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| ***Program Review Cover Page*** | |
| *College* | John Wood Community College |
| *District Number* | 539 |
| *Contact Person*  *(name, title, contact information)* | Josh Welker, Dean of Business Services & Institutional Effectiveness, 217.641.4200 |
|  | 2022 |
| ***Directory of Reviews Submitted*** | |
| *Area Being Reviewed* | *Page Numbers* |
| *Career and Technical Education* | 2-190 |
| *Academic Disciplines* | 191-209 |
| *Cross-Disciplinary Instruction* | 210-216 |
| *Student and Academic Support Services* | 217-228 |
| *Prior Review Supplemental Information* |  |
| *Other Attachments As Necessary* |  |

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| **Career & Technical Education** | | | | | | | | | | | | |
| College Name: | | | | | **John Wood Community College** | | | | | | | |
| Academic Years Reviewed: | | | | | **FY2022-FY2020** | | | | | | | |
| **Program Identification Information** | | | | | | | | | | | | |
| Program Title | | | Degree or Cert | | Total Credit Hours | | | 6-Digit CIP Code | | | List all certificate programs that are stackable  within the parent degree | |
| **Desktop Publishing Certificate** | | | **Cert** | | **27** | | | **100303** | | |  | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable  credential within this template or results may be reported within its own template. This is at the discretion of the college. | | | | | | | | | | | | |
| **Program Objectives**  What are the overarching objectives of the program? *(i.e., what are the program learning outcomes? What occupations is this program intended to prepare students for?)* | | | | | 1. Understand the fundamentals of design and composition.  2. Understand basic computer use and terminology.  3. Understand the skills/tools needed for effective visual communication.  4. Understand the use of technology as a tool in the management and production of text and graphics in print communication. | | | | | | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives  is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)* | | | | | The objectives of the program are being met based on instructor assessment of learning outcomes. | | | | | | | |
| **Past Program Review Action** What action was reported last time the program was reviewed? Were  these actions completed? | | | | | Continue to update software and incorporate soft skills into curriculum. These actions were completed. | | | | | | | |
| **Review Team**  Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process. | | | | | Devron Sternke – Department Chair of Computer Science and Graphic Design instructor – provided information on course content, assessment, articulation agreements and dual credit, instructor credentials, and program quality  David Hetzler – Dean of CTE – provided information about program goals and assessment, career pathways, and community partnerships  Rachel Hansen – Director of Instructional Support for CTE – compiled information from all sources to create program review.  Josh Welker – Dean of Business Services and Institutional Effectiveness – provided program financial information and enrollment statistics  Jacob Dalke – Institutional Effectiveness – provided and summarized data regarding college demographics and equity gaps | | | | | | | |
| **Stakeholder Engagement** Please list other stakeholders and participants who were engaged in this process (i.e., Student Support  Services, students, employers, etc.)  Also describe their role or engagement in this process. | | | | | Additional information for specific questions in the program review were provided by: Dual Credit coordinator, Career Services manager, Disability Services coordinator, Advising and Retention department and from minutes from meetings of the Combined Business/Computer Science/Office Technology Advisory Council. | | | | | | | |
| **CTE Program Review Analysis**  Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | | | | | | | | | |
| Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving  forward. | | | | | There are no prerequisites for this program | | | | | | | |
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | | | | | n/a | | | | | | | |
| **Indicator 1: Need** | | | | | **Response** | | | | | | | |
| 1.1 What is the labor market demand for the program? Cite local and regional labor market information. | | | | | O-Net shows that from 2018-2028, the projected growth for Desktop Publishing is -16%, with the average annual job openings being 80 for that time. The Information and Professional and Business Services sectors in the West Central Economic Development Region are both maturing industry sectors with stagnant projected growth | | | | | | | |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | | | | | Growth in the industry is projected to be stagnant with a negative projected growth through 2028. | | | | | | | |
| 1.3 What labor market information sources are utilized and how often are LMI data reviewed? | | | | | O-Net and WIOA labor market information are used in assessing market demand for programs. The data is reviewed yearly at a minimum, and at any time that WIOA updated information is received. | | | | | | | |
| 1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g., how/where are students recruited for this  program?) | | | | | John Wood uses targeted advertising, high school visits, job fairs, and regional career/technical events to recruit students for this program. Potential students are identified and recruited at area high schools, from incumbent workers in area companies, and the general population in the region. | | | | | | | |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | | | | | The college has embraced the Program Improvement Process through the development and implementation of an Assessment Cycle. Specifically, assessment evaluation results are typically evaluated by staff and the Advisory Council, with recommendations for improvement noted and built into the next year’s teaching and course development process. These recommendations are also included into the budgeting process as needed to provide the necessary resources for the next year. This is a continuous process now controlled by the Faculty Senate and directed by the Senate Committee on Assessment. | | | | | | | |
| 1.6 Did the review of program need result in actions or modifications (e.g., closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. | | | | | This program has been discontinued by the Senate Committee on Curriculum due to consistently low enrollment and the projected decline in job opportunities. | | | | | | | |
| **Indicator 2:**  **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* [*https://www.iccb.org/academic\_affairs/program-review/*](https://www.iccb.org/academic_affairs/program-review/)*)* | | | | | **Response** | | | | | | | |
| * 1. How does the institution assess cost-effectiveness for CTE programming? Consider:      + Costs to the institution associated with this program      + How costs compare to other similar programs on campus      + How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).      + Revenue Analysis      + Student to faculty ratio      + Course/section fill rates      + Enrollment trends      + Credit hours earned year to year      + Scheduling efficiency | | | | | |  |  | | --- | --- | | The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to College averages.  For FY2021 the Computer Science Department (10304) generated total revenue of $341,846 and incurred $256,527 in expenses. The net revenue per credit hour of the Computer Science Department was $52.09.  The Computer Programs Department utilized $13,422 in additional grant funds in FY2021 to support the department. |  | |  |  |   Average class size is 12.46      Credit hours earned for the Computer Science program:   1. FY16: 2482 2. FY17: 2440 3. FY18: 2301 4. FY19: 1884 5. FY20: 1751 | | | | | | | |
| * 1. What are the findings of the cost-effectiveness analysis? | | | | | Revenue meets expectation | | | | | | | |
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding  source? Please explain. | | | | | n/a – most cost is not offset by grant funding | | | | | | | |
| 2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)  How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g., WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming) | | | | | The cost is similar to other AAS degree programs.  Students can apply for financial aid.  The program is an approved WIOA program.  Scholarships are available through the JWCC Foundation.  Students may qualify for Perkins support services. | | | | | | | |
| 2.5 How will the college increase the cost- effectiveness of this program? | | | | | This program has been discontinued so cost effectiveness will not be addressed | | | | | | | |
| 2.6 Did the review of program cost result in any actions or modifications? Please explain. | | | | | n/a | | | | | | | |
| **Indicator 3: Quality** | | | | | **Response** | | | | | | | |
| 3.1 What are the delivery methods of this program? (e.g., traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?  How do the success rates of each delivery system compare? | | | | | Traditional classroom, Open Learning, Online, Hybrid.  The success rates of each delivery system are assessed as part of the overall college assessment process. | | | | | | | |
| 3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered? | | | | | JWCC meets with Advisory Councils to gain input on the required skill set needs of our industry partners. This information informs curricula decisions and impacts the delivery of contextualized instruction. Also, JWCC’s Career and Technical Education programs focus on addressing identified workforce gaps and improving workforce equity among at-risk student populations by collaborating with other local community organizations. A network of WIOA partners meet to identify community workforce needs and address barriers to sustained employment in in-demand occupations. This diverse network of businesses, social service agencies, municipal departments, and faith-based organizations provides a direct link to target under-served populations. Also, by promoting and modeling employment equity, JWCC hopes to increase student completion among at-risk groups and improve the transition of these individuals into the workforce. | | | | | | | |
| 3.3 Is this program part of a [Program of Study](https://www.iccb.org/cte/programs-of-study/) as defined by Perkins V and approved by the ICCB?  If yes, describe any strengths or challenge to program of study implementation. | | | | | The program is part of the Graphic Design program, which was submitted as a formal Program of Study in March 2022 and approved in June 2022.  There have been no challenges with implementing the Graphic Design Program of Study. Having the Program of Study approval strengthens the Graphic Design program at JWCC by assuring financial support through the Perkins V Grant, and by enhancing college-wide understanding of the wrap-around student services embedded in the Graphic Design Program of Study. | | | | | | | |
| 3.4 Does this program meet the definition of a [career pathway program](http://www.iccb.org/cte/wp-content/uploads/2018/01/Statewide-Career-Pathway-Definition-as-adopted-by-the-ICCB-on-Dec-1.pdf)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway  elements. | | | | | The certificate fits within the Graphic Design career pathway. Desktop Publishing Certificate seamlessly ladders into the Graphic Design AAS.  1.Increase Postsecondary and Industry-Recognized Credential Attainment.  Courses in the Computer Science program are being updated for FY23, and a plan is in place to embed micro credentials in the program for Microsoft skills.  2. Enhance Career Pathway Opportunities  There are stackable credentials in the Computer Science AAS degree.  3. Increase Early College Opportunities  John Wood offers dual credit opportunities to our area high schools.  Dual Credit courses that fulfill elective requirements for the Graphic Design AAS degree and all the Graphic Design certificates (BUS 115 and 116; OFT 281) are offered at seven high schools in the region. There is an articulation agreement in place between JWCC and various area career and technical schools that gives college credit to high school students who take Graphic Design I and II. The articulation agreement currently covers the Hannibal, Macon, and Dallas County Missouri career centers. An expansion of the agreement to include Brookfield, Kirksville and Quincy technical centers is planned.  4. Increase Responsiveness to Communities’ Workforce Needs  We continually monitor our local workforce needs with input from our advisory committees and local economic development agencies.  We recently added an advisory committee for our Career Services department.  That advisory board is made up Business and Industry HR managers.  5. Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Educators  Professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. The courses included in the certificate are taught by both full-time faculty and associate faculty. | | | | | | | |
| 3.5 What innovations, that contribute to quality or academic success, have been implemented  within this program that other colleges would want to learn about? | | | | | In late 2020, John Wood was able to utilize grant money received as a result of COVID relief funds to retain a Student Success Coach in our academic advising department. Our Student Success Coach works with students who fall into the category of “average” in the area of academic success (not the best or worst students academically). This group of students are found to be the least connected to campus resources and therefore are susceptible to decreased academic success or retention. In choosing students to receive services from the Student Success Coach, the following criteria are considered:  -For current students: a cumulative GPA of 2.0-2.7 who are not connected to other supportive services (TRIO)  - For incoming high school students: cumulative high school GPA of 2.0-2.8 who are not connected to other supportive services (Academic Talent Service)  -For students who have dropped out of John Wood and are re-enrolling: cumulative GPA of 2.0-2.7 | | | | | | | |
| 3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority? | | | | | Courses in the Graphic Design program are offered at the main campus in Quincy, and through Dual Credit at various area high schools and technical centers.  Dual Credit courses that fulfill elective requirements for the Graphic Design AAS degree and all the Graphic Design certificates (BUS 115 and 116; OFT 281) are offered at seven high schools in the region. The high schools are: Griggsville-Perry High School; Pleasant Hill High School; Quincy Senior High School; Quincy Notre Dame High School; Unity High School; and Western High School. There is an articulation agreement in place between JWCC and various area career and technical schools that gives college credit to high school students who take Graphic Design I and II. The articulation agreement currently covers the Hannibal, Macon, and Dallas County Missouri career centers. An expansion of the agreement to include Brookfield, Kirksville and Quincy technical centers is planned for summer of 2022. | | | | | | | |
| 3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.  How do these opportunities improve the quality of the program?  In what ways can these opportunities be improved? | | | | | All courses in the Computer Science program incorporate work-based learning through industry level skills training and hands-on laboratory assignments. For example, the Graphic Design III, ART 226, course asks students to form their own design agency. The class works together to create a brand and an advertising strategy to get work from the community. Projects are done for free assisting new businesses and not-for-profit groups in the area. In Spring 2022 the two major projects have been a college wide scavenger hunt to explain the new Institutional Goals to students, faculty, and staff and a pamphlet for an agriculture museum in town. While each student has their individual strengths, they are each asked throughout the semester to lead at least one project. The scavenger hunt has been particularly successful in getting the group to work together, showcase their individual strengths, and bring forward the natural leaders of the group. It has also been effective and explaining to both faculty and students the goals and value of the new college-wide assessment tools.  In addition, students can choose to can take part in an internship. The student can do the internship/work-based learning for credit or noncredit. If a student chooses to take an internship for credit, they need to have a faculty advisor, have a signed internship agreement, objectives for what they would like to gain from the experience, a final essay describing the experience at completion, and an employer evaluation at completion. Each registered credit hour is 80 hours of on-site work. If a student chooses to take a 3-credit hour internship, they will need to work for 240 hours with their employer.  One way that hands-on learning opportunities can be improved is by adding a required internship credit to the Computer Science program. This option will be explored further by faculty and the VP of Instruction. | | | | | | | |
| 3.8 Is industry accreditation required for this program (e.g., nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g.  automotive technology, ASE). | | | | | n/a | | | | | | | |
| 3.9 Are there industry-recognized credentials embedded within this program? If so, please list. | | | | | n/a | | | | | | | |
| 3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate. | | | | | n/a | | | | | | | |
| 3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam. | | | | | n/a | | | | | | | |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | | | | | JWCC has articulation agreements in place with Western Illinois University, University of Northern Iowa, University of Northern Illinois, Governor’s State University, Southern Illinois University and Missouri Western State. Students who earn a Graphic Design AAS can pursue further education at any of these institutions with assurance that all their JWCC credits will transfer. | | | | | | | |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?  What opportunities exist for other partnerships? | | | | | Input from the Combined Business/Computer Science/Office Technology Advisory Council is used to inform decisions regarding curriculum within the Graphic Design programs at JWCC. The April 2021 email chain, that was created in lieu of an in-person meeting due to Covid, reflects significant input from council members regarding curriculum updates. Representatives from Poole Communications recommended a change to the name of the Web Design Certificate to User Interface Certificate to align better with the curriculum content and to be consistent with offerings from other colleges. They also recommended keeping Adobe training in the Graphic Design degree since that remains the industry standard. This continuation of the Adobe training was also recommended by council members from JT Creative Solutions. Members also shared that Adobe MAX was free to students at that time due to Covid. They also suggested adding Google Analytics to the Web Development Certificate. Council member from Electric Oak Communications seconded the suggestion of adding Google Analytics, and further added that there should be consideration given to adding Search Console and Google My Business to the Web Development Certificate. The email chain further reflects participation by a representative of secondary partner Quincy Area Vocational and Technical Center, who provided an update on high school graphic arts course offerings.  The opportunity exists for expanded partnerships through expansion of our Computer Networking course. JWCC currently offers a two-credit hour computer networking course, and the course is being updated and expanded to three credit hours. The course will be added as a required course for JWCC some manufacturing, electrical, and industrial maintenance students. This change is being made based on advisory council input from the Combined Manufacturing Advisory Council, who report that they see a need for more knowledge and skills in computer networking from our manufacturing graduates. This course will create a strong internal partnership between the computer science and manufacturing programs at JWCC. | | | | | | | |
| 3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? | | | | | JWCC faculty and staff have great referral resources on campus. Each department works together to ensure that all students receive the assistance they need. Adult Education tries to show students that there are jobs in the community in the CTE sector. Employers visit the GED classrooms and discuss what they do at their companies. The Adult Education Coordinator then can show the students how they can transition into CTE classes to obtain the credentials to work for the local employers. | | | | | | | |
| 3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?  What additional professional development is needed? | | | | | Many professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. | | | | | | | |
| 3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? | | | | | Faculty workshops, in-service college wide events and JWCC diversity team provides information to faculty related to student-centered approaches to teaching, where the students’ unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student’s cultural place in the world. JWCC administration has access to the same culturally responsive professional development as our faculty.  We discuss cultural responsiveness with our workforce partners and advisory committees as we meet with them to discuss workforce needs and training program requirements. The office of Disability Services uses a database and spreadsheets to track accommodation requests. The Access and Equity committee are making the college aware of the Universal Design principle. Also, they are making all documents accessible to students. JWCC also goes through a full ADA review for faculty and grounds. JWCC has implemented Starfish Retention Software to help keep student on track and increase retention. Through this software we are preparing to include analytics and success stories from what we have gathered through the software in the last few years. | | | | | | | |
| 3.17 What is the status of the current technology and equipment used for this program? | | | | | Computer equipment in the computer labs is updated and replaced as needed to ensure that they meet the needs of the program. | | | | | | | |
| 3.18 What assessment methods are used to ensure student success? | | | | | Assessments are conducted and documented on an annual basis, such that all goals are assessed in a five-year period.  Assessments include scoring classroom artifacts, evaluating final projects, pre/post tests, and observations. | | | | | | | |
| 3.19 How are these results utilized and shared with others at the institution for continuous improvement? | | | | | Results are shared with faculty at department meetings which are held monthly and shared at the college-wide student learning days that are held the end of each semester. | | | | | | | |
| 3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?) | | | | | At JWCC our academic programs go through yearly program reviews. Additionally, JWCC uses Starfish retention software to keep students engaged and on task. Students are also evaluated through the year by JWCC conducting student learning assessment. If a student takes part in an internship they are evaluated by the employer. In the First Year Experience (FYE) courses students are also given a survey where their concerns are evaluated. | | | | | | | |
| 3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected? | | | | | N/A. Low student response to surveys. | | | | | | | |
| 3.22 How does the program advisory committee contribute to the quality of the program? How  can this engagement be improved? | | | | | Advisory council meet once per semester or more often if requested by business and industry leaders. Advisory committees assist our programs to make sure we are incorporating both academic and technical knowledge and skills into this program. The representatives of the community partners provide direction on specific skill sets needed in the local graphic/web design field, the need for more graduates and what areas are most in demand currently and in the future, and alignment of course outcomes with the skills needed in the setting. JWCC Advisory Committees are active and engaged in our program offerings. | | | | | | | |
| 3.23 In what other ways are employers engaged in this program? (e.g., curriculum design, review, placement, work- based learning opportunities) | | | | | Input from the Combined Business/Computer Science/Office Technology Advisory Council has been utilized to inform curriculum updates. Representatives from Poole Communications recommended a change to the name of the Web Design Certificate to User Interface Certificate to align better with the curriculum content and to be consistent with offerings from other colleges. They also recommended keeping Adobe training in the Graphic Design degree since that remains the industry standard. This continuation of the Adobe training was also recommended by council members from JT Creative Solutions. Members also shared that Adobe MAX was free to students at that time due to Covid. They also suggested adding Google Analytics to the Web Development Certificate. Council member from Electric Oak Communications seconded the suggestion of adding Google Analytics, and further added that there should be consideration given to adding Search Console and Google My Business to the Web Development Certificate. The email chain further reflects participation by a representative of secondary partner Quincy Area Vocational and Technical Center, who provided an update on high school graphic arts course offerings. | | | | | | | |
| 3.24 How satisfied are employers in the preparation of the program’s graduates?  How is employer satisfaction information collected? | | | | | Employer satisfaction information is solicited at advisory council meetings. Advisory members are pleased with the preparation of JWCC graduates and give input and suggestions for program modifications when appropriate. | | | | | | | |
| 3.25 What are the program’s strengths? | | | | | Students are prepared for entry into the job market.  Soft Skills exposure and training is being incorporated into the curriculum based on request of area employers. | | | | | | | |
| 3.26 What are the identified or potential weaknesses of the program? | | | | | The curriculum is outdated, and enrollment has been low | | | | | | | |
| 3.27 Did the review of program quality result in any actions or modifications? Please explain. | | | | | The program has been discontinued by the Senate Committee on Curriculum, with approval of the VP of Instruction and the Board of Trustees due to consistently low enrollment and declining job opportunities. | | | | | | | |
| List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc. | | | | | | | | | | | | |
| The Covid 19 pandemic has caused significant barriers to implement this, and all programs, for JWCC since the last review. Enrollment in the college is down approximately 12% which has led to lower than anticipated enrollment and completions in all degree and certificate programs. In addition, due to a lack of diversity in the JWCC district, it has been difficult to recruit and retain a diverse population of students.  Regarding the Graphic Design program, which houses the Web Development certificate, a need has been recognized to evaluate the viability of all the certificates in the program, to review the course and curriculum sequence in each certificate, and to review course titles to ensure they reflect course content and to reduce confusion. It is believed that this evaluation will lead to a streamlining of the entire Graphic Design program, with the goal of increasing enrollment and completion of its degree and certificates. | | | | | | | | | | | | |
| **Performance and Equity**  Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort. | | | | | | | | | | | | |
| CTE Program | | Desktop Publishing Certificate | | | | | | | | | | |
| CIP Code | | 100303 | | | | | | | | | | |
|  | | FY2017 | | | FY2018 | | FY2019 | FY2020 | | FY2021 | | |
| Number of Students Enrolled | | 1 | | | 4 | | 0 | 0 | | 0 | | |
| Number of Completers | | 0 | | | 1 | | 0 | 0 | | 0 | | |
| Other (Please identify) | |  | | |  | |  |  | |  | | |
| What disaggregated data was reviewed?  If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.  It may also be appropriate to analyze intersectionality among student demographics (e.g., gender & race, special population status & race, etc.) | | Program data reports, which include enrollment broken down by several demographic factors including race, disadvantaged status, average ACT, gender, age, and residence, for the last five years were reviewed. These reports also contain persistence and course success rates.  JWCC compared our district with the total CTE concentrators and can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. | | | | | | | | | | |
| How does the data support the program goals?  Elaborate. | | The program goals are broad and encompass skills that apply to all learners regardless of demographics. | | | | | | | | | | |
| Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain. | | CTE enrollment at JWCC is heavily skewed towards White students (91.87%). The second largest concentration of students are African American students at 4.42% of the total CTE enrollment. The third largest concentration of students are the Hispanic American students at 2.30% of the total CTE Enrollment. This trend is largely followed in the specific breakdowns of high demand sectors.  Of the 5 Asian students participating in a CTE program 80% of them are located in the health care sector, specifically 40% in Nursing and 40% in the Nursing Assistant degree. The remaining 20% of the students are not part of a degree in the high employment sectors.  Of the 25 African American Students a total of 52% are part of the high demand sectors. 28% of the students are located in the health sector and 24% are located in the manufacturing sector.  Of the 3 Pacific American students there were a total of 66.66% located in high demand sectors, 33% were located in the health care sector and the other 33% was located in the manufacturing sector.  Of the 13 Hispanic students 16% were part of the high demand sectors. 8% of the Hispanic students were located in the health care sector while the remaining 8% were located in the manufacturing sector. Leading to the second lowest portion of Hispanic students who were a part of a high demand sector.  There was 1 Native American student enrolled in a CTE program, and they were not part of the high demand sector. The Native American students are the most poorly represented in a high demand sector.  Of the students with a disability over 87% were partaking in a CTE program that was considered a part of the high demand sector.  The breakdown of the high demand sectors shows a trend to be predominantly white, for the case of the agriculture and transportation sector they are represented by a solely white demographic.  The largest equity gaps identified for high demand sectors were Hispanic students, the Native American student and the agriculture and transportation sectors.  Looking at the LWIA 14 local occupational wages we pulled any current CTE occupations at JWCC that had an annual entry wage that was more or equal to the LWIA median wage. 15 occupations had an entry wage higher than the median wage. Next, we pulled enrollment data to compare how many of our total CTE concentrators were in high wage sector programs. 67% of the total CTE enrollment is high wage. Regarding race, 68% of African American, 80% of the Asian, 100% of the Native American, 23.08% of the Hispanic, 66.54% of the white, 100% of the Pacific American, and 15% of the unknown race CTE students were in high wage programs. The Hispanic population has the lowest percent of the people in a high wage sector. The second lowest despite having the largest population is the White population at 66.5%. This is due to most of the population being White skewing the average to be closer to the average of White students in a high wage program. It is shown that despite having low numbers overall the Asian, Native American, African American, and Pacific American ethnicities have a large majority of their population join a high wage sector. | | | | | | | | | | |
