

JOHN WOOD COMMUNITY COLLEGE

1301 S. 48th Street
Quincy, IL 62305-8736

Program Review Report

FY2010



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6-digit CIP: 01.0101

Degree Type: 03 – AAS

Program Title(s): Agriculture Business Management
ABM 828

Action:

Continue with minor improvements

Improvements & Rationale for Action:

The scope of the program has remained intact with few changes in the curriculum over the past five years. The program utilizes a community based agriculture advisory committee to address current trends in the agricultural industry and make recommendations to the program faculty to enhance and modify the curriculum goals and objectives. The program goals and corresponding objectives are to prepare students for an agriculture related occupation or career. Graduates of the program show high success in their transition into the workforce, or will continue their education at a four-year university.

Maintaining an increasing enrollment in the ABM program continues to be a concern of the department and the College. Improvements in this area have been demonstrated when observing the 2006-10 ABM degree enrollments. The student numbers were trending in a decline since 2006 and have since begun to increase.

Program Goals and Objectives

- The student demonstrates an understanding of the correct use of a county Soil Survey book.
- The student can perform basic soil pH and fertility testing procedures.
- The student can correctly identify and assess basic soil properties.
- The student will demonstrate a competence in agricultural pest control management systems knowledge.

Need for Program

Opportunities for employment in an agriculture related occupation or career have been very strong in the midwestern U.S. job sectors over the past five years. The increasing demand for students to fill agricultural internships throughout the community is one of the key indicators of the need for educated and/or trained individuals in local and region-wide agriculture industries. Employment opportunities in the areas of agricultural sales and services continue to increase in demand. The ABM degree program fulfills an opportunity for graduate placements in the many industry sectors.

Quality of Program

Providing a core knowledge and understanding of the production and management skills necessary to gain employment in the agriculture business management environment continues as the primary focus

of this program. There is a perceived need to emphasize expanded instruction in the use of advanced technologies in agriculture, especially in the area of GPS (Global Positioning Systems) and GIS (Geographic Information Systems) data utilization in agronomic production and business management.

Principle Assessment Methods Used in Quality Assurance for this Program:

Other: JWCC Assessment Plan

Statewide Program Issues (if applicable):

There are none at this time.

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6-digit CIP: 01.0102
Degree Type: 20 – Certificate
Program Title(s): Agriculture Supply & Service
ABM 828C

Action:

Discontinued/Eliminated

Improvements & Rationale for Action:

This certificate program was scheduled for elimination at the end of the 2010 school year due to lack of enrollment over the past 10 years. However, during the 2010 school year two students opted to pursue this one-year certificate. The students are on track to earn their certificates at the completion of the summer term. The elimination of this certificate will proceed as scheduled, effective with the 2011 fiscal year.

Principle Assessment Methods Used in Quality Assurance for this Program:

NA

Statewide Program Issues (if applicable):

There are none at this time.

6-digit CIP: 01.0302
Degree Type: 20 -- Certificate
Program Title(s): Beef Specialist
ABF 848

Action:

Continue with minor improvements

Improvements & Rationale for Action:

The program utilizes a community based agriculture advisory committee to address current trends in the agricultural industry and make recommendations to the program faculty to enhance and modify the curriculum goals and objectives. The program goals and corresponding objectives are to prepare students with skills for an agriculture related occupation or career involving the beef industry.

Program Goals and Objectives

- Students will identify multiple beef breeds.
- Students will understand beef market grades and classifications.
- Students will describe proper beef cattle management.
- Students will understand EPDs (Expected Progress Differences).
- Students will understand the proper use of forages in beef diets.

Need for Program

Opportunities for employment and the interest in beef management and livestock related occupations have been reasonably strong in the midwestern U.S. job sectors over the past five years. A very large number of farms include beef production as supplementary to their grain production enterprise. The likelihood of employment in production agriculture is greater for applicants with beef herd management skills and experience. The Beef Management program creates additional value for students seeking opportunities for graduate placements in the livestock industry sectors.

Quality of Program

Providing a core knowledge and understanding of the beef animal production and management skills necessary to gain employment in the animal agriculture environment continues as the primary focus of this program. Students are given great opportunities for hands on experience in the beef skills curriculum at the University of Illinois Orr Beef Research Center. This opportunity permits students to experience hands-on education and learn objectives that could not be taught as fully in a lecture course.

Principle Assessment Methods Used in Quality Assurance for this Program:

Other: JWCC Assessment Plan

Statewide Program Issues (if applicable):

There are none at this time.

6-digit CIP: 01.0302
Degree Type: 20 – Certificate
Program Title(s): Swine Manager
SWN 384

Action:

Continue with minor improvements

Improvements & Rationale for Action:

The Swine Manager certificate program was added as an option in 2009. At this point in time there has yet to be a student complete the program.

Program Goals and Outcomes

- The student will understand the basics of managing and operating a breeding herd.
- The student will be aware of the prevention and treatment methods of herd health.
- The student will understand basic swine nutrition.
- The student will understand skills and techniques for evaluating and managing swine operation employees.
- The student will gain an appreciation for the overall management and flow of a swine production unit.

Principle Assessment Methods Used in Quality Assurance for this Program:

Other: JWCC Assessment Plan

Statewide Program Issues (if applicable):

There are none at this time.

6-digit CIP: 01.0302
Degree Type: 30 – Certificate
Program Title(s): Swine Specialist
SWN 385

Action:

Continue with minor improvements

Improvements & Rationale for Action:

The Swine Specialist certificate program was added as an option in 2009. At this point in time there has yet to be a student complete the program.

Program Goals and Objectives

- The student will understand the basics of managing and operating a breeding herd.
- The student will be aware of the prevention and treatment method of herd health.
- The student will understand basic swine nutrition.
- The student will understand skills and techniques for evaluating and assisting the farrowing process.

Principle Assessment Methods Used in Quality Assurance for this Program:

Other: JWCC Assessment Plan

Statewide Program Issues (if applicable):

There are none at this time.

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6-digit CIP: 01.0302

Degree Type: 03 – AAS

Program Title(s): Swine Management
SWN 383

Action:

Discontinued/Eliminated

Improvements & Rationale for Action:

Enrollment in the Swine Management AAS degree program had been in severe decline for the past 10 years. A decision was made to discontinue the degree program due to the extremely high costs of providing hands-on teaching facilities for fewer than five Swine Management students per year. The swine herd was liquidated in 2008. The swine production building was sold in 2009.

Principle Assessment Methods Used in Quality Assurance for this Program:

NA

Statewide Program Issues (if applicable):

There are none at this time.

6-digit CIP: 01.0304
Degree Type: 30 – Certificate
Program Title(s): Sustainable Local Foods Farming
SLF 200

Action:

Other: New program

Improvements & Rationale for Action:

A statewide task force report submitted to the governor and legislators in 2008/2009 identified a limitation for growth in the local food arena is the limited number of farmers who produce local foods. Limitations also included limited access to land, knowledge, training, and experience by farmers. The report recommends encouragement in the development of farmers and support for the development of credit programs at community colleges and universities to train local food farmers. The University of Illinois Extension, Adams/Brown Unit, in the JWCC district has placed heavy emphasis on supporting the local foods community in West Central Illinois.

