

JOHN WOOD COMMUNITY COLLEGE
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FY 2009

PROGRAM REVIEW REPORT



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Summary of CTE Program Review

6-digit CIP 50.0409
Degree Types AAS
Program(s) title Graphic Design (GPDS 501)

Action

Continue with minor improvements

Improvements and Rationale for Action

Program Goals & Objectives

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

Need for program

The Graphic Design degree program started in the fall of 2007. The newly formed Graphic Design Advisory Council indicated strong support for the implementation and adoption of this new curriculum. The business survey, the classified ads, the labor market need and the advisory council all pointed to a strong need for the Graphic Design degree.

Graphic Design can be described as the art of visualizing ideas. Graphic design is a dynamic field that requires a mixture of creativity and technical expertise. It demands

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fresh thinking, creative problem-solving, imaginative vision and a firm grasp of current design trends. This two-year graphic design program is an intensive course of study that teaches students to create effective designs that communicate visually in both print and multimedia environments. The combination of technical and general education courses in the program helps students develop skills in critical thinking, creative problem solving, and effective communication.

The primary components of the program include:

- Foundation in general education courses
- Training in basic design and composition
- Technical training in the highest standard of industry-based software and equipment
- Understanding of the design process from start to finish
- Understanding of the role design plays in the business world

This program was developed to provide the necessary education, skills and competencies needed by individuals to be employed within the graphic design industry and to meet some identified needs in the West Central Illinois area.

Quality of Program

Since this is a new program, we are in the beginning stages of assessing the program. Student learning within the program is assessed following the guidelines of the Assessment Plan developed by the Faculty Senate Committee on Academic Assessment and approved by the Higher Learning Commission. Rubrics have been created for each of the goals/student learning outcomes. Data will be collected by instructors from various classes to assess student learning on these outcomes. The data collected will be analyzed to assess the quality of the program and changes will be made based out the outcomes of the assessments.

The Graphic Design Advisory Council was very active in the development of the degree. Members of the council are active graphic designers in the region.

Improvements & Rationale

Since the Graphic Design degree started in the fall of 2007, very few changes have been made to the structure of the degree. A few classes have been moved from one semester to another to improve the sequence of the courses.

Other improvements include the addition of three more Macintosh computers in the Macintosh lab to accommodate the growing enrollment in these courses. We plan to purchase 3 more computers to bring the total to 18.

Several of the courses have been updated to use the latest software versions.

Current Status

The Graphic Design program is growing. Enrollment for fall 2007 was 12 and the enrollment for 2008 grew to 23. Additional classes have been added to the fall schedule

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to accommodate the growing enrollment. In May 2009, the first two students graduated from the program.

Principle Assessment Methods used

Other: JWCC's Assessment Plan (see Quality of Program)

State-wide Program Issues (if applicable) Not applicable

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Summary of CTE Program Review

6-digit CIP 51.1004
Degree Types AAS
Program(s) title Medical Laboratory Technology (MLT 501)

Action

Continue with minor improvements

Improvements and Rationale for Action

The goal of the Medical Laboratory Technology program is to prepare qualified students in the cognitive domains to be registered by the American College of Clinical Pathologists to competently function as entry level Medical Laboratory Technicians.

Medical Laboratory Technology students complete a 24-month course of study including a minimum of 30 semester hours of academic credit at JWCC. Of the 30 semester hours, six hours must be in chemistry and six hours in biology with a "B" average or better. Following the JWCC coursework, students complete a 12-month academic and clinical experience at Blessing Hospital. Program graduates receive an A.A.S. degree and are eligible to apply for registration by the American College of Clinical Pathologists. The program is accredited by the National Accrediting Agency of Clinical Laboratory Sciences. The academic quality of the Medical Laboratory Technology program is excellent, as indicated by the students' successful completion of the registration examination, after completing the program.

According to the Illinois Dept. of Labor, the workforce demand for Medical Laboratory Technicians/Technologists continues to remain strong, recognizing the need for qualified Medical Laboratory Technology workers continues to be an important and necessary medical/healthcare component.

The JWCC cost for this A.A.S. Medical Laboratory Technology program is negligible, since all courses are offered on an ongoing basis with JWCC general education courses. No additional program specific courses are required. Cost to students would be approximately \$7,500 (i.e., tuition/books/materials).

Principle Assessment Methods used

Other: Each CTWE program is guided by the college's Assessment Plan and develops its assessments of the programs goals and objectives. This program also uses an advisory council made up of community employers to help determine program needs and modifications.

State-wide Program Issues (if applicable) – N/A

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Summary of CTE Program Review

6-digit CIP 52.0301
Degree Types AAS and Certificate
Program(s) title Accounting (ACG 333 and ACG 333C)