| What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps. | | There were 4 programs that are high demand and high wage for our Local Workforce and innovation Area. Nursing, Radiological Technology, Surgical Technology, and Electrical/Industrial Maintenance Technology. If we want students to be as successful as possible, it is important to focus on the programs that are both high wage and high demand. Efforts should be made to highlight our healthcare and manufacturing programs. This is no surprise, when referencing our area, it is easy to see that our largest employers are healthcare and manufacturing. It may be important to review new avenues in these sectors and see if there is a new program that can and should be started to better serve our students and the community. Some root causes for our equity and racial equity gaps are due to regional population deficits. The JWCC district is not as diverse as more urban regions such as Chicago. Regardless of this, we do make efforts to recruit and maintain inclusivity among our more diverse groups. Brainstorming, there are additional ways we could recruit by going to community organizations and churches that have a more diverse population. | | | | | | | | | | |
| Are the students served in this program representative of the total student population? Please  explain. | | Looking at the chart that we made comparing our district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. A review of the enrollment data for Computer Science shows the highest enrollment for white and female students. Therefore, enrollment in this program follows the overall JWCC CTE enrollment trend. | | | | | | | | | | |
| Are the students served in this program representative of the district population? Please  explain. | | When comparing JWCC district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. This trend is also consistent in our Computer Science program. | | | | | | | | | | |
| **Review Results** | | | | | | | | | | | | |
| **Action** | | * Continued with Minor Improvements * Significantly Modified * Placed on Inactive Status   X Discontinued/Eliminated   * Other (please specify) | | | | | | | | | | |
| **Summary Rationale** Please provide a brief rationale for the chosen  action. | | The program has been discontinued by the Senate Committee on Curriculum, with approval of the VP of Instruction and the Board of Trustees due to consistently low enrollment and outdated program content. | | | | | | | | | | |
| **Intended Action Steps** What are the action steps resulting from this review? Please detail a timeline  and/or dates for each step. | | n/a | | | | | | | | | | |
| **Program Objectives**  If program objectives are not being met, what action steps will be taken to achieve program objectives? | | n/a | | | | | | | | | | |
| **Performance and Equity**  To what extent are action steps being implemented to address equity gaps, including racial equity gaps? | | n/a | | | | | | | | | | |
| **Resources Needed** | | n/a | | | | | | | | | | |
| **Responsibility**  Who is responsible for completing or implementing the modifications? | | n/a | | | | | | | | | | |

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| **Career & Technical Education** | | | | | | | | | | | | |
| College Name: | | | | | **John Wood Community College** | | | | | | | |
| Academic Years Reviewed: | | | | | **FY2022-FY2020** | | | | | | | |
| **Program Identification Information** | | | | | | | | | | | | |
| Program Title | | | Degree or Cert | | Total Credit Hours | | | 6-Digit CIP Code | | | List all certificate programs that are stackable  within the parent degree | |
| **Web Design Certificate** | | | **Cert** | | **29** | | | **110801** | | |  | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable  credential within this template or results may be reported within its own template. This is at the discretion of the college. | | | | | | | | | | | | |
| **Program Objectives**  What are the overarching objectives of the program? *(i.e., what are the program learning outcomes? What occupations is this program intended to prepare students for?)* | | | | | 1. Understand basic computer use and terminology.  2. Understand the skills/tools needed for effective visual communication.  3. Understand the use of technology as a tool in the management and production of text and graphics in electronic communication. | | | | | | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives  is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)* | | | | | The objectives of the program are being met based on instructor assessment of learning outcomes. | | | | | | | |
| **Past Program Review Action** What action was reported last time the program was reviewed? Were  these actions completed? | | | | | The last program review showed “Annual assessments of goals/outcomes show that we are meeting the goals, with minor adjustments”. There were no recommended actions for this program. | | | | | | | |
| **Review Team**  Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process. | | | | | Devron Sternke – Department Chair of Computer Science and Graphic Design instructor – provided information on course content, assessment, articulation agreements and dual credit, instructor credentials, and program quality  David Hetzler – Dean of CTE – provided information about program goals and assessment, career pathways, and community partnerships  Rachel Hansen – Director of Instructional Support for CTE – compiled information from all sources to create program review.  Josh Welker – Dean of Business Services and Institutional Effectiveness – provided program financial information and enrollment statistics  Jacob Dalke – Institutional Effectiveness – provided and summarized data regarding college demographics and equity gaps | | | | | | | |
| **Stakeholder Engagement** Please list other stakeholders and participants who were engaged in this process (i.e., Student Support  Services, students, employers, etc.)  Also describe their role or engagement in this process. | | | | | Additional information for specific questions in the program review were provided by: Dual Credit coordinator, Career Services manager, Disability Services coordinator, Advising and Retention department and from minutes from meetings of the Combined Business/Computer Science/Office Technology Advisory Council. | | | | | | | |
| **CTE Program Review Analysis**  Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | | | | | | | | | |
| Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving  forward. | | | | | There are no prerequisites for this program | | | | | | | |
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | | | | | n/a | | | | | | | |
| **Indicator 1: Need** | | | | | **Response** | | | | | | | |
| 1.1 What is the labor market demand for the program? Cite local and regional labor market information. | | | | | Occupations include computer programmer, web and digital interface designer, and graphic designer.  According to O-Net projections, in 2018 there were 11,810 computer programmer positions in Illinois; 2028 predictions are for 11,110 positions which is a -.6% change.  Web and Digital Interface Designers is an O-Net Bright Outlook occupation per O-Net. In 2018 there were 5,960 web and digital interface designer positions in the state of Illinois; 2028 predictions are for 6,630 positions which is an 11% change.  In 2018 there were 14,260 graphic designer positions in the state of Illinois; 2028 predictions are for 14,530 positions which is a 2% change.  The Information Technology sector in the West Central Economic Development Region shows there were 770 computer occupations jobs in the region in 2021. | | | | | | | |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | | | | | Growth in this industry is predicted to be strong and the sector is classified as a Bright Outlook occupation sector on O-Net. | | | | | | | |
| 1.3 What labor market information sources are utilized and how often are LMI data reviewed? | | | | | O-Net and WIOA labor market information are used in assessing market demand for programs. The data is reviewed yearly at a minimum, and at any time that WIOA updated information is received. | | | | | | | |
| 1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g., how/where are students recruited for this  program?) | | | | | John Wood uses targeted advertising, high school visits, job fairs, and regional career/technical events to recruit students for this program. Potential students are identified and recruited at area high schools, from incumbent workers in area companies, and the general population in the region. | | | | | | | |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | | | | | The college has embraced the Program Improvement Process through the development and implementation of an Assessment Cycle. Specifically, assessment evaluation results are typically evaluated by staff and the Advisory Council, with recommendations for improvement noted and built into the next year’s teaching and course development process. These recommendations are also included into the budgeting process as needed to provide the necessary resources for the next year. This is a continuous process now controlled by the Faculty Senate and directed by the Senate Committee on Assessment. | | | | | | | |
| 1.6 Did the review of program need result in actions or modifications (e.g., closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. | | | | | A proposal has been approved by the Senate Committee on Curriculum to rename this certificate. The new catalog description is as follows:  The User Experience Design Certificate will provide students with the skills needed to design websites, applications, and other software tools with the human experience in mind. This certificate stacks into both the Graphic Design AAS Degree and the Web Development AAS Degree. Students will develop an understanding of how humans interact with software and objects. Using that knowledge, students will design software tools focused on ensuring a pleasant user experience. Students will gain skills such as 2D design, Graphic Design, Animation, Video Editing, Usability Studies, and Heuristics.  Other updates include resequencing courses and updates courses in the certificate. These changes are pending approval from the JWCC Board of Trustees and ICCB. | | | | | | | |
| **Indicator 2:**  **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* [*https://www.iccb.org/academic\_affairs/program-review/*](https://www.iccb.org/academic_affairs/program-review/)*)* | | | | | **Response** | | | | | | | |
| * 1. How does the institution assess cost-effectiveness for CTE programming? Consider:      + Costs to the institution associated with this program      + How costs compare to other similar programs on campus      + How the college is paying for this program and its costs (e.g., grants, tuition, fees (lab, technology, background checks, etc.).      + Revenue Analysis      + Student to faculty ratio      + Course/section fill rates      + Enrollment trends      + Credit hours earned year to year      + Scheduling efficiency | | | | | |  |  | | --- | --- | | The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to College averages. |  | | For FY2021 the Computer Science Department (10304) generated total revenue of $341,846 and incurred $256,527 in expenses. The net revenue per credit hour of the Computer Science Department was $52.09. |  | | The Computer Programs Department utilized $13,422 in additional grant funds in FY2021 to support the department |  | |  |  |     Average class size is 12.46      Credit hours earned for the Computer Science program:   1. FY16: 2482 2. FY17: 2440 3. FY18: 2301 4. FY19: 1884 5. FY20: 1751 | | | | | | | |
| * 1. What are the findings of the cost-effectiveness analysis? | | | | | Revenue meets expectation | | | | | | | |
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding  source? Please explain. | | | | | n/a – most cost is not offset by grant funding | | | | | | | |
| 2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)  How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g., WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming) | | | | | The cost is similar to other AAS degree programs.  Students can apply for financial aid.  The program is an approved WIOA program.  Scholarships are available through the JWCC Foundation.  Students may qualify for Perkins support services. | | | | | | | |
| 2.5 How will the college increase the cost- effectiveness of this program? | | | | | n/a | | | | | | | |
| 2.6 Did the review of program cost result in any actions or modifications? Please explain. | | | | | n/a | | | | | | | |
| **Indicator 3: Quality** | | | | | **Response** | | | | | | | |
| 3.1 What are the delivery methods of this program? (e.g., traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?  How do the success rates of each delivery system compare? | | | | | Traditional classroom, Open Learning, Online, Hybrid.  The success rates of each delivery system are assessed as part of the overall college assessment process. | | | | | | | |
| 3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered? | | | | | JWCC meets with Advisory Councils to gain input on the required skill set needs of our industry partners. This information informs curricula decisions and impacts the delivery of contextualized instruction. Also, JWCC’s Career and Technical Education programs focus on addressing identified workforce gaps and improving workforce equity among at-risk student populations by collaborating with other local community organizations. A network of WIOA partners meet to identify community workforce needs and address barriers to sustained employment in in-demand occupations. This diverse network of businesses, social service agencies, municipal departments, and faith-based organizations provides a direct link to target under-served populations. Also, by promoting and modeling employment equity, JWCC hopes to increase student completion among at-risk groups and improve the transition of these individuals into the workforce. | | | | | | | |
| 3.3 Is this program part of a [Program of Study](https://www.iccb.org/cte/programs-of-study/) as defined by Perkins V and approved by the ICCB?  If yes, describe any strengths or challenge to program of study implementation. | | | | | The program is part of the Graphic Design program, which was submitted as a formal Program of Study and approved in June 2022.  There have been no challenges with implementing the Graphic Design Program of Study. Having the Program of Study approval strengthens the Graphic Design program at JWCC by assuring financial support through the Perkins V Grant, and by enhancing college-wide understanding of the wrap-around student services embedded in the Graphic Design Program of Study. | | | | | | | |
| 3.4 Does this program meet the definition of a [career pathway program](http://www.iccb.org/cte/wp-content/uploads/2018/01/Statewide-Career-Pathway-Definition-as-adopted-by-the-ICCB-on-Dec-1.pdf)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway  elements. | | | | | The certificate fits within the Graphic Design career pathway. Web Design Certificate seamlessly ladders into the Graphic Design AAS.  1.Increase Postsecondary and Industry-Recognized Credential Attainment.  Courses in the Computer Science program are being updated for FY23, and a plan is in place to embed micro credentials in the program for Microsoft skills.  2. Enhance Career Pathway Opportunities  There are stackable credentials in the Computer Science AAS degree.  3. Increase Early College Opportunities  John Wood offers dual credit opportunities to our area high schools.  Dual Credit courses that fulfill elective requirements for the Graphic Design AAS degree and all the Graphic Design certificates (BUS 115 and 116; OFT 281) are offered at seven high schools in the region. There is an articulation agreement in place between JWCC and various area career and technical schools that gives college credit to high school students who take Graphic Design I and II. The articulation agreement currently covers the Hannibal, Macon and Dallas County Missouri career centers. An expansion of the agreement to include Brookfield, Kirksville and Quincy technical centers is planned.  4. Increase Responsiveness to Communities’ Workforce Needs  We continually monitor our local workforce needs with input from our advisory committees and local economic development agencies.  We recently added an advisory committee for our Career Services department.  That advisory board is made up Business and Industry HR managers.  5. Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Educators  Professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. The courses included in the certificate are taught by both full-time faculty and associate faculty. | | | | | | | |
| 3.5 What innovations, that contribute to quality or academic success, have been implemented  within this program that other colleges would want to learn about? | | | | | In late 2020, John Wood was able to utilize grant money received as a result of COVID relief funds to retain a Student Success Coach in our academic advising department. Our Student Success Coach works with students who fall into the category of “average” in the area of academic success (not the best or worst students academically). This group of students are found to be the least connected to campus resources and therefore are susceptible to decreased academic success or retention. In choosing students to receive services from the Student Success Coach, the following criteria are considered:  -For current students: a cumulative GPA of 2.0-2.7 who are not connected to other supportive services (TRIO)  - For incoming high school students: cumulative high school GPA of 2.0-2.8 who are not connected to other supportive services (Academic Talent Service)  -For students who have dropped out of John Wood and are re-enrolling: cumulative GPA of 2.0-2.7 | | | | | | | |
| 3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority? | | | | | Courses in the Graphic Design program are offered at the main campus in Quincy, and through Dual Credit are various area high schools and technical centers.  Dual Credit courses that fulfill elective requirements for the Graphic Design AAS degree and all the Graphic Design certificates (BUS 115 and 116; OFT 281) are offered at seven high schools in the region. The high schools are: Griggsville-Perry High School; Pleasant Hill High School; Quincy Senior High School; Quincy Notre Dame High School; Unity High School; and Western High School. There is an articulation agreement in place between JWCC and various area career and technical schools that gives college credit to high school students who take Graphic Design I and II. The articulation agreement currently covers the Hannibal, Macon, and Dallas County Missouri career centers. An expansion of the agreement to include Brookfield, Kirksville and Quincy technical centers is planned for summer of 2022. | | | | | | | |
| 3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.  How do these opportunities improve the quality of the program?  In what ways can these opportunities be improved? | | | | | All courses in the Computer Science program incorporate work-based learning through industry level skills training and hands-on laboratory assignments. For example, the Graphic Design III, ART 226, course asks students to form their own design agency. The class works together to create a brand and an advertising strategy to get work from the community. Projects are done for free assisting new businesses and not-for-profit groups in the area. In Spring 2022 the two major projects have been a college wide scavenger hunt to explain the new Institutional Goals to students, faculty, and staff and a pamphlet for an agriculture museum in town. While each student has their individual strengths, they are each asked throughout the semester to lead at least one project. The scavenger hunt has been particularly successful in getting the group to work together, showcase their individual strengths, and bring forward the natural leaders of the group. It has also been effective and explaining to both faculty and students the goals and value of the new college-wide assessment tools.  In addition, students who choose to can take part in an internship. The student can do the internship/work-based learning for credit or noncredit. If a student chooses to take an internship for credit, they need to have a faculty advisor, have a signed internship agreement, objectives for what they would like to gain from the experience, a final essay describing the experience at completion, and an employer evaluation at completion. Each registered credit hour is 80 hours of on-site work. If a student chooses to take a 3-credit hour internship, they will need to work for 240 hours with their employer.  One way that hands-on learning opportunities can be improved is by adding a required internship credit to the Computer Science program. This option will be explored further by faculty and the VP of Instruction. | | | | | | | |
| 3.8 Is industry accreditation required for this program (e.g., nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g.  automotive technology, ASE). | | | | | n/a | | | | | | | |
| 3.9 Are there industry-recognized credentials embedded within this program? If so, please list. | | | | | n/a | | | | | | | |
| 3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate. | | | | | n/a | | | | | | | |
| 3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam. | | | | | n/a | | | | | | | |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | | | | | JWCC has articulation agreements in place with Western Illinois University, University of Northern Iowa, University of Northern Illinois, Governor’s State University, Southern Illinois University and Missouri Western State. Students who earn a Graphic Design AAS can pursue further education at any of these institutions with assurance that all their JWCC credits will transfer. | | | | | | | |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?  What opportunities exist for other partnerships? | | | | | Input from the Combined Business/Computer Science/Office Technology Advisory Council is used to inform decisions regarding curriculum within the Graphic Design programs at JWCC. The April 2021 email chain, that was created in lieu of an in-person meeting due to Covid, reflects significant input from council members regarding curriculum updates. Representatives from Poole Communications recommended a change to the name of the Web Design Certificate to User Interface Certificate to align better with the curriculum content and to be consistent with offerings from other colleges. They also recommended keeping Adobe training in the Graphic Design degree since that remains the industry standard. This continuation of the Adobe training was also recommended by council members from JT Creative Solutions. Members also shared that Adobe MAX was free to students at that time due to Covid. They also suggested adding Google Analytics to the Web Development Certificate. Council member from Electric Oak Communications seconded the suggestion of adding Google Analytics, and further added that there should be consideration given to adding Search Console and Google My Business to the Web Development Certificate. The email chain further reflects participation by a representative of secondary partner Quincy Area Vocational and Technical Center, who provided an update on high school graphic arts course offerings.  The opportunity exists for expanded partnerships through expansion of our Computer Networking course. JWCC currently offers a two-credit hour computer networking course, and the course is being updated and expanded to three credit hours. The course will be added as a required course for JWCC some manufacturing, electrical, and industrial maintenance students. This change is being made based on advisory council input from the Combined Manufacturing Advisory Council, who report that they see a need for more knowledge and skills in computer networking from our manufacturing graduates. This course will create a strong internal partnership between the computer science and manufacturing programs at JWCC. | | | | | | | |
| 3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? | | | | | JWCC faculty and staff have great referral resources on campus. Each department works together to ensure that all students receive the assistance they need. Adult Education tries to show students that there are jobs in the community in the CTE sector. Employers visit the GED classrooms and discuss what they do at their companies. The Adult Education Coordinator then can show the students how they can transition into CTE classes to obtain the credentials to work for the local employers. | | | | | | | |
| 3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?  What additional professional development is needed? | | | | | Many professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. | | | | | | | |
| 3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? | | | | | Faculty workshops, in-service college wide events and JWCC diversity team provides information to faculty related to student-centered approaches to teaching, where the students’ unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student’s cultural place in the world. JWCC administration has access to the same culturally responsive professional development as our faculty.  We discuss cultural responsiveness with our workforce partners and advisory committees as we meet with them to discuss workforce needs and training program requirements. The office of Disability Services uses a database and spreadsheets to track accommodation requests. The Access and Equity committee are making the college aware of the Universal Design principle. Also, they are making all documents accessible to students. JWCC also goes through a full ADA review for faculty and grounds. JWCC has implemented Starfish Retention Software to help keep student on track and increase retention. Through this software we are preparing to include analytics and success stories from what we have gathered through the software in the last few years. | | | | | | | |
| 3.17 What is the status of the current technology and equipment used for this program? | | | | | Computer equipment in the computer labs is updated and replaced as needed to ensure that they meet the needs of the program. | | | | | | | |
| 3.18 What assessment methods are used to ensure student success? | | | | | Assessments are conducted and documented on an annual basis, such that all goals are assessed in a five-year period.  Assessments include scoring classroom artifacts, evaluating final projects, pre/post tests and observations. | | | | | | | |
| 3.19 How are these results utilized and shared with others at the institution for continuous improvement? | | | | | Results are shared with faculty at department meetings which are held monthly and shared at the college-wide assessment in-service days that are held quarterly. | | | | | | | |
| 3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?) | | | | | At JWCC our academic programs go through yearly program reviews. Additionally, JWCC uses Starfish retention software to keep students engaged and on task. Students are also evaluated through the year by JWCC doing assessments on student learning. If a student takes part in an internship they are evaluated by the employer. In the First Year Experience (FYE) courses students are also given a survey where their concerns are evaluated. | | | | | | | |
| 3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected? | | | | | N/A. Low student response to surveys.  Collected through ICCB CTE follow-up study. | | | | | | | |
| 3.22 How does the program advisory committee contribute to the quality of the program? How  can this engagement be improved? | | | | | Advisory council meet once per semester or more often if requested by business and industry leaders. Advisory committees assist our programs to make sure we are incorporating both academic and technical knowledge and skills into this program. The representatives of the community partners provide direction on specific skill sets needed in the local graphic/web design field, the need for more graduates and what areas are most in demand currently and in the future, and alignment of course outcomes with the skills needed in the setting. JWCC Advisory Committees are active and engaged in our program offerings. | | | | | | | |
| 3.23 In what other ways are employers engaged in this program? (e.g., curriculum design, review, placement, work- based learning opportunities) | | | | | Input from the Combined Business/Computer Science/Office Technology Advisory Council has been utilized to inform curriculum updates. Representatives from Poole Communications recommended a change to the name of the Web Design Certificate to User Interface Certificate to align better with the curriculum content and to be consistent with offerings from other colleges. They also recommended keeping Adobe training in the Graphic Design degree since that remains the industry standard. This continuation of the Adobe training was also recommended by council members from JT Creative Solutions. Members also shared that Adobe MAX was free to students at that time due to Covid. They also suggested adding Google Analytics to the Web Development Certificate. Council member from Electric Oak Communications seconded the suggestion of adding Google Analytics, and further added that there should be consideration given to adding Search Console and Google My Business to the Web Development Certificate. The email chain further reflects participation by a representative of secondary partner Quincy Area Vocational and Technical Center, who provided an update on high school graphic arts course offerings. | | | | | | | |
| 3.24 How satisfied are employers in the preparation of the program’s graduates?  How is employer satisfaction information collected? | | | | | Employer satisfaction information is solicited at advisory council meetings. Advisory members are pleased with the preparation of JWCC graduates and give input and suggestions for program modifications when appropriate. | | | | | | | |
| 3.25 What are the program’s strengths? | | | | | Students are prepared for entry into the job market. | | | | | | | |
| 3.26 What are the identified or potential weaknesses of the program? | | | | | The name is confusing to students – we will look at re-naming the certificate, eliminating unnecessary courses, and re-naming other courses in order to provide clarity to students on the content and goals of the certificate. | | | | | | | |
| 3.27 Did the review of program quality result in any actions or modifications? Please explain. | | | | | Soft Skills training is being incorporated into the curriculum based on request of area employers. A proposal has been approved by the Senate Committee on Curriculum to rename this certificate. The new catalog description is as follows:  The User Experience Design Certificate will provide students with the skills needed to design websites, applications, and other software tools with the human experience in mind. This certificate stacks into both the Graphic Design AAS Degree and the Web Development AAS Degree. Students will develop an understanding of how humans interact with software and objects. Using that knowledge, students will design software tools focused on ensuring a pleasant user experience. Students will gain skills such as 2D design, Graphic Design, Animation, Video Editing, Usability Studies, and Heuristics.  Other updates include resequencing courses and revising courses in the certificate. These changes are pending approval from the JWCC Board of Trustees and ICCB. | | | | | | | |