Program Goals and Objectives

- Learn knowledge and skills to grow and market locally grown food crops.
- Study emerging production systems and profitable business and marketing strategies.
- Evaluate the retail and wholesale demand for locally grown foods and study the marketing channels for supplying locally grown food to the consumer.
- Identify biological and ecological processes related to local foods farming.
- Demonstrate the ability to produce marketable fruits and vegetables.
- Demonstrate the ability to understand growth and nutrition of plants.
- Experience and demonstrate the proper and safe use of tools and equipment in the growing of local food crops.

Need for Program

According to information found in the Occupational Outlook Handbook, small-scale local farming, particularly horticulture and organic farming, offer the best opportunities for entering the occupation. As stated in the report, despite the projected decline in overall employment in the agriculture industry, “an increasing number of small-scale farmers have developed successful market niches that involve personalized, direct contact with their customers. Many are finding opportunities in horticulture and organic food production, which are among the fastest growing segments of agriculture... Small scale local farming, particularly horticulture and organic farming, offer the best opportunities for entering the occupation...Farmers who grow crops used in landscaping, such as trees, shrubs, turf, and other ornamentals, also will have better job prospects.” Additionally, information presented by the IDES

Community College District Employment Projections for Farmworkers/Laborers/Crop/Nursery/Greenhouse lists an average of 8 annual job openings.

With increasing enrollment at JWCC over the past several semesters and an increasing need for job retraining and alternative incomes, the Sustainable Local Foods Farming program can offer a viable occupational choice to the JWCC District.

Quality of Program

The program offers excellent hands-on training with an 11-acre growing facility, which includes vegetable, small fruit, and high tunnel production, and is developing plans for a small orchard and vineyard. The program also utilizes a 2,700 square foot greenhouse located immediately adjacent to the 11-acre facility.

The lead instructor and coordinator of the program has both an educational background and several years of practical experience in local foods production. Associate faculty are selected to possess similar qualifications, combining to offer a real world approach to the goals and objectives of the program. The program has established a cooperative effort with the University of Illinois Extension, Adams/Brown unit and is participating in other community local foods efforts.

The program is also coordinating with an existing Horticulture/Landscape/Turfgrass program at JWCC, which will further provide interested students in both programs with a diversified grouping of plant production skills as encouraged by both BLS and IDES suggestions and projections.

Principle Assessment Methods Used in Quality Assurance for this Program:

Other: JWCC Assessment Plan

Statewide Program Issues (if applicable):

There are none at this time.

6-digit CIP: 01.0601
Degree Type: 03 – AAS; 30 – Certificate
Program Title(s): Landscape & Turfgrass Management
HRT 800; HRT 801C

Action:

Significantly modified

Improvements & Rationale for Action:

A strategic planning and SWOT analysis meeting for the existing Horticulture program was conducted on 10/1/2008. Based on the input of professional horticulturalists, landscapers, and turf managers present at the meeting it became apparent that students in the existing program were not being appropriately trained in the shifting disciplines necessary to successfully obtain employment in the green industry.

Emphasis on the horticulture curriculum from the inception of the program in the fall of 2000 was placed on the agriculture production side of the industry, mainly nursery, greenhouse, and crop production aspects. Although a viable and productive approach to the new program for several years and an integral part of the green industry, employment opportunities were declining in the agriculture production areas but were improving in landscape installation, landscape construction, landscape management, and turfgrass management.

As a result of the strategic planning and a strengths, weaknesses, opportunities, and threats analysis meeting, recommendations were made by area professionals and the Horticulture Advisory Council to modify the existing curriculum to include more landscape construction and turf management training and wean away from the emphasis on nursery, greenhouse, and crop production. With the emerging Construction Technology program being developed, a productive link between landscaping and construction occupations was identified.

As a result of the Horticulture Program Strategic Plan being presented to administration and the JWCC Board Curriculum Committee in December of 2008, the administration moved the Horticulture program from the Agriculture Department to Business & Industry. Subsequently, the program name has been changed and the curriculum modified to better prepare students for employment in the landscape and turfgrass industries. The new program will officially be introduced in the fall of 2010.

Program Goals and Objectives

- The student will be able assess the environmental, functional, and aesthetic characteristics of a residential site and coalesce the information into a drafted landscape design and a formal estimate/proposal.
- The student will be able to describe and demonstrate an understanding of proper softscape installation and maintenance techniques.

- The student will be able to describe and demonstrate an understanding of proper hardscape installation and techniques.
- The student will be able to describe and demonstrate an understanding of proper turfgrass selection, installation, and management.
- The student will be able to identify common ornamental and turf pests.
- The student will be able to identify common ornamental plants for use in residential, public, and commercial landscapes.
- The student will be able to understand the basics of small engine repair and maintenance.
- The student will be able to demonstrate a cross section of self management and supervisory principles common to the landscape and turf industry.

Need for Program

According to information found in the article "Occupational Employment Projections to 2018" which was published in the November 2009 issue of Monthly Labor Review, landscaping/groundskeeping workers are listed among occupations with the largest potential growth, and will show an 18% increase in employment from 2008 through 2018. These projections are further emphasized in the Occupational Outlook Handbook. Corresponding growth within the JWCC district for landscaping/grounds maintenance workers is projected to occur at 8.67% through 2016.

With increasing enrollment at JWCC over the past several semesters and an increasing need for job retraining, the Landscape & Turfgrass Management program can offer a viable career choice to the JWCC District.

Quality of Program

The lead instructor and coordinator of the program has many years of experience in both the private and public sectors of the green industry. Associate faculty are selected to possess similar qualifications, combining to offer a strong real world approach to the goals and objectives of the program. Laboratory activities are coordinated with several area businesses to deliver an appreciable amount of hands-on training to students. The program offers a number of annual horticulture scholarships, and is starting to receive a small number of targeted donations from local professionals with an interest to help build a better laboratory delivery system.

Recommended Quality Improvements

At the beginning of the program, it was part of the Agriculture Department. Despite the fact that recruiting focused more on agricultural applications, the vast majority of students in the program had no farm or agriculture background. The students were more likely to be urban residents. A marketing and recruitment plan will be developed to present the program consistent with the needs and interests of district residents. A cooperative relationship with the College's new Construction Technology program will offer improved training in advanced hardscaping systems being introduced by the green industry and will provide a flexibility for students in both programs to create a diverse and marketable set of job skills upon graduation from the program.

Principle Assessment Methods Used in Quality Assurance for this Program:

Other: JWCC Assessment Plan

Statewide Program Issues (if applicable):

There are none at this time.