Action

Continue with minor improvements

Improvements and Rationale for Action

Program Goals and Objectives

1. GOAL: Understand basic accounting
 - 1.1 Record a journal entry
 - 1.2 Record a stock transaction
 - 1.3 Record the sale and purchase of bonds
 - 1.4 Post entries to a ledger
 - 1.5 Create a balance sheet
 - 1.6 Create an income statement
 - 1.7 Calculate common financial ratios
 - 1.8 Calculate present and future value
2. GOAL: Understand basic economics
 - 2.1 Describe fiscal policy
 - 2.2 Describe monetary policy
 - 2.2.1 Describe Federal Reserve System
 - 2.2.2 Describe required reserve requirements
 - 2.2.3 Describe discount rate
 - 2.2.4 Describe open market operations
 - 2.3 Distinguish between different types of economic systems
3. GOAL: Understand basic management principles
 - 3.1 Interpret an organizational chart
 - 3.2 Compare various motivational theories
 - 3.3 Describe the elements of performance evaluations
 - 3.4 Describe the delegation process
4. GOAL: Understand basic managerial accounting
 - 4.1 Prepare an income statement including a calculation of cost of goods sold.
 - 4.2 Prepare a production report.
 - 4.3 Prepare an income statement using the contribution format.
 - 4.4 Compute the break-even point in unit sales and sales dollars.
 - 4.5 Prepare a production budget.
5. GOAL: Understand cost accounting
 - 5.1 Prepare a segmented income statement.
 - 5.2 Prepare a make or buy analysis.
 - 5.3 Allocate service department costs using the direct & step methods.
 - 5.4 Prepare a Statement of Cash Flows

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Need for program

According to information gained from the 2008-2009 edition of the Occupational Outlook Handbook (www.bls.gov.) strong growth is predicted in this field for the next several years. Employment is expected to grow faster than average; 16% for the decade from 2006 – 2016. Corresponding growth within the JWCC district will occur but although not as dramatic (6% - from http://lmi.ides.state.il.us/projections/ccd_proj.htm). Enrollment at John Wood Community College had grown for several years from 11 to 20 although there was a slight decrease last year. Enrollment is expected to rise once again due to increasing overall enrollment at John Wood Community College. The accounting program curriculum also supports other programs in the business and office technology areas.

Strengths of the program

The lead accounting instructor has many years of experience in both the private and public sector. As noted earlier, overall enrollments have grown steadily in the accounting program. The program is accessible via multiple delivery systems including traditional, open learning, interactive television, and on-line learning. Classes are taught by faculty experienced in the profession.

Weaknesses of the program

There is no active advisory committee at this time. A collaborative effort between faculty at the regional vocational technical center and John Wood Community College to establish a joint advisory committee didn't come to fruition.

Recommended quality improvements

The idea of a joint advisory committee has merit in terms of linking curriculum between the vocational technical center and John Wood Community College. Attempts will be made to form a viable joint advisory committee. Forgoing the accomplishment of that objective, John Wood Community College will establish its own advisory committee. The accounting program has worked with the Faculty Senate Committee on Academic Assessment. Clearly defined goals and objectives have been created. Data will be collected and analyzed by faculty to assess student outcomes. Program improvements/changes will be made based on the outcomes.

Principle Assessment Methods used

Other – College Assessment Plan activities.

State-wide Program Issues - Not Applicable

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Review of Academic Discipline

Disciplinary Area Physical and Life Sciences

Program actions, best practices, and emerging issues

The Natural Sciences Department of John Wood Community serves a vital function for students who seek an Associate of Arts (AA) or Associate of Science (AS) degree and those seeking an Associates of Applied Sciences degree, most notably in the Health Sciences degree and certificate programs. Degree and certificate programs require life and/or physical science courses to fulfill a specific general education requirement for each. The general education requirement for the Associate in Science degree includes the student earning credit in a minimum of one articulated course from the life sciences and one from the physical sciences curriculum. Students enrolled in a life or physical sciences major have opportunities to advance their studies in the sciences for transfer as undergraduate students to four year universities and colleges.

Several improvements in the department facilities, instructional tools, and course prerequisites for instructional protocol have taken place over the past several years. A very important improvement to our facility has been the conversion of a classroom in the Science and Technology Center to a biology and chemistry lab. The increase in student enrollment in the natural sciences curriculums necessitated the internal expansion of lab facilities. The additional lab facility has greatly reduced the scheduling bottle-neck that resulted from the increased demand for lab sections in the science curriculum. The students and instructors have been the greatest benefactors in that more labs can now be offered during the peak demand times for student schedules.

Other significant improvements have been made in the area of obtaining a larger quantity and diversity of instructional materials and tools. The department made a significant push within the past two years to acquire quality teaching models and laboratory equipment. The majority of the teaching models acquired were enhancements for learning human anatomy and physiology and general biology cell structure. A new incubator and hot water bath have been added to the inventory of extremely useful equipment for teaching the microbiology curriculum. Miniature human anatomy and physiology models will soon be placed in the Student Learning Center for an in-house checkout system for students' individual study needs.

One of the critical issues faced by instructors teaching the prerequisite science courses for the heavily enrolled health science majors had been ensuring students are adequately prepared for success in the upper level anatomy & physiology and microbiology courses. Far too many students were having trouble with earning high enough grades to improve their chance of being admitted into the nursing and health occupations program. It was concluded that many students had not retained the basic biological knowledge and concepts from prior schooling and had not taken the JWCC BIO 101 General Biology course as it was not required as a prerequisite. The department modified the prerequisites for the BIO 275, 276, and 293 courses by requiring prior completion of BIO 101 or a Science ACT score of 26, or passing a BIO 101 Pretest with a score of 78% or higher. The results of modifying the student prerequisite requirements for these courses on student learning cannot be determined until after the fall 2009 semester since spring 2009 was the first semester the prerequisite requirement was initiated.