| List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc. | | | | | | | | | | | | |
| The Covid 19 pandemic has caused significant barriers to implement this, and all programs, for JWCC since the last review. Enrollment in the college is down approximately 12% which has led to lower than anticipated enrollment and completions in all degree and certificate programs. In addition, due to a lack of diversity in the JWCC district, it has been difficult to recruit and retain a diverse population of students.  Regarding the Graphic Design program, which houses the Web Development certificate, a need has been recognized to evaluate the viability of all the certificates in the program, to review the course and curriculum sequence in each certificate, and to review course titles to ensure they reflect course content and to reduce confusion. It is believed that this evaluation will lead to a streamlining of the entire Graphic Design program, with the goal of increasing enrollment and completion of its degree and certificates. | | | | | | | | | | | | |
| **Performance and Equity**  Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort. | | | | | | | | | | | | |
| CTE Program | | Web Design Certificate | | | | | | | | | | |
| CIP Code | | 110801 | | | | | | | | | | |
|  | | FY2017 | | | FY2018 | | FY2019 | FY2020 | | FY2021 | | |
| Number of Students Enrolled | | 2 | | | 3 | | 1 | 2 | | 2 | | |
| Number of Completers | | 2 | | | 2 | | 0 | 0 | | 0 | | |
| Other (Please identify) | |  | | |  | |  |  | |  | | |
| What disaggregated data was reviewed?  If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.  It may also be appropriate to analyze intersectionality among student demographics (e.g., gender & race, special population status & race, etc.) | | Program data reports, which include enrollment broken down by several demographic factors including race, disadvantaged status, average ACT, gender, age, and residence, for the last five years were reviewed. These reports also contain persistence and course success rates.  JWCC compared our district with the total CTE concentrators and can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. | | | | | | | | | | |
| How does the data support the program goals?  Elaborate. | | The program goals are broad and encompass skills that apply to all learners regardless of demographics. | | | | | | | | | | |
| Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain. | | CTE enrollment at JWCC is heavily skewed towards White students (91.87%). The second largest concentration of students are African American students at 4.42% of the total CTE enrollment. The third largest concentration of students are the Hispanic American students at 2.30% of the total CTE Enrollment. This trend is largely followed in the specific breakdowns of high demand sectors.  Of the 5 Asian students participating in a CTE program 80% of them are located in the health care sector, specifically 40% in Nursing and 40% in the Nursing Assistant degree. The remaining 20% of the students are not part of a degree in the high employment sectors.  Of the 25 African American Students a total of 52% are part of the high demand sectors. 28% of the students are located in the health sector and 24% are located in the manufacturing sector.  Of the 3 Pacific American students there were a total of 66.66% located in high demand sectors, 33% were located in the health care sector and the other 33% was located in the manufacturing sector.  Of the 13 Hispanic students 16% were part of the high demand sectors. 8% of the Hispanic students were located in the health care sector while the remaining 8% were located in the manufacturing sector. Leading to the second lowest portion of Hispanic students who were a part of a high demand sector.  There was 1 Native American student enrolled in a CTE program, and they were not part of the high demand sector. The Native American students are the most poorly represented in a high demand sector.  Of the students with a disability over 87% were partaking in a CTE program that was considered a part of the high demand sector.  The breakdown of the high demand sectors shows a trend to be predominantly white, for the case of the agriculture and transportation sector they are represented by a solely white demographic.  The largest equity gaps identified for high demand sectors were Hispanic students, the Native American student and the Agriculture and transportation sectors.  Looking at the LWIA 14 local occupational wages we pulled any current CTE occupations at JWCC that had an annual entry wage that was more or equal to the LWIA median wage. 15 occupations had an entry wage higher than the median wage. Next, we pulled enrollment data to compare how many of our total CTE concentrators were in high wage sector programs. 67% of the total CTE enrollment is high wage. Regarding race, 68% of African American, 80% of the Asian, 100% of the Native American, 23.08% of the Hispanic, 66.54% of the white, 100% of the Pacific American, and 15% of the unknown race CTE students were in high wage programs. The Hispanic population has the lowest percent of the people in a high wage sector. The second lowest despite having the largest population is the White population at 66.5%. This is due to most of the population being White skewing the average to be closer to the average of White students in a high wage program. It is shown that despite having low numbers overall the Asian, Native American, African American, and Pacific American ethnicities have a large majority of their population join a high wage sector. | | | | | | | | | | |
| What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps. | | There were 4 programs that are high demand and high wage for our Local Workforce and innovation Area. Nursing, Radiological Technology, Surgical Technology, and Electrical/Industrial Maintenance Technology. If we want students to be as successful as possible, it is important to focus on the programs that are both high wage and high demand. Efforts should be made to highlight our healthcare and manufacturing programs. This is no surprise, when referencing our area, it is easy to see that our largest employers are healthcare and manufacturing. It may be important to review new avenues in these sectors and see if there is a new program that can and should be started to better serve our students and the community. Some root causes for our equity and racial equity gaps are due to regional population deficits. The JWCC district is not as diverse as more urban regions such as Chicago. Regardless of this, we do make efforts to recruit and maintain inclusivity among our more diverse groups. Brainstorming, there are additional ways we could recruit by going to community organizations and churches that have a more diverse population. | | | | | | | | | | |
| Are the students served in this program representative of the total student population? Please  explain. | | Looking at the chart that we made comparing our district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. A review of the enrollment data for Computer Science shows the highest enrollment for white and female students. Therefore, enrollment in this program follows the overall JWCC CTE enrollment trend. | | | | | | | | | | |
| Are the students served in this program representative of the district population? Please  explain. | | When comparing JWCC district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. This trend is also consistent in our Computer Science program. | | | | | | | | | | |
| **Review Results** | | | | | | | | | | | | |
| **Action** | | X Continued with Minor Improvements   * Significantly Modified * Placed on Inactive Status   Discontinued/Eliminated   * Other (please specify) | | | | | | | | | | |
| **Summary Rationale** Please provide a brief rationale for the chosen  action. | | The program is viable and current with the renaming of the Certificate and the updated description and course updates. | | | | | | | | | | |
| **Intended Action Steps** What are the action steps resulting from this review? Please detail a timeline  and/or dates for each step. | | n/a | | | | | | | | | | |
| **Program Objectives**  If program objectives are not being met, what action steps will be taken to achieve program objectives? | | n/a | | | | | | | | | | |
| **Performance and Equity**  To what extent are action steps being implemented to address equity gaps, including racial equity gaps? | | JWCC will continue to make efforts to recruit and maintain inclusivity among our more diverse groups within all CTE programs. There may be additional ways we could recruit by going to community organizations and churches that have a more diverse population. Those possibilities will be explored, implemented, and reviewed as appropriate going forward. | | | | | | | | | | |
| **Resources Needed** | | n/a | | | | | | | | | | |
| **Responsibility**  Who is responsible for completing or implementing the modifications? | | n/a | | | | | | | | | | |

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| **Career & Technical Education** | | | | | | | | | | | | |
| College Name: | | | | | **John Wood Community College** | | | | | | | |
| Academic Years Reviewed: | | | | | **FY2022-FY2020** | | | | | | | |
| **Program Identification Information** | | | | | | | | | | | | |
| Program Title | | | Degree or Cert | | Total Credit Hours | | | 6-Digit CIP Code | | | List all certificate programs that are stackable  within the parent degree | |
| **Web Development** | | | **Cert** | | **29** | | | **110801** | | |  | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable  credential within this template or results may be reported within its own template. This is at the discretion of the college. | | | | | | | | | | | | |
| **Program Objectives**  What are the overarching objectives of the program? *(i.e., what are the program learning outcomes? What occupations is this program intended to prepare students for?)* | | | | | * Demonstrate an understanding of the fundamentals of design and composition in visual communication * Demonstrate an understanding of basic computer use and terminology * Demonstrate the use of technology as a tool in the management and production of Web content * Demonstrate the use of industry-standard Web programming applications and tools * Develop skills in database management and Web server administration | | | | | | | |
| To what extent are these objectives being achieved? Please detail how the achievement of program objectives  is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)* | | | | | The objectives of the program are being met based on instructor assessment of learning outcomes. | | | | | | | |
| **Past Program Review Action** What action was reported last time the program was reviewed? Were  these actions completed? | | | | | n/a – this certificate was new in 2021. | | | | | | | |
| **Review Team**  Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process. | | | | | Devron Sternke – Department Chair of Computer Science and Graphic Design instructor – provided information on course content, assessment, articulation agreements and dual credit, instructor credentials, and program quality  David Hetzler – Dean of CTE – provided information about program goals and assessment, career pathways, and community partnerships  Rachel Hansen – Director of Instructional Support for CTE – compiled information from all sources to create program review.  Josh Welker – Dean of Business Services and Institutional Effectiveness – provided program financial information and enrollment statistics  Jacob Dalke – Institutional Effectiveness – provided and summarized data regarding college demographics and equity gaps | | | | | | | |
| **Stakeholder Engagement** Please list other stakeholders and participants who were engaged in this process (i.e., Student Support  Services, students, employers, etc.)  Also describe their role or engagement in this process. | | | | | Additional information for specific questions in the program review were provided by: Dual Credit coordinator, Career Services manager, Disability Services coordinator, Advising and Retention department and from minutes from meetings of the Combined Business/Computer Science/Office Technology Advisory Council. | | | | | | | |
| **CTE Program Review Analysis**  Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | | | | | | | | | |
| Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving  forward. | | | | | There are no prerequisites for this program | | | | | | | |
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | | | | | n/a | | | | | | | |
| **Indicator 1: Need** | | | | | **Response** | | | | | | | |
| 1.1 What is the labor market demand for the program? Cite local and regional labor market information. | | | | | This certificate prepares graduates for a career as a Web Developer.  According to O-Net projections, in 2018 there were 5,960 web developer positions in Illinois; 2028 predictions are for 6,630 positions which is an 11% change. Web Development is an O-Net Bright Outlook occupation per O-Net.  The Information Technology sector in the West Central Economic Development Region shows there were 770 computer occupations jobs in the region in 2021. | | | | | | | |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | | | | | Demand for programmers has declined, but demand for multi-media artists and animators and graphic designers has shown a slight increase. | | | | | | | |
| 1.3 What labor market information sources are utilized and how often are LMI data reviewed? | | | | | O-Net and WIOA labor market information are used in assessing market demand for programs. The data is reviewed yearly at a minimum, and at any time that WIOA updated information is received. | | | | | | | |
| 1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g., how/where are students recruited for this  program?) | | | | | John Wood uses targeted advertising, high school visits, job fairs, and regional career/technical events to recruit students for this program. Potential students are identified and recruited at area high schools, from incumbent workers in area companies, and the general population in the region. | | | | | | | |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | | | | | The college has embraced the Program Improvement Process through the development and implementation of an Assessment Cycle. Specifically, assessment evaluation results are typically evaluated by staff and the Advisory Council, with recommendations for improvement noted and built into the next year’s teaching and course development process. These recommendations are also included in the budgeting process as needed to provide the necessary resources for the next year. This is a continuous process now controlled by the Faculty Senate and directed by the Senate Committee on Assessment. | | | | | | | |
| 1.6 Did the review of program need result in actions or modifications (e.g., closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. | | | | | We need to consider re-naming this certificate to make its purpose clearer to potential students and to tap into the emerging market for web and digital interface designers. | | | | | | | |
| **Indicator 2:**  **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* [*https://www.iccb.org/academic\_affairs/program-review/*](https://www.iccb.org/academic_affairs/program-review/)*)* | | | | | **Response** | | | | | | | |
| * 1. How does the institution assess cost-effectiveness for CTE programming? Consider:      + Costs to the institution associated with this program      + How costs compare to other similar programs on campus      + How the college is paying for this program and its costs (e.g., grants, tuition, fees (lab, technology, background checks, etc.).      + Revenue Analysis      + Student to faculty ratio      + Course/section fill rates      + Enrollment trends      + Credit hours earned year to year      + Scheduling efficiency | | | | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  | | --- | --- | | The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to College averages. |  | | For FY2021 the Computer Science Department (10304) generated total revenue of $341,846 and incurred $256,527 in expenses. The net revenue per credit hour of the Computer Science Department was $52.09. |  | | The Computer Programs Department utilized $13,422 in additional grant funds in FY2021 to support the department |  | |  |  |     Average class size is 12.46      Credit hours earned for the Computer Science program:   1. FY16: 2482 2. FY17: 2440 3. FY18: 2301 4. FY19: 1884 5. FY20: 1751 | | | | | | | | |
| * 1. What are the findings of the cost-effectiveness analysis? | | | | | Revenue meets expectation | | | | | | | |
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding  source? Please explain. | | | | | n/a – most cost is not offset by grant funding | | | | | | | |
| 2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)  How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g., WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming) | | | | | The cost is similar to other AAS degree programs.  Students can apply for financial aid.  The program is an approved WIOA program.  Scholarships are available through the JWCC Foundation.  Students may qualify for Perkins support services. | | | | | | | |
| 2.5 How will the college increase the cost- effectiveness of this program? | | | | | No action needed | | | | | | | |
| 2.6 Did the review of program cost result in any actions or modifications? Please explain. | | | | | Costs for this program are in line with John Wood Community College averages. | | | | | | | |
| **Indicator 3: Quality** | | | | | **Response** | | | | | | | |
| 3.1 What are the delivery methods of this program? (e.g., traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?  How do the success rates of each delivery system compare? | | | | | Traditional classroom, Open Learning, Online, Hybrid.  The success rates of each delivery system are assessed as part of the overall college assessment process. | | | | | | | |
| 3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered? | | | | | JWCC meets with Advisory Councils to gain input on the required skill set needs of our industry partners. This information informs curricula decisions and impacts the delivery of contextualized instruction. Also, JWCC’s Career and Technical Education programs focus on addressing identified workforce gaps and improving workforce equity among at-risk student populations by collaborating with other local community organizations. A network of WIOA partners meet to identify community workforce needs and address barriers to sustained employment in in-demand occupations. This diverse network of businesses, social service agencies, municipal departments, and faith-based organizations provides a direct link to target under-served populations. Also, by promoting and modeling employment equity, JWCC hopes to increase student completion among at-risk groups and improve the transition of these individuals into the workforce. | | | | | | | |
| 3.3 Is this program part of a [Program of Study](https://www.iccb.org/cte/programs-of-study/) as defined by Perkins V and approved by the ICCB?  If yes, describe any strengths or challenge to program of study implementation. | | | | | The program is part of the Graphic Design program, which was submitted as a formal Program of Study and approved in June 2022.  There have been no challenges with implementing the Graphic Design Program of Study. Having the Program of Study approval strengthens the Graphic Design program at JWCC by assuring financial support through the Perkins V Grant, and by enhancing college-wide understanding of the wrap-around student services embedded in the Graphic Design Program of Study. | | | | | | | |
| 3.4 Does this program meet the definition of a [career pathway program](http://www.iccb.org/cte/wp-content/uploads/2018/01/Statewide-Career-Pathway-Definition-as-adopted-by-the-ICCB-on-Dec-1.pdf)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway  elements. | | | | | The certificate fits within the Graphic Design career pathway. Web Development Certificate seamlessly ladders into the Graphic Design AAS.  1.Increase Postsecondary and Industry-Recognized Credential Attainment.  Courses in the Computer Science program are being updated for FY23, and a plan is in place to embed micro credentials in the program for Microsoft skills.  2. Enhance Career Pathway Opportunities  There are stackable credentials in the Computer Science AAS degree.  3. Increase Early College Opportunities  John Wood offers dual credit opportunities to our area high schools.  Dual Credit courses that fulfill elective requirements for the Graphic Design AAS degree and all the Graphic Design certificates (BUS 115 and 116; OFT 281) are offered at seven high schools in the region. There is an articulation agreement in place between JWCC and various area career and technical schools that gives college credit to high school students who take Graphic Design I and II. The articulation agreement currently covers the Hannibal, Macon, and Dallas County Missouri career centers. An expansion of the agreement to include Brookfield, Kirksville and Quincy technical centers is planned.  4. Increase Responsiveness to Communities’ Workforce Needs  We continually monitor our local workforce needs with input from our advisory committees and local economic development agencies.  We recently added an advisory committee for our Career Services department.  That advisory board is made up Business and Industry HR managers.  5. Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Educators  Professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. The courses included in the certificate are taught by both full-time faculty and associate faculty. | | | | | | | |
| 3.5 What innovations, that contribute to quality or academic success, have been implemented  within this program that other colleges would want to learn about? | | | | | In late 2020, John Wood was able to utilize grant money received as a result of COVID relief funds to retain a Student Success Coach in our academic advising department. Our Student Success Coach works with students who fall into the category of “average” in the area of academic success (not the best or worst students academically). This group of students are found to be the least connected to campus resources and therefore are susceptible to decreased academic success or retention. In choosing students to receive services from the Student Success Coach, the following criteria are considered:  -For current students: a cumulative GPA of 2.0-2.7 who are not connected to other supportive services (TRIO)  - For incoming high school students: cumulative high school GPA of 2.0-2.8 who are not connected to other supportive services (Academic Talent Service)  -For students who have dropped out of John Wood and are re-enrolling: cumulative GPA of 2.0-2.7 | | | | | | | |
| 3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority? | | | | | Courses in the Graphic Design program are offered at the main campus in Quincy, and through Dual Credit are various area high schools and technical centers.  Dual Credit courses that fulfill elective requirements for the Graphic Design AAS degree and all the Graphic Design certificates (BUS 115 and 116; OFT 281) are offered at seven high schools in the region. The high schools are: Griggsville-Perry High School; Pleasant Hill High School; Quincy Senior High School; Quincy Notre Dame High School; Unity High School; and Western High School. There is an articulation agreement in place between JWCC and various area career and technical schools that gives college credit to high school students who take Graphic Design I and II. The articulation agreement currently covers the Hannibal, Macon, and Dallas County Missouri career centers. An expansion of the agreement to include Brookfield, Kirksville and Quincy technical centers is planned for summer of 2022. | | | | | | | |
| 3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.  How do these opportunities improve the quality of the program?  In what ways can these opportunities be improved? | | | | | All courses in the Computer Science program incorporate work-based learning through industry-level skills training and hands-on laboratory assignments. For example, the Graphic Design III, ART 226, the course asks students to form their own design agency. The class works together to create a brand and an advertising strategy to get work from the community. Projects are done for free assisting new businesses and not-for-profit groups in the area. In Spring 2022 the two major projects have been a college-wide scavenger hunt to explain the new Institutional Goals to students, faculty, and staff and a pamphlet for an agriculture museum in town. While each student has their individual strengths, they are each asked throughout the semester to lead at least one project. The scavenger hunt has been particularly successful in getting the group to work together, showcase their individual strengths, and bring forward the natural leaders of the group. It has also been effective and explained to both faculty and students the goals and value of the new college-wide assessment tools.  In addition, students who choose to take part in an internship. The student can do the internship/work-based learning for credit or noncredit. If a student chooses to take an internship for credit, they need to have a faculty advisor, have a signed internship agreement, objectives for what they would like to gain from the experience, a final essay describing the experience at completion, and an employer evaluation at completion. Each registered credit hour is 80 hours of on-site work. If a student chooses to take a 3-credit hour internship, they will need to work for 240 hours with their employer.  One way that hands-on learning opportunities can be improved is by adding a required internship credit to the Computer Science program. This option will be explored further by faculty and the VP of Instruction. | | | | | | | |
| 3.8 Is industry accreditation required for this program (e.g.,  nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g.  automotive technology, ASE). | | | | | n/a | | | | | | | |
| 3.9 Are there industry-recognized credentials embedded within this program? If so, please list. | | | | | n/a | | | | | | | |
| 3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate. | | | | | n/a | | | | | | | |
| 3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam. | | | | | n/a | | | | | | | |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | | | | | JWCC has articulation agreements in place with Western Illinois University, University of Northern Iowa, University of Northern Illinois, Governor’s State University, Southern Illinois University and Missouri Western State. Students who earn a Graphic Design AAS can pursue further education at any of these institutions with assurance that all their JWCC credits will transfer. | | | | | | | |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?  What opportunities exist for other partnerships? | | | | | Input from the Combined Business/Computer Science/Office Technology Advisory Council is used to inform decisions regarding curriculum within the Graphic Design programs at JWCC. The April 2021 email chain, that was created in lieu of an in-person meeting due to Covid, reflects significant input from council members regarding curriculum updates. Representatives from Poole Communications recommended a change to the name of the Web Design Certificate to User Interface Certificate to align better with the curriculum content and to be consistent with offerings from other colleges. They also recommended keeping Adobe training in the Graphic Design degree since that remains the industry standard. This continuation of the Adobe training was also recommended by council members from JT Creative Solutions. Members also shared that Adobe MAX was free to students at that time due to Covid. They also suggested adding Google Analytics to the Web Development Certificate. Council member from Electric Oak Communications seconded the suggestion of adding Google Analytics, and further added that there should be consideration given to adding Search Console and Google My Business to the Web Development Certificate. The email chain further reflects participation by a representative of secondary partner Quincy Area Vocational and Technical Center, who provided an update on high school graphic arts course offerings.  The opportunity exists for expanded partnerships through expansion of our Computer Networking course. JWCC currently offers a two-credit hour computer networking course, and the course is being updated and expanded to three credit hours. The course will be added as a required course for JWCC some manufacturing, electrical, and industrial maintenance students. This change is being made based on advisory council input from the Combined Manufacturing Advisory Council, who report that they see a need for more knowledge and skills in computer networking from our manufacturing graduates. This course will create a strong internal partnership between the computer science and manufacturing programs at JWCC. | | | | | | | |
| 3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? | | | | | JWCC faculty and staff have great referral resources on campus. Each department works together to ensure that all students receive the assistance they need. Adult Education tries to show students that there are jobs in the community in the CTE sector. Employers visit the GED classrooms and discuss what they do at their companies. The Adult Education Coordinator then can show the students how they can transition into CTE classes to obtain the credentials to work for the local employers. | | | | | | | |
| 3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?  What additional professional development is needed? | | | | | Many professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. | | | | | | | |
| 3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? | | | | | Faculty workshops, in-service college-wide events and the JWCC diversity team provide information to faculty related to student-centered approaches to teaching, where the students’ unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student’s cultural place in the world. JWCC administration has access to the same culturally responsive professional development as our faculty.  We discuss cultural responsiveness with our workforce partners and advisory committees as we meet with them to discuss workforce needs and training program requirements. The office of Disability Services uses a database and spreadsheets to track accommodation requests. The Access and Equity committee are making the college aware of the Universal Design principle. Also, they are making all documents accessible to students. JWCC also goes through a full ADA review for faculty and grounds. JWCC has implemented Starfish Retention Software to help keep the student on track and increase retention. Through this software, we are preparing to include analytics and success stories from what we have gathered through the software in the last few years. | | | | | | | |
| 3.17 What is the status of the current technology and equipment used for this program? | | | | | Computer equipment in the computer labs is updated and replaced as needed to ensure that they meet the needs of the program. | | | | | | | |
| 3.18 What assessment methods are used to ensure student success? | | | | | Assessments are conducted and documented on an annual basis, such that all goals are assessed in a five-year period.  Assessments include scoring classroom artifacts, evaluating final projects, pre/post tests and observations. | | | | | | | |
| 3.19 How are these results utilized and shared with others at the institution for continuous improvement? | | | | | Results are shared with faculty at department meetings which are held monthly and shared at the college-wide assessment in-service days that are held quarterly. | | | | | | | |
