equipment. The zero-based system allowed the College to see where duplication of efforts occurred.
• To link the budget to the strategic plan. Each item was assigned to an activity and the activity was then connected to a goal and objective in the strategic plan. This ensured that the College’s assets were used toward fulfilling its mission.

Positive results were achieved in the first year of implementation of this initiative. The following items are a result of this planned process:

• Department budget managers gained a greater knowledge of where their budget dollars go. With zero-based budgeting, every dollar is accounted for.

• Budget managers learned about projects and activities in their departments of which they were previously unaware. The “rollover” budgeting process had obscured some activities, especially for new budget managers who were not aware of the long-term functions of the department.

• The process forced budget managers and the Budget Task Force to quantify the efforts of their respective departments.

• The process ensured that all funded activity was directly linked to the strategic plan.

The following strategic goals and objectives are proof of the College’s commitment to assuring that planning processes are tied to its budgeting processes:

• Strategic Goal One, objective four, tactic 1.4.2 states JWCC will implement processes to assess the use of all human and capital resources in order to strategically control costs of operations.

• Strategic Goal Four, objective two, states “JWCC will practice prudent financial stewardship.”

5C. 2 The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. As described throughout this chapter and this document, the foremost planning documents are the College’s strategic plans.

Assessment of student learning is a vital part of the College’s operations. These assessments help the College strive to continuously improve and fulfill its mission. At JWCC, the assessment of student learning is faculty-driven, mostly through the efforts of the Faculty Senate Committee on Academic Assessment (SCAA) (see 4B.2 for specific information). The College budgets for faculty and staff members to attend the HLC Annual Meeting, payment to faculty for assessment activities, and the SCAA operating expenses.

The SCAA oversees the academic assessment processes at the College. This committee reports to the Faculty Senate and gives monthly updates and reports on activities that are occurring related to assessment. All assessment reports are included in the College’s Program Review reports in which all academic programs are evaluated. For example, the FY2012 Program Review contains each program’s assessment reports that include the goals or objectives that were assessed, the results of the assessment, and any changes that occurred due to the assessment.

Cost data is also included along with assessment data for each program in the Program Review. This cost data allows the departments, department chairs, and College administration to review financial information related to each program alongside of other information needed to review each program such as assessment of student learning reports, enrollment data, and labor market information. These reviews allow the College to make appropriate resource allocations and budget decisions regarding the academic programs of the College.

5C. 3 The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Collaborative planning is a vital process to the success and the future of the College. The Board of Trustees and administration work with faculty, staff, students, and the community college district residents to collect information and data to make data-driven decisions. The process of developing a new, updated strategic plan started in 2011 and included feedback from all internal and external constituent groups illustrates the College’s commitment to gathering appropriate input from all stakeholders. The following documentation shows the College has made significant efforts to include all stakeholders in the planning and decision making process.
OVERVIEW OF JWCC STRATEGIC PLANNING PROCESS

The foundation document of planning at the College is the strategic plan. All employees, student leaders, alumni, and selected community members are invited to participate in the strategic planning process. In the strategic planning process, focus groups have been conducted for employee groups, student groups, and community members to gather input from all constituent groups. The following outlines the details of the strategic planning in regards to purpose, process, and product.

PURPOSE

Visionary organizations plan for the future to ensure the vision and mission are realized. Strategic planning provides a road map for the organization to determine how it might best achieve that goal. John Wood Community College is an organization with a bright past and even brighter future. The new administration brings new ideas and direction, thus a strong strategic plan will assist the College in making these ideas reality and this direction the goal.

PROCESS

In September 2008, the JWCC president asked the Leadership Council to make recommendations regarding the College's strategic plan. In October of 2008, the president affirmed the Board of Trustees' intent to retain the four goals from the 2008 plan and to add a fifth goal related specifically to workforce development and career and technical education.

Subsequently, two subcommittees were formed. The first, chaired by Leadership Council Vice chair, Dr. David Shinn, would revisit the four original goals in the 2008 plan. The other, co-chaired by Renee Higgins and Dr. Jeff Galle, would refine the fifth goal. Subcommittees met over the next four months. The Leadership Council voted to present this recommendation on February 24, 2009. The Board reviewed the proposal, made suggestions for changes, and sent the document back to Leadership Council for further revision. Leadership Council voted to present this recommendation to the Board on June 4, 2009.