6-digit CIP: 01.0901

Degree Type: 03 – AAS

Program Title(s): Animal Science
ASC 845

Action:

Continue with minor improvements

Improvements & Rationale for Action:

The program utilizes a community based agriculture advisory committee to address current trends in the agricultural industry and make recommendations to the program faculty to enhance and modify the curriculum goals and objectives. The program goals and corresponding objectives are to prepare students for an agriculture related occupation or career. Major goals of the program are that graduates will have success in their transition into the workforce or will continue their education at a four-year university.

In order to stay up-to-date with the changes in agriculture and animal science-related careers, the program curriculum will be reviewed and revised accordingly to meet the program goals. Maintaining and increasing enrollment in the ABM program to serve the changing needs of the district continues to be a concern of the department and the College.

Program Goals and Objectives

- The student will understand animal science.
- The student will understand swine production.
- The student will understand beef cattle production.
- The student will understand livestock evaluation.
- The student will understand the use of livestock performance data.

Need for Program

Opportunities for employment in animal and livestock related occupations or careers have been reasonably strong in the midwestern U.S. job sectors over the past five years. The increasing demand for students to fill agricultural internships throughout the community was one of the key indicators of the need for educated and/or trained individuals in the animal sciences field leading to the creation of the degree program in 2008. The Animal Science program creates an additional option for students seeking opportunities for graduate placements in the livestock industry sectors.

Quality of Program

Providing a core knowledge and understanding of the animal production and management skills necessary to gain employment in the animal agriculture environment continues as the primary focus of

this program. There is a perception by staff and advisors that the program is weighted too heavily in swine education. Reducing instruction in the swine sector and increasing opportunities to permit course electives with more animal and management diversity will be the focus of revisions in the future years.

Principle Assessment Methods Used in Quality Assurance for this Program:

Other: JWCC Assessment Plan

Statewide Program Issues (if applicable):

There are none at this time.

6-digit CIP: 51.1601
Degree Type: 03 – AAS
Program Title(s): Associate Degree Nursing (ADN)
NUR 501

Action:

Scheduled for further review

Improvements & Rationale for Action:

See appendix B for a full list of program improvements.

Program Goals and Objectives

- The graduate will be able to understand the nursing process.
- The graduate will be able to provide a safe and effective care environment.
- The graduate will be able to provide and direct nursing care incorporating knowledge of health promotion and maintenance.
- The graduate will be able to provide and direct nursing care that promotes and supports psychosocial integrity.
- The graduate will be able to provide and direct nursing care that promotes physical health and wellness.
- The graduate will be able to integrate caring into all aspects of client care.
- The graduate will be able to integrate communication and documentation into all aspects of client care.
- The graduate will be able to integrate teaching/learning principles into all aspects of client care.

Need for Program

There is a significant need for the program. Graduates are employed in area hospitals, long term care facilities and physician offices. Job placement is excellent for graduates and opportunities to pursue additional education are plentiful.

Quality of Program

The quality of the program has been a major focus over the past several years. While NCLEX pass rates have met accreditation standards, the College administration believes they have been an area of significant concern. Many quality improvements have been made and are being evaluated. There have been significant changes in both the administrators and faculty (see appendix D). One faculty member left unexpectedly mid-semester, another left mid-year. This has had a significant impact on the continuity of the education and the ability of the program to operate smoothly. In the early summer of 2010, the College's administration decided to temporarily suspend enrollment into the program to

improve the quality of instruction and curriculum development and remediate the major weaknesses of the program.

Principle Assessment Methods Used in Quality Assurance for this Program:

- Student surveys
- Certification and licensure examination results
- Course embedded questions
- Other: JWCC Assessment Plan

Statewide Program Issues (if applicable):

There are none at this time.

6-digit CIP: 51.1613
Degree Type: 20 – Certificate
Program Title(s): Practical Nurse
PNU 401

Action:

Significantly modified

Improvements & Rationale for Action:

See appendix B for a full list of program improvements.

Program Goals and Objectives

- The graduate will be able to understand the nursing process.
- The graduate will be able to provide a safe and effective care environment.
- The graduate will be able to provide and direct nursing care incorporating knowledge of health promotion and maintenance.
- The graduate will be able to provide and direct nursing care that promotes and supports psychosocial integrity.
- The graduate will be able to provide and direct nursing care that promotes physical health and wellness.
- The graduate will be able to integrate caring into all aspects of client care.
- The graduate will be able to integrate communication and documentation into all aspects of client care.
- The graduate will be able to integrate teaching/learning principles into all aspects of client care.

Need for Program

There is a significant need for the program. Graduates are employed mainly in long term care facilities and physician offices although jobs in hospitals are available in the surrounding area. Job placement is excellent for graduates and opportunities to pursue additional education are plentiful.

With the aging population needing healthcare services, it is expected that the need for LPNs will remain strong.

Quality of Program

The quality of the program has been a major focus of the program over the past several years. NCLEX pass rates for the LPN program have been at or above the state average for the past several years. Even so, many quality improvements have been made and are being evaluated. There have been significant changes in both the administrators and faculty, and a new curriculum is being written that will

substantially change the delivery and emphasis of the program to better prepare graduates to function in a rapidly changing healthcare environment (see appendix B).

Principle Assessment Methods Used in Quality Assurance for this Program:

- Student surveys
- Certification and licensure examination results
- Course embedded questions
- Other: JWCC Assessment Plan

Statewide Program Issues (if applicable):

There are none at this time.

6-digit CIP: 51.1614
Degree Type: 30 – Certificate
Program Title(s): Nursing Assistant
NUA 402

Action:

Continue with minor improvements

Improvements & Rationale for Action:

Program Goals and Objectives

- Describe the role of the CNA in enhancing the life and wellbeing of patients and residents
- Describe the ethical responsibilities of the CNA as a member of the interdisciplinary team
- Identify and describe the basic organization and structural relationships of the human body as a whole, both in its normal state, and as related to disease process
- Develop a basic understanding of those diseases which most commonly affect the elderly or pose a serious threat to society
- Demonstrate the basic skills necessary for providing effective and efficient care for residents in a safe and dignified manner
- Recognize self-limitations and seek assistance whenever necessary

Need for Program

The need for the program remains strong. Placement for graduates is near 100%, and with the aging population needing healthcare services this is likely to remain strong. The CNA program provides quick training for an entry level position in healthcare and enables the graduate to continue in a rewarding career or move up the healthcare career ladder. Articulation exists with the LPN and ADN program. Typically there are more applicants than available seats in the program, and applicants need to begin the registration process early to earn a seat.

Quality of Program

Quality of the program is very high with over 99% passage of the state competency exam and students scoring average or above in all categories on the exam. Employers actively seek graduates from the program, and employer feedback is positive. Student feedback on faculty is consistently high and most faculty have a long standing tenure with the program.

Principle Assessment Methods Used in Quality Assurance for this Program:

- Standardized assessments
- Course embedded questions

Student surveys

Other: JWCC Assessment Plan

Statewide Program Issues (if applicable):

New statewide curriculum is due out soon, and the curriculum for the program will need to be updated accordingly.

