JOHN WOOD COMMUNITY COLLEGE
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FY 2008

PROGRAM REVIEW REPORT

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2008 Program Review
John Wood Community College
District 539

Summary of CTE Program Review

6-digit CIP   12.0503

Degree Types   Certificate

Program(s) title   Culinary Arts
                    HOS 505

Action

☒   Continue with minor improvements

Improvements and Rationale for Action

The program goals in the Culinary Arts Certificate program are:
1. The student will gain knowledge of the use of proper sanitation in commercial foodservice.
2. The student will be aware of the principles of good service and its importance in commercial foodservice.
3. The student will understand the principles of food preparation for various types of foods commonly used in commercial foodservice.

This program was created in response to the growth in the restaurant industry and at the request of area restaurant owners/managers seeking to employ trained workers.
We offer the most current training through the National Restaurant Association.
Most of our graduates are employed before completing the certificate requirements or they are able to gain employment due to the training they receive in this program
Many employers contact us asking for qualified workers.

Costs of our program are significantly less than similar courses at Western Illinois University and UIUC.

Principle Assessment Methods used

☒   Other – Skills were assessed during a role-play scenario in the classroom.
     Assessment of the following Student Learning Outcomes were completed:
     2.1 The student will be able to demonstrate good service in a commercial dining area.
     2.2 The student will be able to handle complaints in a food service dining area.
     2.3 The student will be able to describe the importance of good service to a successful operation.

     All three objectives were met. Improvement to be made is based on changes in the industry such as technology advancements in the service sector of dining.

State-wide Program Issues – None at this time

Summary of CTE Program Review

6-digit CIP   12.0504

Degree Types   AAS

Program(s) title   Restaurant Management
                  HOS 500

Action

☒   Continue with minor improvements

Improvements and Rationale for Action
The program goals in the AAS degree in Restaurant Management are:
1. The student will gain knowledge of the use of proper sanitation in commercial food service.
2. The student will be aware of the principles of good service in commercial food service.
3. The student will understand the principles of food preparation for various types of foods commonly used in commercial food service.
4. The students will be able to understand basic principles of government control n the food service industry.
5. The student will acquire skills needed to be able to perform purchasing in the food service industry.
6. The student will be aware of the supervisor's function in the hospitality field.

As part of the college's Assessment Plan, skills related to goal 1 were assessed using a rubric for student outcomes during in-class activities. Assessment of the following Student Learning Outcomes were completed:
1.1 The student will be able to pass the state of Illinois Sanitation Manager Certificate Exam.
1.2 The student will be able to correctly take the temperatures of food products prepared in professional cooking labs.
1.3 The student will be able to correctly practice in-place cleaning in professional cooking labs.
1.4 The student will be able to construct a flow chart and recipe analysis using HACCP principles.

All four outcomes were achieved. Improvements to be made will be based on changes in the industry such as technology advancements in the food safety sector of food service.

This program was created in response to the growth in the restaurant industry and at the request of area restaurant owners/managers seeking to employ trained workers.

The program offers the most current training through the National Restaurant Association.

Most of the graduates are employed before completing the AAS degree requirements or they are able to gain employment due to the training they receive in this program. Many employers contact the college asking for qualified workers.

Costs of the program are significantly less than similar courses at Western Illinois University and UIUC.

Principle Assessment Methods used

☒   Certification and licensure examination results

☒   Other – College's Assessment Plan

State-wide Program Issues – None at this time

Summary of CTE Program Review

6-digit CIP   15.1302

Degree Types   AAS

Program(s) title   Computer Aided Design
                         CAD 210

Action

☒   Continue with minor improvements

Improvements and Rationale for Action

Since the last review, the CAD AAS degree has had several changes. The changes were based primarily on the input from the CAD Advisory Committee. One major change was moving from an almost entirely AutoCAD based program of study to one that emphasizes AutoDesk Inventor classes along with AutoCAD. The degree also added the software package SolidWorks in its curriculum. The degree also added a quality control class (QAL210_ and changed the math requirements from MAT 143 Analytical Geometry to MAT109 Elementary Statistics.

The courses for the CAD degree are now offered during the evening. The change is thought of as a way to draw more students into the degree. The advisory committee and faculty thought that a large number of returning/non-traditional students who are employed are those interested in seeking a CAD degree.

Other assessment validated the instruction and curriculum of the program:
Cad program Goal 6 is that students will create solid models using Parametric CAD programs. The specific goal outcomes are that the student will:

    6.1   Develop sketches to be used to produce solid models.
    6.2   Use solid extrusions and revolutions as construction tools
    6.3   Develop assembly drawings.
    6.4   Demonstrate the relationship between the part, assembly, and drawing file
           formats.
    6.5   Develop assembly drawings that include animation.
    6.6   Demonstrate the use of finite analysis.

In the Spring 2008 the assessments focused on outcomes 1- 4 as taught in CAD 106..
Using a 3 point rubric the results were:

Outcome	Rubric score
6.1	2.9
6.2	2.8
6.3	2.3

6.4   2.5

Based on these results, no changes were made. Nonetheless, Goal 6 will be assessed next year again since the rubric was new and review itself.

Program cost analysis is based on unit cost information calculated and furnished by the John Wood Community College Business Office. The cost per credit hour for FY 2007 at JWCC for Career and Technical programs ranges from a high of $435.77 to a low of $188.25. CAD as a department has an average cost per credit hour of $188.25 making this department the most cost effective of the CTE programs .

Principle Assessment Methods used
☒   Other: Each CTE program is guided by the college's Assessment Plan and develops its assessments of the programs goals and objectives. The CAD 210 program also uses an advisory council made up of community employers to help determine program needs and modifications.

State-wide Program Issues (if applicable) – None at this time

Summary of CTE Program Review

6-digit CIP   43.0203

Degree Types   AAS

Program(s) title   Emergency Services: Fire Science option
                             FRC 575

Action

☒   Continue with minor improvements

Improvements and Rationale for Actions

The Fire Science Program is continuing at a good pace. Students from all over the country, and sometimes all over the world, enroll in the online courses. Over the past 5 years (2003-2007) 69 students from locations all over the world have graduated from the program. Also the local structured classes are faring well with enrollment in the past 5 years with enrollment ranging from 50 to 63 annually; FY 2007 enrollment was 57.

The program was recently expanded by offering new online classes for students to take as elective classes. These courses are Illinois State Fire Marshal approved courses that the student can use for State Certification for as well.

The program not only meets the local needs but also meets needs for others across Illinois. Several other community colleges take advantage of JWCC online Fire Science courses for use within their own programs; some students from other districts to take these classes to complete their degree. The JWCC Fire Science classes are listed within catalogs of other Illinois community colleges (e.g. Blackhawk CC).