FUTURE PLANNING PROCESSES

The recommendation represents a departure from the strategic plans of the past. It is the umbrella under which all other plans of the College are sheltered. The strategic plan informs the other plans and they derive their purpose from it. As some of the sub-plans were formulated before the strategic plan, they have informed the strategic plan to some degree. Many of the tactics to be utilized in fulfilling the plan will be found in the sub-plans.

In the summer of 2011, the College began the process of developing and implementing an updated strategic plan and decided to work with a consultant for this process. The first step of the planning process was to conduct focus groups to gather input from the various constituencies of the College. A total of eight focus groups were conducted in the months of October and November during this process: three external groups (Quincy, Pittsfield, and Mt. Sterling), three staff groups, one student group, and one faculty group. During these focus groups, a total of 130 people participated: 42 community members and leaders, 51 staff members, 15 students, and 22 faculty members.

After the focus groups were conducted and the data were compiled, a planning team was developed consisting of the Leadership Council, vice presidents, president, and representatives from the non-exempt, exempt, and faculty groups. A retreat was then held in January for this planning team in which the group looked at the College's mission statement as well as forming a new strategic vision, strategic goals, and critical issues that needed to be addressed with the future plan. The formation of these items (vision, goals, critical issues) took into consideration the feedback from the various focus groups that were conducted earlier. One of the first objectives was to develop the strategic vision for the College.
**5C. 4** The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

The College makes plans and decisions based on the needs of students and facilities at each of its locations. It attempts to forecast enrollment figures using demographics, high school graduation rates, and past enrollments. It uses that information to help build a budget to support current capacity.

In FY2011, the College began facing an issue of reduced and uncertain funding from the State of Illinois. However, the College anticipated and addressed this issue at an early stage. As the FY2011 budget was prepared, the College prepared for changes in its base funding sources by reducing the College’s reliance on state funding. The FY2011 budget included only one-half of the state appropriation that had been awarded to the College. In FY2012, three-quarters of the state appropriation was budgeted. To meet this reduction and to continue to maintain a balanced budget, the College increased tuition and implemented cost reduction measures (see *Criterion Five, Core Component 5a* for more details). For FY2013, the College anticipated a further reduction in enrolled credit hours. Therefore, the Budget Task Force sought to build the budget on a platform with 8 percent fewer credit hours than the previous year. To reduce costs, both part-time and full-time positions were eliminated based upon an analysis of needs. To date, that projection looks to be an accurate assessment of enrollment.

JWCC plans according to current capacity but also looks forward to future capacity. The **Site and Facility Master Plan** was reviewed and updated in May of 2009 and provides comprehensive details about the current campus and the needs of the College regarding future facilities. The College also has two approved Resource Allocation Management Program Documents (RAMP) (see *Criterion 5, Core Component 5a.1*). In addition, the College produces an annual **Market Share Report** that contains data on the number and percentage of local high school students that enroll at JWCC.

A good example of planning based on capacity and district needs can be seen with the Workforce Development Center. When the business community indicated a need for more career and technical training, the College researched, planned, and eventually purchased land and a facility to expand the College's CTWE offerings. The addition of this facility allowed the College to expand in the following areas:

- The move allowed JWCC to improve its Truck Driver Training program and to add/expand several other programs including construction, electrical, CNC, and welding.
- JWCC began offering customized training in a variety of areas that allows businesses to give their employees the skills they need.
- This expansion of capacity has improved relationships between the College and the business community and allowed JWCC to fill a need within the community.

**5C. 5** Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

All institutional planning processes at the College seek to anticipate emerging technology, shifts in demographics, and globalization to the extent that can be expected. As stated previously in this document, many career and technical education programs at the College use an advisory council made up of industry experts to help anticipate and account for these factors. These advisory councils are just one way that the College works to stay ahead of emerging trends and issues.
As stated in Criterion Five, Core Component 5a, there are many examples of how the College has anticipated the emerging factors listed above, especially in the technology area, and taken a proactive approach to addressing them. Some of these examples are listed below:

- Each classroom is equipped with SMART technology.
- All JWCC sites and facilities have wireless Internet access.
- The eCollege online platform is available to all instructors whether he or she is teaching an online course or not.
- Technology upgrades and replacements are made according to a replacement schedule.
- In 2010-2011 new Memorandums of Understanding were signed by JWCC and all its district high schools concerning dual credit courses.
- JWCC has worked with local school districts on math and English standards and articulation.
- JWCC has a 30 percent market share of graduating high school seniors within the district.
- In partnership with Moberly Area Community College, JWCC launched an online component that offers a variety of courses.
- The College implemented an online Fire Science degree program.
- In 2011, the College, in partnership with Westermeyer industries and Bluffs high school, developed a one year, dual credit, welding certificate program available to Westermeyer employees, high school students, and community members.
- In 2012, JWCC implemented two courses, Elementary Chinese I and Elementary Chinese II, in order to better equip students for future employment in the global market.