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The department recognized emerging issues relevant to instruction assessment in the months and years to come. Obviously there will be a structured follow-up after the fall 2009 semester to assess the success of having implemented the BIO 101 prerequisites. Another item of interest is the possibility of streamlining the current General Biology course to place greater emphasis on the human health sciences areas of biology. A new course called Environmental Biology is now offered to students for the fall 2009 semester. The course will become a new avenue for students seeking a general education requirement course that is geared toward students seeking subject matter not as heavily loaded toward the health science major.

A final area of emerging issues for the department is getting more involved in aligning and monitoring the instruction of dual enrollment science courses in the local high schools within the college district. There is mutual interest between JWCC and high schools offering students this opportunity. The science department has only been involved to the extent of initially reviewing the high school course syllabi to align it with the college course credit being sought. There is a question whether the textbooks proposed by the high schools in dual enrollment science classes meet the appropriate college level and depth of instruction. The department is proposing a one-on-one meeting session between the dual enrollment teacher and the college course instructors. We believe opening communication and observation of the high school course will prove beneficial for high school students meeting minimum levels of learning from the dual enrollment course.

Principle Assessment Methods used

- Other – College-wide Assessment Plan for student learning. General Education goals assessment .

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Review of Cross-disciplinary Curricula

Cross-disciplinary Area: Developmental Education

Major Findings, improvements, and modifications

JWCC as an institution is receiving a large number of students who lack the skills necessary to be successful in “on level” courses. For the Fall of 2009, over two-thirds of the first-time, first-year students placed into one or more developmental education areas – Math, English, and Reading.

Developmental education is a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum. Developmental education is sensitive and responsive to individual differences and special needs among learners.

Developmental education programs and services commonly address academic preparedness, diagnostic assessment and placement, development of general and discipline-specific learning strategies, and affective barriers to learning.

Developmental education includes, but is not limited to:

- all forms of learning assistance, such as tutoring, mentoring, and supplemental instruction
- personal, academic, and career counseling
- academic advisement
- coursework

Previously the developmental classes were managed and taught within their respective disciplines. Currently the developmental classes are managed and taught within a stand-alone developmental education department which was created in 2003 as a result of the work of the Developmental Education Committee.

All structured Developmental Education classes will have an assessment component during spring and fall semester final’s week. Most classes will use the COMPASS test as a measurement tool to determine that learning has taken place in the developmental education classrooms. However, in the past, many MAT 012 students did not place forward into the next level of mathematical learning using the COMPASS assessment tool; therefore, beginning fall 2007, ALL MAT 012 students will be using a pencil and paper instructor generated common final. A committee of six developmental education instructors (primarily MAT 012 instructors) will meet to score one page (one objective) of the course. The rationale is to determine if COMPASS is the tool we should use to assess learning outcomes or if another type of instrument would better serve our needs.

In conjunction with the Mathematics Department, the Developmental Education Mathematics area implemented an Awards Program whereby MAT 011 students could transition from MAT 011 to MAT 109 (Statistics) within one semester. We had approximately 12 students who met

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the rigid guidelines for this “Awards Program.” At midterm, the students who did enroll in MAT 109 were doing quite well, many of whom received an A at midterm. This Awards Program allows students to skip MAT 012 and MAT 013—this is a savings of two developmental education math classes for dedicated good students.

Beginning June 2009, Developmental Education will have its own area in the Open Learning Center (OLC) a self-paced learning environment. The areas will be staffed by Developmental Education Department Members. Currently, these Developmental Education opening learning classes were predominately instructed by on-level instructors. This change should allow the student more one-on-one time with his/her instructor which is necessary for basic skill attainment. The successful use of the OLC at the JWCC Pittsfield site provides promise for success of offering developmental education in the Quincy campus OLC.

The Department is currently investigating the need to strengthen the curriculum in English developmental education. The Developmental Education department has been working with the Languages, Literature and Humanities Department to make improvements for the Fall 2009 Semester.

The Illinois State Board of Education is working on a Career & Academic Readiness System (CARS) Project for Developmental Education. This program will place many learning modules for developmental education into an on-line approach. Access to this on-line learning will be limited. JWCC has asked to be a test site.

Representatives from the Developmental Education Department have attended both sessions. The purpose is to work with area high schools for students to be better prepared for on-level coursework. A pamphlet of information has been developed for the math area. This is to be used at the area high schools, probably at freshmen orientation. The pamphlet indicates the route a high school freshman should follow in order to be prepared for on-level courses. This should be a great help to parents, counselors, faculty and administration.

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Review of Student and Academic Support Programs

Student or Academic Support Program: Student Support Services

Major Findings, improvements, and modifications

Update on goals and changes made since last review:

Many of the quality improvement recommendations of the 2004 Program Review have been instituted:

- The Support Services Dept. will offer a “one-stop” integrated source of educationally-related support services to all JWCC students.
 - The department has been restructured to provide a general entry point for JWCC students who wish to access support. Academic Support, Disability Support, Student Support Services and Perkins have one entry point staffed by shared personnel.
 - Academic Support, Disability Support, Student Support Services and Perkins offices are located in close proximity allowing for free exchange of ideas as well as referrals of students among the programs.
 - Staff from Academic Support, Disability Support, Student Support Services and Perkins meets monthly to update each other regarding accomplishments, plans and challenges.