| 3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?) | | | | | At JWCC our academic programs go through yearly program reviews. Additionally, JWCC uses Starfish retention software to keep students engaged and on task. Students are also evaluated through the year by JWCC doing assessments on student learning. If a student takes part in an internship they are evaluated by the employer. In the First Year Experience (FYE) courses students are also given a survey where their concerns are evaluated. | | | | | | | |
| 3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected? | | | | | N/A. Low student response to surveys.  Collected through ICCB CTE follow-up study. | | | | | | | |
| 3.22 How does the program advisory committee contribute to the quality of the program? How  can this engagement be improved? | | | | | Advisory council meet once per semester or more often if requested by business and industry leaders. Advisory committees assist our programs to make sure we are incorporating both academic and technical knowledge and skills into this program. The representatives of the community partners provide direction on specific skill sets needed in the local graphic/web design field, the need for more graduates and what areas are most in demand currently and in the future, and alignment of course outcomes with the skills needed in the setting. JWCC Advisory Committees are active and engaged in our program offerings. | | | | | | | |
| 3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities) | | | | | Input from the Combined Business/Computer Science/Office Technology Advisory Council has been utilized to inform curriculum updates. Representatives from Poole Communications recommended a change to the name of the Web Design Certificate to User Interface Certificate to align better with the curriculum content and to be consistent with offerings from other colleges. They also recommended keeping Adobe training in the Graphic Design degree since that remains the industry standard. This continuation of the Adobe training was also recommended by council members from JT Creative Solutions. Members also shared that Adobe MAX was free to students at that time due to Covid. They also suggested adding Google Analytics to the Web Development Certificate. Council member from Electric Oak Communications seconded the suggestion of adding Google Analytics, and further added that there should be consideration given to adding Search Console and Google My Business to the Web Development Certificate. The email chain further reflects participation by a representative of secondary partner Quincy Area Vocational and Technical Center, who provided an update on high school graphic arts course offerings. | | | | | | | |
| 3.24 How satisfied are employers in the preparation of the program’s graduates?  How is employer satisfaction information collected? | | | | | Employer satisfaction information is solicited at advisory council meetings. Advisory members are pleased with the preparation of JWCC graduates and give input and suggestions for program modifications when appropriate. | | | | | | | |
| 3.25 What are the program’s strengths? | | | | | Students are prepared for entry into the job market. | | | | | | | |
| 3.26 What are the identified or potential weaknesses of the program? | | | | | Students would benefit from additional experience with web servers. | | | | | | | |
| 3.27 Did the review of program quality result in any actions or modifications? Please explain. | | | | | Soft Skills exposure and training is being incorporated into the curriculum based on request of area employers. A review of the program quality revealed that the program provides the training required by employers in the region. | | | | | | | |
| List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc. | | | | | | | | | | | | |
| The Covid 19 pandemic has caused significant barriers to implement this, and all programs, for JWCC since the last review. Enrollment in the college is down approximately 12% which has led to lower than anticipated enrollment and completions in all degree and certificate programs. In addition, due to a lack of diversity in the JWCC district, it has been difficult to recruit and retain a diverse population of students.  Regarding the Graphic Design program, which houses the Web Development certificate, a need has been recognized to evaluate the viability of all the certificates in the program, to review the course and curriculum sequence in each certificate, and to review course titles to ensure they reflect course content and to reduce confusion. It is believed that this evaluation will lead to a streamlining of the entire Graphic Design program, with the goal of increasing enrollment and completion of its degree and certificates. | | | | | | | | | | | | |
| **Performance and Equity**  Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort. | | | | | | | | | | | | |
| CTE Program | | Web Development Certificate  \*this certificate was developed in 2021 so no data is yet available | | | | | | | | | | |
| CIP Code | | 110801 | | | | | | | | | | |
|  | | FY2017 | | | FY2018 | | FY2019 | FY2020 | | FY2021 | | |
| Number of Students Enrolled | | NA | | | NA | | NA | NA | | NA | | |
| Number of Completers | | NA | | | NA | | NA | NA | | NA | | |
| Other (Please identify) | |  | | |  | |  |  | |  | | |
| What disaggregated data was reviewed?  If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.  It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.) | | Program data reports, which include enrollment broken down by several demographic factors including race, disadvantaged status, average ACT, gender, age, and residence, for the last five years were reviewed. These reports also contain persistence and course success rates.  JWCC compared our district with the total CTE concentrators and can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. | | | | | | | | | | |
| How does the data support the program goals?  Elaborate. | | The program goals are broad and encompass skills that apply to all learners regardless of demographics. | | | | | | | | | | |
| Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain. | | CTE enrollment at JWCC is heavily skewed towards White students (91.87%). The second largest concentration of students are African American students at 4.42% of the total CTE enrollment. The third largest concentration of students are the Hispanic American students at 2.30% of the total CTE Enrollment. This trend is largely followed in the specific breakdowns of high demand sectors.  Of the 5 Asian students participating in a CTE program 80% of them are in the health care sector, specifically 40% in Nursing and 40% in the Nursing Assistant degree. The remaining 20% of the students are not part of a degree in the high employment sectors.  Of the 25 African American Students a total of 52% are part of the high demand sectors. 28% of the students are in the health sector and 24% are in the manufacturing sector.  Of the 3 Pacific American students there were a total of 66.66% located in high demand sectors, 33% were in the health care sector and the other 33% was in the manufacturing sector.  Of the 13 Hispanic students 16% were part of the high demand sectors. 8% of the Hispanic students were in the health care sector while the remaining 8% were in the manufacturing sector. Leading to the second lowest portion of Hispanic students who were a part of a high demand sector.  There was 1 Native American student enrolled in a CTE program, and they were not part of the high demand sector. The Native American students are the most poorly represented in a high demand sector.  Of the students with a disability over 87% were partaking in a CTE program that was considered a part of the high demand sector.  The breakdown of the high demand sectors shows a trend to be predominantly white, for the case of the agriculture and transportation sector they are represented by a solely white demographic.  The largest equity gaps identified for high demand sectors were Hispanic students, the Native American student and the agriculture and transportation sectors.  Looking at the LWIA 14 local occupational wages we pulled any current CTE occupations at JWCC that had an annual entry wage that was more or equal to the LWIA median wage. 15 occupations had an entry wage higher than the median wage. Next, we pulled enrollment data to compare how many of our total CTE concentrators were in high wage sector programs. 67% of the total CTE enrollment is high wage. Regarding race, 68% of African American, 80% of the Asian, 100% of the Native American, 23.08% of the Hispanic, 66.54% of the white, 100% of the Pacific American, and 15% of the unknown race CTE students were in high wage programs. The Hispanic population has the lowest percent of the people in a high wage sector. The second lowest despite having the largest population is the White population at 66.5%. This is due to most of the population being White skewing the average to be closer to the average of White students in a high wage program. It is shown that despite having low numbers overall the Asian, Native American, African American, and Pacific American ethnicities have a large majority of their population join a high wage sector. | | | | | | | | | | |
| What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps. | | There were 4 programs that are high demand and high wage for our Local Workforce and innovation Area. Nursing, Radiological Technology, Surgical Technology, and Electrical/Industrial Maintenance Technology. If we want students to be as successful as possible, it is important to focus on the programs that are both high wage and high demand. Efforts should be made to highlight our healthcare and manufacturing programs. This is no surprise, when referencing our area, it is easy to see that our largest employers are healthcare and manufacturing. It may be important to review new avenues in these sectors and see if there is a new program that can and should be started to better serve our students and the community. Some root causes for our equity and racial equity gaps are due to regional population deficits. The JWCC district is not as diverse as more urban regions such as Chicago. Regardless of this, we do make efforts to recruit and maintain inclusivity among our more diverse groups. Brainstorming, there are additional ways we could recruit by going to community organizations and churches that have a more diverse population. | | | | | | | | | | |
| Are the students served in this program representative of the total student population? Please  explain. | | Looking at the chart that we made comparing our district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. A review of the enrollment data for Computer Science shows the highest enrollment for white and female students. Therefore, enrollment in this program follows the overall JWCC CTE enrollment trend. | | | | | | | | | | |
| Are the students served in this program representative of the district population? Please  explain. | | When comparing JWCC district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. This trend is also consistent in our Computer Science program. | | | | | | | | | | |
| **Review Results** | | | | | | | | | | | | |
| **Action** | | * Continued with Minor Improvements * Significantly Modified * Placed on Inactive Status * Discontinued/Eliminated   X Other (please specify) The program is new (approved in 2021) and will be monitored for success. | | | | | | | | | | |
| **Summary Rationale** Please provide a brief rationale for the chosen  action. | | The program is new (approved in 2021) and will be monitored for success. | | | | | | | | | | |
| **Intended Action Steps** What are the action steps resulting from this review? Please detail a timeline  and/or dates for each step. | | n/a | | | | | | | | | | |
| **Program Objectives**  If program objectives are not being met, what action steps will be taken to achieve program objectives? | | n/a | | | | | | | | | | |
| **Performance and Equity**  To what extent are action steps being implemented to address equity gaps, including racial equity gaps? | | JWCC will continue to make efforts to recruit and maintain inclusivity among our more diverse groups within all CTE programs. There may be additional ways we could recruit by going to community organizations and churches that have a more diverse population. Those possibilities will be explored, implemented, and reviewed as appropriate going forward. | | | | | | | | | | |
| **Resources Needed** | | n/a | | | | | | | | | | |
| **Responsibility**  Who is responsible for completing or implementing the modifications? | | Devron Sternke – Department Chair of Computer Science and Graphic Design instructor  David Hetzler – Dean of CTE | | | | | | | | | | |

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| **Career & Technical Education** | | | | | | | | | | | | |
| College Name: | | | | | **John Wood Community College** | | | | | | | |
| Academic Years Reviewed: | | | | | **FY2022-FY2020** | | | | | | | |
| **Program Identification Information** | | | | | | | | | | | | |
| Program Title | | | Degree or Cert | | Total Credit Hours | | | 6-Digit CIP Code | | | List all certificate programs that are stackable  within the parent degree | |
| **Computer Network Support** | | | **Cert** | | **17** | | | **110901** | | |  | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable  credential within this template or results may be reported within its own template. This is at the discretion of the college. | | | | | | | | | | | | |
| **Program Objectives**  What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)* | | | | | 1. Prepare students for A+ certification  2. Prepare students for Linux certification  3. Understand C++ programming  4. Understand Network design principles.  Occupations include:   * Computer Network Specialist * Computer User Support Specialist | | | | | | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives  is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)* | | | | | Annual assessments of goals/outcomes show that we are meeting the goals, with minor adjustments. Enrollment in this program has been low, so minimum employer feedback is available. Some Computer Science degree seekers are taking the courses as electives.  . | | | | | | | |
| **Past Program Review Action** What action was reported last time the program was reviewed? Were  these actions completed? | | | | | This is the 1st Program Review for the Computer Network Support certificate | | | | | | | |
| **Review Team**  Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process. | | | | | Devron Sternke – Department Chair of Computer Science and Graphic Design instructor – provided information on course content, assessment, articulation agreements and dual credit, instructor credentials, and program quality  David Hetzler – Dean of CTE – provided information about program goals and assessment, career pathways, and community partnerships | | | | | | | |
| **Stakeholder Engagement** Please list other stakeholders and participants who were engaged in this process (i.e., Student Support  Services, students, employers, etc.)  Also describe their role or engagement in this process. | | | | | Career Services Advisory Committee – feedback on employment demand.  Electrical and Industrial Maintenance Advisory committee – Networking needs in manufacturing. | | | | | | | |
| **CTE Program Review Analysis**  Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | | | | | | | | | |
| Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving  forward. | | | | | No | | | | | | | |
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | | | | | N/A | | | | | | | |
| **Indicator 1: Need** | | | | | **Response** | | | | | | | |
| 1.1 What is the labor market demand for the program? Cite local and regional labor market information. | | | | | Moderate demand.  Per ONet:  Computer Network Specialist – 3% growth annually in Illinois  Computer User Support Specialist – 7% annually in Illinois  Per Illinois WorkNet (Quincy/Macomb/Galesburg)  Computer Network Specialist – 9 positions annually in Illinois  Computer User Support Specialist – 19 positions annually in Illinois | | | | | | | |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | | | | | Demand has stayed steady. See above. | | | | | | | |
| 1.3 What labor market information sources are utilized and how often are LMI data reviewed? | | | | | Illinois WorkNet and O\*Net. Reviewed annually. We meet regularly with our local industries and local area economic development leaders to gather labor market information. | | | | | | | |
| 1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g., how/where are students recruited for this  program?) | | | | | We recruit via advertising, Lunch and Learns, Chamber events, high school visits, job fairs, word of mouth, CTE roadshows and etc. Advising Career Coaches visit our area secondary schools and vocational centers on a regular schedule. We have annual Makerfest event that brings in 300 juniors and seniors to visit our Workforce Center and visit with employers at the Civic center. During Covid many of these activities happened virtually. | | | | | | | |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | | | | | JWCC curriculum committee meets monthly during the academic year. Once approved by the committee, it requires Faculty Senate approval, Board of Trustees approval before submitting to ICCB. | | | | | | | |
| 1.6 Did the review of program need result in actions or modifications (e.g., closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. | | | | | Additional recruitment activities are needed. Need to increase the base of our industry partnerships. The meeting with our Electrical and Industrial Maintenance Advisory committees showed that we need to promote networking within our manufacturing base. | | | | | | | |
| **Indicator 2:**  **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* [*https://www.iccb.org/academic\_affairs/program-review/*](https://www.iccb.org/academic_affairs/program-review/)*)* | | | | | **Response** | | | | | | | |
| * 1. How does the institution assess cost-effectiveness for CTE programming? Consider:      + Costs to the institution associated with this program      + How costs compare to other similar programs on campus      + How the college is paying for this program and its costs (e.g., grants, tuition, fees (lab, technology, background checks, etc.).      + Revenue Analysis      + Student to faculty ratio      + Course/section fill rates      + Enrollment trends      + Credit hours earned year to year      + Scheduling efficiency | | | | | The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to College averages.  For FY2021 the Computer Science Department (10304) generated total revenue of $341,846 and incurred $256,527 in expenses. The net revenue per credit hour of the Computer Science Department was $52.09.  The Computer Programs Department utilized $13,422 in additional grant funds in FY2021 to support the department | | | | | | | |
| * 1. What are the findings of the cost-effectiveness analysis? | | | | | We need to generate more enrollment in 3 of the courses. | | | | | | | |
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding  source? Please explain. | | | | | There was granting funding used to develop the certificate program, but no current grant funding is currently being used. | | | | | | | |
| 2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)  How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g., WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming) | | | | | The cost to similar to other certificate programs.  Student can apply for financial aid. The program is an approved WIOA program. Scholarships are available through the JWCC Foundation. Students may qualify for Perkins’s support services. | | | | | | | |
| 2.5 How will the college increase the cost- effectiveness of this program? | | | | | We plan to work with our Industrial Technology department and local manufacturers to incorporate the networking into their programs. | | | | | | | |
| 2.6 Did the review of program cost result in any actions or modifications? Please explain. | | | | | See above. | | | | | | | |
| **Indicator 3: Quality** | | | | | **Response** | | | | | | | |
| 3.1 What are the delivery methods of this program? (e.g., traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?  How do the success rates of each delivery system compare? | | | | | Courses are offered in traditional, hybrid, and Open Learning format. The three new courses that were developed for this certificate are all offered in a Hybrid format.  All formats have been successful. The hybrid approach has been popular with the students. | | | | | | | |
| 3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered? | | | | | JWCC meets with Advisory Councils to gain input on the required skill set needs of our industry partners. This information informs curricula decisions and impacts the delivery of contextualized instruction. Also, JWCC’s Career and Technical Education programs focus on addressing identified workforce gaps and improving workforce equity among at-risk student populations by collaborating with other local community organizations. A network of WIOA partners meet to identify community workforce needs and address barriers to sustained employment in in-demand occupations. This diverse network of businesses, social service agencies, municipal departments, and faith-based organizations provides a direct link to target under-served populations. Also, by promoting and modeling employment equity, JWCC hopes to increase student completion among at-risk groups and improve the transition of these individuals into the workforce. | | | | | | | |
| 3.3 Is this program part of a [Program of Study](https://www.iccb.org/cte/programs-of-study/) as defined by Perkins V and approved by the ICCB?  If yes, describe any strengths or challenge to program of study implementation. | | | | | Not currently. The plan is to submit for approval. | | | | | | | |
| 3.4 Does this program meet the definition of a [career pathway program](http://www.iccb.org/cte/wp-content/uploads/2018/01/Statewide-Career-Pathway-Definition-as-adopted-by-the-ICCB-on-Dec-1.pdf)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway  elements. | | | | | Yes.  1.Increase Postsecondary and Industry-Recognized Credential Attainment.  Embedded in this certificate is the information necessary for students to take the A=, Linux+, and C++ certifications.  2. Enhance Career Pathway Opportunities  This certificate ladders into the Computer Information Systems AAS degree. Two of the courses are part of the Computer Science AA degree.  3. Increase Early College Opportunities  John Wood offers dual credit opportunities to our area high schools.  4. Increase Responsiveness to Communities’ Workforce Needs  We continually monitor our local workforce needs with input from our advisory committees and local economic development agencies. We recently added an advisory committee for our Career Services department. That advisory board is made up of primary Business and Industry HR managers.  5. Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Educators  Professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. The courses included in the certificate are taught by both full-time faculty and associate faculty. The associate faculty members are currently working in or retired from computer science related occupations. | | | | | | | |
| 3.5 What innovations, that contribute to quality or academic success, have been implemented  within this program that other colleges would want to learn about? | | | | | Using the Hybrid approach in 3 of the courses. | | | | | | | |
| 3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority? | | | | | No dual credit offerings are available for the courses within this certificate program. | | | | | | | |
| 3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.  How do these opportunities improve the quality of the program?  In what ways can these opportunities be improved? | | | | | No work-based learning is incorporated into the certificate although courses that include a lab section, provides students with a work-based learning environment. Our lab equipment is industrial grade equipment, which provide the students with hands-on activities that is simulate on-the-job activities. | | | | | | | |
| 3.8 Is industry accreditation required for this program (e.g., nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g.  automotive technology, ASE). | | | | | No. | | | | | | | |
| 3.9 Are there industry-recognized credentials embedded within this program? If so, please list. | | | | | Embedded in this certificate is the information necessary for students to take the A=, Linux+, and C++ certifications. | | | | | | | |
| 3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate. | | | | | No | | | | | | | |
| 3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam. | | | | | N/A | | | | | | | |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | | | | | None at this time. | | | | | | | |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?  What opportunities exist for other partnerships? | | | | | No previous review, but we continue to add industrial partners to our advisory committees. | | | | | | | |
| 3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? | | | | | John Wood is committed to the advancement of equitable access to education. John Wood has a Disability Services Coordinator on staff to provide appropriate resources and support services which will ensure students with disabilities the opportunity to competitively pursue a college education.  In addition, the Disability Services Coordinator assists other college departments in providing access to services and programs. Students with disabilities at JWCC have the right to:  * equal access to courses, programs, services, activities, and facilities offered through the college. * an equal opportunity to learn, and to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services. * appropriate confidentiality of all information regarding their disability and to choose to whom, outside of the college, information about their disability will be disclosed, except as disclosures are required or permitted by law. * information, reasonably available in accessible formats.   Reasonable accommodations are individualized and flexible, based on the nature of the documented disability and the academic environment. Below is a partial list of common accommodations:   * accessible classroom location/furniture * alternative assistive computer technology * assistive listening devices * sign language interpreters * ways of completing assignments * notetakers * separate testing location * use of calculator * extended time on exams * texts on tape * readers and scribes | | | | | | | |
| 3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?  What additional professional development is needed? | | | | | Professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. We continue to engage with our faculty and advisory committees to determine need of additional professional development | | | | | | | |
| 3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? | | | | | We have a Diversity, Equity and Inclusion committee on campus that provides professional development opportunities. | | | | | | | |
| 3.17 What is the status of the current technology and equipment used for this program? | | | | | All equipment is current technology and in good working condition. | | | | | | | |
| 3.18 What assessment methods are used to ensure student success? | | | | | Assessments are conducted by the program coordinator and documented on an annual basis in accordance with the College’s assessment plan. Assessments include the collection and scoring of classrooms artifacts. | | | | | | | |
| 3.19 How are these results utilized and shared with others at the institution for continuous improvement? | | | | | Through the Faculty Senate Assessment program | | | | | | | |
| 3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?) | | | | | No curriculum change has been made. We did update textbooks recently. | | | | | | | |
| 3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected? | | | | | Feedback from students is positive. Students’ satisfaction is normal collected from direct communication between the student and faculty and student and advisors. | | | | | | | |
| 3.22 How does the program advisory committee contribute to the quality of the program? How  can this engagement be improved? | | | | | Our advisory council contribute to the quality of the program by offering advising on course content and equipment. We continue to reach out to local businesses to become part of those advisory committees. | | | | | | | |
| 3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities) | | | | | Employers make class visits to provide information about their company and current job opening. They reach out to us when they have opening so our career services department can contact students. | | | | | | | |
| 3.24 How satisfied are employers in the preparation of the program’s graduates?  How is employer satisfaction information collected? | | | | | Employers have confirmed that students are well prepared. | | | | | | | |
| 3.25 What are the program’s strengths? | | | | | The strength of the program is the state-of-the-art equipment and dedicated networking classroom. | | | | | | | |
| 3.26 What are the identified or potential weaknesses of the program? | | | | | Due to low enrollment, not all 6 courses can be offered in the same semester, so student cannot complete the 17-credit hour certificate in one semester. | | | | | | | |
| 3.27 Did the review of program quality result in any actions or modifications? Please explain. | | | | | We plan to work with our Industrial Technology department and local manufacturers to incorporate the networking into their programs. | | | | | | | |
| List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc. | | | | | | | | | | | | |
| The Covid 19 pandemic has caused significant barriers to implement this, and all programs, for JWCC since the last review. Enrollment in the college is down approximately 12% which has led to lower than anticipated enrollment and completions in all degree and certificate programs. In addition, due to a lack of diversity in the JWCC district, it has been difficult to recruit and retain a diverse population of students.  Low enrollment is the major concern. | | | | | | | | | | | | |
| **Performance and Equity**  Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort. | | | | | | | | | | | | |
| CTE Program | | Computer Network Support | | | | | | | | | | |
| CIP Code | | **110901** | | | | | | | | | | |
|  | | FY2017 | | | FY2018 | | FY2019 | FY2020 | | FY2021 | | |
| Number of Students Enrolled | | 0 | | | 2 | | 2 | 2 | | 2 | | |
| Number of Completers | | 0 | | | 0 | | 0 | 0 | | 0 | | |
| Other (Please identify) | |  | | |  | |  |  | |  | | |
| What disaggregated data was reviewed?  If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.  It may also be appropriate to analyze intersectionality among student demographics (e.g., gender & race, special population status & race, etc.) | | Program data reports, which include enrollment broken down by several demographic factors including race, disadvantaged status, average ACT, gender, age, and residence, for the last five years were reviewed. These reports also contain persistence and course success rates. | | | | | | | | | | |
| How does the data support the program goals?  Elaborate. | | Data baseline is being established. | | | | | | | | | | |
| Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain. | | Not identified yet at this point. | | | | | | | | | | |
| What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps. | | More marketing aimed at both traditional and non-traditional students. | | | | | | | | | | |
| Are the students served in this program representative of the total student population? Please  explain. | | Yes. Student demographics mirror the overall demographics of the communities we serve. | | | | | | | | | | |
| Are the students served in this program representative of the district population? Please  explain. | | Yes. Student demographics mirror the overall demographics of the communities we serve. | | | | | | | | | | |