The Fire Science program follows meets the Illinois State Fire Marshal's (OSFM) criteria for state fire service approved courses. The program's content and syllabus requirements change only when the OSFM changes its program content. The program also meets the National Fire Academy and other State and Federal Agencies mandates within the United States.

Recently, JWCC received approval for a program in Homeland Security. The Fire Science program works hand in hand with the new program. Students in the Homeland Security program will be able to take advantage of some of the Fire Science and Law Enforcement classes.

Program cost analysis was based on unit cost information calculated and furnished by the John Wood Community College Business Office. The cost per credit hour for FY 2007 at JWCC for Career and Technical programs ranges from a high of $435.77 to a low of $50.88. Fire Science as a department has an average cost per credit hour of $76.25 making Fire Science one of the most cost effective career and technical programs at John Wood Community College.

Principle Assessment Methods used

☒ Other – Each CTE program is guided by the college's Assessment Plan and develops its assessments of the programs goals and objectives. The Assessment Plan is relatively new for Fire Science and the program does not have documented assessment data for this review.

State-wide Program Issues (if applicable) – None at this time

Summary of CTE Program Review

6-digit CIP   51.0904

Degree Types   AAS
                       Certificate

Program(s) title   Paramedic (EMS 500)
                       Paramedic Certificate (EMS 501C)

Action

☒   Continue with minor improvements

Improvements and Rationale for Action

The Emergency Medical Service (EMS) accrediting organization requires EMS graduates to pass a standardized, national examination. For the past several years, 100% of our graduates have passed this certifying examination. In 2006, the national pass rate for this examination was 68%. As a result, all evidence supports that our Paramedic/EMS program functions at the highest quality of educational quality. No substantial changes have been made to the program because it appears to producing high quality completers.

According to the Illinois Dept. of Labor and also area ambulance services, the workforce demand for Paramedics will continue to be strong. Considering this information, an increased need for Paramedics will exist throughout the next 20 years.

The college tuition charge of $104 per credit hour offers students a much lower rate when compared to the other educational institutions close to Quincy such as Quincy University, Blessing-Rieman College of Nursing and Culver-Stockton College, whose tuition and fees are more than double those of John Wood Community College.
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Principle Assessment Methods used

☒   Certification and licensure examination results: The 2008 license examination has resulted in a 100% pass rate for students.

☒   Analysis of enrollment, demographic, and cost data: The demand by prospective students for this AAS degree/certificate continues in West Central Illinois.

State-wide Program Issues (if applicable) None at this time

Summary of CTE Program Review

6-digit CIP   51.0909

Degree Types   Certificate

Program(s) title Surgical Technology
        SUR 510C

Action
☒ Continue with minor improvements

Improvements and Rationale for Action

The ultimate goal of the Surgical Technology Program is to prepare qualified students in the cognitive, psychomotor, and affective learning domains to competently function as entry level surgical technologists and to successfully complete the certification exam. Objectives are that the graduates will be successful in seeking employment as a surgical technologist and be successful in completing the certification exam.

There is strong community support for the program as evidenced by area hospitals providing mentors at no cost to the program.

The Surgical Technology Program is accredited by the Commission Of Accreditation of Allied Health Education Programs (CAAHEP). The students are required take the National Program Assessment Exam as an approved program assessment indicator. For the past several years, all of our graduates have averaged "Sufficient" which indicates an average in the range of 75%-85% of the material covered during the year. For the immediate past year, JWCC students' average was in the 80%-90% range. National certification sponsored by CAAHEP remains optional for the program completers and less than half of the graduating students take the exam primarily because of the cost of the exam being nearly $300.00.

Employer and graduate surveys have received positive responses to the question "Would you hire other John Wood Surgical Technologists?" One hundred percent of the respondents have answered "Yes."

According to the Illinois Dept. of Labor, area hospitals and Association of Surgical Technologists (AST), the workforce demand for surgical technologist (plus the increase in the aging population) continues to remain strong and continues to increase as the need for qualified , well prepared surgical technologist in the JWCC district and surrounding communities continues.

The cost of the program for the 2007/08 class was estimated at $5200.00 for in-district

students and $9200.00 for out-of-district students. The estimated total cost included tuition, fees, and books.

Principle Assessment Methods used

☒　Certification and licensure examination results

☒　Other – National Program Assessment Exam

State-wide Program Issues (if applicable) None at this time

Summary of CTE Program Review

6-digit CIP   51.0911

Degree Types   AAS

Program(s) title   Radiologic Technology
RAD 500

Action

☒   Continue with minor improvements

Improvements and Rationale for Action

The Radiologic accrediting organization (ARRT) requires AAS Radiologic Tech graduates to pass a standardized, national examination. For the past several years, 100% of our graduates have passed this certifying examination.   In 2006, the national pass rate for this examination was 85%. As a result, all evidence supports that our Radiologic Technology program functions at the highest quality of educational quality. The pass rate has always been at 100% and therefore, few changes have been made to the program.

According to the Illinois Dept. of Labor and also area hospitals, the workforce demand for Radiologic Technicians/Technologists will continue to be strong. Considering this information, an increased need for Radiologic Technicians/Technologists will exist throughout the next 20 years.

The college tuition charge of $104 per credit hour offers students a much lower rate when compared to the other educational institutions close to Quincy such as Quincy University, Blessing-Rieman College of Nursing and Culver-Stockton College, whose tuition and fees are more than double those of John Wood Community College.

Principle Assessment Methods used

☒ Certification and licensure examination results: The 2008 license examination has resulted in a 100% pass rate for students.

☒ Analysis of enrollment, demographic, and cost data: The demand by prospective students for this AAS degree continues in West Central Illinois.

State-wide Program Issues (if applicable) - None at this time

Summary of CTE Program Review

6-digit CIP   51.3104

Degree Types   Certificate

Program(s) title   Dietary Manager Certificate
                        FSM 507C

Improvements and Rationale for Action
This program was discontinued in 2005 due to low enrollment.

Principle Assessment Methods used
Not applicable

State-wide Program Issues (if applicable) – None at this time

***Note – this information is incorrect. The program has not been discontinued.
David Shinn, August 21, 2008.**

Summary of CTE Program Review

6-digit CIP   52.0201

Degree Types   AAS
                         Certificate

Program(s) title   Business: Management (BMA 656)
                         Business: Management (BMA 656C)

Action

☒   Continue with minor improvements

Improvements and Rationale for Action

The Management Option is intended for individuals seeking immediate employment into entry – and some middle – level management positions in business and industry. The option is also intended for individuals presently employed who are seeking advancement. An AAS or a certificate may be earned. The program can also be used to prepare to transfer to a four-year institution with intent of pursuing a BS in some Business related discipline. The program also assists individuals presently employed who are seeking advancement either through obtaining a degree AS or BS or those individuals wanting additional skills for advancement.