During focus groups held in the fall of 2011 as part of JWCC’s Strategic Plan update, district residents and community leaders were asked to envision an excellent community college and rank JWCC on a scale from 1 to 10. The stakeholders gave the College an average score of 7.
CRITERION FIVE: CORE COMPONENT – 5D

The institution works systematically to improve its performance.

John Wood Community College engages in a variety of assessment and evaluative practices to assist in its decision-making processes while focusing on continuous improvement and student success. In order to maintain focus on improving performance for students and the community college district, the College uses comprehensive data and information strategies to inform the College of its successes, improvements, and areas that need attention. The College allocates resources that support an ongoing process of data collection that informs decisions and systematic planning at all levels of the College.

5D. 1 { The institution develops and documents evidence of performance in its operations.

PROGRAM REVIEW

All departments and programs, both academic and non-academic, are assessed on a five-year cycle through the College’s program review process. The program review gathers and assesses information that provides a picture of the function and structure of each department/program as well as an assessment of the effectiveness of each program. More information on program review can be found inCriterion Four, Core Component 4a.

GENERAL EDUCATION GOALS

JWCC performs evaluation of its programs through systematic, rigorous program assessment. The assessment process at JWCC has been developed by members of the Senate Committee on Academic Assessment (SCAA). The SCAA facilitates and oversees the academic assessment process.

Assessments are performed by the faculty through the following general procedures:

• Faculty determine which program goal(s) and learning outcome(s) will be assessed during the spring or fall semester
• Faculty develop or revise the rubric that will be used for scoring
• Faculty gather student artifacts during the semester for assessment purposes
• Knowledgeable faculty provide training to the faculty scorers prior to the assessment
• Faculty score the artifacts at the end of the semester

Upon completion of the scoring process, scoring information is sent to the director of institutional effectiveness to be compiled and analyzed.

For example, General Education Goal 5.2 (The student will be able to deliver an oral presentation) was scheduled for assessment during the Fall 2011 semester. The SCAA worked with the Languages, Literature, and Humanities department to arrange for student speeches to be videotaped and stored for assessment purposes. The Rubrics Subcommittee of the SCAA met with members of the Languages, Literature, and Humanities department to revise the rubric to be used for scoring the speeches. Twenty-two faculty members participated in the scoring of the speeches. Members of the Languages, Literature, and Humanities department provided the training for use of the rubric and how to score the speeches.

5D. 2 { The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

LEARNING TO IMPROVE INSTITUTIONAL EFFECTIVENESS

JWCC strives to have an overarching vision for the College and to integrate its component parts into that whole. In this way all the actions and decisions move toward the ultimate goal of serving students and the community. The College employs a strategic plan that sets forth the vision, mission, and goals of the College. The College has increased its overall institutional effectiveness by striving to meet the goals laid out in this plan.
As a recent measure to increase institutional effectiveness, the College has employed a zero-based budgeting model where all budget items have been linked to these strategic goals. Beginning with the FY2011 Program Review, non-academic departments have begun linking their core functions/duties to these strategic goals. These changes have helped focus the activities of the College on meeting the overall vision, mission, goals, and increasing overall institutional effectiveness.

The College also strives to increase institutional effectiveness at the component or micro level. All programs, both academic and non-academic, are included in a comprehensive program review process on a five-year cycle. The program review uses a data-driven approach to evaluate stated goals and outcomes. Each department of the College uses the Office of Institutional Effectiveness to provide data and aid in decision-making processes that improve institutional effectiveness. To that end, the College uses various instruments to measure student satisfaction and to make changes based upon that feedback.

The College has increased its capabilities in technology by focusing on the core aspects that improve student success and satisfy the mission via smart classrooms, online platforms, and the BlazerNet Portal as a "one-stop shop" for online activities. The College has also increased its capabilities through grant opportunities. Grants have helped purchase equipment for CTE coursework, aided employers in paying costs for CTE employee training, and offset costs for professional development of faculty and staff.