| **Review Results** | | | | | | | | | | | | |
| **Action** | | X Continued with Minor Improvements   * Significantly Modified * Placed on Inactive Status * Discontinued/Eliminated * Other (please specify) | | | | | | | | | | |
| **Summary Rationale** Please provide a brief rationale for the chosen  action. | | The program enrollment is not as strong as we would like. | | | | | | | | | | |
| **Intended Action Steps** What are the action steps resulting from this review? Please detail a timeline  and/or dates for each step. | | We plan to work with our Industrial Technology department and local manufacturers to incorporate the networking into their programs. | | | | | | | | | | |
| **Program Objectives**  If program objectives are not being met, what action steps will be taken to achieve program objectives? | | Program learning objectives are being met | | | | | | | | | | |
| **Performance and Equity**  To what extent are action steps being implemented to address equity gaps, including racial equity gaps? | | There is not much diversity in our district.  We place equity at the forefront of decisions made regarding our CTE programming. We continue to reach out to members of special populations to promote CTE program as a career choice. | | | | | | | | | | |
| **Resources Needed** | | None at this time | | | | | | | | | | |
| **Responsibility**  Who is responsible for completing or implementing the modifications? | | Dean of CTE | | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Career & Technical Education** | | | | | | | | | | | |
| College Name: | | | | | | **John Wood Community College** | | | | | |
| Academic Years Reviewed: | | | | | | **FY2022-FY2020** | | | | | |
| **Program Identification Information** | | | | | | | | | | | |
| Program Title | | | Degree or Cert | | | Total Credit Hours | 6-Digit CIP Code | | | List all certificate programs that are stackable  within the parent degree | |
| **Certified Production Technician** | | | **Cert** | | | **16** | **150499** | | |  | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable  credential within this template or results may be reported within its own template. This is at the discretion of the college. | | | | | | | | | | | |
| **Program Objectives**  What are the overarching objectives of the program? *(i.e., what are the program learning outcomes? What occupations is this program intended to prepare students for?)* | | | | | | Goal 1: Students will be able to read and understand a blueprint.  1.1: Students will know what diminution lines are.  1.2: Students will be able to know where to find what materials to make part from.  1.3: Students will be able to read and use a calipers and micrometer.  1.4: Students will understand what a blueprint tolerance is.  1.5: Students will understand what different GD&T symbols are.  Goal 2: Students will be able to pass the MSSC Manufacturing Maintenance test.  2.1: Perform preventive maintenance and routine repair  2.2: Monitor indicators to ensure correct operations  2.3: Perform all housekeeping to maintain production schedule  2.4: Recognize potential maintenance issues with basic production system  Goal 3: Students should understand the OSHA Standards & be able to pass the MSSC Safety test.  3.1: Students will cover what safety in manufacturing is.  3.2: Students will become familiar with PPE requirements.  3.3: Students will know what an evacuation form looks like  3.4: Students will cover what type of fire extinguishers there are.  3.5: Students will learn about their rights, employer’s responsibilities, and how to identify job-related hazards.  3.6: Students will learn how to abate, avoid, and prevent job-related hazards  Goal 4: Students will learn how to control and improve quality using data and analysis and pass the MSSC Quality test  4.1: Students will learn about internal quality audit activities.  4.2: Students will learn about calibration of gages and other data collection equipment.  4.3: Students will learn the proper process to document the results of quality tests.  4.4: Students will learn how to communicate quality problems.  4.5: Students will learn how to take corrective actions to restore or maintain quality.  Goal 5: Students should be able to pass the MSSC Manufacturing Processes test.  5.1: Students will learn to set team production goals.  5.2: Students will learn to coordinate workflow with team members and other work groups.  5.3: Students will learn to communicate production and material requirements.  5.4: Students will learn to document product and process compliance issues.  5.5: Students will learn how to identify customer needs  Occupations includes:  Manufacturing Production Assemblers  Manufacturing Production Technicians  General Manufacturing Workers | | | | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives  is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)* | | | | | | Many students in the CPT program, continue into our machining program or Manufacturing AAS. Based on outcomes from exams and feedback from instructors teaching courses in the other programs, the students are prepared. Feedback from employers during our advisory meetings concur that students are meeting those objectives.  Students have the option to take the MSSC assessments. Per MSSC/Nocti score reports JWCC students are scoring above the Illinois state average on 3 of the 4 assessments:   |  |  |  | | --- | --- | --- | |  | **JWCC** | **Illinois** | | **MSSC safety** | 80% | 75.60% | | **MSSC Quality** | 86% | 77% | | **MSSC Mfg Processes** | 74% | 70% | | **MSSC Mfg Maintenance** | 70% | 70.60% | | | | | | |
| **Past Program Review Action** What action was reported last time the program was reviewed? Were  these actions completed? | | | | | | There were no action items from the last review. | | | | | |
| **Review Team**  Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process. | | | | | | Dave Hetzler – Dean CTE. Also have taught MFG 103, MFG 104 and CAD 230. | | | | | |
| **Stakeholder Engagement** Please list other stakeholders and participants who were engaged in this process (i.e., Student Support  Services, students, employers, etc.)  Also describe their role or engagement in this process. | | | | | | Advisory Committee - review of our objectives and student performance toward those outcomes are done at each Advisory committee meeting.  Career Services – Employer visits and feedback from the Career Services advisory committee. | | | | | |
| **CTE Program Review Analysis**  Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | | | | | | | | |
| Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving  forward. | | | | | No pre-requisites are required. | | | | | | |
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | | | | | N/A | | | | | | |
| **Indicator 1: Need** | | | | | **Response** | | | | | | |
| 1.1 What is the labor market demand for the program? Cite local and regional labor market information. | | | | | Per the Illinois WorkNet site, annual job opening for production technician in the Quincy area is 9.3%. Per O\*Net growth projections for production workers are 2% in Illinois, 4% in Iowa, and 5% in Missouri. JWCC students those three states are where most of our students find employment | | | | | | |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | | | | | Production workers have been in high demand since Covid. The demand for production is consistently strong in our area. | | | | | | |
| 1.3 What labor market information sources are utilized and how often are LMI data reviewed? | | | | | Illinois WorkNet and O\*Net. Reviewed annually. We meet regularly with our local industries and local area economic development leaders to gather labor market information. | | | | | | |
| 1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g., how/where are students recruited for this  program?) | | | | | We recruit via advertising, Lunch and Learns, Chamber events, high school visits, job fairs, word of mouth, CTE roadshows and, etc. Advising Career Coaches visit our area secondary schools and vocational centers on a regular schedule. We have annual Makerfest event that brings in 300 juniors and seniors to visit our Workforce Center and visit with employers at the Civic center. During Covid many of these activities happened virtually. | | | | | | |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | | | | | JWCC curriculum committee meets monthly during the academic year. Once approved by the committee, it requires Faculty Senate approval, Board of Trustees approval before submitting to ICCB. | | | | | | |
| 1.6 Did the review of program need result in actions or modifications (e.g., closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. | | | | | The CPT certificate is the foundation for advance certificates and degrees, no action items were identified. | | | | | | |
| **Indicator 2:**  **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* [*https://www.iccb.org/academic\_affairs/program-review/*](https://www.iccb.org/academic_affairs/program-review/)*)* | | | | | **Response** | | | | | | |
| * 1. How does the institution assess cost-effectiveness for CTE programming? Consider:      + Costs to the institution associated with this program      + How costs compare to other similar programs on campus      + How the college is paying for this program and its costs (e.g., grants, tuition, fees (lab, technology, background checks, etc.).      + Revenue Analysis      + Student to faculty ratio      + Course/section fill rates      + Enrollment trends      + Credit hours earned year to year      + Scheduling efficiency | | | | | |  |  | | --- | --- | | The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to College averages. |  | | For FY2021 the Manufacturing Department (10311) generated total revenue of $70,996 and incurred $158,945 in expenses. The net revenue per credit hour of the Manufacturing Department was ($272.29). |  | | The Manufacturing Department utilized $85,813 in additional grant funds in FY2021 to support the department. |  | |  |  |   Average class size is 9.67  MFG 113 fill rate is strong, we run 2 sections in the Fall and Spring semester.    Credit hours earned:   1. FY17: 400 2. FY18: 441 3. FY19: 455 4. FY20: 345 | | | | | | |
| * 1. What are the findings of the cost-effectiveness analysis? | | | | | Revenue to cost is strong | | | | | | |
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding  source? Please explain. | | | | | No grant support | | | | | | |
| 2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)  How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g., WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming) | | | | | The cost to similar to other 1 semester certificate programs.  Student can apply for financial aid. The program is an approved WIOA program. Scholarships are available through the JWCC Foundation. Students may qualify for Perkins’s support services. | | | | | | |
| 2.5 How will the college increase the cost- effectiveness of this program? | | | | | No action needed. | | | | | | |
| 2.6 Did the review of program cost result in any actions or modifications? Please explain. | | | | | No | | | | | | |
| **Indicator 3: Quality** | | | | | **Response** | | | | | | |
| 3.1 What are the delivery methods of this program? (e.g., traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?  How do the success rates of each delivery system compare? | | | | | This certificate is primarily on-line with one Blended course and one elective course that could be traditional. We compare the on-line and blended courses to similar traditional courses. | | | | | | |
| 3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered? | | | | | Through our assessment program and advisory committee feedback. Our assessment program is a method for continuous improvement | | | | | | |
| 3.3 Is this program part of a [Program of Study](https://www.iccb.org/cte/programs-of-study/) as defined by Perkins V and approved by the ICCB?  If yes, describe any strengths or challenge to program of study implementation. | | | | | This program is part of our manufacturing technology program which is scheduled to be submitted in 2022. | | | | | | |
| 3.4 Does this program meet the definition of a [career pathway program](http://www.iccb.org/cte/wp-content/uploads/2018/01/Statewide-Career-Pathway-Definition-as-adopted-by-the-ICCB-on-Dec-1.pdf)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway  elements. | | | | | Yes.  1.Increase Postsecondary and Industry-Recognized Credential Attainment.  Embedded in this certificate is the opportunity for the students to earn the four MSSC CPT certificate, safety, quality, manufacturing processes, and manufacturing maintenance. Students can also earn the OSHA 10 credential.  2. Enhance Career Pathway Opportunities  This certificate is the foundation level for several other certificate and degrees. Our adult education program has a Bridge to Manufacturing to prepare students for entry into this program.  3. Increase Early College Opportunities  John Wood offers dual credit opportunities to our area high schools. Mfg 113, Introduction the Manufacturing & Industrial safety to Western High School, Southeastern High School, and home school students.  4. Increase Responsiveness to Communities’ Workforce Needs  We continually monitor our local workforce needs with input from our advisory committees and local economic development agencies. We recently added an advisory committee for our Career Services department. That advisory board is made up of primary Business and Industry HR managers.  5. Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Educators  Professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. The courses included in the Certified Production Technician program are taught by both full-time faculty and associate faculty. The associate faculty members are currently in a manufacturing related occupation, with one member as a full-time faculty at the local secondary vocational center. One full-time faculty member also teaches manufacturing related course at Western Illinois University. | | | | | | |
| 3.5 What innovations, that contribute to quality or academic success, have been implemented  within this program that other colleges would want to learn about? | | | | | We incorporated the OSHA 10 training into the course that was developed to meet the MSSC safety credential. | | | | | | |
| 3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority? | | | | | Mfg 113, Introduction the Manufacturing & Industrial safety is the only course in the CPT certificate that is currently being taken as dual credit. Depending on the semester, we’ll have 8-16 students enrolled in that course. The other CPT course could also be offered dual credit, but the MFG 113 has been the most popular. | | | | | | |
| 3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.  How do these opportunities improve the quality of the program?  In what ways can these opportunities be improved? | | | | | Typically, our work-based learning is included in the certificates and degrees that the CPT certificate ladders into. Any of our courses that include a lab section, provides students with a work-based learning environment. Our lab equipment is industrial grade equipment, which provide the students with hands-on activities that is relative to job activities in manufacturing. | | | | | | |
| 3.8 Is industry accreditation required for this program (e.g., nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g.  automotive technology, ASE). | | | | | No | | | | | | |
| 3.9 Are there industry-recognized credentials embedded within this program? If so, please list. | | | | | MSSC Certified Production Technician credential.  OSHA 10 credential | | | | | | |
| 3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate. | | | | | No | | | | | | |
| 3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam. | | | | | N/A | | | | | | |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | | | | | Western IL University, University of Northern Iowa, University of Northern IL, Governor’s State University, Southern Illinois University and Missouri Western State. | | | | | | |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?  What opportunities exist for other partnerships? | | | | | We continue to have strong partnership with our Illinois local businesses and industries. We have begun to get more partnerships with Missouri businesses, such as Watlow Industries and Spartan Light Metal Products. | | | | | | |
| 3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? | | | | | John Wood is committed to the advancement of equitable access to education. John Wood has a Disability Services Coordinator on staff to provide appropriate resources and support services which will ensure students with disabilities the opportunity to competitively pursue a college education.  In addition, the Disability Services Coordinator assists other college departments in providing access to services and programs. Students with disabilities at JWCC have the right to:  * equal access to courses, programs, services, activities, and facilities offered through the college. * an equal opportunity to learn, and to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services. * appropriate confidentiality of all information regarding their disability and to choose to whom, outside of the college, information about their disability will be disclosed, except as disclosures are required or permitted by law. * information, reasonably available in accessible formats.   Reasonable accommodations are individualized and flexible, based on the nature of the documented disability and the academic environment. Below is a partial list of common accommodations:   * accessible classroom location/furniture * alternative assistive computer technology * assistive listening devices * sign language interpreters * ways of completing assignments * notetakers * separate testing location * use of calculator * extended time on exams * texts on tape * readers and scribes | | | | | | |
| 3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?  What additional professional development is needed? | | | | | Professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. We continue to engage with our faculty and advisory committees to determine need of additional professional development | | | | | | |
| 3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? | | | | | We have a Diversity, Equity and Inclusion committee on campus that provides professional development opportunities. | | | | | | |
| 3.17 What is the status of the current technology and equipment used for this program? | | | | | All equipment is current technology and in good working condition. | | | | | | |
| 3.18 What assessment methods are used to ensure student success? | | | | | Assessments are conducted by the program coordinator and documented on an annual basis in accordance with the College’s assessment plan. Assessments include the collection and scoring of classrooms artifacts. | | | | | | |
| 3.19 How are these results utilized and shared with others at the institution for continuous improvement? | | | | | Through the Faculty Senate Assessment program | | | | | | |
| 3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?) | | | | | The only curriculum changes made since the last review was to allow students to take MAT 100 or any general education math course instead of requirement MAT 100. | | | | | | |
| 3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected? | | | | | Feedback from students is positive. A high percentage of students that earn the CPT certificate continue their education working toward advance certificates or degrees. Students’ satisfaction is normally collected from direct communication between the student and faculty and student and advisors. | | | | | | |
| 3.22 How does the program advisory committee contribute to the quality of the program? How  can this engagement be improved? | | | | | Our advisory council contributes to the quality of the program by offering advising on course content and equipment. Our Manufacturing advisory committee is every active and was instrumental in designing our Automation and Robotics certificate. | | | | | | |
| 3.23 In what other ways are employers engaged in this program? (e.g., curriculum design, review, placement, work- based learning opportunities) | | | | | Employers make class visits to provide information about their company and current job opening. They reach out to us when they have opening so our career services department can contact students. They provide internship opportunities and plant tours. | | | | | | |
| 3.24 How satisfied are employers in the preparation of the program’s graduates?  How is employer satisfaction information collected? | | | | | Employers have confirmed that students are well prepared. This is communicated during our advisory committee meetings. | | | | | | |
| 3.25 What are the program’s strengths? | | | | | The strength of the CPT program is that it provides a good foundation for students seeking advance certificates and degrees. It prepares students for entry positions in manufacturing. It provides national recognized credentials. | | | | | | |
| 3.26 What are the identified or potential weaknesses of the program? | | | | | The MSSC credentials are not widely known throughout our community. | | | | | | |
| 3.27 Did the review of program quality result in any actions or modifications? Please explain. | | | | | We plan to do more communications about the MSSC credentials. Starting with press releases on students that earn the credentials. | | | | | | |
| List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc. | | | | | | | | | | | |
| No barriers were encountered  Students are supported by career services while seeking employment.  This certificate is a one semester program. Generally, all courses are offered in the fall and spring. | | | | | | | | | | | |
| **Performance and Equity**  Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort. | | | | | | | | | | | |
| CTE Program | | |  |  | | --- | --- | | CPT 100 |  | | | | | | | | | | |
| CIP Code | | 150411 | | | | | | | | | |
|  | | FY2017 | FY2018 | | | FY2019 | FY2020 | | FY2021 | | |
| Number of Students Enrolled | | 0 | 0 | | | 7 | 0 | | 0 | | |
| Number of Completers | | 2 | 3 | | | 7 | 8 | | 8 | | |
| Other (Please identify) | |  |  | | |  |  | |  | | |
| What disaggregated data was reviewed?  If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.  It may also be appropriate to analyze intersectionality among student demographics (e.g., gender & race, special population status & race, etc.) | | Program data reports, which include enrollment broken down by several demographic factors including race, disadvantaged status, average ACT, gender, age, and residence, for the last five years were reviewed. These reports also contain persistence and course success rates.  JWCC compared our district with the total CTE concentrators and can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. | | | | | | | | | |
| How does the data support the program goals?  Elaborate. | | Program goals is to build a good manufacturing educational foundation. Data show that students taking these courses are successful in course work for advance certificates and degrees. | | | | | | | | | |
| Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain. | | CTE enrollment at JWCC is heavily skewed towards White students (91.87%). The second largest concentration of students are African American students at 4.42% of the total CTE enrollment. The third largest concentration of students are the Hispanic American students at 2.30% of the total CTE Enrollment. This trend is largely followed in the specific breakdowns of high demand sectors.  Of the 5 Asian students participating in a CTE program 80% of them are located in the health care sector, specifically 40% in Nursing and 40% in the Nursing Assistant degree. The remaining 20% of the students are not part of a degree in the high employment sectors.  Of the 25 African American Students a total of 52% are part of the high demand sectors. 28% of the students are located in the health sector and 24% are located in the manufacturing sector.  Of the 3 Pacific American students there were a total of 66.66% located in high demand sectors, 33% were located in the health care sector and the other 33% was located in the manufacturing sector.  Of the 13 Hispanic students 16% were part of the high demand sectors. 8% of the Hispanic students were located in the health care sector while the remaining 8% were located in the manufacturing sector. Leading to the second lowest portion of Hispanic students who were a part of a high demand sector.  There was 1 Native American student enrolled in a CTE program, and they were not part of the high demand sector. The Native American students are the most poorly represented in a high demand sector.  Of the students with a disability over 87% were partaking in a CTE program that was considered a part of the high demand sector.  The breakdown of the high demand sectors shows a trend to be predominantly white, for the case of the agriculture and transportation sector they are represented by a solely white demographic.  The largest equity gaps identified for high demand sectors were Hispanic students, the Native American student and the Agriculture and transportation sectors.  Looking at the LWIA 14 local occupational wages we pulled any current CTE occupations at JWCC that had an annual entry wage that was more or equal to the LWIA median wage. 15 occupations had an entry wage higher than the median wage. Next, we pulled enrollment data to compare how many of our total CTE concentrators were in high wage sector programs. 67% of the total CTE enrollment is high wage. Regarding race, 68% of African American, 80% of the Asian, 100% of the Native American, 23.08% of the Hispanic, 66.54% of the white, 100% of the Pacific American, and 15% of the unknown race CTE students were in high wage programs. The Hispanic population has the lowest percent of the people in a high wage sector. The second lowest despite having the largest population is the White population at 66.5%. This is due to most of the population being White skewing the average to be closer to the average of White students in a high wage program. It is shown that despite having low numbers overall the Asian, Native American, African American, and Pacific American ethnicities have a large majority of their population join a high wage sector. | | | | | | | | | |
| What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps. | | There were 4 programs that are high demand and high wage for our Local Workforce and innovation Area. Nursing, Radiological Technology, Surgical Technology, and Electrical/Industrial Maintenance Technology. If we want students to be as successful as possible, it is important to focus on the programs that are both high wage and high demand. Efforts should be made to highlight our healthcare and manufacturing programs. This is no surprise, when referencing our area, it is easy to see that our largest employers are healthcare and manufacturing. It may be important to review new avenues in these sectors and see if there is a new program that can and should be started to better serve our students and the community. Some root causes for our equity and racial equity gaps are due to regional population deficits. The JWCC district is not as diverse as more urban regions such as Chicago. Regardless of this, we do make efforts to recruit and maintain inclusivity among our more diverse groups. Brainstorming, there are additional ways we could recruit by going to community organizations and churches that have a more diverse population. | | | | | | | | | |
| Are the students served in this program representative of the total student population? Please  explain. | | Looking at the chart that we made comparing our district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. A review of the enrollment data for Manufacturing shows the highest enrollment for white and female students. Therefore, enrollment in this program follows the overall JWCC CTE enrollment trend. | | | | | | | | | |
| Are the students served in this program representative of the district population? Please  explain. | | There is not much diversity within the students enrolled in manufacturing. Less than 10% are female. About 10% are non-white. | | | | | | | | | |
| **Review Results** | | | | | | | | | | | |
| **Action** | | X Continued with Minor Improvements   * Significantly Modified * Placed on Inactive Status * Discontinued/Eliminated * Other (please specify) | | | | | | | | | |
| **Summary Rationale** Please provide a brief rationale for the chosen  action. | | Work with our public relation department to promote the MSSC credentials. Work with the college community to gain more student diversity within the program. | | | | | | | | | |
| **Intended Action Steps** What are the action steps resulting from this review? Please detail a timeline  and/or dates for each step. | | Promotion of MSSC credentials – Fall 2022 | | | | | | | | | |
| **Program Objectives**  If program objectives are not being met, what action steps will be taken to achieve program objectives? | | No action required | | | | | | | | | |
| **Performance and Equity**  To what extent are action steps being implemented to address equity gaps, including racial equity gaps? | | JWCC will continue to make efforts to recruit and maintain inclusivity among our more diverse groups within all CTE programs. There may be additional ways we could recruit by going to community organizations and churches that have a more diverse population. Those possibilities will be explored, implemented, and reviewed as appropriate going forward. | | | | | | | | | |
| **Resources Needed** | | None | | | | | | | | | |
| **Responsibility**  Who is responsible for completing or implementing the modifications? | | Dean of CTE | | | | | | | | | |

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| **Career & Technical Education** | | | | | | | | | | | | |
| College Name: | | | | | **John Wood Community College** | | | | | | | |
| Academic Years Reviewed: | | | | | **FY2022-FY2020** | | | | | | | |
| **Program Identification Information** | | | | | | | | | | | | |
| Program Title | | | Degree or Cert | | Total Credit Hours | | | 6-Digit CIP Code | | | List all certificate programs that are stackable  within the parent degree | |
| **Automation & Robotics Technician** | | | **Cert** | | **30** | | | **150406** | | |  | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable  credential within this template or results may be reported within its own template. This is at the discretion of the college. | | | | | | | | | | | | |
| **Program Objectives**  What are the overarching objectives of the program? *(i.e., what are the program learning outcomes? What occupations is this program intended to prepare students for?)* | | | | | Goal 1: Students will be able to set up the specific application, test, run and refine the program and production setup of a robotics system.  Goal 2: Students will be able to perform sketching, dimensioning, tolerancing, multi-view orthographic representations, auxiliary views, section views, and working drawings using SolidWorks.  Goal 3: Students will be able to install, program, and maintain programmable control (PC) equipment.  Goal 4: Students will be able to understand motors and controls and their applications and be analyze and troubleshoot motors and controls circuits.  Goal 5: Students will understand the safety, quality, maintenance requires of a manufacturing/logistics operation  Occupations includes:  150405 Robotics Technology/Technician  150613 Manufacturing Technology/Technician | | | | | | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives  is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)* | | | | | The 2020/21 academic year was our 1st year to offer this new certificate. Our advisory committee closely monitored the student’s outcomes. We had 4 students in the program, 3 were manufacturing employees that stayed with their current employer. The 4th is continuing for an AAS. | | | | | | | |