Based on enrollment figures from 2003 through 2007 enrollment in Business: Management Option (AAS - BMA 656) has been steady. In 2003 enrollment was 58 students and remained steady through 2007 with an enrollment of 45 students.   Based on these figures there is a need for the program.

Based on enrollment figures from 2003 through 2007 enrollment in Business Management (Certificate - BMA 656C) has been level. In 2003 enrollment was 10 students and remained steady through 2007 with an enrollment of 12 students.   Although enrollment appears to be low from reported numbers the college does have a large number of undeclared students who take a variety of business courses and then ultimately transfer to four-year institutions as management and business majors. One result of this program review has been to look at the number of undeclared students and strategize methods to get those students to declare majors.

Based on information and feedback supplied by students within the program, recent graduates, and area employers this is a quality business program. It has been, however, recommended and it is the intention of the department chair to develop an active advisory committee to further provide guidance and feedback to the department as to future trends and quality issues related to business programs.

Program cost analysis was based on unit cost information calculated and furnished by the John Wood Community College Business Office. The cost per credit hour for FY 2007 at JWCC ranged from a high of $435.77 to a low of $48.20. Business programs have an average cost per credit hour of $58.93 making them very cost effective.

Principle Assessment Methods used
- ☒   Analysis of enrollment, demographic, and cost data
- ☒   Other: Each CTE program is guided by the college's assessment plan via the Faculty Senate Assessment Committee. The Assessment committee is currently working with all CTE programs to enrich the assessment process and further imbed assessment activities within the various CTE programs.

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State-wide Program Issues (if applicable)- None at this time

Summary of CTE Program Review

6-digit CIP   52.0401

Degree Types   AAS

                      Certificate

Program(s) title   Office Technology (OFT 232) AAS

                      Office Technology: Administrative Asst option (OFT 232A) AAS

                      Office Technology (OFT 232B) Certificate

                      Computer application software (OFT 232K) Certificate

Action

☒   Continue with minor improvements – all programs

Improvements and Rationale for Action

For OFT 232, 232A, and 232B Programs Goals & Objectives:
1. The student will be able to produce usable office documents.
2. The student will be able to enter data using the keyboard.
3. The student will have appropriate knowledge of basic computer skills.
4. The student will be able to use word processing software.
5. The student will be able to use spreadsheet software.
6. The student will be able to use database software.
7. The student will be able to use presentation software.
8. The student will be able to use desktop information management software.
9. The student will be able to use voice recognition software.
10. The student will be able to use various digital input technologies.
11. The student will understand office procedures.
12. The student will be able to create documents containing graphics. (OFT 232 only)
13. The student will understand business principles. (OFT 232A only)

For OFT 232K (Computer applications): Program Goals & Objectives:
1. The student will have appropriate knowledge of basic computer skills.
2. The student will be able to use word processing software.
3. The student will be able to use spreadsheet software.
4. The student will be able to use database software.
5. The student will be able to use presentation software.
6. The student will be able to use desktop information management software.

Need for Programs:

The department concludes that there is a continued need for the Office Technology Program. The Advisory Council members continue to indicated a need for the OFT programs. Department faculty have received numerous calls from local employers looking for graduates to hire. Enrollment data for the OFT AAS degree has remained

steady with a slight increase from 2006 to 2007. The OFT Administrative Assistant program shows a slight increase from 2003 to 2005 and then a slight decrease from 2005 to 2007. The OFT Administrative Assistant Option showed a slight increase from 2003 to 2005 and then a slight drop from 2005 to 2007. The OFT certificate program has shown a decrease in numbers. The OFT certificate program is a one-year program that is the same as the first year of the 2-year OFT degree programs. The department faculty believe that more students are opting for the degree program instead of the certificate program for better employability. The Computer Applications Software Certificate started in 2004 with one student and has shown an increase to seven students in 2007. The state of Illinois Occupational Employment projections for the workforce development area that JWCC serves (LWA 14) shows that average annual job openings due to growth and replacements to be 51 in the general category of Secretaries & Administrative Assistants.

With Microsoft Office and the Microsoft operating systems being the industry standard, the Computer Applications Software Certificate fills the need for training employees in the use of these software programs. Employers look to JWCC to be current in the latest software trends so that recent graduates can bring that knowledge to the workplace.

Quality of the OFT 232 AAS program:
For three years, the OFT department has been assessing the student's ability to produce usable office documents in OFT 212 (Keyboarding Document Production). In 2005-2006 the department faculty assessed the students ability to create a business letter at an acceptable level using a scoring guide. The faculty were pleased to observe that 100% of the students in the class met the goal. In 2006-2007, the department assessed students' abilities to create a business memo using a scoring guide. The results indicated that 93% of the students met the goal. In 2007-2008, the department assessed the abilities of students to create tables. Data from this assessment has not yet been compiled. Overall, students are meeting the goal of producing usable business documents.

Quality of the OFT 232A Administrative Assistant AAS program:
In 2007-2008, the OFT department assessed the student's ability to use voice recognition. The goal was for 85% of the students to be able to voice at a speed of 150 word per minute on a 1-minute voice timing. Although only 79% of the students met the goal, the average speed was 169, and the lowest speed was 116. The department recommended that more voice timing drills be included in the course and that the course be offered in the traditional classroom format (in addition to open learning format) to give students more guidance and speed work. In 2006-2007 the department assessed the student's ability to work in a team as scored on a teamwork scoring guide. Students met the goal. Even though the students met the goal, the scoring guide was further reviewed to examine where students scored the lowest and then changes were recommended to help improve those areas. In 2005-2006 the department assessed the students' ability to create and execute a PowerPoint presentation. Students met this goal and no changes were implemented.

Quality of the OFT 232B Certificate program:
For three years, the OFT department has assessed keyboarding speed and accuracy. The

goal was for 80% of the students in OFT 211 to key at a speed of 50 words per minutes with a maximum of 5 errors for five minutes. In 2005-2006, only 54% of the students met the goal. As a result of the assessment, the department faculty made changes in the class by requiring more drill work to increase speed. The department reassessed the goal the next year. In 2006-2007, 64% of the students met the goal. Again, students were not meeting the goal even though there was a significant increase (10%) in the number of students that did meet the goal. Again, the department made more changes in the class to help build keyboarding speed. In 2007-2008, 61% of the students met the goal. Although the goal was not met, the faculty discovered that 83% of the students keyed at 49 words per minute (within one word of the goal). The department will continue to assess this goal.