- The Support Services Dept. will be a catalyst for the improvement of JWCC student retention efforts -- Influence systemic change throughout the institution.
 - Support Services personnel serve on various College committees to influence change.
 - The Director is an active member of Leadership Council (the President’s advisory group of mid-level managers). She served as Chair during the 2007-08 year.
 - The Perkins/SSS Advisor has served as Chair of the Student Issues committee for four years. This group reviews the concerns surrounding students who have been academically suspended from the institution and wish to be reinstated. As Chair, she has considerable influence over the retention efforts with these students.
 - The Director was involved in successfully fulfilling tasks in the Retention component of the College’s Enrollment Management Plan. The existing Early Alert system, which allows all faculty, coaches and staff to refer students who are in academic difficulty to assistance, was completely renovated as part of the Retention component of the College’s Enrollment Management Plan. New protocol was planned and publicized. In the first semester of existence, participation rose 50%.
 - The Supervisor of SSS was recently named to the President’s Ad Hoc committee on Retention that will specify specific campus-wide initiatives to be established.

- The Academic Support program will provide JWCC students content area and study skills support in order to improve their functioning in the classroom -- Walk-in academic assistance will be provided to JWCC students.
 - *Learning Labs* in writing (across the curriculum), mathematics (from developmental level through statistics), the sciences (Biology, Chemistry, Anatomy and Physiology, and Earth Science) and accounting are available on a schedule designed to meet student needs. This walk-in format assistance is taught by specialists and takes place

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- at the Academic Support Center at the Quincy campus and at the Pittsfield Education Center as needed. These labs are free to all JWCC students. These learning specialists recorded 2021 visits in 2008-2009.
- *Learning Strategies Workshops* were offered each semester. These focus on improving general study habits. The Learning Strategies Advisor facilitated the workshops, which are broadcast to outlying campuses. Various topics, suggested by faculty and/or students, were presented by experts. An extensive publicity plan was created as a task of the Enrollment Management Plan that included additional interaction with faculty and a presence on the JWCC website.
 - *Academic Skills Analyses* by the Supervisor of Academic Support was available for students referred to Support Services to determine the nature and extent of the learning problem. She then helped them with improving study skills, and/or encouraged them to take advantage of the Learning Labs or individual tutoring.
 - JWCC provided free hours of *individual tutoring* to any student earning an unsatisfactory grade or who is repeating a failed class. The SSS Program and the Perkins Program provided one-on-one tutoring to participants on a more lenient basis.
- The Disability Support program will provide services to JWCC students as prescribed to afford equal accessibility to College courses and activities -- The availability of disability support will be publicized widely throughout the JWCC community.
- Disability Support continued to meet the needs of individuals with disabilities who enrolled in JWCC classes. Publicity was improved by
 - Updating the JWCC website
 - Creating a new Disability Services brochure that was widely distributed
 - Establishing a common practice of including a statement of the availability of services in all JWCC class schedules and course syllabi.
- The Perkins program will be conducted according to Illinois Community College Board guidelines in order to continue providing services to JWCC students -- The Perkins program will identify, recruit, and serve the intended population.
- Perkins identified and served 200 JWCC Career and Technical Education students during FY08 with a support program intended to increase persistence and graduation.
 - Services such as learning labs, individual tutoring, intrusive counseling, career exploration, academic advising, financial assistance for tuition, fees, books, transportation and childcare, disability services, support for those choosing a nontraditional career, and connections with community resources are provided.
 - FY08 (most recent report) results are:
 - 99% in good academic standing
 - 27% on Dean's List (General population = 16%)
 - 71% completed academic program or continued education at another institution (46/65 exits)
 - 18% secured full-time employment (12/65 exits)
 - JWCC also obtained mini-grants from the Illinois Center for Specialized Professional Support (ICSPPS) to produce recruitment DVDs featuring local women in nontraditional careers (Agriculture, Emergency Services and Truck Driving). The DVDs were

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distributed to secondary schools to be used in career development activities and will also be used during JWCC recruitment events.

- The Student Support Services program will be conducted according to U.S. Department of Education guidelines in order to continue providing services to JWCC students -- The SSS program will identify, recruit, and serve the intended population.
 - SSS identified and served the target number of 160 JWCC students who were low income, first generation or had a disability each year to increase persistence, graduation and transfer rates.
 - SSS staff sponsored and provided a wide variety of support services to participants each year. SSS provided assessments of student strengths and weaknesses, academic support in content areas, accommodations and advocacy training for students with disabilities, academic advising, basic skills development in reading, writing and mathematics, career exploration, cultural awareness activities, proactive retention counseling, study skills instruction, and transfer counseling and assistance.
 - FY08 (most recent report) results include:
 - 97.5% in good academic standing
 - 66% completed academic program and/or continued education at another institution (42/64)

- The Educational Talent Search program will be conducted according to U.S. Department of Education guidelines in order to continue providing services to JWCC students -- The ETS program will identify, recruit, and serve the intended population.
 - ETS identified and served 750 students at district target schools who were low income, first generation or had a disability each year. The program encourages high school youth to graduate from and continue on to the postsecondary school of their choice and serves high school dropouts by encouraging them to reenter the educational system and complete their education.
 - These participants were afforded services, such as academic enrichment activities, career counseling, college planning, cultural enrichment activities, tutoring and mentoring services, and expanding the use of technology.
 - FY08 (most recent report) results show:
 - 98% of participants were promoted to next grade level (591/605)
 - 95% of high school senior participants graduated (123/130)
 - 81% of “college ready” participants applied for financial aid (117/145)
 - 84% of “college ready” participants applied for postsecondary admission (122/145)
 - 72% of “college ready” participants enrolled in postsecondary education (104/145)