| **Past Program Review Action** What action was reported last time the program was reviewed? Were  these actions completed? | | | | | N/A. This is the program’s 1st program review. | | | | | | | |
| **Review Team**  Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process. | | | | | Dave Hetzler – Dean CTE.  Chris Ford – Associate Faculty has taught MFG 145 and 150 | | | | | | | |
| **Stakeholder Engagement** Please list other stakeholders and participants who were engaged in this process (i.e., Student Support  Services, students, employers, etc.)  Also describe their role or engagement in this process. | | | | | Advisory Committee - review of our objectives and student performance toward those outcomes are done at each Advisory committee meeting.  Career Services – Employer visits and feedback from the Career Services advisory committee. | | | | | | | |
| **CTE Program Review Analysis**  Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | | | | | | | | | |
| Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving  forward. | | | | | No pre-requisites are required. | | | | | | | |
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | | | | | N/A | | | | | | | |
| **Indicator 1: Need** | | | | | **Response** | | | | | | | |
| 1.1 What is the labor market demand for the program? Cite local and regional labor market information. | | | | |  | | | | | | | |
| Knapheide Manufacturing currently has multiple openings for automation and robotics technicians, The attached link describes the job duties which aligns with our program of study>  <https://www.youtube.com/watch?v=f4qv-xX_470> | | | | | | | |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | | | | | The demand for automation and robotics technicians in our area is new. See above for the 5-year outlook. | | | | | | | |
| 1.3 What labor market information sources are utilized and how often are LMI data reviewed? | | | | | Illinois WorkNet and O\*Net. Reviewed annually. We meet regularly with our local industries and local area economic development leaders to gather labor market information. | | | | | | | |
| 1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g., how/where are students recruited for this  program?) | | | | | We recruit via advertising, Lunch and Learns, Chamber events, high school visits, job fairs, word of mouth, CTE roadshows and etc. Advising Career Coaches visit our area secondary schools and vocational centers on a regular schedule. We have annual Makerfest event that brings in 300 juniors and seniors to visit our Workforce Center and visit with employers at the Civic center. | | | | | | | |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | | | | | JWCC curriculum committee meets monthly during the academic year. Once approved by the committee, it requires Faculty Senate approval, Board of Trustees approval before submitting to ICCB. | | | | | | | |
| 1.6 Did the review of program need result in actions or modifications (e.g., closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. | | | | | No action items were identified. | | | | | | | |
| **Indicator 2:**  **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* [*https://www.iccb.org/academic\_affairs/program-review/*](https://www.iccb.org/academic_affairs/program-review/)*)* | | | | | **Response** | | | | | | | |
| * 1. How does the institution assess cost-effectiveness for CTE programming? Consider:      + Costs to the institution associated with this program      + How costs compare to other similar programs on campus      + How the college is paying for this program and its costs (e.g., grants, tuition, fees (lab, technology, background checks, etc.).      + Revenue Analysis      + Student to faculty ratio      + Course/section fill rates      + Enrollment trends      + Credit hours earned year to year      + Scheduling efficiency | | | | | |  | | --- | | The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to College averages. | | For FY2021 the Manufacturing Department (10311) generated total revenue of $70,996 and incurred $158,945 in expenses. The net revenue per credit hour of the Manufacturing Department was ($272.29). | | The Manufacturing Department utilized $85,813 in additional grant funds in FY2021 to support the department. | | | | | | | | |
| * 1. What are the findings of the cost-effectiveness analysis? | | | | | Revenue to cost is strong | | | | | | | |
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding  source? Please explain. | | | | | No grant support | | | | | | | |
| 2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)  How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming) | | | | | The cost to similar to other 1 semester certificate programs.  Student can apply for financial aid. The program is an approved WIOA program. Scholarships are available through the JWCC Foundation. Students may qualify for Perkins’s support services. | | | | | | | |
| 2.5 How will the college increase the cost- effectiveness of this program? | | | | | No action needed. | | | | | | | |
| 2.6 Did the review of program cost result in any actions or modifications? Please explain. | | | | | No | | | | | | | |
| **Indicator 3: Quality** | | | | | **Response** | | | | | | | |
| 3.1 What are the delivery methods of this program? (e.g., traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?  How do the success rates of each delivery system compare? | | | | | This certificate includes traditional, on-line, and blended delivery.  Success rates in each delivery method is strong. | | | | | | | |
| 3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered? | | | | | Through our assessment program and advisory committee feedback. Our assessment program is a method for continuous improvement | | | | | | | |
| 3.3 Is this program part of a [Program of Study](https://www.iccb.org/cte/programs-of-study/) as defined by Perkins V and approved by the ICCB?  If yes, describe any strengths or challenge to program of study implementation. | | | | | This program is part of our manufacturing technology program which was submitted in 2022. | | | | | | | |
| 3.4 Does this program meet the definition of a [career pathway program](http://www.iccb.org/cte/wp-content/uploads/2018/01/Statewide-Career-Pathway-Definition-as-adopted-by-the-ICCB-on-Dec-1.pdf)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway  elements. | | | | | Yes.  1.Increase Postsecondary and Industry-Recognized Credential Attainment.  Embedded in this certificate is the opportunity for the students to earn the four MSSC CPT certificates in safety, quality, and manufacturing maintenance. Students can also earn the OSHA 10 credential.  2. Enhance Career Pathway Opportunities  This certificate ladders in the Manufacturing AAS degree. Students also take courses that are included in the Industrial Maintenance and Computer-Aided Design programs.  3. Increase Early College Opportunities  John Wood offers dual credit opportunities to our area high schools. Mfg 113, Introduction the Manufacturing & Industrial safety to Western High School, Southeastern High School, and home school students.  4. Increase Responsiveness to Communities’ Workforce Needs  We continually monitor our local workforce needs with input from our advisory committees and local economic development agencies. We recently added an advisory committee for our Career Services department. That advisory board is made up of primary Business and Industry HR managers.  5. Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Educators  Professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. The courses included in the Automation and Robotics Technician program are taught by both full-time faculty and associate faculty. The associate faculty members are currently in a manufacturing related occupation, with one member as a full-time faculty at the local secondary vocational center. One full-time faculty member also teaches manufacturing related course at Western Illinois University. | | | | | | | |
| 3.5 What innovations, that contribute to quality or academic success, have been implemented  within this program that other colleges would want to learn about? | | | | | We incorporated the OSHA 10 training into the course that was developed to meet the MSSC safety credential. The IMT 120 Industrial Motors and Controls uses a blended format that allows students to do the lecture portion on-line and the lab portion in person. | | | | | | | |
| 3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority? | | | | | Mfg 113, Introduction the Manufacturing & Industrial safety is the only course in the Automation and Robotics certificate that is currently being taken as dual credit. Depending on the semester, we’ll have 8-16 students enrolled in that course. Other courses could also be offered dual credit, but the MFG 113 has been the most popular, | | | | | | | |
| 3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.  How do these opportunities improve the quality of the program?  In what ways can these opportunities be improved? | | | | | Courses that include a lab section, provides students with a work-based learning environment. Our lab equipment is industrial grade equipment, which provide the students with hands-on activities that is relative to job activities in manufacturing. | | | | | | | |
| 3.8 Is industry accreditation required for this program (e.g., nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g.  automotive technology, ASE). | | | | | No | | | | | | | |
| 3.9 Are there industry-recognized credentials embedded within this program? If so, please list. | | | | | Yes. MSSC CPT certificates in safety, quality, and manufacturing maintenance. Students can also earn the OSHA 10 credential. | | | | | | | |
| 3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate. | | | | | No | | | | | | | |
| 3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam. | | | | | N/A | | | | | | | |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | | | | | Western IL University, University of Northern Iowa, University of Northern IL, Governor’s State University, Southern Illinois University and Missouri Western State. | | | | | | | |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?  What opportunities exist for other partnerships? | | | | | No previous review, but we continue to add industrial partners to our advisory committee. | | | | | | | |
| 3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? | | | | | John Wood is committed to the advancement of equitable access to education. John Wood has a Disability Services Coordinator on staff to provide appropriate resources and support services which will ensure students with disabilities the opportunity to competitively pursue a college education.  In addition, the Disability Services Coordinator assists other college departments in providing access to services and programs. Students with disabilities at JWCC have the right to:  * equal access to courses, programs, services, activities, and facilities offered through the college. * an equal opportunity to learn, and to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services. * appropriate confidentiality of all information regarding their disability and to choose to whom, outside of the college, information about their disability will be disclosed, except as disclosures are required or permitted by law. * information, reasonably available in accessible formats.   Reasonable accommodations are individualized and flexible, based on the nature of the documented disability and the academic environment. Below is a partial list of common accommodations:   * accessible classroom location/furniture * alternative assistive computer technology * assistive listening devices * sign language interpreters * ways of completing assignments * notetakers * separate testing location * use of calculator * extended time on exams * texts on tape * readers and scribes | | | | | | | |
| 3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?  What additional professional development is needed? | | | | | Professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. We continue to engage with our faculty and advisory committees to determine need of additional professional development | | | | | | | |
| 3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? | | | | | We have a Diversity, Equity and Inclusion committee on campus that provides professional development opportunities. | | | | | | | |
| 3.17 What is the status of the current technology and equipment used for this program? | | | | | All equipment is current technology and in good working condition. | | | | | | | |
| 3.18 What assessment methods are used to ensure student success? | | | | | Assessments are conducted by the program coordinator and documented on an annual basis in accordance with the College’s assessment plan. Assessments include the collection and scoring of classrooms artifacts. | | | | | | | |
| 3.19 How are these results utilized and shared with others at the institution for continuous improvement? | | | | | Through the Faculty Senate Assessment program | | | | | | | |
| 3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?) | | | | | No curriculum changes were made. We did change the textbook for MFG 145 after the 1st semester based on Instructor’s feedback. | | | | | | | |
| 3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected? | | | | | Feedback from students is positive. Students’ satisfaction is normal collected from direct communication between the student and faculty and student and advisors. | | | | | | | |
| 3.22 How does the program advisory committee contribute to the quality of the program? How  can this engagement be improved? | | | | | Our advisory council contribute to the quality of the program by offering advising on course content and equipment. Our Automation and Robotics advisory committee is every active. | | | | | | | |
| 3.23 In what other ways are employers engaged in this program? (e.g., curriculum design, review, placement, work- based learning opportunities) | | | | | Employers make class visits to provide information about their company and current job opening. They reach out to us when they have opening so our career services department can contact students. They provide internship opportunities and plant tours. | | | | | | | |
| 3.24 How satisfied are employers in the preparation of the program’s graduates?  How is employer satisfaction information collected? | | | | | Employers have confirmed that students are well prepared. This is communicated during our advisory committee meetings. | | | | | | | |
| 3.25 What are the program’s strengths? | | | | | The strength of the program is the state-of-the-art equipment we have for the program. We have two Fanuc Robotics station and a Lincoln/Fanuc Robotics Welding station. | | | | | | | |
| 3.26 What are the identified or potential weaknesses of the program? | | | | | Due to the cost and size of the equipment used in the program, its will be difficult to offer dual credit in several of the courses. | | | | | | | |
| 3.27 Did the review of program quality result in any actions or modifications? Please explain. | | | | | No | | | | | | | |
| List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc. | | | | | | | | | | | | |
| No barriers were encountered  Retention is the program is strong unless students find employment prior to completing the degree.  Placement is strong in our area for all manufacturing positions.  Students are supported by career services while seeking internships and employment.  Students works closely with their advisors to ensure course sequencing is not an issue. | | | | | | | | | | | | |
| **Performance and Equity**  Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort. | | | | | | | | | | | | |
| CTE Program | | Automation and Robotics Technician | | | | | | | | | | |
| CIP Code | | **150406** | | | | | | | | | | |
|  | | FY2017 | | | FY2018 | | FY2019 | FY2020 | | FY2021 | | |
| Number of Students Enrolled | | NA | | | NA | | NA | NA | | NA | | |
| Number of Completers | | NA | | | NA | | NA | NA | | NA | | |
| Other (Please identify) | |  | | |  | |  |  | |  | | |
| What disaggregated data was reviewed?  If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.  It may also be appropriate to analyze intersectionality among student demographics (e.g., gender & race, special population status & race, etc.) | | Program data reports, which include enrollment broken down by several demographic factors including race, disadvantaged status, average ACT, gender, age, and residence, for the last five years were reviewed. These reports also contain persistence and course success rates.  JWCC compared our district with the total CTE concentrators and can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. | | | | | | | | | | |
| How does the data support the program goals?  Elaborate. | | Too soon to tell | | | | | | | | | | |
| Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain. | | CTE enrollment at JWCC is heavily skewed towards White students (91.87%). The second largest concentration of students are African American students at 4.42% of the total CTE enrollment. The third largest concentration of students are the Hispanic American students at 2.30% of the total CTE Enrollment. This trend is largely followed in the specific breakdowns of high demand sectors.  Of the 5 Asian students participating in a CTE program 80% of them are located in the health care sector, specifically 40% in Nursing and 40% in the Nursing Assistant degree. The remaining 20% of the students are not part of a degree in the high employment sectors.  Of the 25 African American Students a total of 52% are part of the high demand sectors. 28% of the students are located in the health sector and 24% are located in the manufacturing sector.  Of the 3 Pacific American students there were a total of 66.66% located in high demand sectors, 33% were located in the health care sector and the other 33% was located in the manufacturing sector.  Of the 13 Hispanic students 16% were part of the high demand sectors. 8% of the Hispanic students were located in the health care sector while the remaining 8% were located in the manufacturing sector. Leading to the second lowest portion of Hispanic students who were a part of a high demand sector.  There was 1 Native American student enrolled in a CTE program, and they were not part of the high demand sector. The Native American students are the most poorly represented in a high demand sector.  Of the students with a disability over 87% were partaking in a CTE program that was considered a part of the high demand sector.  The breakdown of the high demand sectors shows a trend to be predominantly white, for the case of the agriculture and transportation sector they are represented by a solely white demographic.  The largest equity gaps identified for high demand sectors were Hispanic students, the Native American student and the Agriculture and transportation sectors.  Looking at the LWIA 14 local occupational wages we pulled any current CTE occupations at JWCC that had an annual entry wage that was more or equal to the LWIA median wage. 15 occupations had an entry wage higher than the median wage. Next, we pulled enrollment data to compare how many of our total CTE concentrators were in high wage sector programs. 67% of the total CTE enrollment is high wage. Regarding race, 68% of African American, 80% of the Asian, 100% of the Native American, 23.08% of the Hispanic, 66.54% of the white, 100% of the Pacific American, and 15% of the unknown race CTE students were in high wage programs. The Hispanic population has the lowest percent of the people in a high wage sector. The second lowest despite having the largest population is the White population at 66.5%. This is due to most of the population being White skewing the average to be closer to the average of White students in a high wage program. It is shown that despite having low numbers overall the Asian, Native American, African American, and Pacific American ethnicities have a large majority of their population join a high wage sector. | | | | | | | | | | |
| What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps. | | There were 4 programs that are high demand and high wage for our Local Workforce and innovation Area. Nursing, Radiological Technology, Surgical Technology, and Electrical/Industrial Maintenance Technology. If we want students to be as successful as possible, it is important to focus on the programs that are both high wage and high demand. Efforts should be made to highlight our healthcare and manufacturing programs. This is no surprise, when referencing our area, it is easy to see that our largest employers are healthcare and manufacturing. It may be important to review new avenues in these sectors and see if there is a new program that can and should be started to better serve our students and the community. Some root causes for our equity and racial equity gaps are due to regional population deficits. The JWCC district is not as diverse as more urban regions such as Chicago. Regardless of this, we do make efforts to recruit and maintain inclusivity among our more diverse groups. Brainstorming, there are additional ways we could recruit by going to community organizations and churches that have a more diverse population. | | | | | | | | | | |
| Are the students served in this program representative of the total student population? Please  explain. | | Looking at the chart that we made comparing our district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. A review of the enrollment data for Manufacturing shows the highest enrollment for white and female students. Therefore, enrollment in this program follows the overall JWCC CTE enrollment trend. | | | | | | | | | | |
| Are the students served in this program representative of the district population? Please  explain. | | When comparing JWCC district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. This trend is also consistent in our Manufacturing program. | | | | | | | | | | |
| **Review Results** | | | | | | | | | | | | |
| **Action** | | X Continued with Minor Improvements   * Significantly Modified * Placed on Inactive Status * Discontinued/Eliminated * Other (please specify) | | | | | | | | | | |
| **Summary Rationale** Please provide a brief rationale for the chosen  action. | | We believe we have a solid program and enrollment will meet our expectations. | | | | | | | | | | |
| **Intended Action Steps** What are the action steps resulting from this review? Please detail a timeline  and/or dates for each step. | | Promote within our secondary schools and career fairs– Spring 2022  Promote to middle school and high school students during summer program – Jun 2022.  Continue to add new employers to our advisory committee – Fall 2022. | | | | | | | | | | |
| **Program Objectives**  If program objectives are not being met, what action steps will be taken to achieve program objectives? | | Objectives are being met. | | | | | | | | | | |
| **Performance and Equity**  To what extent are action steps being implemented to address equity gaps, including racial equity gaps? | | There is not much diversity in our district.  We place equity at the forefront of decisions made regarding our CTE programming. We continue to reach out to members of special populations to promote CTE program as a career choice. | | | | | | | | | | |
| **Resources Needed** | | None at this time | | | | | | | | | | |
| **Responsibility**  Who is responsible for completing or implementing the modifications? | | Dean of CTE | | | | | | | | | | |

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| **Career & Technical Education** | | | | | | | | | | | | |
| College Name: | | | | | **John Wood Community College** | | | | | | | |
| Academic Years Reviewed: | | | | | **FY2022-FY2020** | | | | | | | |
| **Program Identification Information** | | | | | | | | | | | | |
| Program Title | | | Degree or Cert | | Total Credit Hours | | | 6-Digit CIP Code | | | List all certificate programs that are stackable  within the parent degree | |
| **Law Enforcement** | | | **AAS** | | **64** | | | **430107** | | |  | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable  credential within this template or results may be reported within its own template. This is at the discretion of the college. | | | | | | | | | | | | |
| **Program Objectives**  What are the overarching objectives of the program? *(i.e., what are the program learning outcomes? What occupations is this program intended to prepare students for?)* | | | | | The student will learn about all parts of the criminal justice system, have a basic understanding of criminal investigation and procedure, have a basic understanding of criminal law and understand the function of police in our society | | | | | | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives  is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)* | | | | | The yearly assessment of classes show that we are meeting the goals, although there is room for improvement | | | | | | | |
| **Past Program Review Action** What action was reported last time the program was reviewed? Were  these actions completed? | | | | | We added LEN 111 to online format, so all required classes are online. | | | | | | | |
| **Review Team**  Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process. | | | | | Dennis Bingheim, Program Coordinator. | | | | | | | |
| **Stakeholder Engagement** Please list other stakeholders and participants who were engaged in this process (i.e., Student Support  Services, students, employers, etc.)  Also describe their role or engagement in this process. | | | | | Kimberly Buck- Director of Allied Health and Emergency Services  Jacob Dalke- Institutional Effectiveness  Career Services Advisory Committee – feedback on employment demand.  Law Enforcement Advisory committee – demand for graduates and potential of adding an internship requirement | | | | | | | |
| **CTE Program Review Analysis**  Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | | | | | | | | | |
| Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving  forward. | | | | | There are no pre-requisites for this program | | | | | | | |
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | | | | | Review of the advisory boards in the past, and the general educations requirements of the College cause the AAS to go over 60 hours to 64 hours. | | | | | | | |
| **Indicator 1: Need** | | | | | **Response** | | | | | | | |
| 1.1 What is the labor market demand for the program? Cite local and regional labor market information. | | | | | Moderate demand.  Per ONet:  Police and Sheriff Patrol Officers– 5-10% growth nationally; 7% annually in Illinois. There are projected to be 2320 annual job openings in Illinois in this field until 2028. The projected growth in the JWCC district appears to be on level with the ONet projection as well.  As has been clear from open media sources, job postings and talking with law enforcement leaders through the area, there is a high demand for new law enforcement officers. The ILACP job board had numerous posting this morning. | | | | | | | |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | | | | | Demand has gone up. Due to changes in laws in Illinois and the negative attitudes toward police by many in social media and “normal” media, a lot of LEOs are retiring, Recruitment and hiring of police officers had a boost after 9/11/01 and in a few years prior to that. Those officers are all now retiring. | | | | | | | |
| 1.3 What labor market information sources are utilized and how often are LMI data reviewed? | | | | | Illinois Association of Chiefs of Police. Local law enforcement leaders.  Illinois WorkNet and O\*Net. Reviewed annually. We meet regularly with our local industries and local area economic development leaders to gather labor market information. | | | | | | | |
| 1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g., how/where are students recruited for this  program?) | | | | | We recruit via advertising, Lunch and Learns, Chamber events, high school visits, job fairs, word of mouth, CTE roadshows etc. Advising Career Coaches visit our area secondary schools and vocational centers on a regular schedule. We have annual Area’s Largest Career Fair event that brings in over 50 employers to JWCC to present job opportunities to prospective employees. Both JWCC Law Enforcement programs and potential employers are well represented at that event. In addition, JWCC hosts the Sophomore Career Fair for over 350 area high school sophomores to promote programs such as Law Enforcement. | | | | | | | |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | | | | | JWCC curriculum committee meets monthly during the academic year. Once approved by the committee, it requires Faculty Senate approval, Board of Trustees approval before submitting to ICCB. | | | | | | | |
| 1.6 Did the review of program need result in actions or modifications (e.g., closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. | | | | | Additional recruitment activities are needed. Need to increase the engagement of our local law enforcement agency partnerships. The meeting with our Advisory committees showed that local law enforcement would support and appreciate the addition of an internship requirement to the program. | | | | | | | |
| **Indicator 2:**  **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* [*https://www.iccb.org/academic\_affairs/program-review/*](https://www.iccb.org/academic_affairs/program-review/)*)* | | | | | **Response** | | | | | | | |
| * 1. How does the institution assess cost-effectiveness for CTE programming? Consider:      + Costs to the institution associated with this program      + How costs compare to other similar programs on campus      + How the college is paying for this program and its costs (e.g., grants, tuition, fees (lab, technology, background checks, etc.).      + Revenue Analysis      + Student to faculty ratio      + Course/section fill rates      + Enrollment trends      + Credit hours earned year to year      + Scheduling efficiency | | | | | |  |  |  | | --- | --- | --- | | The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to College averages. |  |  | | For FY2021 the Law Enforcement Department (10205) generated total revenue of $53,633 and incurred $67,203 in expenses. The net revenue per credit hour of the Law Enforcement Department was ($52.60). |  |  | | The Law Enforcement Department utilized $1,590 in additional grant funds in FY2021 to support the department. |  |  | | | | | | | | |
| * 1. What are the findings of the cost-effectiveness analysis? | | | | | Revenue meets expectation | | | | | | | |
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding  source? Please explain. | | | | | Minimal grant funding is being used. | | | | | | | |
| 2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)  How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g., WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming) | | | | | The cost to similar to other associate degree programs.  Student can apply for financial aid. The program is an approved WIOA program. Scholarships are available through the JWCC Foundation. Students may qualify for Perkins’s support services. | | | | | | | |
| 2.5 How will the college increase the cost- effectiveness of this program? | | | | | NA | | | | | | | |
| 2.6 Did the review of program cost result in any actions or modifications? Please explain. | | | | | None at this time | | | | | | | |
| **Indicator 3: Quality** | | | | | **Response** | | | | | | | |
| 3.1 What are the delivery methods of this program? (e.g., traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?  How do the success rates of each delivery system compare? | | | | | Traditional and Online formats. Since the start of the pandemic in 2020 we have seen more tendency for students to pick online classes. We have had to cancel traditional classes due to low enrollment  We have not seen any major issues with success rates. | | | | | | | |