6-digit CIP: 51.1614
Degree Type: 30 – Certificate
Program Title(s): Geriatric Care Specialist
GCSP 101

Action:

Continue with minor improvements

Improvements & Rationale for Action:

Program Goals and Objectives

- Demonstrate skills necessary to function as a member of the interdisciplinary team.
- Describe the ethical responsibilities of the GCS as a member of the interdisciplinary team.
- Identify and describe the basic organization, and structural relationships, of the human body as a whole, both in its normal state, and as related to disease process.
- Develop a basic understanding of those diseases which most commonly affect the elderly or pose a serious threat to society.
- Explain the role of the GCS in maintaining a safe, comfortable and vibrant lifestyle for the elderly
- Demonstrate the basic skills necessary for providing effective and efficient care for residents in a dignified & relationship centered manner.
- Function as a change agent and leader among fellow CNAs to impact positive changes within the facility.
- Recognize self-limitations and seek assistance whenever necessary.
- Describe the role of the GCS in the regulatory survey process to improve survey outcomes for the facility.

Need for Program

The program fills a significant need for a small portion of the students. Employers are verbally supportive of the program and readily hire graduates. Unfortunately, graduates rarely earn more money because of the advanced education and therefore few see it as the benefit that it is. Enrollment remains low in several of the courses associated with the certificate.

Quality of Program

There are no standardized assessment measures of outside certifying agencies to measure quality. Employers actively seek graduates and student evaluation of faculty is consistently high. Assessment activities consistent with the College's assessment plan will be developed and utilized.

Principle Assessment Methods Used in Quality Assurance for this Program:

- Standardized assessments
- Course embedded questions
- Other: JWCC Assessment Plan

Statewide Program Issues (if applicable):

There are none at this time.

6-digit CIP: 52.1804
Degree Type: 03 – AAS
Program Title(s): Business/Marketing & Sales Option
SAM 807

Action:

Continue with minor improvements

Improvements & Rationale for Action:

Program Goals and Objectives

- Understand basic accounting
- Understand basic economics
- Understand basic management principles
- Understand basic marketing principles
- Understand basic sales principles

Need for Program

According to information gained from the 2010-2011 edition of the Occupational Outlook Handbook, “Employment of sales representatives, wholesale and manufacturing, is expected to grow by 7 percent between 2008 and 2018, about as fast as the average for all occupations.” The Occupational Outlook Handbook tells us that “Employment of marketing managers will grow about as fast as average at 12 percent between 2008 and 2018, and that of sales managers will grow faster than average at 15 percent over the same period.” Enrollment at John Wood Community College had grown for several years, though over the past three years enrollments have been somewhat erratic moving between growth and decline. Enrollment is expected to rise once again due to increasing overall enrollment at John Wood Community College.

Strengths of the Program

The lead business instructor has many years of experience as a professional sales representative. As noted earlier, overall enrollments have grown steadily in the Business/Marketing & Sales program. The program is accessible via multiple delivery systems including traditional, open learning, and online learning. Classes are taught by faculty experienced in the profession.

Weaknesses of the Program

There is no active advisory committee at this time.

Recommended Quality Improvements

The establishment of an advisory committee that could link curriculum between the needs of area employers and John Wood Community College could help recruitment efforts. It could also improve enrollment and retention. Attempts will be made to form a viable advisory committee. The Sales and Marketing 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 in Quality Assurance for this Program:

- Standardized assessments
- Student surveys
- Other: JWCC Assessment Plan

Statewide Program Issues (if applicable):

There are none at this time.

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6-digit CIP: 52.1804

Degree Type: 20 – Certificate

Program Title(s): Sales Certificate
SAM 807C

Action:

Discontinued/Eliminated

Improvements & Rationale for Action:

This program elimination was made effective as of 8/31/2009.

Principle Assessment Methods Used in Quality Assurance for this Program:

NA

Statewide Program Issues (if applicable):

NA

Discipline Area: Humanities

Improvements & Rationale for Action:

The Humanities Department is combined with the Languages and Literature Department, and it addresses three main areas of study: philosophy, religious studies, and the appreciation of fine arts.

In 2008, a second full-time faculty person for the Humanities area was hired, Dr. Patrick Fodor. Dr. Fodor was hired in a hybrid position working for both the Humanities Department and the Language and Literature Department. Dr. Fodor is qualified to teach philosophy, religious studies, literature, and rhetoric & composition courses, and he has proven to be an excellent addition to the department.

The Humanities Department has also created two of the five courses offered for the JWCC's participation the Community College of the Air Force's General Education Mobile program: Major World Religions and Introduction to Humanities. In addition to conventional structured classes, the department offers courses through online and in the open learning delivery modes.

As part of the College's ongoing assessment of its general education goals, the assessment committee collected student artifacts from classes in the Humanities Department in the spring semester of 2010. The artifacts represented the general education outcome 7.1: Students will be able to explain the importance of adapting to change. A report describing this assessment and the results can be seen in Appendix A.

During the next fall term, the Humanities faculty will review the assessment results and determine what changes could be made to courses and/or curricular in order to improve the Humanities courses' contributions to outcome 7.1.

Principle Assessment Methods Used in Quality Assurance for this Program:

Other: JWCC Assessment Plan

Statewide Program Issues (if applicable):

There are none at this time.

Discipline Area: Fine Arts

Improvements & Rationale for Action:

A great deal has taken place in the JWCC Fine Arts Department since the last submitted review. One of the most satisfying and most important accomplishments was the written submission of the Associate in Fine Arts degree and the subsequent approval of the degree by ICCB. The program has begun graduating a stream of outstanding students, some with high success stories, as listed in our recruiting brochure.

In the fall of 2009, a problem occurred in offering Music Education with the degree because the regional university (Western Illinois University) would not accept community colleges' education courses for transfer. Additionally, the AFA curriculum does not allow students the opportunity to complete education courses. The problem was solved for now by offering the AFA degree in Music Performance and dropping the Music Education side of the degree, but it is hoped that in near the future the Music Education degree can be reinstated, pending a change in the status of acceptance of our education courses by Western Illinois University. Music Department faculty members are also concurrently working on articulation agreements with three area colleges in order to provide a better path for music students planning to transfer.

The Fine Arts Department's performing ensembles continue to gather praise from around the region. In spring of 2010 the department's latest CD was released. The CD was the fifth produced by the department. It was fully produced in-house and was distributed to friends, high school music teachers and administrators, recruits, and the general public. Over the years, the CDs have provided the opportunity for positive public relations, offering listeners an opportunity to witness the quality of the program. The current ensembles have performed throughout the midwest at such venues as Auto Zone Stadium, St. Jude Children's Research Hospital, the Center for Southern Folklore, and the Stax Recording Museum in Memphis, Tennessee. In Nashville, the groups have performed at the Tennessee State Capitol Building. Additionally, the groups present free concerts to several district high schools during the annual performance tour, enhancing the College's outreach and marketing efforts as well as supporting recruitment for the Music Department.