JWCC receives more than $8.5 million in grant support for dozens of programs and projects. To improve the effective use of grants, the College hired a grant coordinator to identify and apply for grants and track how resources are used. Grant inventory impact statements track general progress, while fiscal services maintains a report of specific grant expenditures. The College recently instituted a more in-depth process to enhance communication across campus regarding utilization of grant resources. This includes a grant application form for Board of Trustees’ approval in addition to vice presidents receiving weekly updates by the grant coordinator and quarterly updates by individual grant administrators.

The College recently increased the effectiveness and sustainability of the nursing program by entering into a partnership with the Blessing-Riemann College of Nursing. The program ran deficits before the collaboration. Now JWCC students enter as LPN candidates in a one-year program, which moves seamlessly into the ADN program. ADN students take their second year of schooling at Blessing-Riemann and can then transfer directly into the BSN program at Blessing. This allowed the College to re-evaluate its personnel needs and to trim nursing faculty to meet reduced needs. A transitional year and pilot program were designed to give continuing and new students the experiences they needed to be successful.

LEARNING THROUGH OPERATIONAL EXPERIENCE

The College has a number of mechanisms that inform service areas of institutional effectiveness. The Office of Institutional Effectiveness provides a formal internal tracking device for evaluating learning outcomes while measuring progress and informing the College of future efficiencies. The information below shows how the College uses data and outcomes to make informed decisions increase efficiency and effectiveness.

Financial reports are prepared and distributed monthly. Reports prepared for the Board include a comparison of actual activity to the budget for both the current year and prior year. Included in the executive packet are department reports that compare current year's actual activity to the current year's budget and reports that compare actual activity to the budget for both current and prior year. Credit hour generation information is updated and distributed daily.

These reports provide information that allows the administration to respond in a timely manner to changes or to emerging trends. This was the case in fiscal year 2009 when the state of Illinois announced a reduction in the current year funding. College administration had the necessary information available to understand the impact this change would have on the institution. Early in fiscal year 2011, College administration recognized that there was a substantial drop in enrollment which in turn would mean a reduction in anticipated revenue. Again, the College was able to respond to the new information accordingly.

Another reporting tool used by the College to evaluate performance, reports revenue and cost by instructional department (Department Cost Report). This report is prepared annually and summarizes the number of credit hours, revenue, and expenses related to the department activity. This information is one tool to measure the efficiency and effectiveness of the College's programs.
LEARNING FROM TRIAL AND ERROR - General Education Mobile (GEM) Program:

Based on a desire to expand its presence within the military education market, The College sought to become an educational partner with the Community College of the Air Force (CCAF) through GEM. The following information outlines the GEM program initiative the College implemented to expand educational offerings in a global academic environment. Although this program did not succeed, the idea and learning acquired during this process has benefited the College in many ways.

The first GEM classes were offered in summer 2009. From summer 2009 through fall 2011, 81 airmen enrolled in 354 credit hours in five general education disciplines: math, written communications, oral communications, social sciences, and humanities. As a result of this initiative, the College now offers the following to the general population that were not offered prior to becoming a GEM partner:

- 8-week online classes in multiple general education disciplines.
- Online tutoring through Smart Thinking at no charge to the student.
- A complete online degree program

The following results came about because of learning from the operational experiences from the GEM program:

- The College realized that it is able to effectively collaborate across the institution in delivering a quality new program in a very short turn-around time (all of the CCAF requirements were met for this partnership in a matter of a few months).
- It was learned that without established military installations in the immediate geographical area, and with no reputation as a military serving educational entity, it is difficult to break into the military education market on any significant level.

CTE ENGAGEMENT OF COMMUNITY: LEARNING FROM LOCAL BUSINESSES

Career and technical education programs meet periodically with either Advisory Committees or Focus Groups. These provide feedback for the programs with regard to program curriculum, marketing and quality.

The College regularly meets with manufacturers to gather data regarding their training needs, the College’s current programs, and curriculum within their field. The College provides customized trainings as a direct response to community need. The College has created trainings for forklift, specialized welding, computers, safety, and truck driver refreshers. In 2012, in response to manufacturers (Gardner Denver, Manchester Tank, Konstant Products, OTR Wheel, and ADM Alliance), the College began the process of creating a compressed basic manufacturing certificate that will provide manufacturers with entry level workers within a four-month period of training.

Other examples include the following:

- **Response to Emerging Needs:** the College purchased a manufacturing robot, which is part of the manufacturing curriculum and will provide customized training opportunities.
- **Response to Changing Needs:** the College purchased an aluminum welder and provided customized training to Midwest Patterns, a custom job shop.
- **Response to Manufacturing Partners:** The College is exploring the sustainability of an electronic technology program in the area.
- **Response to Future Sustainability:** the College worked with Westermeyer Industries in Bluffs, Illinois to create a dual credit welding program housed at the Westermeyer plant.