| 3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered? | | | | | JWCC meets with Advisory Councils to gain input on the required skill set needs of our industry partners. This information informs curricula decisions and impacts the delivery of contextualized instruction. Also, JWCC’s Career and Technical Education programs focus on addressing identified workforce gaps and improving workforce equity among at-risk student populations by collaborating with other local community organizations. A network of WIOA partners meet to identify community workforce needs and address barriers to sustained employment in in-demand occupations. This diverse network of businesses, social service agencies, municipal departments, and faith-based organizations provides a direct link to target under-served populations. Also, by promoting and modeling employment equity, JWCC hopes to increase student completion among at-risk groups and improve the transition of these individuals into the workforce.  The program coordinator is a former deputy chief of police. He has attended many conferences and keeps up on journal articles on being culturally sensitive to the needs of the population of our service area. Discussions are held amongst the instructors. Textbooks are updated periodically | | | | | | | |
| 3.3 Is this program part of a [Program of Study](https://www.iccb.org/cte/programs-of-study/) as defined by Perkins V and approved by the ICCB?  If yes, describe any strengths or challenge to program of study implementation. | | | | | Not currently. However, JWCC has had three programs of study approved as Perkins V Programs of Study (Nursing, Manufacturing, and Graphic Design). All CTE programs will eventually be submitted for Program of Study approval. | | | | | | | |
| 3.4 Does this program meet the definition of a [career pathway program](http://www.iccb.org/cte/wp-content/uploads/2018/01/Statewide-Career-Pathway-Definition-as-adopted-by-the-ICCB-on-Dec-1.pdf)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway  elements. | | | | | Yes.  1.Increase Postsecondary and Industry-Recognized Credential Attainment.  Embedded in this certificate is the skills/information necessary for students to take EMT and CPR certification tests.  2. Enhance Career Pathway Opportunities  This degree does not have embedded certificates. However, there are articulation agreements in place with four-year institutions for students to pursue bachelor’s degrees with assurance of JWCC credit transfer. In addition, several required courses are available to high school students through dual credit enrollment.  3. Increase Early College Opportunities  John Wood offers dual credit opportunities to our area high schools.  4. Increase Responsiveness to Communities’ Workforce Needs  We continually monitor our local workforce needs with input from our advisory committees and local economic development agencies. We recently added an advisory committee for our Career Services department. That advisory board is made up of primary Business and Industry HR managers.  5. Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Educators  Professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. The courses included in the certificate are taught by both full-time faculty and associate faculty. The associate faculty members are currently working in or retired from computer science related occupations. | | | | | | | |
| 3.5 What innovations, that contribute to quality or academic success, have been implemented  within this program that other colleges would want to learn about? | | | | | Ensuring that all courses are available in online format to ensure broader student access. | | | | | | | |
| 3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority? | | | | | We have had limited success with dual enrollment. We see less than five students per semester | | | | | | | |
| 3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.  How do these opportunities improve the quality of the program?  In what ways can these opportunities be improved? | | | | | No work-based learning opportunities are currently integrated into the curriculum. However, input from the advisory committee is that they encourage and support efforts to add an internship requirement to the program. Discussion with the Adams County Sheriff’s Office will continue in order to bring the internship program to fruition. | | | | | | | |
| 3.8 Is industry accreditation required for this program (e.g., nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g.  automotive technology, ASE). | | | | | No | | | | | | | |
| 3.9 Are there industry-recognized credentials embedded within this program? If so, please list. | | | | | Embedded in this certificate is the skills/information necessary for students to take EMT and CPR certification tests. | | | | | | | |
| 3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate. | | | | | No | | | | | | | |
| 3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam. | | | | | All licensure is done by the state upon hiring by a law enforcement agency. We are not involved in the process. | | | | | | | |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | | | | | We have articulation agreements with Quincy University and Western Illinois University | | | | | | | |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?  What opportunities exist for other partnerships? | | | | | We continue the strong relationship with area law enforcement agencies and attempt to incorporate their input into program offerings. | | | | | | | |
| 3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? | | | | | John Wood is committed to the advancement of equitable access to education. John Wood has a Disability Services Coordinator on staff to provide appropriate resources and support services which will ensure students with disabilities the opportunity to competitively pursue a college education.  In addition, the Disability Services Coordinator assists other college departments in providing access to services and programs. Students with disabilities at JWCC have the right to:  * equal access to courses, programs, services, activities, and facilities offered through the college. * an equal opportunity to learn, and to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services. * appropriate confidentiality of all information regarding their disability and to choose to whom, outside of the college, information about their disability will be disclosed, except as disclosures are required or permitted by law. * information, reasonably available in accessible formats.   Reasonable accommodations are individualized and flexible, based on the nature of the documented disability and the academic environment. Below is a partial list of common accommodations:   * accessible classroom location/furniture * alternative assistive computer technology * assistive listening devices * sign language interpreters * ways of completing assignments * notetakers * separate testing location * use of calculator * extended time on exams * texts on tape * readers and scribes | | | | | | | |
| 3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?  What additional professional development is needed? | | | | | Professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. We continue to engage with our faculty and advisory committees to determine need of additional professional development.  Since the faculty members in the Law Enforcement program work in the field, most of their development activities are through their employers or professional affiliations. We have no full-time faculty members in this program. | | | | | | | |
| 3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? | | | | | We have a Diversity, Equity and Inclusion committee on campus that provides professional development opportunities. | | | | | | | |
| 3.17 What is the status of the current technology and equipment used for this program? | | | | | All equipment is current technology and in good working condition. | | | | | | | |
| 3.18 What assessment methods are used to ensure student success? | | | | | Assessments are conducted by the program coordinator and documented on an annual basis in accordance with the College’s assessment plan. Assessments include the collection and scoring of classrooms artifacts. | | | | | | | |
| 3.19 How are these results utilized and shared with others at the institution for continuous improvement? | | | | | Through the Faculty Senate Assessment program | | | | | | | |
| 3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?) | | | | | No curriculum change has been made. We did update textbooks recently. | | | | | | | |
| 3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected? | | | | | Feedback from students is positive. Students’ satisfaction is normally collected from direct communication between the student and faculty and student and advisors. | | | | | | | |
| 3.22 How does the program advisory committee contribute to the quality of the program? How  can this engagement be improved? | | | | | We have an advisory committee that met during the 2021-2022 year. The committee was very supportive of the program. Some suggestions were made for future consideration, but overall, they were happy with the program | | | | | | | |
| 3.23 In what other ways are employers engaged in this program? (e.g., curriculum design, review, placement, work- based learning opportunities) | | | | | Employers make class visits to provide information about their company and current job opening. They reach out to us when they have opening so our career services department can contact students. | | | | | | | |
| 3.24 How satisfied are employers in the preparation of the program’s graduates?  How is employer satisfaction information collected? | | | | | Employers have confirmed that students are well prepared. | | | | | | | |
| 3.25 What are the program’s strengths? | | | | | Instructors are or have recently been practitioners in the field. Hiring associate faculty keeps the costs down. | | | | | | | |
| 3.26 What are the identified or potential weaknesses of the program? | | | | | We saw a slight decline in the number of students, but that trend seems to have leveled out and may be rebounding. This does not seem to be significant. | | | | | | | |
| 3.27 Did the review of program quality result in any actions or modifications? Please explain. | | | | | We plan to explore the possibility of adding an internship requirement to the program. | | | | | | | |
| List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc. | | | | | | | | | | | | |
| The Covid 19 pandemic has caused significant barriers to implement this, and all programs, for JWCC since the last review. Enrollment in the college is down approximately 12% which has led to lower than anticipated enrollment and completions in all degree and certificate programs. In addition, due to a lack of diversity in the JWCC district, it has been difficult to recruit and retain a diverse population of students.  Low enrollment is the major concern. | | | | | | | | | | | | |
| **Performance and Equity**  Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort. | | | | | | | | | | | | |
| CTE Program | | Law Enforcement AAS Degree | | | | | | | | | | |
| CIP Code | |  | | | | | | | | | | |
|  | | FY 2017 | | | FY 2018 | | FY 2019 | FY 2020 | | FY2021 | | |
| Number of Students Enrolled | | 14 | | | 6 | | 6 | 4 | | 3 | | |
| Number of Completers | | 0 | | | 1 | | 0 | 0 | | N/A | | |
| Other (Please identify) | |  | | |  | |  |  | |  | | |
| What disaggregated data was reviewed?  If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.  It may also be appropriate to analyze intersectionality among student demographics (e.g., gender & race, special population status & race, etc.) | | Program data reports, which include enrollment broken down by several demographic factors including race, disadvantaged status, average ACT, gender, age, and residence, for the last five years were reviewed. These reports also contain persistence and course success rates.  JWCC compared our district with the total CTE concentrators and can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. | | | | | | | | | | |
| How does the data support the program goals?  Elaborate. | | The program goals are broad and encompass skills that apply to all learners regardless of demographics. | | | | | | | | | | |
| Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain. | | CTE enrollment at JWCC is skewed towards White students (91.87%). The second largest concentration of students are African American students at 4.42% of the total CTE enrollment. The third largest concentration of students are the Hispanic American students at 2.30% of the total CTE Enrollment. This trend is largely followed in the specific breakdowns of high demand sectors.  The largest equity gaps identified for high demand sectors were Hispanic students, the Native American student and the Agriculture and transportation sectors.  Looking at the LWIA 14 local occupational wages we pulled any current CTE occupations at JWCC that had an annual entry wage that was more or equal to the LWIA median wage. 15 occupations had an entry wage higher than the median wage. Next, we pulled enrollment data to compare how many of our total CTE concentrators were in high wage sector programs. 67% of the total CTE enrollment is high wage. Regarding race, 68% of African American, 80% of the Asian, 100% of the Native American, 23.08% of the Hispanic, 66.54% of the white, 100% of the Pacific American, and 15% of the unknown race CTE students were in high wage programs. The Hispanic population has the lowest percent of the people in a high wage sector. The second lowest despite having the largest population is the White population at 66.5%. This is due to most of the population being White skewing the average to be closer to the average of White students in a high wage program. It is shown that despite having low numbers overall the Asian, Native American, African American, and Pacific American ethnicities have a large majority of their population join a high wage sector. | | | | | | | | | | |
| What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps. | | There were 4 programs that are high demand and high wage for our Local Workforce and innovation Area. Nursing, Radiological Technology, Surgical Technology, and Electrical/Industrial Maintenance Technology. If we want students to be as successful as possible, it is important to focus on the programs that are both high wage and high demand. Efforts should be made to highlight our healthcare and manufacturing programs. This is no surprise, when referencing our area, it is easy to see that our largest employers are healthcare and manufacturing. It may be important to review new avenues in these sectors and see if there is a new program that can and should be started to better serve our students and the community. Some root causes for our equity and racial equity gaps are due to regional population deficits. The JWCC district is not as diverse as more urban regions such as Chicago. Regardless of this, we do make efforts to recruit and maintain inclusivity among our more diverse groups. Brainstorming, there are additional ways we could recruit by going to community organizations and churches that have a more diverse population. | | | | | | | | | | |
| Are the students served in this program representative of the total student population? Please  explain. | | Looking at the chart that we made comparing our district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. A review of the enrollment data for Computer Science shows the highest enrollment for white and female students. Therefore, enrollment in this program follows the overall JWCC CTE enrollment trend. | | | | | | | | | | |
| Are the students served in this program representative of the district population? Please  explain. | | When comparing JWCC district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. This trend is also consistent in our Law Enforcement program | | | | | | | | | | |
| **Review Results** | | | | | | | | | | | | |
| **Action** | | X Continued with Minor Improvements   * Significantly Modified * Placed on Inactive Status * Discontinued/Eliminated * Other (please specify) | | | | | | | | | | |
| **Summary Rationale** Please provide a brief rationale for the chosen  action. | | The advisory committee was satisfied with our program, so no major changes need to be implemented. We will continue to explore the possibility of adding an internship requirement. | | | | | | | | | | |
| **Intended Action Steps** What are the action steps resulting from this review? Please detail a timeline  and/or dates for each step. | | Over the next year we will evaluate the suggestions made by the advisory committee. If we can implement those suggestions, a plan or timeline to implement will be created | | | | | | | | | | |
| **Program Objectives**  If program objectives are not being met, what action steps will be taken to achieve program objectives? | | Program learning objectives are being met | | | | | | | | | | |
| **Performance and Equity**  To what extent are action steps being implemented to address equity gaps, including racial equity gaps? | | There is not much diversity in our district.  We place equity at the forefront of decisions made regarding our CTE programming. We continue to reach out to members of special populations to promote CTE program as a career choice. | | | | | | | | | | |
| **Resources Needed** | | None | | | | | | | | | | |
| **Responsibility**  Who is responsible for completing or implementing the modifications? | | Program Coordinator | | | | | | | | | | |

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| **Career & Technical Education** | | | | | | | | | | | | |
| College Name: | | | | | **John Wood Community College** | | | | | | | |
| Academic Years Reviewed: | | | | | **FY2022-FY2020** | | | | | | | |
| **Program Identification Information** | | | | | | | | | | | | |
| Program Title | | | | Degree or Cert | Total Credit Hours | | 6-Digit CIP Code | | | List all certificate programs that are stackable  within the parent degree | | |
| **Electrical Technology** | | | | **AAS** | **64** | | **460302** | | |  | | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable  credential within this template or results may be reported within its own template. This is at the discretion of the college. | | | | | | | | | | | | |
| **Program Objectives**  What are the overarching objectives of the program? *(i.e., what are the program learning outcomes? What occupations is this program intended to prepare students for?)* | | | | | 1. The student will demonstrate a knowledge and practical use of OSHA regulations  1.1. Demonstrate six examples of PPE and discuss their purposes, characteristics, and regulations  1.2. Explain how chemical hazards (and exposures to them) can be controlled  1.3. Identify and discuss considerations for avoiding accidents associated with material handling  1.4. Explain how the National Electrical Code (NEC) addresses electrical safety and shock prevention  1.5. Identify common fire extinguishers and explain their operation and application  2. The student will demonstrate knowledge and practical use of basic circuit characteristics  2.1. Be able to calculate and measure voltage, current, and resistance in a circuit using Ohm’s Law  2.2. Calculate and measure series and parallel circuit values  2.3. Construct basic DC and AC circuits  2.4. Perform measurements and analysis of power in DC circuits  3. The student will be able to install wiring for residential systems using proper National Electrical Code techniques  3.1. Explain the objective of the National Electrical Code  3.2. Identify the different types of insulation and list their use  3.3. Demonstrate the proper technique to wiring single pole, 3-way, and 4-way switches  3.4. Demonstrate the proper technique to wire a receptacle and a light fixture  3.5. Demonstrate how to wire different configurations in a junction box  4. The student will be able to demonstrate knowledge of single-phase and three-phase motor operation, repair and maintenance procedures for motors and controllers  4.1. Identify and describe the major parts of a split-phase motor including the stator, rotor, start winding, run winding, start switches, and thermal overloads  4.2. Describe basic concept of automatic motor control and give examples of applications  4.3. Follow the schematics of motor control circuits, demonstrate how to read the drawings, and explain what the circuits are doing  4.4. Describe basic motor protection circuits by explaining possible motor failures and the prevention of those failures  4.5. Explain what relay is, how it works, and its application in motor circuits  Occupations includes:  Electrician  Commercial and Industrial Electrical Repair Technician | | | | | | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives  is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)* | | | | | Annual assessments of goals/outcomes show that we are meeting the goals with minor adjustments.  Feedback from employers during our advisory meetings concur that students are meeting those objectives. | | | | | | | |
| **Past Program Review Action** What action was reported last time the program was reviewed? Were  these actions completed? | | | | | Continue to combine IMT and ELE courses where possible.  Continue to explore online delivery of academic material.  Continue to actively engage employers in curricular decisions.  Yes. | | | | | | | |
| **Review Team**  Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process. | | | | | Dave Hetzler – Dean CTE  Review of institutional data  Dave Leonard – Asst Professor – Industrial Technology.  Coordinator for Electrical and CVAD program. Teaches several of the courses. Leads Advisory group. | | | | | | | |
| **Stakeholder Engagement** Please list other stakeholders and participants who were engaged in this process (i.e., Student Support  Services, students, employers, etc.)  Also describe their role or engagement in this process. | | | | | ELE/IMT Advisory Committee. A review of our objectives and student performance toward those outcomes are done at each Advisory committee meeting.  Career Services – Employer visits and feedback from the Career Services advisory committee. | | | | | | | |
| **CTE Program Review Analysis**  Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | | | | | | | | | |
| Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving  forward. | | | | No pre-requisites are required. | | | | | | | | |
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | | | | The advisory committee recommends course work that consisted of 64 credit hours. | | | | | | | | |
| **Indicator 1: Need** | | | | **Response** | | | | | | | | |
| 1.1 What is the labor market demand for the program? Cite local and regional labor market information. | | | | Strong demand.  Per ONet:  Electrician – 2940 positions annually in Illinois  Industrial Repair Technicians – 6650 positions annually in Illinois  Per Illinois WorkNet (Quincy/Macomb/Galesburg)  Electrician – 310 positions annually  Industrial Repair Technicians – 241 annually | | | | | | | | |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | | | | Demand has been steady over the past years. See data above. | | | | | | | | |
| 1.3 What labor market information sources are utilized and how often are LMI data reviewed? | | | | Illinois WorkNet and O\*Net. Reviewed annually. We meet regularly with our local industries and local area economic development leaders to gather labor market information. | | | | | | | | |
| 1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g., how/where are students recruited for this  program?) | | | | We recruit via advertising, Lunch and Learns, Chamber events, high school visits, job fairs, word of mouth, CTE roadshows etc. Advising Career Coaches visit our area secondary schools and vocational centers on a regular schedule. We have an annual Makerfest event that brings in 300 juniors and seniors to visit our Workforce Center with an opportunity to visit with employers at the Civic center. During Covid many of these activities happened virtually. | | | | | | | | |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | | | | JWCC curriculum committee meets monthly during the academic year. Once approved by the committee, it requires Faculty Senate approval, Board of Trustees approval before submitting to ICCB. | | | | | | | | |
| 1.6 Did the review of program need result in actions or modifications (e.g., closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. | | | | No action items were identified. | | | | | | | | |
| **Indicator 2:**  **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* [*https://www.iccb.org/academic\_affairs/program-review/*](https://www.iccb.org/academic_affairs/program-review/)*)* | | | | **Response** | | | | | | | | |
| * 1. How does the institution assess cost-effectiveness for CTE programming? Consider:      + Costs to the institution associated with this program      + How costs compare to other similar programs on campus      + How the college is paying for this program and its costs (e.g., grants, tuition, fees (lab, technology, background checks, etc.).      + Revenue Analysis      + Student to faculty ratio      + Course/section fill rates      + Enrollment trends      + Credit hours earned year to year      + Scheduling efficiency | | | | |  |  |  | | --- | --- | --- | | The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to college averages. |  |  | | For FY2021 the Electrical Technology Department (10307) generated total revenue of $121,106 and incurred $72,566 in expenses. The net revenue per credit hour of the Electrical Technology Department was $85.03. |  |  | | The Electrical Technology Department utilized $8,785.43 in additional grant funds in FY2021 to support the department. |  |  | |  |  |  |   Average class size is 12.47    ELE 110 Intro to Electricity fill rate is strong, we run 2 sections in the Fall semester. ELE 125 Electrical Applications I and ELE 130 Residential Electricity fill rate is strong, we run two sections in the Spring semester.    Credit hours earned for the Electrical program (certificate & AAS):   1. FY16: 684 2. FY17: 564 3. FY18: 517 4. FY19: 527 5. FY20: 542 | | | | | | | | |
| * 1. What are the findings of the cost-effectiveness analysis? | | | | Revenue meets expectation  Net revenue per credit hour:  FY18 = $72.41  FY 19 = $88.09  FY 20 = $106.71 | | | | | | | | |
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding  source? Please explain. | | | | Most cost is not offset by grant funding. | | | | | | | | |
| 2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)  How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g., WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming) | | | | The cost is similar to other AAS degree programs.  Student can apply for financial aid. The program is an approved WIOA program. Scholarships are available through the JWCC Foundation. Students may qualify for Perkins’s support services. | | | | | | | | |
| 2.5 How will the college increase the cost- effectiveness of this program? | | | | No action needed | | | | | | | | |
| 2.6 Did the review of program cost result in any actions or modifications? Please explain. | | | | No | | | | | | | | |
| **Indicator 3: Quality** | | | | **Response** | | | | | | | | |
| 3.1 What are the delivery methods of this program? (e.g., traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?  How do the success rates of each delivery system compare? | | | | Most of the courses in this program are tradition format with a lecture/lab component. There are four on-line course, and one blended course. The blended course allows students to do the lecture portion online and the lab portion in person. Most of the required general education courses are offered online.  For ELE courses:  Lecture = 96.15%  On-line = 90.91% | | | | | | | | |
| 3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered? | | | | Through our assessment program and advisory committee feedback. Our assessment program is a method for continuous improvement | | | | | | | | |
| 3.3 Is this program part of a [Program of Study](https://www.iccb.org/cte/programs-of-study/) as defined by Perkins V and approved by the ICCB?  If yes, describe any strengths or challenge to program of study implementation. | | | | Currently it is not. | | | | | | | | |
| 3.4 Does this program meet the definition of a [career pathway program](http://www.iccb.org/cte/wp-content/uploads/2018/01/Statewide-Career-Pathway-Definition-as-adopted-by-the-ICCB-on-Dec-1.pdf)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway  elements. | | | | Yes.  1.Increase Postsecondary and Industry-Recognized Credential Attainment.  Embedded in this certificate is the opportunity for students to earn the MSSC CPT Safety, Quality and Manufacturing Processing credentials and OSHA 10 card.  2. Enhance Career Pathway Opportunities  There are stackable credentials in the Electrical AAS degree.  3. Increase Early College Opportunities  John Wood offers dual credit opportunities to our area high schools. MFG 113, Introduction the Manufacturing & Industrial safety are offered to Western High School, Southeastern High School, and home school students.  4. Increase Responsiveness to Communities’ Workforce Needs  We continually monitor our local workforce needs with input from our advisory committees and local economic development agencies. We recently added an advisory committee for our Career Services department. That advisory board is made up Business and Industry HR managers.  5. Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Educators  Professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. The courses included in the certificate are taught by both full-time faculty and associate faculty. The associate faculty members are currently working in or retired from electrical related occupations. One associate faculty is also a full-time faculty at the local secondary vocational center. One full-time faculty member also teaches at Western Illinois University. | | | | | | | | |
| 3.5 What innovations, that contribute to quality or academic success, have been implemented  within this program that other colleges would want to learn about? | | | | We incorporated the OSHA 10 training into the course that was developed to meet the MSSC safety credential. The IMT 120 Industrial Motors and Controls uses a blended format that allows students to do the lecture portion on-line and the lab portion in person. | | | | | | | | |
| 3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority? | | | | MFG 113, Introduction the Manufacturing & Industrial safety is the only course in the electrician certificate that is currently being taken as dual credit. Most of the general education courses required for the degree are offered as dual credit. Depending on the semester, we’ll have 8-16 students enrolled in MFG 113. Since most of the courses require lab equipment to be successful, we are limited to what can be offered. CAD 230, ELE 101, ELE 100, ELE 120, and MFG 104 could be offered if there were demand. | | | | | | | | |
| 3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.  How do these opportunities improve the quality of the program?  In what ways can these opportunities be improved? | | | | Courses that include a lab section provide students with a work-based learning environment. Our lab equipment is industrial grade equipment, which provide the students with hands-on activities that is very similar to on-the-job activities. | | | | | | | | |
| 3.8 Is industry accreditation required for this program (e.g., nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g.  automotive technology, ASE). | | | | No | | | | | | | | |
| 3.9 Are there industry-recognized credentials embedded within this program? If so, please list. | | | | Yes. MSSC Safety, Quality and Manufacturing Processes credentials, OSHA 10 card, and ELE White card. | | | | | | | | |
| 3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate. | | | | No | | | | | | | | |
| 3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam. | | | | N/A | | | | | | | | |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | | | | Western IL University, University of Northern Iowa, University of Northern IL, Governor’s State University, Southern Illinois University and Missouri Western State. | | | | | | | | |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?  What opportunities exist for other partnerships? | | | | No new partners have been identified since the last review. Our partnership with French Gerleman has become stronger since the last review. | | | | | | | | |