Quality of the OFT 232K Computer Applications Software Certificate
In 2007-2008, the OFT department assessed the student's ability to use desktop information management software, in particular—calendar scheduling. The goal was for 85% of the students to create recurring appointments in Outlook with 100% accuracy. The goal was met. In 2006-2007, the students were assessed on database software. The goal was for 90% of the students in the advanced Access class to use the menu bar to apply a filter by form in a query as documented on the SNAP test Item Analysis Report. Only 82% of the students met the goal. As a result of this, changes were made in the course. First, CSC 216 was offered in the traditional classroom format. Due to the difficulty of the course, students requested this and the department's assessment showed that this change was needed. The department also changed the existing prerequisite of CSC 116 to require that the students have earned at least a "C" in the beginning course before they can take the advanced course. In 2005-2006, students were assessed in their knowledge of word processing. The goal was for 90% of the students to be able to insert an endnote in a document. This goal was met and no changes were made.

Advisory Council
The department also has an advisory council that provides community input and feedback related to all OFT programs. The Office Technology Advisory Council is composed of individuals from the community that work in the industry. They share with the department changes in the work place, worker expectations, and the skills employees will need.

The department uses a variety of delivery methods for courses enrollment including traditional classroom, open learning, blended, and on-line. Also, faculty members attend conferences to keep current on the latest trends in technology.

Costs of the OFT programs
Program cost analysis is based on unit cost information calculated and furnished by the John Wood Community College Business Office. The cost per credit hour for FY 2007 at JWCC for Career and Technical programs ranges from a high of $435.77 to a low of $188.25. Office Technology as a department has an average cost per credit hour of $303.57 placing them in the middle to upper end of the range. Although cost of instruction is on the higher end of the range it is still well within cost effective delivery of

instruction.

Principle Assessment Methods used

☒   Other: JWCC's Assessment Plan.

State-wide Program Issues (if applicable) – None at this time

Review of Academic Discipline

Disciplinary Area   Mathematics

Major findings, improvements, and modifications
The Mathematics Department of John Wood Community College provided mathematics
instruction to students to satisfy the demands of the two broad areas of mathematical
knowledge: pure and applied mathematics for those students who intend to transfer and
for those intend to acquire job skills. The goals of the Math department are:

- **Goal 1:** Students who transfer, seek jobs or require functional life skills will know
  and understand mathematics applicable to their chosen field of endeavor.

- **Goal 2:** Students will have a "common core of learning" which encourages
  coherent and substantive learning in essential areas of knowledge.

- **Goal 3:** Students who require academic enhancement in mathematics will know
  and understand mathematics necessary for success in other college classes.

In addition, the college's general education matrix (cross-tabulating the general education
goals with general education courses) identified the mathematics courses as teaching
critical thinking and problem solving skills, i.e., addressing General Education Goal 4.

The college's assessment plan required that during the fall semester of 2007 all sections of
Math 109 Elementary Statistics were submitted artifacts for assessment purposes. Math
109 is the preferred General Education mathematics course for our AA and AS students.
Additionally, it is required by a number of AAS degrees, particularly Associate Degree
Nursing. The assessment consisted of a one-population hypothesis testing problem that
students completed in a show-the-work format. Accompanying the assessment was a
demographic sheet allowing for study of the results in a number of demographic contexts
at a later time. Of particular interest was a study of average scores coming from sections
of the class from differing delivery systems. JWCC offers courses in structured classroom
settings, online, dual credit sections in local high schools and in an open-learning
environment, and interactive TV . Documents were scored by a panel of instructors and
analyzed by our Director of Institutional Research. The mean of all scores for the
assessment was 3.2 on a 5-point scale with 5 being top score. The standard deviation of
scores was 0.8. Analysis of variance showed no statistical difference among delivery
systems. For the future, it was decided to repeat the collection for the spring term, since a
number of dual-credit sections did not report until the spring semester.

The Math department works hand-in-hand with the Developmental Education department
and in 2005, the Math faculty examined the placement cutoff scores and academic
performance in developmental education (Dev Ed) courses. As a result, cut-off points
were revised and a low-level Dev Ed course was created for the Math Dev Ed sequence.
Two related decision were made. One, the basis for instruction of the low level Math Dev

Ed course was a self-paced, web-based Math instruction tutorial software program called ALEKS. Second, for all Math Dev Ed courses (as well other Dev Ed courses), the COMPASS placement exam would be used a post-test for assessment purposes and not for grading purposes. The results from this have led to the use of a home-grown post-test for MAT 012 (Elementary Algebra) sections to improve assessment.

In the coming year, the Math department will expand its use of ALEKS beyond the Dev Ed courses for some of its on-level courses. The courses that will use ALEKS will primarily, but not exclusively, be Open Learning courses.

The faculty in the Math department has found incongruities between the syllabi use for MAT 109 (Statistics) taught through dual-enrollment and MAT 109 taught on campus. The faculty will remedy the differences and the dual credit courses will be consistent with the on-campus course expectations.

With regard to the Math departments collaboration and coordination with Dev Ed at JWCC, the Math faculty will work with the Dev Ed department to examine its current 4-course sequence of Dev Ed. Modifications are expected; the Math department and Dev Ed's goal is to increase the number of students who successfully move to on-level courses.

Principle Assessment Methods used
- ☒ Standardize assessments
- ☒ Course embedded questions

State-wide Program Issues (if applicable)
One state-wide issue we addressed was that of alignment of the high school curriculum with that of JWCC. Besides the dual-credit sections of statistics which cover the same content material as comparable JWCC classes, our staff has engaged in a number of discussions with area high schools to better align our programs.

Review of Cross-disciplinary Curricula

Service Area   Adult Education and ESL

Major findings, improvements, and modifications

The JWCC Adult Education program operates year-round on an open-entry/open-exit basis which contributes to this portion of the mission statement "provide the highest quality educational opportunities and services fully accessible at affordable levels".

The Adult Education program continues to work toward meeting the needs of a diverse community due to the services of this program are free to eligible District residents who lack basic reading, writing, math, job-seeking and job retention skills and/or who do not have high school diplomas. The program is also open to those who have not mastered English as a second language or seek preparation to take the GED exam.

The JWCC GED program works closely with different areas of the college in helping GED students' transition into employment or Postsecondary Education. Several GED classes are held on the main campus of the college and this helps the student become familiar and comfortable in the college setting (atmosphere). The transition plans for FY 2009 will be to continue to work closely with the college's Admissions Office to assist students in making the connection with the appropriate personnel to begin the necessary paper work for application. Adult Education instructors work with GED students who are about to finish the GED program and often times personally take the student to the Admissions Office to introduce them to the Director of Admissions. Personal escort eases the apprehension that many students have about attending college. Instructors also provide students with a financial aid packet and a semester course schedule which contains registration information and contact phone numbers. The GED instructors also encourage students to meet with the appropriate college staff that can help them not only in the enrollment process, but also the college's Support Services Program. At various times throughout the year the Admissions staff of the college will visit the classes and present information to the GED students.