- The Upward Bound program will be conducted according to U.S. Department of Education guidelines in order to continue providing services to JWCC students -- The UB program will identify, recruit, and serve the intended population.
 - Two Upward Bound Programs - Quincy UB and Morgan/Pike UB - identified and served the targeted number of students. Fifty participants were selected from the Quincy school district; another 50 were selected from the Griggsville/Perry, Meredosia/Chambersburg, and Pittsfield schools. All students must be either from low-income families or be

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potential first-generation college students and have a need for academic support in order to pursue a program of postsecondary education.

- UB provided a variety of support to students attending targeted high schools in their preparation for college entrance.
 - During the Academic Year Component participants received tutoring, computer training, academic advising, counseling, career development, and ACT preparation during weekly meetings, as well as campus visits, and cultural and educational field trips. A strong emphasis was placed on working with the student's family to enhance academic success.
 - The Summer Component offered the participants a wilderness team-building experience, a four-week college experience including instruction in core academic subjects, a paid work component, and community service at JWCC while maintaining a residential experience and supervised recreational time at Quincy University (overnight during the week and home during weekends). Participants experience a "college atmosphere" while increasing their academic skills.
- FY08 (most recent report) results for Quincy Upward Bound are:
 - 46% achieved at a proficient level on state assessments in reading/language arts and math (6/13)
 - 71% of participants were retained in Upward Bound (25/35)
 - 50% of seniors enrolled in postsecondary education in fall following graduation (3/6)
 - 71% of participants who enrolled in postsecondary education immediately following graduation continued to be enrolled in fall 2008 (10/14)
- FY08 (most recent report) results for Morgan/Pike Upward Bound are:
 - 0% achieved at a proficient level on state assessments in reading/language arts and math (0/5)
 - 100% of participants were retained in Upward Bound (27/27)
 - 40% of seniors enrolled in postsecondary education in fall following graduation (2/5)
 - Program has not existed long enough to have participants who persist in postsecondary education - First graduates in 2008.

Review of strengths:

- Accomplishment of a "one-stop" source of student assistance for academic support, disability support, and four grant programs.
- Strong institutional support for each support services program and integration of personnel into college governance.
- A highly developed system of collaboration among Support Services programs is established. This interaction provides eliminates duplication of effort as well as more efficient services to students.
- Improved functioning of learning labs, study skills workshops and early alert activities that includes increased faculty and student participation.

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Review of weaknesses:

- All academic labs and workshops that provide support for students are grant funded. If grants are not forthcoming, these services may be lost.
- Insufficient funding is available for Learning Labs. They are presently functioning 20 hours per week. However, student demand is for 30-35. In addition, the JWCC Nursing and Developmental Education departments are requesting specialized assistance.
- The two Upward Bound programs did not achieve all objectives. This must be remediated in order to maintain Dept. of Education funding. An improvement plan is in place.

Changes to be made as result of this review:

- An ongoing emphasis on continuous improvement produces initiatives that meet student needs. For example:
 - improved web presence for each program in the department
 - increased use of social networking to improve communication with participants
 - review of study skills workshop topics
 - increased publicity for early alert program
- The Upward Bound programs have specific plans in effect to improve outcomes.

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Review of Student and Academic Support Programs

Student or Academic Support Program: Open Learning

Major Findings, improvements, and modifications

Open Learning courses are self-paced and individualized; they are designed to allow students to attend college, maintain a flexible course schedule in their own 16-week term, and receive individualized assistance from instructors.

JWCC offers Open Learning courses at the Quincy campus and at the Pittsfield Education Center. At both sites, Open Learning classes are available five days and four evenings a week. Students may choose college-level courses, career/technical courses, and courses designed to prepare students for college-level work. Selected Open Learning courses are also available at the JWCC/Dot Foods Learning Center in Mt. Sterling; this center is open four evenings per week.

Since the last review, JWCC has made several changes and improvements to Open Learning, as well as continue to do those things well that have made Open Learning a successful part of the school's design:

- Enrollments/ Credit Hours in Open Learning classes have increased 11%
- The process of data collection of student evaluations has been streamlined. Overall evaluations by students completing an Open Learning course indicate that they were satisfied or very satisfied with their Open Learning course, instructor and course materials.
- After review of data indicating that students who start the Open Learning term very early or coinciding with the JWCC college start dates are more successful, the start dates for Open Learning terms have been modified to two, two week periods per term.
- Enrollment and registration processes have been streamlined in a collaborative process between JWCC Enrollment Services and the Open Learning Oversight Committee. This committee did its job so well, that separate meetings have been discontinued and folded into the monthly Instructional Chairs & Directors meeting.
- Open Learning course sections of JWCC courses are updated on the same schedule as traditional courses. Several courses have been totally revised into more of a hybrid model – with the course materials being made available to the student via the eCollege course management system. Students are able to submit assignments, check grades, view course materials and complete study guides etc., all online. The plan is to develop all Open Learning courses as hybrid courses. Students appreciate the convenience of the online model with a personal live instructor who is available to them 3 hours a week. The hybrid model will allow for more flexible student scheduling and therefore growth of Open Learning.
- With the move to more online testing in Open Learning, the Testing Room has been enlarged and 10 computers and a print station have been added.
- Open Learning time / course availability schedules have been revised to more closely follow the usage patterns of the students. Testing room hours have also been modified. An Open Learning ENG 101 and Eng 102 section has been made available to students at the JWCC Perry Ag Center to better suit student need at that education center.