The College has also provided forklift training to ADM Alliance, Michelmann Steel, and Lewis Seed Company.

In 2012, in response to area employers’ expression of current shortage and ongoing need of qualified welders, the College created a four-week welding skills program, which includes basic welding lab and blueprint reading.
LEARNING THROUGH EVALUATION OF WORKING EXPERIENCES

To learn from operational experiences, the College evaluates its faculty annually and evaluates each course semi-annually. This systematic approach allows each department and academic program within the College to identify strengths and weaknesses and then to focus on areas needing improvement. This process allows the College to gather knowledge, form a plan, and use specific information to develop new strategies for continual improvement and student success.

EVALUATION PROCESS OF ADMINISTRATORS AND STAFF MEMBERS

John Wood Community College is committed to quality performance of its employees. Strategic Goal Two states, “JWCC will continue to be a respected center of teaching, learning and service for the district and tri-state area.” Objective Two under this goal goes further in stating, “JWCC will employ qualified, competent and caring faculty and staff.”

All levels of staff members are evaluated on an annual basis in accordance with the performance review process coordinated by the Office of Human Resources.

LEARNING THROUGH STUDENTS AND STUDENT INPUT

The College values the input and opinions of JWCC students. A formal structure is currently in place that allows for student input and engagement at various levels of the College. The following strategies provide opportunities for the College to learn from students so as to better serve them.

A student is elected by the student body each spring to sit on the Board of Trustees. The Student Trustee has an advisory vote on all board motions. The student vote is requested before voting is called for from the other district elected board members. The systematic approach allows board members to learn the position of the student body and ask questions before making final decisions.

The Student Government Association (SGA) monthly meeting is held the Monday prior to the Wednesday Board of Trustees meeting to allow the student trustee to review the board agenda and cover all student-related agenda items with SGA executive officers and senate members. Through the SGA, students are appointed to committees as part of the College's committee structure. This enhances communication and effectiveness between the student body and the rest of the college community.

For example, in the 2009-2010 academic year, the administration asked SGA to review the College’s smoking policy and make a recommendation to the Board of Trustees. The administration’s initial thought was a tobacco-free campus. SGA held open forums for students, faculty, and staff and concluded that a tobacco-free campus was not the best solution. SGA recommended to the Board of Trustees that there should be only four designated tobacco areas on the Quincy campus. The Board approved and initiated the policy change.

A course was created and offered to students to engage them in the re-accreditation process. The students assist teams with the research and writing of this self-study while learning leadership, organizational, and assessment skills. The College has offered this class each semester to have a plan of continuous involvement from the student body in the reaffirmation process.
CRITERION FIVE
Resources, Planning, and Institutional Effectiveness

*The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.*

STRENGTHS

The College has the following strengths in the areas discussed in this chapter:

- The College strategic planning process is a comprehensive approach that seeks to garner input from all stakeholders of the College.
- The College has aligned its budgeting priorities and processes with the strategic plan to ensure that the College allocates its resources appropriately to meet its mission.
- Through the Program Review process and the College’s Assessment Plan, institutional effectiveness is regularly evaluated and assessed.
- The College pursues a balanced budget process that ensures all planned expenses are covered by expected revenues for the fiscal year.
- The continuous improvement of student learning has its foundation in the enhancement of faculty teaching capabilities. This is achieved partially by faculty involvement in CETL (Center of Excellence in Teaching and Learning) and active participation in the Professional Development Committee. Improved teaching capabilities support the faculty-driven assessment process of academic achievement to continually improve student learning.
- Through the Program Review process and the College’s Assessment Plan, institutional effectiveness is regularly evaluated and assessed.

CHALLENGES

The College identified the following challenges in the areas discussed in this chapter:

- The process to track students into the workforce, especially for career, technical, and workforce education programs, needs to be improved. The College has recently identified this need through its strategic planning process and is designing a plan to improve this tracking.
- Due to the State of Illinois shortcomings in funding and loss of enrollment, the College will need to place extra emphasis on planning and prudent financial management in its effort to continue to increase its services to the community.
- Over the last few years, the College lost the active involvement of various groups and committees. The College faces the need to increase communication and involvement with all constituencies.
- Increase the recruitment of students.
- Support the job search efforts of the students by assisting them with placement into the workforce.