Those GED students who meet the age guidelines may be referred to another JWCC program available which is the Talent Search Program for assistance with continuing their education. This program is for students up to age 27. The Jobs Program at JWCC can advise students about job opportunities and the training they will need.

Our GED program is fortunate to again have classes on the JWCC campus because the technology available to students is state-of-the art. The GED classroom at the main campus has three computers available and off-site locations have labs with up to five computers available as well. Students use the computer to study for the Constitution Test and to practice writing their GED essays. They may also watch the Learning 2000 CD

ROMs which include GED practice for the 5 subject areas. These CD ROM exercises are interactive and self-scoring. A number of students have had success using the GED-I program to study for the GED test however, not all students are eligible due to the high reading level required. During FY 2009 instructors will be encouraged to increase the number of students, who are eligible, to utilize GED-I as a supplemental instructional method to their classroom times. The intended outcomes will be that those students will have the opportunity to expedite their progress towards completion of the GED with the online supplement.

The local Area Planning Council (APC) coordinates services for eligible populations which include individuals A) who have attained 16 year of age; B) who are not enrolled or required to be enrolled in secondary school under State law; and C) who lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society. The APC will be addressing the housing needs of low-income area residents in 2009. An instructor of the JWCC GED program is a member of the APC's housing committee and will help develop a plan to provide access to the GED program.

Addressing the issue of availability of jobs that pay a living wage, the JWCC GED program works closely with the Office of Career and Advising and occasionally refers our GED students. One of the most important facets of Career & Advising Services is the career development services provided to JWCC students and community members. Services available to GED students include: *Career Counseling* appointments may be scheduled to help a student plan his/her career; *Resources* are available to help students in developing their career including: self-assessment instruments, academic information, career & employer information, and job-hunting guidance; *Job listings* are currently available through Job-Link, a perpetually updated database of current openings and employers; and students who are *Undecided* can sign up for the FOCUS Career planning system (it's FREE) and connect to a world of information to guide them in choosing a major.

Several factors make recruitment of potential students a challenge for the JWCC Adult Education program. Those factors include financial restraints, the mobility of our potential students and the fact that JWCC services a large geographic area that includes mainly a rural population of approximately 94,000 spread over five counties. The largest city is Quincy with a population of 42,000.

Despite the challenges the Adult Education staff members are very creative in enhancing promotional efforts and GED students are recruited in several ways throughout the fiscal year. Plans are already underway for a promotional activity that will take place in August, prior to the start of the fall term. Staff and faculty members will visit communities throughout the JWCC District and post information about GED classes and the literacy program at many local businesses, restaurants, etc.

Additionally, the Adult Education Office works closely with the Public Relations office to develop and send press releases to several local newspapers announcing the GED class schedule before the start of each term. The schedule is also included in the Office of

Community Education noncredit flyer, which is mailed three times per year to approximately 46,200 homes in the John Wood Community College district. In addition, approximately 11,000 schedules are distributed in Northeast Missouri. Schedules should arrive in homes at least two weeks prior to the beginning of classes.

Other recruitment efforts planned is to continue receiving referrals through our contacts with agencies such as Department of Human Services, West Central Child Care, the Probation Department, Regional Offices of Education and local high schools. Many students find out about our programs by word-of-mouth from friends or former students. We also receive many phone calls from prospective students, or they may just stop by one of our sites for information. Additionally, we have three large outdoor banners that were donated by a local business and we display them in prominent places throughout our district to announce new class starts. Finally, one of the main classrooms is located in the downtown portion of Quincy. This location was strategically chosen because of the accessibility to the largest portion of our student population. The classroom has storefront windows with professional signage regarding our GED classes.

The Workforce Investment Act (WIA), enacted by Congress in 1998, requires states to establish a comprehensive accountability system for adult education programs. The WIA mandates that states must gather data on several core measures, including the educational gain of adult learners. States and local programs have typically utilized standardized tests to monitor the progress of adult learners. Locally, the Test for Adult Basic Education (TABE) and a GED predictive exam are used to measure the education gains of our students and their readiness to sit for the GED exam.

The Director of Education and Coordinator of Literacy/GED instructor are meeting with representatives from the Quincy Salvation Army and have identified dedicated space for an Adult Education and Literacy classroom within the Salvation Army facility. The Quincy Salvation Army has been awarded funding to build and endow a new Ray & Joan Kroc Corps Community Center. The Salvation Army has many program opportunities, including childcare, which will benefit the JWCC Adult Education immensely. Currently, the plans are for the JWCC Adult Education program to relocate into one of the Salvation Army newly renovated facilities in August 2009. Members of JWCC and the Salvation Army will continue to meet to discuss coordination of programs and composition of the facilities.

State-wide Program Issues (if applicable)

There are many state and federal policies that continue to influence participation and success in an adult education program, ranging from financial aid policies and delivery of noncredit instruction in adult basic education, GED, or ESL, particularly, the affordability and accessibility of postsecondary education. Recruitment of Adult Education students into a GED course is becoming more of a struggle when the "nontraditional" learner feels there is no need to obtain a GED when they can not afford to transition onto postsecondary, so they opt to work two and three jobs. The federal and state governments need to look at financial aid for adults and offer more support for

part-time students or even those who choose to take one or two courses. This will aid in the recruitment of students into an Adult Education program when they know that next step is attainable.

Review of Student and Academic Support

Service Area   Community Education

Major findings, improvements, and modifications

The Community Education (CE) Office of the College's Division of Education area continues to review its program, classes, and events. Participants of classes and activities are encouraged to provide feedback through an evaluation process; staff members of the CE office serve on various community organization boards and receive input from a wide variety of community members. Currently, a Community Education Needs Assessment project is underway, surveying over 400 households with the John Wood Community College district.

Enrollment numbers indicate that the unduplicated headcount for FY2008 was 1801. This is a 58% increase from FY2007 and is the second best year of enrollment since FY 2005. The staff believes the recent initiatives listed below were contributing factors to the significant increase in enrollment.

Focused efforts on new marketing initiatives

First, the department created a new noncredit activities and classes booklet layout replacing a format that had been used for the past five years.   After viewing various sample layouts for a new look, the booklet was published with a new front cover that gives the booklet more of a "magazine look". Additionally, as a result of the campus' Branding initiatives, staff members developed a tagline entitled, *"Enrich Your Life, Engage Your Mind",* which is now seen on every marketing piece distributed. Secondly, the department started using email blasts, sending emails to over 300 people. The department created an email template, including the tagline, that lists and describes upcoming classes and sends it out about every 2 weeks. The database is also broken down by "areas of interest" and therefore if the email blast is specific to one category (i.e. Creative Arts), those people receive the email blast instead of the entire database. This is one way Community Education has implemented a targeted marketing initiative.