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In conclusion, Open Learning was one of the first methods of course delivery used by JWCC when it began to diverge from its beginnings as a common market administrative center to an attendance center. Since 1974 Open Learning had not been changed and enrollments have been declining. Change can be painful, but in the case of Open Learning a little change has revitalized a JWCC long-standing and valued program.

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Review of Student and Academic Support Programs

Student or Academic Support Program: Information Services

Major Findings, improvements, and modifications

Since 2004 Information Services (IS) has continued to improve on services provided to students, faculty, and staff through infrastructure upgrades, end user equipment upgrades and adding additional support staff for training and technical help.

In 2005, the department upgraded switches and routers to Power over Ethernet (PoE) in preparation for wireless and Voice over IP (VoIP). The infrastructure upgrade also allowed for increased bandwidth from 100MB to 1GB. We added multiple VLANs and Quality of Service (QoS) for increased network performance and security. IS added a Storage Area Network (SAN) that provides redundant network storage and allows the department to provide network drives to students, faculty, and staff from on- or off-campus sites. IS also added a night Help Desk person to increase support hours providing full coverage from 8:00am to 9:00pm.

In 2006, a wireless network went into operation and provides students, faculty, and staff the capability of bringing in their portable devices and using Internet resources. The college community uses the wireless network and it has become a valuable resource.

In 2007 the department focused on training and support and upgraded our 800+ PCs to a minimum standard of 3GHz. IS achieved this with the help of a yearly rotation cycle of 100 new PCs. Minimum hardware standards for PCs continued to be reviewed and adjusted. A replacement cycle has been developed for servers and a replacement cycle for printers is in development.

In 2008 IS upgraded the firewalls to increase performance, security, and add multiple VPN access. The firewall provides increased filtering for the web which allows the blocking of unwanted sites. The department is also migrating our business systems from outdated Alpha servers to newer HP Integrity hardware. The new servers will allow for increased performance and provide redundancy of services. New software for our business systems will add increased functionality for end users in the form of laser check printing, form modifications, and self reporting. The software will free resources in IS and allow for more support of the business system modules.

In 2009 the phone system was replaced changing from analog to VoIP. This upgrade allows for more functionality of the phones and added security in the form of enhanced 911. IS will soon launch a single sign-on (SSO) portal for students, faculty, and staff. With the increase in online learning this has become a much needed service especially relieving the stress of multiple of passwords that each student has to remember.

The IS department seeks to improve services and stay cognizant of cost and support. Over the next couple of years, the department will run evaluations of systems and services similar to the evaluations of 2007 and stream line where possible. The challenges is to keeping provide state of the art service and keep costs low.

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Review of Student and Academic Support Programs

Student or Academic Support Program: Institutional Research

Major Findings, improvements, and modifications

The Office of Institutional Research (OIR) 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 Research provides services to senior administrators as well as to all other offices and departments within the college community. Another major service the OIR provides is monitoring that all required reporting to external agencies is completed correctly, competently, and on-time. The Director of Institutional Research is responsible for coordinating the on-time completion of all reports (e.g. IPEDS, Program Review) and seeing that reports are completed by other college entities as required. The OIR has been in existence since 1999. During that time the Director has worked with faculty, student services staff, finance and business staff, and community education staff to compile data. Overall, the OIR has helped create a culture of using data to inform decision-making.

In addition to fulfilling the typical functions of an institutional researcher, the Director has been an integral contributor to the development, implementation, and sustainability of the college's Assessment Plan for student learning. The Director, along with a faculty member, co-chaired the committee to prepare for a Focused Visit on Assessment from the Higher Learning Commission (HLC). The college successfully met the HLC standards and is in good status with the HLC with no visits or reports due before the next accreditation visit in 3 years. The college President relies upon the Director for accreditation-related advice and leadership.

The OIR has also been integrally involved in the college's Enrollment Management Plan. The Director has been involved in research efforts to improve enrollment projections, retention, image marketing, and district needs assessments. At time the Director has worked with external consultants and other times led the research and analysis activities.

Other notable activities since the last review include the development of a web page with basic information for the college community – an “online factbook.” The OIR has also developed an internal web page to display the college's performance with regard to “Key Performance Indicators” (KPI) that are benchmarks to measure and assess retention efforts and other activities related to enrollment management. The KPI website is a tangible and accessible display informing the college community of progress in enrollment management.

Challenges for the OIR include hiring a new person as the Director. The position is currently vacant but the college is committed to continuing the position to support the college as described above. The title of the office will change to the Office of Institutional Effectiveness. The workload of the office will continue to be a struggle for the one person staff. An assistant would increase the productivity of the office but given the current budget constraints and other priorities, an assistant is not likely to be in place in the near future.