It is an ongoing goal that a Concert Wind Ensemble be the next major performing ensemble established at John Wood. The Mary Ellen Orr Auditorium and other music facilities were designed for such a vision. That action will require help via an instrumental musical specialist. The JWCC Jazz Ensemble is a highly respected music group, but the core ensembles for any college music department should be the Concert Band and the Concert Choir.

The program continues to pull in large crowds, near sellouts, for its concerts. The current performance schedule consists of a fall concert, three holiday performances, a pre-tour concert, and a spring concert. Positive public relations result from bringing large crowds into our auditorium, and the department has recruited several excellent music students as a result of those efforts. Also, proceeds from the gate receipts for these concerts support the department's annual performance tour, enhancing college monies already budgeted for the activity.

The music faculty have represented the College positively in a number of ways. Each has adjudicated at major events in Missouri, Iowa, and Illinois. Mr. DeClue has served numerous times as clinician and guest director for high school music festivals and regularly makes public appearances in music or theatre

throughout the country. Mr. DeClue has also served as a presenter multiple times for national events, such as NISOD in Austin Texas, spreading the good news of John Wood throughout the country.

The Visual Arts component of the department is strong and steady, especially since the recent creation of the College's Graphic Design program which requires students to take a number of art classes as prerequisites. The ultimate goal of the Visual Arts sector of Fine Arts is to establish a degree for that program—a goal that is not far away as far as the class offerings are concerned. However, a consistent recruiting effort is needed for art. It is hoped that the art faculty will become more involved in the recruiting process as well as in community/regional/national art shows and exhibits. Serving as an adjudicator is a wonderful means of becoming known in an area such as art, and, although these practices often require faculty to use their 'off' time for such events, it is rewarding and beneficial both to the faculty and to the College. For JWCC to move to the forefront of these kinds of activities is another departmental goal. Beyond that, the current art classes are solid and well-instructed. Changes to photography courses will integrate recent advancements in technology.

In conclusion, the Fine Arts Department faculty are pleased with the self-development efforts on the part of the faculty, but more commitment is needed to realize the potential. Additional Fine Arts faculty members are warranted, as is evidenced by the continued necessity to hire associate faculty and the growth and development of the department. In the Fine Arts Department, music, art and drama work together, building on one another. Students enrolled in one area of the arts also often interested in another. Additional faculty could take advantage of the interest and foundation already established.

In conclusion, the department maintains the highest professional standards and has laid a foundation for further development. Excellence in teaching and performance will continue to be the focus of the arts at JWCC.

Principle Assessment Methods Used in Quality Assurance for this Program:

Other: JWCC Assessment Plan

Statewide Program Issues (if applicable):

There are none at this time.

Cross-Disciplinary Program: Vocational Skills

Improvements & Rationale for Action:

Vocational skills certificates are awarded in short-term, technical training programs. These programs offer the student an opportunity to develop specific skills and preparation that could lead to immediate employment or job advancement. The majority of the programs are highly specialized and structured with an employment objective or particular employment demand. If the student should decide to pursue an associate degree at some future date, some of the courses taken as a part of the certificate program may be applied to an appropriate Associate of Applied Science degree. Vocational skills certificates are currently awarded in the following areas:

- Trade and Industrial Occupations
- Agricultural Occupations
- Marketing and Distribution
- Health Occupations
- Business Occupations
- Technical Occupations

Improvements over the course of the past five years have included:

- JWCC has purchased a dedicated facility (Workforce Development Center) and designed classrooms within that facility to experientially meet the needs of business and industry.
- JWCC has actively pursued and received grants to purchase classroom equipment, and create curriculum around the manufacturing needs emerging in our region. For example, in March 2009, the College received an \$800,000 Department of Labor grant to build a program in Manufacturing Technology.
- JWCC has developed numerous partnerships with local business and industry.
- JWCC is customizing vocational skills to the industry need, meaning that JWCC is identifying the needs of local industry, customizing vocational certificates to those needs, and consistently assessing business and industry for emerging needs and changes. For example, the College has developed a training program in welding specifically to meet the needs of *Manchester Tank* (252 employees) located in Quincy.
- Upon identifying a national need for truck driver training and certification, JWCC increased class offerings and doubled the graduation rate of certified truck drivers graduating from our program which again met the regional and national need for qualified and trained truck drivers.

In terms of future improvements, JWCC will continue to seek partnerships with local and regional business and industry in an effort to train and re-train personnel needing improved skill sets to remain valuable to employers. We are hopeful that by partnering with business and industry, we will also assist employers to remain efficient in their operations, and thus remain within our district. This concept of assisting both employees and employers creates opportunity for everyone within our area, which we believe meets our mission to provide high quality education and services that are fully accessible and affordable to our diverse district.

Principle Assessment Methods Used in Quality Assurance for this Program:

Analysis of enrollment, demographic, and cost data

Statewide Program Issues (if applicable):

There are none at this time.

Service Area: Career and Advising Services

Major Findings and Improvements/Modifications:

The Office of Career & Advising Services continues to provide needed academic advisement to John Wood degree and certificate seeking students as part of the College's fifty plus academic programs. In addition, the Career & Advising staff also works to provide students with accurate information when it comes to the transferability of coursework. Through tools such as IAI, the online I-Transfer system, institutional articulations, and numerous other internal guides, Career & Advising Services helps John Wood students ensure a seamless transition into their future endeavors. The most recent National Student Clearinghouse report shows that 152 institutions have John Wood transfer students among their enrollments.

Since the last program review, career & advising services has seen consistency in the number of students web registering. For fiscal year 2010, 8.5% of students web registered comprising about 5% of our credit hour generation. Despite this alternative method of registration, the academic advisors have not seen a decrease in overall advisement activity. For the 2009-2010 academic year, the department continued to meet with the vast majority of the student body even if the individual is a returning student or is intending to register via the web. During these appointments, advisors and advisees work collaboratively on course selection, individualized long-range planning, and career and transfer exploration.

In addition to the academic advisement activities mentioned above, the department also provides both students and community members various career services such as resume and cover letter consulting, career exploration, and interviewing skills among others. The staff works in conjunction with the Illinois One-Stop Employment and Training Center as well as other social service agencies to serve displaced workers in their attempt to either become retrained or seek new employment. The Office of Career & Advising Services also maintains a job posting database (JobLink) which assists both John Wood students and fellow community members in their job search process. JobLink allows participants to choose up to three categories that match their skills sets, and in turn, receive vacancy updates according to their areas of interest.

The departmental infrastructure for Career & Advising Services has changed slightly since the last program review in 2005. The service area is now responsible for all of the academic advisement and career services for the student body taking coursework at the main campus in Quincy, Illinois. Previously, these services for students participating and receiving additional assistance from one of the College's grant programs, Student Support Services and Perkins, were located in the Support Services Department of the College. In an effort to streamline efforts, these advisor(s) are now being located and supervised in the career & advising area. Therefore, the updated infrastructure is as follows for JWCC students not receiving grant services: one full-time director, one full-time administrative assistant, two full-time advisors, one three-quarter-time advisor, and one part-time temporary advisor. Students supported by one of the grants mentioned above are advised by one of two-part time advisors.