The Community Education department also created a video clip of classes. This video was shown at a marketing event called Ladies Night Out, and is viewable by at the Community Education Website at http://www.jwcc.edu/continuinged.asp

In addition, the staff met with JWCC's webpage coordinator to revamp the Community Education website. Changes included adding links to all the flyers and information for larger events including the Lifelong Learning Conference, Kindergarten Camp, Children's College, Earth Day, Arts Shows, etc. The webpage is updated with all the upcoming classes available through our department in a regular basis.

Instructor Packet

In the past, charges and payment for classes and instructors were inconsistent. After meeting to discuss various solutions, the staff came up with a formula based on the number of hours the class is taught and each instructor will receive the same percentage (40%) based on the total income. The department also created policies and procedures so that instructors would understand what is expected from them. Potential instructors have access to an electronic version of the course proposal and biography form. The link to the entire instructor packets is http://www.jwcc.edu/community/docs/CommunityEducationInstructorPacket.pdf . An interactive, electronic form is also available in Word format on our website.

New Student Survey

The department created a new student survey that will be implemented in Fall 2009. The most recent survey included five questions, asking students to rank their opinions from 1-5 and asked for ideas about new classes. While this was a somewhat useful tool on whether the class(es) were of value, it did not answer specific questions regarding instructors, the enrollment process, or the facilities. The new survey is broken down into three separate areas: Instructor, Class Content, and Facilities & Environment. It is specific in that students can "check all that apply". This format allows the student to note, for example, that while a student might think an instructor is helpful, knowledgeable, and easy to understand, the student can note that the instructor's "lack of punctuality" is an issue that should be addressed.

State-wide Program Issues (if applicable) -None at this time

Review of Student and Academic Support

Service Area   DOT Learning Center

Major findings, improvements, and modifications
As part of the fulfillment of its mission, the College provides outreach services and a satellite education center in Mt. Sterling, Brown County. Through an agreement with Dot Foods in Mt. Sterling the College provides a variety of offerings for Brown County area residents. The center is equipped with the College's ITV System for distance learning classes and a state-of-the-art computer lab. Individualized open learning courses are also available. Dot Foods uses the center for employee training of which JWCC is a major provider.

Since the last review, JWCC has made several changes and improvements at the center. A director was placed in charge of the center, and the college has hired a full-time assistant to serve the public. This assistant can register students on-site, so the student is not required to visit the main campus for registration. Advising services are now available at the center on a limited basis during the prime registration period each semester. In addition, the college has improved relations with the Brown County school district, and a dual-credit program has been implemented and grown, allowing students to garner college credit while still in high school. JWCC also began an accelerated degree program that was successful to a limited degree in Brown County. This will need to be re-evaluated. Further, JWCC restarted its GED services and CNA courses in Brown County. Credit hours generated at the center grew 184% from 2002 to 2006.

As indicated in the last review, an advisory council was created and provided some direction for the center. The council does not exist any longer, but the college continues to seek the input of several members of the council and other community leaders. Further, the college has used the Brown County Education Action Team as a sounding board for ideas. At this time the college seeking input from community members and other organizations about facility needs for education in Brown County. The goal is to buy/lease/construct a new learning center so that programs and enrollment can expand further while potentially sharing the cost and space with other educational entities. The first meeting of this group was held on July 14, 2008. Within in five years, the learning center will be located in a different facility demonstrating JWCC's high level of commitment to serving Brown county residents.

State-wide Program Issues (if applicable)

The lack of a statewide capital program over the last several years may delay construction plans for a new facility in Brown County. In addition, funding for Adult Basic education is dwindling and may hinder continued efforts to serve Brown County. The tightened strictures on instructor/student ratios for clinicals in allied health programs make such programs less cost-efficient. The elimination of state technology grants to community colleges since the last review has hampered the ability of the college to update its ITV equipment, which is an important component for delivering instruction to a rural area like Brown County. Finally, flat state funding for community colleges has resulted in tuition increases that limit access for many students; therefore, growth in credit hours and head counts may be limited more than necessary.

Review of Student and Academic Support

Service Area   Enrollment Services

Major findings, improvements, and modifications

<u>Major improvements</u>
Significant improvements have been made in the enrollment services administrative unit since the last review. These include the following:
- Creation and filing of a new position, Dean of Enrollment Services, in Fall 2003. This position is responsible for direct oversight of admissions, financial aid, and records & registration.
- Reconfiguration of registration to ensure all students are enrolled for classes prior to the first day of classes. An ICCB Innovation Award was received for this initiative.
- CAPP (Curriculum Advising and Program Planning) 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 and web-based mid-term and final grading is now available to faculty.
- Web-based enhancements now allow faculty to easily notify the dean of disengaged students which results in more accurate timing of withdrawals for both state and federal reporting purposes.
- Weekly reports to all faculty highlight any changes in enrollment status of any of their students during the previous week.
- The addition of one FTE to the financial aid office has alleviated delays in the areas of verification and student loans.
- Enhanced use of Access queries from the Banner administrative data base for data analysis and reporting has streamlined processes in all enrollment services administrative areas.
- The development of an enrollment management plan (which was a college-wide effort led by the dean of enrollment services) has resulted in the identification of key performance indicators directly related to recruitment and retention and is moving us toward a more data-driven decision making climate. Examples of selected EMP based reports that are included with this program review are: high school market share analysis; 5-year enrollment analysis used for FY 09 enrollment projections; and the 5-year financial aid productivity report.
- Additional related institutional improvements that positively affect enrollment and retention were the completion of the Student Activity Center on our main campus in 2006 and the recent restructuring of the student support services staff.

The end result of the above improvements has been better service to faculty and students. This is documented thru anecdotal feedback from faculty and through student assessment of our services on the annual Student Occupational Follow-up Survey. In the two most recent years of that survey student satisfaction with financial aid services (on a 5-point

scale) improved from 4.11 to 4.43.   Satisfaction with registration related services has improved over that same period of time from 4.28 to 4.42.

Action plan for future improvements

Continuous improvement is an ongoing effort within the office of enrollment services. Initiatives that are scheduled for implementation in the upcoming year include electronic funds transfer for student loans, increased focus on the recruitment of non-traditional students and other market segments beyond the traditional high school market, use of electronic signatures for faculty submitting mid-term and final grades via the web, a major research project designed to determine why credit students stay and why they leave, and identification of new institution-wide retention initiatives.