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Review of Student and Academic Support Programs

Student or Academic Support Program: Children's College

Major Findings, improvements, and modifications

Children's College is an enrichment program for children in grades 1-6 and provides children with affordable educational opportunities that might not otherwise be accessible to the general population in the district.

Children's College is a Community Education program which was established to be self-supporting through tuition and fees which pay for the coordinator, instructors, supplies, postage, printing, and miscellaneous costs. The program also receives several grants to which provides scholarship opportunities for students. A new procedure was implemented this year to assist with the possible decrease in enrollment, due to the downturn in economy. The procedure was to start a supply closet for non-tangible items. Supplies were purchased in bulk therefore, in most cases, reducing the overall costs. Community Education anticipates at least a 30% reduction in direct expenditures due to this newly implemented procedure.

There is not a redundancy in functions within the College and/or community. In fact our coordinator works with the local YMCA, Park District, and other programs to collaborate promotional efforts.

A new assessment process will be implemented for the 2009 summer program. Previously, for each session of Children's College, the children were asked to evaluation each class at the final class period and make suggestions for new classes. The new assessment process will be that an evaluation will be sent home for the child and parent to complete together. This will allow for more holistic feedback of their experience. The topics will include satisfaction with pricing, information distributed, ease of registration and topics of classes. New classes will be added each year based upon the feedback from the children and their parents.

Another new feature to Children's College based on feedback and observation is the addition of Orientation nights prior to each session. These orientations will be held from 4pm - 6pm each Thursday night prior to a new session. This will allow the students and their parents to follow their class schedule, find their classroom and ask any questions of staff they may have.

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Children's College				
Total Enrollment* by Session by Year				
(Unduplicated headcount)				
Summer	Session 1	Session 2	Session 3	Total¹
1997	223	221	218	537
1998	204	198	120	407
1999	182	262	165	441
2000	182	223	177	446
2001	179	199	206	438
2002	190	222	219	460
2003	179	252	235	471
2004	223	209	243	502
2005	240	239	255	548
2006	259	261	230	574
2007	263	281	219	572
2008	284	286	238	650
2009	226	254	211	566
*Pittsfield enrollment numbers are included.				
¹ Total unduplicated enrollment for all 3 sessions as a whole				

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Major Program Improvements and Changes of the Past Year

In March of 2009, the college received an \$800,000 grant from the Department of Labor (DOL) to create and build a career and technical education degree in Advanced Manufacturing. The awarding of this grant by the DOL was preceded by the purchase of a new building located about 5 miles from the Quincy main campus. The building is named the Workforce Development Center (WDC) and houses administrative, clerical, and faculty offices in addition to providing classroom space for new programs including Advanced Manufacturing, Construction Craft, and Welding programs.

The WDC will also be the new site of the Truck Driver Training program substantially upgrading the facilities with better office space and classroom space. Also, the land around the WDC will be converted to a truck driver training range also substantially improving the current range.

The Sales Certificate was dropped due to low enrollment and poor occupational outlook. The AAS degree in Swine Management was discontinued and a new Swine Specialist certificate was created to reflect current needs in the swine industry.

Articulation agreements have been made with Quincy University (specifically in Business, Communication, Criminal Justice, and Education) and with Missouri University of Science and Technology. The agreements increase the transfer options of students from JWCC and improve the ease the transfer of credits.

Over the holiday break in December 2008, the building in which the downtown Quincy location of Adult Education was located burned to the ground destroying records and equipment. Yet adult education and literacy services continued through the generosity of the Quincy Public School District. The Quincy Public School District temporarily gave space for Adult Education in a building it owned downtown to continue services through the spring and summer of 2009. During that time, private citizens from Pike County, the Kinscherffs, donated a building in downtown Quincy to the college and it will be used as the new and permanent location of Adult Education in downtown Quincy starting in the fall 2009.

The college participated for a second consecutive year in the Community College Survey of Student Engagement. The results were used to develop a proposal for a retention plan. The college also used data from a three-pronged research project focused understanding why students withdrew from JWCC. In general, the results indicated that students' major challenges for staying in college are financial in nature and balancing work, family, and college responsibilities.

The Human Resources department implemented new software that improves the printing of checks and improves the direct deposit process. Also, the software allows direct deposits receipts to be emailed to employees in a secure and password-protected format.

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Best Practice

Online Learning

In the summer of 1993 the tri-state area of western Illinois, northeastern Missouri and southeastern Iowa was faced with a devastating flood of the Mississippi River that ran through the center of the area. During the worst days of the flood the entire area was incapacitated by reduced travel, restricted communication, diminished productivity, lost farmland, and destroyed personal property. Even after the recession of the floodwaters, the area remained crippled in its ability to function normally. Out of the circumstances of the flood, community and governmental leaders realized they needed each other and had to overcome or ignore the political boundaries separating the three states making up the tri-state area.

Community leaders formed the TriState Development Summit in 1996 as a means to maintain contacts developed in fighting the flood. For their part, the community colleges were asked to challenge boundaries to meet the need for qualified workers in the area. Up until this time none of the tri-state community colleges had engaged in a partnership of any kind or conducted a shared endeavor. Each protected its territory vigorously.

Following 10 months of meetings the formation of the TriState Community College Training Consortium was announced at a press conference in 1998. The three schools involved were John Wood Community College in Illinois, Moberly Area Community College in Missouri, and Southeastern Community College in Iowa. The major focus of the agreement remains today: shared delivery of instruction and the use of technology to transcend district boundaries and state lines through TriState Online.