According to the most recent Occupational Follow-Up Survey completed last month, the following are results in terms of student satisfaction for the Office of Career & Advising Services. These surveys are conducted each spring with the survey population being comprised of the previous year's graduates.

Response	Academic Advising	Career Services
Excellent	40%	17%
Very Satisfied	31%	21%
Somewhat Satisfied	14%	8%
Somewhat Dissatisfied	7%	10%
Very Dissatisfied	0%	0%
Did Not Use	8%	44%

Statewide Programmatic Issues (if applicable):

There are none at this time.

Service Area: Instructional Support & Distance Learning

Major Findings and Improvements/Modifications:

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

There have been many quality improvements and changes since the department's last review. Improvements to online learning include the following:

- the purchase of the online tutoring service Smarthinking which features 24/7 assistance in math, science, writing, business and the social sciences and is available to all students
- the restructuring of the ISDL Department to clearly define responsibilities has increased efficiency and facilitated course satisfaction.
- the use of the student portal Blazernet to login to all school services (including online courses) with a secure password
- the purchase of (with Library Services) Films on Demand, a video library of instructional films that can be imbedded in online courses
- individual and group course development assistance for faculty has increased
- JWCC Online Learning webpages have been redesigned
- the HLC of the North Central Association has approved the College to award the AS and AA transfer degrees online
- activities of the department are tied to the JWCC Strategic Plan

Plans for future improvements of online learning include a more detailed professional development program for full-time and associate faculty teaching online courses.

There have also been improvements and changes in our areas of the department such as open learning, dual credit, and ITV. These changes include the following:

- to facilitate student success and course completion, beginning with the summer 2010 term Open Learning has changed from an open entry program to one with defined terms for beginning and ending courses
- courseware for Open Learning courses is gradually being shifted from paper syllabi to the web supplement eCompanion.
- more tests for Open Learning courses are being developed and taken online in the proctored testing room
- online learning has replaced ITV as the delivery method of dual credit courses to students in outlying parts of the district who do not have appropriately credentialed staff
- encouraging high schools to offer CTE courses as dual credit rather than articulated credit
- due to the cost of maintaining ITV equipment and the loss of enrollment to online learning, the decision was made to cease the delivery of ITV instruction

In the future, the College will move toward the use of web supplements for Open Learning materials in all courses.

Statewide Programmatic Issues (if applicable):

There are none at this time.

Service Area: Auxiliary Services

Major Findings and Improvements/Modifications:

The bookstore is under different management from the previous reporting period. In 2007, an assistant manager position was added and a new clerk was hired. Our hours of operation were expanded to 6:00 p.m. Monday through Thursday as a response to faculty requests. The store was renovated during the spring and summer of 2009. The counter was moved and a book room was added to provide students with counter service for textbooks. This renovation gave the staff greater efficiency and better security. This change also allowed the bookstore to expand its offerings of additional items in the store.

In 2007, the bookstore also partnered with the women's basketball team to provide a fund raising opportunity to the team while helping the Bookstore through the fall and spring rush periods. The team players participated in a 'volunteer' work program during rush months. Hours were tracked and the equivalent of minimum wage was donated to the women's basketball program in exchange for their help. This win-win program provided the bookstore with trained help for short periods and financial support to the basketball program.

The bookstore would like to add a point-of-sale system in the near future, which could provide us with opportunities for an online store, better inventory tracking, and future expansion possibilities.

Statewide Programmatic Issues (if applicable):

Statewide and nationally, bookstores have been faced with legislation to become more transparent with textbook information and work with others (faculty, publishers, and wholesale companies) to bring the cost of textbooks down. The HEOA, Higher Education Opportunity Act of 2008, requires bookstores to post online a list of textbooks for courses per semester. The JWCC bookstore was providing this information a full year prior to being required by legislation.

The introduction of e-books will become the next challenge for bookstores. As the Kindle, e-Reader and i-Pad come down in price and the next generation comes of age, e-books will become ever more popular. E-books have been around for years, but the concept has not been widely accepted. The next generation most likely will change that trend as they have grown up with technology in-hand from a very young age.

In order to keep book prices lower, the JWCC Bookstore sponsors a book buy back at least three times per year to provide students with additional value to their books. By buying back students books, it essentially reduces their full textbook costs.

Service Area: Library Services & Academic Support Center

Major Findings and Improvements/Modifications:

JWCC's library supports the College's mission by providing library services, instruction and collections that support the academic success of students, faculty and staff. Located in the Learning Center on the Quincy campus, the library is the central service point in the Academic Support Center; other instructional services in the facility include testing, tutoring, and Open Learning.

The library collects and maintains a variety of formats including print, audiovisual, and electronic resources. The collections support the curricula of the College in both credit and noncredit courses. Off campus, 24/7 access to the library's electronic resources, is available to students, faculty and staff through the College's network. The library also maintains small collections of program specific materials at the Agricultural Education Center located in Perry and the Pittsfield Education Center. Both locations have access to the print and electronic resources available at the main campus through the College's network. The College recently added The JWCC/Dot Foods Learning Center located in Mt. Sterling and the Workforce Development Center located in Quincy to the network.

The Academic Support Center has 42 computers available to students in a non-lab configuration, as well as an additional 48 in the library's Information Skills Classroom and open computer lab. Each workstation connects to the Internet, supporting research as well as students enrolled in online classes. Computer use in the library is not limited to coursework if other computers are available; students are therefore able to multi-task in any way they choose from social networking, to email, to surfing the web and everything in between. The Microsoft Office Suite is available for the completion of coursework as well.

In 2007, the College created a wi-fi network on the Quincy campus. The library is a hotspot within that network and students are using the wireless network.

Membership in a variety of consortia allow the library flexibility in budgeting and the funding of electronic resources as well as providing access to a larger variety of resources that perhaps would not be available if these memberships did not exist. The JWCC library is a member of the Alliance Library System, NILRC, Network of Illinois Learning Resources in Community Colleges and CARLI, the Consortium of Academic and Research Libraries in Illinois; the library is also an institutional member of the American Library Association and the Illinois Library Association. Each of these affiliations and/or memberships provides a variety of services to the library.

The Library staff, working at the request of and in cooperation with faculty, provides instruction to students about the library's resources. A typical library instruction session includes teaching students to search for, evaluate, select, and cite informational resources such as books, journal articles, and websites.