Assessment activities incorporated into the Enrollment Management Plan which will impact enrollment services include our FY08 participation in the Community College Survey of Student Engagement (results due in Fall 2008); an FY09 institution wide retention study intended to identify why students stay and why they leave; and a repeat of the college's FY07 image study in FY10. This study is designed to help us identify gaps in perception between prospective students and the college that have the potential to influence our ability to recruit and retain students.

All of these efforts are intended to help us successfully address the challenges we are facing with flat enrollments and a declining PELL recipient population, in addition to those stresses brought about by limited funding/resources.

State-wide Program Issues (if applicable) – None at this time

Review of Student and Academic Support

Service Area   Human Resources

Major findings, improvements, and modifications

Since 2003, the Office of Human Resources has hired an Employment and Training Specialist. This position focuses on student and temporary employment and coordinates the federal work-study program with the Office of Financial Aid. Improvements in communication, job fit and monitoring of earnings have been seen. In addition, the position coordinates and often delivers on-site personal and professional development sessions on a wide range of topics. An internal training program called A Star is Born was established in 2006. Also an internal Leadership Academy was established in 2004. The Leadership Academy is a year-long co-hort program offering sessions on a wide range of leadership topics. In October 2006 we held a Fall In-Service for staff members regarding the topic of Collaboration. Finally the Employment and Training Specialist position coordinates and delivers a comprehensive employee orientation for all new regular full-time and part-time employees. The orientation offers mandatory training, history of the college, benefit orientation and a review of risk management and safety procedures.

JWCC has an employee recognition system that encourages, supports, and recognizes those in our employ who promote a positive image for our organization, who exercise our core values, and who are committed to growth and prosperity for our students and the community.

A comprehensive customer service standards plan was adopted and incorporated into the college-wide enrollment plan.

"The Dream Alive," a unique salute to Dr. Martin Luther King Jr. and leaders of the Civil Rights Movement was held in February 2008 as part of a diversity effort.

A drug testing policy was implemented in January 2008. John Wood Community College is committed to maintaining a drug-free workplace in compliance with applicable state and federal laws. The unlawful possession, use, distribution, dispensation, sale, or manufacture of controlled substances is prohibited on JWCC property.

In April 2008, as part of the celebration for community college month, eight departments held Open Houses to improve understanding of operations.

Benefits added include AFLAC; voluntary life insurance for employee; voluntary life insurance for dependents; voluntary long-term health care; and employee assistance program.

Beginning January 1, 2009, the Office of Human Resources is preparing to use three new software programs purchased by the College. The first is Intellecheck that will allow more functionality in the processing of paychecks and direct deposits. This software will allow direct deposit receipts to be emailed to an employee. The second is FormFusion which allow HR to create forms by pulling information from our HRIS, Banner. Finally, the third software is called Argos, which will allow HR to pull data from Banner into useable reports.

State-wide Program Issues (if applicable) – None at this time

Program Changes

6-digit CIP   01.0302

Program Types   CTE

Program(s) title   SWN 383/384 Swine Management (AAS and Certificate)

Action

☒   Significantly modified

Improvements and Rationale for Action

The swine herd and the hog confinement facility won't be used anymore because of low enrollment in the program. There is no longer a need for the facility. The herd and facility have subsequently been sold. Students will get practical or lab experiences at existing commercial and private facilities in the area through cooperative agreements. The curriculum for the program has been modified to reflect the change.

Principle Assessment Methods used

☒   Analysis of enrollment, demographic, and cost data

☒   Other – Advisory Council recommendation

Program Changes

6-digit CIP   43.0102

Program Types   CTE

Program(s) title   LEN 170 Corrections Officer: Parole Officer option

Action

☒ Discontinued/Eliminated

Improvements and Rationale for Action

There is little incentive for IDOC officers only to seek further college education after they are hired. Most of their promotion / assignment decisions are based on seniority and not educational attainment. Currently there are no students enrolled in the program. In the program's existence, there was only one student enrolled in the program.

Principle Assessment Methods used

☒ Analysis of enrollment, demographic, and cost data
☒ Other – internal review and discussion

Program Changes

6-digit CIP   43.0110

Program Types   CTE

Program(s) title   LEN 160 Corrections Officer: Youth Supervisor option

Action
☒   Discontinued/Eliminated

Improvements and Rationale for Action
There is little incentive for IDOC officers only to seek further college education after they are hired. Most of their promotion / assignment decisions are based on seniority and not educational attainment. Currently there are no students enrolled in the program. In the program's existence, there was only one student enrolled in the program.

Principle Assessment Methods used
☒   Analysis of enrollment, demographic, and cost data
☒   Other – internal review and discussion

Program Changes

6-digit CIP   46.0302

Program Types   CTE

Program(s) title   Electrical Technology (AAS & Certificate)

Action

☒   Other – added significant classroom and lab space

Improvements and Rationale for Action

Because of an enrollment increase (from 38 in FY 2005 to 51 in FY 2007) the college re-allocated classroom space and converted two classrooms into one classroom/lab for the Electrical Technology program. Enrollment for FY 2008 was 47.

Principle Assessment Methods used

☒   Analysis of enrollment

Program Changes

6-digit CIP   50.0409

Program Types   CTE

Program(s) title   GPSD 501 Graphic Design

Action

☒   Other, please specify – new program added

Improvements and Rationale for Action

The program was instituted in response to demands from the district community as well a input from the Computer Science/Office Technology Advisory Council for the program. In the first year, 15 students are in the program.

Principle Assessment Methods used

☒   Other – community demand

Program Changes

6-digit CIP   13.1312 (PCS 11 – AFA)

Program Types   Academic

Program(s) title   Associate in Fine Arts degree

Action

☒   Other – created new degree program

Improvements and Rationale for Action

JWCC began offering in FY 2008 an Associate in Fine Arts program with options in Music Performance or Music Education. The college instituted the degree as a response to community demand. In FY 2008, three students were enrolled in the Music Performance program and two students were enrolled in the Music Education option.

Principle Assessment Methods used

☒   Other – community demand

Program Changes

6-digit CIP   30.0101 (11 PCS for AS degree)

Program Types   Academic

Program(s) title   Homeland Security emphasis – AS degree

Action

☒ Other – program created during FY 2008. The program emphasis will be available
    beginning in Fall 2008.

Improvements and Rationale for Action

In response to community needs and statewide needs, the college created the emphasis as
a transfer degree. A student may earn an AS degree with Homeland Security as an
emphasis. A student may earn AA degree with appropriate collaboration with a given
four-year degree institution.