A \$140,000 grant was obtained from eCollege.com, a course management system vendor, in 1999 to develop online courses over a three year period. The grant was to be used for training, course development, and related travel and marketing expenses. Each of the three community colleges offers courses to each other's students and the tuition charged is that of the student's home institution, thereby reducing competition for students. A registration interface on the web was developed and continues to be maintained by one of the schools. The originating college is granted a teaching fee for the number of students outside his/her school in each class. One school acts as the fiscal agent and other consortium duties are shared as administrative and staff members change. Each school shares equally the yearly license and maintenance fee from eCollege and pays the eCollege technology fee for only their students. The business model of eCollege does not limit the number of courses that can be offered, the servers are maintained by eCollege and all users have the same version of the program. In addition, eCollege offers to consortium schools 40,000 free enrollments per year in the web supplement called eCompanion for use in structured classes.

None of the colleges involved had offered online classes previous to the formation of TriState online. Start up and maintenance costs seemed insurmountable for what was perceived as very little return. Now each does offer online courses, beginning with the fall semester 2000 when fourteen courses were offered and 158 students enrolled with 153 students completing their course. In the spring of 2001 twenty two courses were offered and 334 students enrolled. Each

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of the schools showed an increase in enrollment from fall 2000 to spring 2001, students in each of the colleges benefitted from the collaboration.

Within three years of the signing of the original agreement, SECC in Iowa dropped out of TriState Online. Currently there are two schools involved in TriState Online; however the name and the original parameters of the agreement remain the same. TriState Online received an award at the April 2009 eCollege CITE conference in Denver for its 10th Anniversary as a partnership and as a partner with eCollege. The two partner schools were there together to receive the award, attend the conference, and participate in trainings. A five year contract with eCollege was signed in 2007.

From that modest beginning, and the belief that schools could and should cooperate across jurisdictional boundaries to serve all students in the area, John Wood Community College still delivers eCourses, Hybrid courses and web supplements to structured classes today in partnership with MACC using the eCollege course management system.

Consider these points of growth:

- 73 separate online courses and 138 course sections are offered for fall 2009 with a total current enrollment in TriState online of 2,341 students and 72 students on waiting lists.
- Online learning at JWCC has experienced a 700% increase in growth since 2001 with no subsequent decrease structured classes. Online learning was reaching students not able or not inclined to come to campus to take structured classes.
- Over 130 eCompanion web supplements were being used in structured classes in Spring 09. Students and instructors alike enjoy the convenience that web supplements bring to traditional classroom course delivery.
- JWCC is in the process of applying for HLC accreditation of their AS and AA degrees online, a committee has been meeting and the application will be submitted in September. MACC, our partner in TriState Online received their accreditation in the spring of 2009.
- Full time faculty teaching online as part of their regular class load has almost doubled in the last two years.
- In the summer 09 JWCC was designated as a partner school in the US Air Force GEM (General Education Mobile) program. The GEM program is an Air Force initiative enabling airmen to take 5 general education courses in 8 week semesters online during the course of a year. Along with the CCAF courses, airman now have the opportunity to get their AS degree while serving in the Air Force.
- A 6 week training course available online for new or first time instructors has been developed in house for those teaching or wishing to teach online.
- The JWCC Online webpage has been totally redesigned to accommodate students wishing to pursue a class or a degree online at JWCC.

Contact person: Kathy McClintic, Director of Instructional Support and Distance Learning, kmcclintic@jwcc.edu, 217-641-4546.

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Five-year Program Review Schedule
John Wood Community College

	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Review of Career and Technical Programs	0101 - Ag Business 0103 - Beef/Swine Management 0106 – Horticulture 0109 – Animal Science 5116 – Nursing 5218 - Marketing & Sales	1907 - Early Childhood Education 4902 - Truck Driver Training	2203 – OFT – Legal Asst 4301 - Emergency Services/Law Enforcement 4603 - Electrical Technology 5107 – OFT Medical Asst 5212 - Basic Computer Programming	1205 - Restaurant/Culinary Arts 1513 - Computer-Aided Design 4302- Emergency Services/Fire Science 5109 - Radiologic & Surgical technology 5131 - Dietary Management 5202 - Business/Management Option 5204 -Business Mgmt/Office Technology (all options)	5004 – Graphic Arts 5110 - Med Lab Technology 5203 - Accounting
Review of Academic Disciplines	Humanities & Fine Arts	Social/Behavioral Sciences	Written and Oral Communications	Mathematics	Physical and Life Sciences
Review of Cross-disciplinary Curricula	Vocational Skills	Transfer Functions and Programs (e.g., AA, AS, AFA, AGS)	General Education	Adult Education and ESL	Remedial/Developmental Education
Reviews of Student and Academic Support Programs*	Career and Advising Service On-Line courses Administrative Services Bookstore Academic Support Center	Student Life and Athletics Security & Facilities Continuing Education	Business & Industry Pittsfield Education Center Fiscal Services	Enrollment Services (Admissions, Financial Aid, Records & Registration) Dot Foods Learning Center Human Resources Community Education	Student Support Services OLC Information Services Institutional Effectiveness Children's College

* 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.