In FY 2010, the Assistant Director gave 59 instruction sessions in 13 different courses to 1,376 students. The majority of library instruction sessions were for ENG 102 (Rhetoric & Composition II) and CMN 101 (Introduction to Speech I). In addition to ENG 102 and CMN 101, courses included:

BIO 275 (Human Anatomy & Physiology I)
BIO 276 (Human Anatomy & Physiology II)

BIO 293 (Microbiology)
EDU 100 (Introduction to Education)
NUR 130 (Gerontological Nursing)
PSC 101 (American Government)
PSY 101 (Introduction to Psychology)
PSY 250 (Psychology of Personality)
SOC 101 (Introduction to Sociology)
SOC 111 (Social Problems)
SUR 100 (Professional Issues in Surgical Technology)

Library staff also provided library orientation sessions for new and/or returning nursing students, introducing them to key resources in their discipline. Library instructional sessions also included dual enrollment students who travel to JWCC from area high schools. The Library Service's Assistant Director has partnered on several occasions with Student Support Services to offer one-hour workshops on *NoodleTools*, a subscription service that students access through the JWCC library website and use for help creating citations in APA and MLA styles.

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

The library also serves a large segment of our non-affiliated patrons (community) by providing access to computers, to our collection and to reference services. Statistics compiled by the library staff indicate that in FY2010, 840 nonaffiliated members of the community used the computing resources of the library. Members of the community also have access to any of the library's electronic resources while on campus.

Statewide Programmatic Issues (if applicable):

The state of Illinois' continuing budget and deficit quagmire continues to threaten all state-wide library programs.

- Cuts to the Illinois State Library budget continues to threaten the resource sharing capabilities of Illinois libraries placing the statewide delivery, ILDS, in jeopardy
- Cuts to the nine library systems throughout the state resulted in the loss of staff, the curtailing of strategic services, and the consolidation of systems effectively cutting the professional services available to Illinois libraries.
- The *Consortium of Academic and Research Libraries in Illinois*, remains strong but some of their services may also be in future jeopardy

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6-digit CIP: 15.0613

Degree Type: 03 – AAS

Program Title(s): Manufacturing Technology
MFT 400

Action:

Other: New program

Improvements & Rationale for Action:

This is a new program for FY2010. The program was officially approved by the ICCB on 7/17/2009.

Principle Assessment Methods Used in Quality Assurance for this Program:

Other: JWCC Assessment Plan

Statewide Program Issues (if applicable):

There are none at this time.

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6-digit CIP: 46.0201

Degree Type: 03 – AAS

Program Title(s): Construction Technology
CST 201

Action:

Other: New program

Improvements & Rationale for Action:

This is a new program for FY2010. The program was officially approved by the ICCB on 11/20/2009.

Principle Assessment Methods Used in Quality Assurance for this Program:

Other: JWCC Assessment Plan

Statewide Program Issues (if applicable):

There are none at this time.

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6-digit CIP: 51.3103

Degree Type: 30 – Certificate

Program Title(s): Dietary Manager
FSM 507C

Action:

Other: Discontinued/Eliminated

Improvements & Rationale for Action:

This program was eliminated in FY2010. The program was officially eliminated with the ICCB on 6/12/2010.

Principle Assessment Methods Used in Quality Assurance for this Program:

Other: JWCC Assessment Plan

Statewide Program Issues (if applicable):

There are none at this time.

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6-digit CIP: 13.1312

Degree Type: 50 – AFA

Program Title(s): AFA Music Education Option
AFA 201

Action:

Other: Discontinued/Eliminated

Improvements & Rationale for Action:

This program was eliminated in FY2010. The program was officially eliminated with the ICCB on 8/12/2010.

Principle Assessment Methods Used in Quality Assurance for this Program:

Other: JWCC Assessment Plan

Statewide Program Issues (if applicable):

There are none at this time.

Five-year Program Review Schedule

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Review of Career and Technical Programs	1907 – Child Development: CHD 202 (AAS) 4902 – Vehicle Operation: TDT 300 (Cert) 1506 – Industrial Production: MFT 400 (AAS) 4602 – Carpentry: CST 201 (AAS)	2203 – Legal Assistance: OFT 232L (AAS) 4301 – Criminal Justice: LAW 292 (AAS) 4603 – Electricity & Power: ELE 600 (AAS) ELE 601C (Cert) 5107 – Health Medical Service: OFT 233C (Cert) OFT 232M (AAS) 5212 – Data Processing: CIS 263 (AAS)	1205 – Culinary: HOS 505 (Cert) HOS 500 (AAS) 1513 - Computer-Aided Design: CAD 210 (AAS) 4302 - Fire Protection: FRC 575 (AAS) 5109 – Diagnostic: EMS 500 (AAS) EMS 501C (Cert) SUR 510C (Cert) RAD 500 (AAS) 5202 – Admin & Management: BMA 656 (AAS) BMA 656C (Cert) 5204 –Admin/Secretary: OFT 232 (AAS) OFT 232A (AAS) OFT 232B (Cert) OFT 232K (Cert) INF 113 (AAS) INF 114 (Cert)	5004 – Graphic Art: GPDS 501 (AAS) 5110 - Med Lab: MLT 501 (AAS) 5203 – Accounting: ACG 333 (AAS) ACG 333C (Cert)	0101 - Ag Business: ABM 828 (AAS) 0103 – Ag Production: ABF 848 (Cert) SWN 384 (Cert) SWN 385 (Cert) SLF 200 (Cert) 0106 – Horticulture: HRT 800 (AAS) HRT 801C (Cert) 0109 – Animal Science: ASC 845 (AAS) 5116 – Nursing: NUR 501 (AAS) PNU 401 (Cert) GCSP 101 (Cert) NUA 402 (Cert) 5218 - Retail: SAM 807 (AAS) 4600 – Construction Trades: LBR 200 (Cert)
Review of Academic Disciplines	Social/Behavioral Sciences	Written and Oral Communications	Mathematics	Physical and Life Sciences	Humanities & Fine Arts
Review of Cross-disciplinary Curricula	Transfer Functions and Programs (e.g., AA, AS, AFA, AGS)	General Education	Adult Education and ESL	Remedial/Developmental Education	Vocational Skills
Reviews of Student and Academic Support Programs	Student Life and Athletics Campus Police Physical Plant Community & Adult Education	Education Centers Fiscal Services Public Relations & Marketing Advancement	Admissions Financial Aid Records & Registration Human Resources	Student Support Services Information Services Institutional Research & Effectiveness	Career and Advising Service Instructional Support & Distance Learning Auxiliary Services Library Services & Academic Support Center

Appendix A

Assessment of General Education Goal 7.1

Results of the rating of artifacts from May 2010

Josh Welker

Institutional Researcher

June 6, 2010

General Education Goal 7: Explain the importance of facilitating and adapting to change.

Outcome 1: Students will be able to explain the importance of adapting to change.

The artifacts for this assessment were collected from PHL 101, 121, 201, and SOC 101 courses. There were a total of 98 student artifacts collected and scored. Of these 98 artifacts, all of them but eight included a demographic sheet for analysis.

The artifacts were scored by four teams consisting of two faculty members each. Each artifact was scored three times. The artifacts were first scored independently by both members of the team, and then the team members conferred to score each artifact together. The artifacts were scored on two different components: understanding, and implementation. Each component was given a score of a one (unsatisfactory), two (satisfactory), or three (superb).