Principle Assessment Methods used

☒ Other – community and state-wide demand

Program Changes

6-digit CIP   N/A

Program Types   Cross-disciplinary

Program(s) title   Interactive Television (ITV) classrooms

Action

☒   Significantly modified

Improvements and Rationale for Action

Virtually all of the high schools who cooperated with JWCC to offer classed via ITV had stopped using the ITV system. The discontinued use was primarily due to the increased desire and enrollment in on-site dual credit classes and online courses. Therefore, JWCC has discontinued services to the high schools and is focused on the maintenance and improvement of ITV facilities at its two centers located in Pittsfield and Mt. Sterling. The ITV classrooms continue to serve the students in those locations.

Principle Assessment Methods used

☒   Analysis of enrollment, demographic, and cost data

Best Practice

<u>Title</u>
The Unique Applications of Curriculum Advising and Program Planning (CAPP) Software at John Wood Community College

<u>Programmatic Area Issue or Need Addressed</u>
John Wood's unique application of CAPP software addresses both student needs and administrative efficiencies in regard to advising, academic records, and financial aid.

When determining a student's enrollment status at an institution administering US Department of Education Title IV funds, the institution must ensure that financial aid is paid only for enrolled courses that are required for the student's declared degree. Efficiency and accuracy in achieving this important standard in student services have been enhanced through improved data review as well as improved interdepartmental and student-staff communication. By more accurately monitoring the effective use of financial aid resources for educational program completion, the affordability of education is enhanced as students take the direct path of courses that lead to completion. This reduces their time spent in school which in turn reduces the amount of state and federal dollars spent. Our CAPP applications provide students and staff with documentation designed to efficiently and effectively guide them through approved curriculum requirements to the completion of identified academic goals.

<u>Description of the Innovation/Best Practice</u>
JWCC's unique application of CAPP software began with work done by our systems analyst and coordinator of records and registration. After ensuring that all current curricula was built correctly in CAPP, they developed three distinct systems-based outputs for use in advising, financial aid compliance, and graduation audits. Each of these is described separately below.

Advising: A "one page degree audit", using current and past Banner history, provides easy to read, user friendly reports identifying selected students' educational coursework requirements, coursework completed, and coursework categorized as used or not used toward degree or certificate completions. Developed as a simple one or two page report for advising purposes, the format is easily understood and can be effectively shared with students better educating them about their academic progress. A staff member generates these reports and places them in the student's academic file before each advising appointment. Once the student and his/her advisor has reviewed this audit and completed the advising appointment, the audit is given to the student as a reference document.

Financial Aid: Special Access queries have been built using CAPP for financial aid compliance processes. Through this process we can identify classes in student schedules for upcoming terms that do not fulfill program requirements. Courses that are at the developmental level are automatically excluded, based upon federal financial aid regulations. A list of potential problems is generated. This list includes student names, ID numbers, a listing of courses not required in the recorded program of study, along with other pertinent student demographic information. The list is first reviewed by the Academic Records staff to determine if non-

required courses are acceptable pre-requisites to required courses. After that review, letters are generated to inform affected students that flagged classes will not be included in their financial aid award. Copies of the letters are forwarded to Academic Advising, who can then work one-on-one with those affected students to adjust schedules as is appropriate or students may choose to retain the ineligible class within their schedule and have those credit hours excluded from their financial aid award calculations.

Graduation Audits: Academic Records staff use the baseline CAPP software for degree audits, reducing time spent in this detail-laden process.   This application reduces the potential for error and significantly improves efficiency. Academic Records and Advising staff can produce identical reports, thus allowing these departments to easily co-review student records. One major benefit of this process is the elimination of conflicting information for students and staff. Additionally, it reduces the number of manual reviews previously required to ensure accuracy in the awarding of degrees. Lastly, automating degree checks in this manner greatly reduces the time required to confirm completion of degrees & certificates, post those completions to official transcripts, and put diplomas in the hands of our graduates.

The college staff implemented the baseline CAPP component in 2004. The one-page degree audit for advisors and students and the Access reports for financial aid were implemented in fall 2007.

Achievement of sustainability
The software required for these reports is a Banner system component and no additional capital costs were incurred after its initial purchase. Initially there were human resource expenses involved in developing the baseline curriculum and our unique outputs. Current allocation of resources to sustain our applications of CAPP are minimal, however. Specifically, staff update the baseline data annually dependent on approved changes in curriculum and/or graduation requirements.

What are the results / measurable outcomes?
In all applications noted above the measurable outcome is improved customer/student service. Additionally, students are held more accountable for course selection and progress toward completion of their declared educational goals. More engagement in this process serve all students well particularly those that will be transferring to much larger four year universities where they are expected to be self-sufficient and responsible for course selections.

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John Wood Community College - District 539
Program Review 2008

Five-year Program Review Schedule
John Wood Community College

	FY 2009	FY 2010	FY 2011	FY 20012	FY 2013
Review of Career and Technical Programs	5004 – Graphic Arts	0101 - Ag Business 0103 - Beef/Swine Management	1907 - Early Childhood Education	2203 – OFT – Legal Asst	1205 - Restaurant/Culinary Arts 1513 - Computer-Aided Design
	5110 - Med Lab Technology	0106 – Horticulture	4902 - Truck Driver Training	4301 - Emergency Services/Law Enforcement	4302- Emergency Services/Fire Science
	5203 - Accounting	0109 – Animal Science		4603 - Electrical Technology	5109 - Radiologic & Surgical technology
		5116 – Nursing		5107 – OFT Medical Asst	5131 - Dietary Management
		5218 - Marketing & Sales		5212 - Basic Computer Programming	5202 - Business/Management Option
					5204 -Business Mgmt/Office Technology (all options)
Review of Academic Disciplines	Physical and Life Sciences	Humanities & Fine Arts	Social/Behavioral Sciences	Written and Oral Communications	Mathematics
Review of Cross-disciplinary Curricula	Remedial/Developmental Education	Vocational Skills	Transfer Functions and Programs (e.g., AA, AS, AFA, AGS)	General Education	Adult Education and ESL
Reviews of Student and Academic Support Programs*	Student Support Services	Career and Advising Service	Student Life and Athletics	Business & Industry	Enrollment Services (Admissions, Financial Aid, Records & Registration)
	OLC	On-Line courses		Pittsfield Education Center	Dot Foods Learning Center
	Information Services Institutional Research	Administrative Services Bookstore	Security & Facilities	Fiscal Services	Human Resources
	Children's College	Academic Support Center	Continuing Education		Community Education

* All departments within the college contribute to its mission and, thus, all departments within JWCC's organizational structure are included in the five-year schedule to participate in Program Review even though some of those programs do not fall within the definition of "Student and Academic Support" programs.