The understanding component had a mean rating 2.07 with 81% of the artifacts having a rating of 2 (satisfactory) or 3 (superb). The implementation component mean was below satisfactory at 1.87 with 67% of the artifacts receiving a rating of 2 (satisfactory) or 3 (superb). The inter-rater reliability was measured by comparing the individual ratings each team member gave to the same artifact (see Table 2 below). The inter-rater reliability for both components was low with 62% reader agreement for understanding and 56% for implementation.

Table 1: Artifact Scores, n=98

	Understanding	Implementation
1 (Unsatisfactory)	19%	33%
2 (Satisfactory)	54%	48%
3 (superb)	27%	19%
Mean	2.07	1.87

Table 2: Inter-Rater Reliability, n=98

	Understanding	Implementation
Agree	62%	56%
Differ by 1	38%	39%
Differ by 2	0%	5%

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The demographic sheets show that most students were taking at least 12 credit hours (92%), traditional-aged college students (86%), and work part-time jobs (74%). About half of the artifacts came from students in the second semester of their first year and the other half from students in the second semester of their second year at JWCC. Also, about half of the students had taken a course at JWCC in the academic area that the artifact was collected in before. An analysis was also done to consider demographic factors that may be affecting artifact scores. This analysis didn't find any statistically significant results.

Appendix B

HEALTH SCIENCES DEPARTMENT
QUALITY IMPROVEMENT PROJECTS

TERM	ACTION IMPLEMENTED	REASON	OUTCOME	RECOMMENDATIONS
Fall 2007	Implemented bi-monthly faculty meetings	Communication and consistency	Seeing good results	Continue without change
Fall 2008	Regularly scheduled tutoring hours	Remediation for academics and nursing skills	Improvement in student academics.	Increase communication between tutor and faculty. Need to formalize process for skills remediation
Fall 2008	Implemented committee to review syllabi	Consistency and quality of syllabi	Some improvement noted; still gaps to plug	Review all syllabi again for fall
Fall 2008	Instituted a Graduate Survey	Evaluate effectiveness of program	Initial survey of little value; re-written with better questions	
Fall 2008	Attendance Committee	Identify absences earlier and intervene	Attendance taken more seriously & absences decreased	
Fall 2008	Decrease overload	Enable faculty time to focus on necessary changes and increase flexibility	Faculty have made significant improvements in many areas of teaching.	Continue process but balance with well informed and oriented associate faculty;
Spring 2009	Implemented a Daily Formative Evaluation	Feedback to students; note performance issues sooner	Has helped significantly when used.	Uniform implementation needed.
Spring 2009	Database Tracking of records for clinical compliance	Assure compliance for our clinical sites; streamline process; hold students accountable	Confident in compliance	Continue unchanged
Spring 2009	Mandatory passage of Comprehensive Predictor	Improve quality of graduates and success on NCLEX	Verdict undetermined	Review results from institutional researcher
Spring 2009	Implemented a mandatory Study Skills workshop for incoming nursing students	Improve study skills upon entering program	Student feedback is positive	Continue unchanged
Fall 2009	Mandatory passage of Med Math Calculation Exam	Ensure basic Pharm calculations	Eye opening experience – required changes in teaching and testing	Attach to course in the fall. Clearly outline expectations in syllabi

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TERM	ACTION IMPLEMENTED	REASON	OUTCOME	RECOMMENDATIONS
Fall 2009	Implemented Concept Maps for clinical pre-planning	Move toward clinical reasoning; see causal relationships	Seeing benefits; added dimension for evaluation. Positive student feedback	Continue to increase quality of concept mapping
Fall 2009	Tracking student progress of ATI	Identify at-risk students early	Increased student awareness of progress and earlier intervention	Needs to be done sooner to intervene earlier
Fall 2009	Enhance awareness of quality test writing	Changed tests to mimic NCLEX style question; better match between unit objectives and tests	Significant improvement – still a work in progress	Continue process.
Fall 2009	Established a Test Committee to review all tests for appropriate level of difficulty, consistency and reliability	Increase confidence in assessment of learning	Significant improvement	All tests completely revised by July.
Fall 2009	Established a Benchmark for passage of ATI Assessments	Move from completion to attaining a specific level	More accurate assessment	Continue to explore accuracy and value of assessments
Fall 2009	Advanced Certification as Nurse Educators	Improve expertise in teaching	Two CNE's, one more in progress	Continue to encourage faculty to seek certification and professional development in nursing pedagogy/andragogy.
Fall 2009	Purchased a simulation manikin	Better prep for clinical & increased critical reasoning	Improvement noted	Increase usage of simulation
Fall 2009	Created faculty handbook	Consistency in implementation of policies and answers to questions; clarity of expectations	Clear expectations; consistency	Revise as needed
Fall 2009	Student Progression Changed criteria: Fail two nursing courses must re-apply	Ensure quality of graduates	More difficult for students to progress	Maintain policy but provide for academic assistance early
Fall 2009	Implemented a Student Advisory Committee	Increase feedback from students	Students have taken responsibility seriously; receiving good feedback	Continue every semester meeting
Fall 2009	Implemented a Student Nurses Organization	Increase opportunities for leadership and collaboration	Seconded set of officers have been elected	Continue unchanged
Fall 2009	Created a shared folder for syllabi and tests	Increased communication and transparency of material being covered in all courses	Has helped, but difficult to maintain	
Fall 2009	TEAS Test for Admission	Improve quality of applicants		
Fall 2009	Resource library for faculty	Easy access to current information on teaching and healthcare	More informed faculty	Continue and expand

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TERM	ACTION IMPLEMENTED	REASON	OUTCOME	RECOMMENDATIONS
Fall 2009	Introduced case studies and problem based learning scenarios in lab	Shift focus of lab teaching from skills to a more holistic approach	For students involved positive outcomes	Usage across the board
Fall 2009	ST-Enhance Daily Clinical Evaluation Form used by ST mentors in clinical locations.	Added rubric-enhance consistency in measuring student clinical performance.	Mentors using and evaluating form in clinical Spring 2010	
Fall 2009	ST-Established weekly dept. meetings	To discuss budget, student performance, forms, clinical utilization, program improvement	Improve communication & transparency.	
Fall 2009	ST-Created master copy of Clinical Book	This allows sales from bookstore to student, reducing student fees.	Implementation for Fall 2011	
Spring 2010	Designated an Associate and New Faculty Liaison	Ensure adequate orientation and communication; provide consistency in implementation of policies	Received positive feedback	continue – still adapting
Spring 2010	Automatic Remediation for failed tests	Improve foundation knowledge before moving to more difficult concepts	Many students seeking remediation.	Continue, Formalize Remediation Process
Spring 2010	Updated Media Resources	Weed out materials that were older than 10 years	Lost 2/3 of our media Library	Replace most items with updated information
Spring 2010	Curriculum-meeting bi-monthly and Saturday	Makes necessary changes to curriculum.	Progress toward totally re-vamped curriculum	Speed up progress.