| 3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? | | | | John Wood is committed to the advancement of equitable access to education. John Wood has a Disability Services Coordinator on staff to provide appropriate resources and support services which will ensure students with disabilities the opportunity to competitively pursue a college education.  In addition, the Disability Services Coordinator assists other college departments in providing access to services and programs. Students with disabilities at JWCC have the right to:  * equal access to courses, programs, services, activities, and facilities offered through the college. * an equal opportunity to learn, and to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services. * appropriate confidentiality of all information regarding their disability and to choose to whom, outside of the college, information about their disability will be disclosed, except as disclosures are required or permitted by law. * information, reasonably available in accessible formats.   Reasonable accommodations are individualized and flexible, based on the nature of the documented disability and the academic environment. Below is a partial list of common accommodations:   * accessible classroom location/furniture * alternative assistive computer technology * assistive listening devices * sign language interpreters * ways of completing assignments * notetakers * separate testing location * use of calculator * extended time on exams * texts on tape * readers and scribes | | | | | | | | |
| 3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?  What additional professional development is needed? | | | | Professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. We continue to engage with our faculty and advisory committees to determine need of additional professional development | | | | | | | | |
| 3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? | | | | We have a Diversity, Equity and Inclusion committee on campus that provides professional development opportunities. | | | | | | | | |
| 3.17 What is the status of the current technology and equipment used for this program? | | | | All equipment is current technology and in good working condition. We are currently upgrading our ELE 135 Programmable Control (PLC) course to incorporate new PLCs and networking equipment. | | | | | | | | |
| 3.18 What assessment methods are used to ensure student success? | | | | Assessments are conducted by the program coordinator and documented on an annual basis in accordance with the College’s assessment plan. Assessments include the collection and scoring of classrooms artifacts. | | | | | | | | |
| 3.19 How are these results utilized and shared with others at the institution for continuous improvement? | | | | Through the Faculty Senate Assessment program | | | | | | | | |
| 3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?) | | | | We combined ELE 215 Electric Motors and Controls with IMT 120 Industrial Motors and Controls. We are currently doing a course revision to ELE 130 to incorporate update textbook.  ELE 135 is getting new PLC training equipment installed. Additional lab equipment has been added to the ELE 230 course. | | | | | | | | |
| 3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected? | | | | Feedback from students is positive. Students’ satisfaction is normal collected from direct communication between the student and faculty and student and advisors. | | | | | | | | |
| 3.22 How does the program advisory committee contribute to the quality of the program? How  can this engagement be improved? | | | | Our advisory committee contribute to the quality of the program by offering advising on course content and equipment. Our advisory committee was instrumental in the discussion to combine IMT 120 and ELE 215 and upgrading the PLC equipment | | | | | | | | |
| 3.23 In what other ways are employers engaged in this program? (e.g., curriculum design, review, placement, work- based learning opportunities) | | | | Employers make class visits to provide information about their company and current job opening. They reach out to us when they have opening so our career services department can contact students. | | | | | | | | |
| 3.24 How satisfied are employers in the preparation of the program’s graduates?  How is employer satisfaction information collected? | | | | Employers have confirmed that students are well prepared. This is communicated during our advisory committee meetings. | | | | | | | | |
| 3.25 What are the program’s strengths? | | | | The strength of the program is the state-of-the-art equipment and faculty qualifications. | | | | | | | | |
| 3.26 What are the identified or potential weaknesses of the program? | | | | Being able to offer more dual credit opportunities. | | | | | | | | |
| 3.27 Did the review of program quality result in any actions or modifications? Please explain. | | | | Look for dual credit options. Explore industrial networking requirements. | | | | | | | | |
| List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc. | | | | | | | | | | | | |
| No barriers were encountered  Retention is the program is strong unless students find employment prior to completing the degree.  Placement is strong in our area for all electrical positions.  Students are support by career services while seeking internships and employment.  Students works closely with their advisors to ensure course sequencing is not an issue. | | | | | | | | | | | | |
| **Performance and Equity**  Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort. | | | | | | | | | | | | |
| CTE Program | Electrical Technology | | | | | | | | | | | |
| CIP Code | **460302** | | | | | | | | | | | |
|  | FY2017 | | | FY2018 | | FY2019 | FY2020 | | FY2021 | | | |
| Number of Students Enrolled | 32 | | | 20 | | 23 | 30 | | 30 | | | |
| Number of Completers | 4 | | | 9 | | 5 | 8 | | 8 | | | |
| Other (Please identify) |  | | |  | |  |  | |  | | | |
| What disaggregated data was reviewed?  If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.  It may also be appropriate to analyze intersectionality among student demographics (e.g., gender & race, special population status & race, etc.) | Program data reports, which include enrollment broken down by several demographic factors including race, disadvantaged status, average ACT, gender, age, and residence, for the last five years were reviewed. These reports also contain persistence and course success rates.  JWCC compared our district with the total CTE concentrators and can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. | | | | | | | | | | | |
| How does the data support the program goals?  Elaborate. | The program goals are broad and encompass skills that apply to all learners regardless of demographics. | | | | | | | | | | | |
| Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain. | CTE enrollment at JWCC is heavily skewed towards White students (91.87%). The second largest concentration of students are African American students at 4.42% of the total CTE enrollment. The third largest concentration of students are the Hispanic American students at 2.30% of the total CTE Enrollment. This trend is largely followed in the specific breakdowns of high demand sectors.  Of the 5 Asian students participating in a CTE program 80% of them are located in the health care sector, specifically 40% in Nursing and 40% in the Nursing Assistant degree. The remaining 20% of the students are not part of a degree in the high employment sectors.  Of the 25 African American Students a total of 52% are part of the high demand sectors. 28% of the students are located in the health sector and 24% are located in the manufacturing sector.  Of the 3 Pacific American students there were a total of 66.66% located in high demand sectors, 33% were located in the health care sector and the other 33% was located in the manufacturing sector.  Of the 13 Hispanic students 16% were part of the high demand sectors. 8% of the Hispanic students were located in the health care sector while the remaining 8% were located in the manufacturing sector. Leading to the second lowest portion of Hispanic students who were a part of a high demand sector.  There was 1 Native American student enrolled in a CTE program, and they were not part of the high demand sector. The Native American students are the most poorly represented in a high demand sector.  Of the students with a disability over 87% were partaking in a CTE program that was considered a part of the high demand sector.  The breakdown of the high demand sectors shows a trend to be predominantly white, for the case of the agriculture and transportation sector they are represented by a solely white demographic.  The largest equity gaps identified for high demand sectors were Hispanic students, the Native American student and the Agriculture and transportation sectors.  Looking at the LWIA 14 local occupational wages we pulled any current CTE occupations at JWCC that had an annual entry wage that was more or equal to the LWIA median wage. 15 occupations had an entry wage higher than the median wage. Next, we pulled enrollment data to compare how many of our total CTE concentrators were in high wage sector programs. 67% of the total CTE enrollment is high wage. Regarding race, 68% of African American, 80% of the Asian, 100% of the Native American, 23.08% of the Hispanic, 66.54% of the white, 100% of the Pacific American, and 15% of the unknown race CTE students were in high wage programs. The Hispanic population has the lowest percent of the people in a high wage sector. The second lowest despite having the largest population is the White population at 66.5%. This is due to most of the population being White skewing the average to be closer to the average of White students in a high wage program. It is shown that despite having low numbers overall the Asian, Native American, African American, and Pacific American ethnicities have a large majority of their population join a high wage sector. | | | | | | | | | | | |
| What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps. | There were 4 programs that are high demand and high wage for our Local Workforce and innovation Area. Nursing, Radiological Technology, Surgical Technology, and Electrical/Industrial Maintenance Technology. If we want students to be as successful as possible, it is important to focus on the programs that are both high wage and high demand. Efforts should be made to highlight our healthcare and manufacturing programs. This is no surprise, when referencing our area, it is easy to see that our largest employers are healthcare and manufacturing. It may be important to review new avenues in these sectors and see if there is a new program that can and should be started to better serve our students and the community. Some root causes for our equity and racial equity gaps are due to regional population deficits. The JWCC district is not as diverse as more urban regions such as Chicago. Regardless of this, we do make efforts to recruit and maintain inclusivity among our more diverse groups. Brainstorming, there are additional ways we could recruit by going to community organizations and churches that have a more diverse population. | | | | | | | | | | | |
| Are the students served in this program representative of the total student population? Please  explain. | When comparing JWCC district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. This trend is also consistent in our Electrical program. | | | | | | | | | | | |
| Are the students served in this program representative of the district population? Please  explain. | When comparing JWCC district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. This trend is also consistent in our Electrical program. | | | | | | | | | | | |
| **Review Results** | | | | | | | | | | | | |
| **Action** | X Continued with Minor Improvements   * Significantly Modified * Placed on Inactive Status * Discontinued/Eliminated * Other (please specify) | | | | | | | | | | | |
| **Summary Rationale** Please provide a brief rationale for the chosen  action. | The program is financially and academically stable. The program remains relevant to the needs of the region. | | | | | | | | | | | |
| **Intended Action Steps** What are the action steps resulting from this review? Please detail a timeline  and/or dates for each step. | Continue to explore online delivery of academic material.  Continue to actively engage employers in curricular decisions.  Continue to look at course in the IMT and ELE programs that can be combined.  Investigate if additional networking skills are required. | | | | | | | | | | | |
| **Program Objectives**  If program objectives are not being met, what action steps will be taken to achieve program objectives? | No action required. | | | | | | | | | | | |
| **Performance and Equity**  To what extent are action steps being implemented to address equity gaps, including racial equity gaps? | | There is not much diversity in our district.  We place equity at the forefront of decisions made regarding our CTE programming. We continue to reach out to members of special populations to promote CTE program as a career choice. | | | | | | | |
| **Resources Needed** | None currently | | | | | | | | | | | |
| **Responsibility**  Who is responsible for completing or implementing the modifications? | Dean of CTE | | | | | | | | | | | |

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| **Career & Technical Education** | | | | | | | | | | | | |
| College Name: | | | | | **John Wood Community College** | | | | | | | |
| Academic Years Reviewed: | | | | | **FY2022-FY2020** | | | | | | | |
| **Program Identification Information** | | | | | | | | | | | | |
| Program Title | | | | Degree or Cert | Total Credit Hours | | 6-Digit CIP Code | | | List all certificate programs that are stackable  within the parent degree | | |
| **Electrician** | | | | **Cert** | **30** | | **460302** | | |  | | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable  credential within this template or results may be reported within its own template. This is at the discretion of the college. | | | | | | | | | | | | |
| **Program Objectives**  What are the overarching objectives of the program? *(i.e., what are the program learning outcomes? What occupations is this program intended to prepare students for?)* | | | | | 1. The student will demonstrate a knowledge and practical use of OSHA regulations  1.1. Demonstrate six examples of PPE and discuss their purposes, characteristics, and regulations  1.2. Explain how chemical hazards (and exposures to them) can be controlled  1.3. Identify and discuss considerations for avoiding accidents associated with material handling  1.4. Explain how the National Electrical Code (NEC) addresses electrical safety and shock prevention  1.5. Identify common fire extinguishers and explain their operation and application  2. The student will demonstrate knowledge and practical use of basic circuit characteristics  2.1. Be able to calculate and measure voltage, current, and resistance in a circuit using Ohm’s Law  2.2. Calculate and measure series and parallel circuit values  2.3. Construct basic DC and AC circuits  2.4. Perform measurements and analysis of power in DC circuits  3. The student will be able to install wiring for residential systems using proper National Electrical Code techniques  3.1. Explain the objective of the National Electrical Code  3.2. Identify the different types of insulation and list their use  3.3. Demonstrate the proper technique to wiring single pole, 3-way, and 4-way switches  3.4. Demonstrate the proper technique to wire a receptacle and a light fixture  3.5. Demonstrate how to wire different configurations in a junction box  Occupations include:  Electrician  Helper - Electrician | | | | | | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives  is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)* | | | | | Annual assessments of goals/outcomes show that we are meeting the goals, with minor adjustments.  Feedback from employers during our advisory meetings concur that students are meeting those objectives. | | | | | | | |
| **Past Program Review Action** What action was reported last time the program was reviewed? Were  these actions completed? | | | | | Continue to combine IMT and ELE courses where possible.  Continue to explore online delivery of academic material.  Continue to actively engage employers in curricular decisions.  Yes. | | | | | | | |
| **Review Team**  Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process. | | | | | Dave Hetzler – Dean CTE  Review of institutional data  Dave Leonard – Asst professor – Industrial Technology.  Coordinator for Electrical and CAD program. Teaches several of the courses. Leads Advisory group. | | | | | | | |
| **Stakeholder Engagement** Please list other stakeholders and participants who were engaged in this process (i.e., Student Support  Services, students, employers, etc.)  Also describe their role or engagement in this process. | | | | | ELE/IMT Advisory Committee. A review of our objectives and student performance toward those outcomes are done at each Advisory committee meeting.  Career Services – Employer visits and feedback from their advisory committee. | | | | | | | |
| **CTE Program Review Analysis**  Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | | | | | | | | | |
| Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving  forward. | | | | No pre-requisites are required. | | | | | | | | |
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | | | | N/A | | | | | | | | |
| **Indicator 1: Need** | | | | **Response** | | | | | | | | |
| 1.1 What is the labor market demand for the program? Cite local and regional labor market information. | | | | Strong demand.  Per ONet:  Electrician Helpers – 70 positions annually in Illinois  Electrician – 2940 positions annually in Illinois  Per Illinois WorkNet (Quincy/Macomb/Galesburg)  Electrician Helpers – 1 position annually  Electrician – 310 positions annually | | | | | | | | |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | | | | Demand has been steady over the past years. See data above. | | | | | | | | |
| 1.3 What labor market information sources are utilized and how often are LMI data reviewed? | | | | Illinois WorkNet and O\*Net. Reviewed annually. We meet regularly with our local industries and local area economic development leaders to gather labor market information. | | | | | | | | |
| 1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g., how/where are students recruited for this  program?) | | | | We recruit via advertising, Lunch and Learns, Chamber events, high school visits, job fairs, word of mouth, CTE roadshows and etc. Advising Career Coaches visit our area secondary schools and vocational centers on a regular schedule. We have annual Makerfest event that brings in 300 juniors and seniors to visit our Workforce Center and visit with employers at the Civic center. During Covid many of these activities happened virtually. | | | | | | | | |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | | | | JWCC curriculum committee meets monthly during the academic year. Once approved by the committee, it requires Faculty Senate approval, Board of Trustees approval before submitting to ICCB. | | | | | | | | |
| 1.6 Did the review of program need result in actions or modifications (e.g., closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. | | | | The Electrician certificate is the foundation for the Electrical AAS degree. Students earning the certificate and continuing for their AAS degree are being successful. No action items were identified. | | | | | | | | |
| **Indicator 2:**  **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* [*https://www.iccb.org/academic\_affairs/program-review/*](https://www.iccb.org/academic_affairs/program-review/)*)* | | | | **Response** | | | | | | | | |
| * 1. How does the institution assess cost-effectiveness for CTE programming? Consider:      + Costs to the institution associated with this program      + How costs compare to other similar programs on campus      + How the college is paying for this program and its costs (e.g., grants, tuition, fees (lab, technology, background checks, etc.).      + Revenue Analysis      + Student to faculty ratio      + Course/section fill rates      + Enrollment trends      + Credit hours earned year to year      + Scheduling efficiency | | | | |  |  | | --- | --- | | The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to College averages. |  | | For FY2021 the Electrical Technology Department (10307) generated total revenue of $121,106 and incurred $72,566 in expenses. The net revenue per credit hour of the Electrical Technology Department was $85.03. |  | | The Electrical Technology Department utilized $8,785.43 in additional grant funds in FY2021 to support the department. |  | |  |  |   Average class size is 12.47    ELE 110 Intro to Electricity fill rate is strong, we run 2 sections in the Fall semester. ELE 125 Electrical Applications I and ELE 130 Residential Electricity fill rate is strong, we run two sections in the Spring semester.    Credit hours earned for the Electrical program (certificate & AAS):   1. FY16: 684 2. FY17: 564 3. FY18: 517 4. FY19: 527 5. FY20: 542 | | | | | | | | |
| * 1. What are the findings of the cost-effectiveness analysis? | | | | Revenue meets expectation  Net revenue per credit hour:  FY18 = $72.41  FY 19 = $88.09  FY 20 = $106.71 | | | | | | | | |
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding  source? Please explain. | | | | Most cost is not offset by grant funding. | | | | | | | | |
| 2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)  How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g., WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming) | | | | The cost to similar to other 2 semester certificate programs.  Student can apply for financial aid. The program is an approved WIOA program. Scholarships are available through the JWCC Foundation. Students may qualify for Perkins’s support services. | | | | | | | | |
| 2.5 How will the college increase the cost- effectiveness of this program? | | | | No action needed | | | | | | | | |
| 2.6 Did the review of program cost result in any actions or modifications? Please explain. | | | | No | | | | | | | | |
| **Indicator 3: Quality** | | | | **Response** | | | | | | | | |
| 3.1 What are the delivery methods of this program? (e.g., traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?  How do the success rates of each delivery system compare? | | | | Most of the courses in this program are tradition format with a lecture/lab component. The is one on-line course, and one blended course. The blended course allows students to do the lecture portion online and the lab portion in person.  For ELE courses:  Lecture = 96.15%  On-line = 90.91% | | | | | | | | |
| 3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered? | | | | Through our assessment program and advisory committee feedback. Our assessment program is a method for continuous improvement | | | | | | | | |
| 3.3 Is this program part of a [Program of Study](https://www.iccb.org/cte/programs-of-study/) as defined by Perkins V and approved by the ICCB?  If yes, describe any strengths or challenge to program of study implementation. | | | | No currently. Since the ICCB Computer network has been down, we are waiting for feedback from previous submitted POS before submitting additional ones. | | | | | | | | |
| 3.4 Does this program meet the definition of a [career pathway program](http://www.iccb.org/cte/wp-content/uploads/2018/01/Statewide-Career-Pathway-Definition-as-adopted-by-the-ICCB-on-Dec-1.pdf)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway  elements. | | | | Yes.  1.Increase Postsecondary and Industry-Recognized Credential Attainment.  Embedded in this certificate is the opportunity for the students to earn the MSSC CPT Safety credential and OSHA 10 card.  2. Enhance Career Pathway Opportunities  This certificate is the foundation level for Electrical AAS degree.  3. Increase Early College Opportunities  John Wood offers dual credit opportunities to our area high schools. Mfg 113, Introduction the Manufacturing & Industrial safety course is offered to Western High School, Southeastern High School, and home school students.  4. Increase Responsiveness to Communities’ Workforce Needs  We continually monitor our local workforce needs with input from our advisory committees and local economic development agencies. We recently added an advisory committee for our Career Services department. That advisory board is made up of primary Business and Industry HR managers.  5. Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Educators  Professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. The courses included in the certificate are taught by both full-time faculty and associate faculty. The associate faculty members are currently working in or retired from electrical related occupations. One associate faculty is also a full-time faculty at the local secondary vocational center. One full-time faculty member also teaches at Western Illinois University. | | | | | | | | |
| 3.5 What innovations, that contribute to quality or academic success, have been implemented  within this program that other colleges would want to learn about? | | | | We incorporated the OSHA 10 training into the course that was developed to meet the MSSC safety credential. The IMT 120 Industrial Motors and Controls uses a blended format that allows students to do the lecture portion on-line and the lab portion in person. | | | | | | | | |
| 3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority? | | | | Mfg 113, Introduction the Manufacturing & Industrial safety is the only CTE course in the electrician certificate that is currently being taken as dual credit. The Math elective and Written Communications electives are offered on-line and could be available for dual credit. Depending on the semester, we’ll have 8-16 students enrolled in that course. Since most of the courses require lab equipment to be successful, we are limited to what can be offered. ELE 100 and ELE 120 could be offered if there were demand. | | | | | | | | |
| 3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.  How do these opportunities improve the quality of the program?  In what ways can these opportunities be improved? | | | | There is a 3-credit hour elective in the certificate program that could be used as an internship.  Courses that include a lab section, provides students with a work-based learning environment. Our lab equipment is industrial grade equipment, which provide the students with hands-on activities that is simulate on-the-job activities. | | | | | | | | |
| 3.8 Is industry accreditation required for this program (e.g., nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g.  automotive technology, ASE). | | | | No | | | | | | | | |
| 3.9 Are there industry-recognized credentials embedded within this program? If so, please list. | | | | Yes. MSSC safety credential, OSHA 10 card, and ELE White card. | | | | | | | | |
| 3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate. | | | | No | | | | | | | | |
| 3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam. | | | | N/A | | | | | | | | |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | | | | This program ladders to the Electrical AAS. There are articulation agreements with universities for the AAS degree. | | | | | | | | |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?  What opportunities exist for other partnerships? | | | | No new partners have been identified since the last review. | | | | | | | | |
| 3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? | | | | John Wood is committed to the advancement of equitable access to education. John Wood has a Disability Services Coordinator on staff to provide appropriate resources and support services which will ensure students with disabilities the opportunity to competitively pursue a college education.  In addition, the Disability Services Coordinator assists other college departments in providing access to services and programs. Students with disabilities at JWCC have the right to:  * equal access to courses, programs, services, activities, and facilities offered through the college. * an equal opportunity to learn, and to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services. * appropriate confidentiality of all information regarding their disability and to choose to whom, outside of the college, information about their disability will be disclosed, except as disclosures are required or permitted by law. * information, reasonably available in accessible formats.   Reasonable accommodations are individualized and flexible, based on the nature of the documented disability and the academic environment. Below is a partial list of common accommodations:   * accessible classroom location/furniture * alternative assistive computer technology * assistive listening devices * sign language interpreters * ways of completing assignments * notetakers * separate testing location * use of calculator * extended time on exams * texts on tape   readers and scribes | | | | | | | | |
| 3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?  What additional professional development is needed? | | | | Professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. We continue to engage with our faculty and advisory committees to determine need of additional professional development | | | | | | | | |
| 3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? | | | | We have a Diversity, Equity and Inclusion committee on campus that provides professional development opportunities. | | | | | | | | |
| 3.17 What is the status of the current technology and equipment used for this program? | | | | All equipment is current technology and in good working condition. | | | | | | | | |
| 3.18 What assessment methods are used to ensure student success? | | | | Assessments are conducted by the program coordinator and documented on an annual basis in accordance with the College’s assessment plan. Assessments include the collection and scoring of classrooms artifacts. | | | | | | | | |
| 3.19 How are these results utilized and shared with others at the institution for continuous improvement? | | | | Through the Faculty Senate Assessment program | | | | | | | | |
| 3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?) | | | | We combined ELE 215 Electric Motors and Controls with IMT 120 Industrial Motors and Controls. We are currently doing a course revision to ELE 130 to incorporate update textbook. | | | | | | | | |
| 3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected? | | | | Feedback from students is positive. Students’ satisfaction is normal collected from direct communication between the student and faculty and student and advisors. | | | | | | | | |
| 3.22 How does the program advisory committee contribute to the quality of the program? How  can this engagement be improved? | | | | Our advisory committee contribute to the quality of the program by offering advising on course content and equipment. Our advisory committee was instrumental in the discussion to combine IMT 120 and ELE 215 | | | | | | | | |
| 3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities) | | | | Employers make class visits to provide information about their company and current job opening. They reach out to us when they have opening so our career services department can contact students. | | | | | | | | |
| 3.24 How satisfied are employers in the preparation of the program’s graduates?  How is employer satisfaction information collected? | | | | Employers have confirmed that students are well prepared. This is communicated during our advisory committee meetings. | | | | | | | | |
| 3.25 What are the program’s strengths? | | | | The strength of the program is the state-of-the-art equipment and faculty qualifications. | | | | | | | | |
| 3.26 What are the identified or potential weaknesses of the program? | | | | Being able to offer more dual credit opportunities. | | | | | | | | |
| 3.27 Did the review of program quality result in any actions or modifications? Please explain. | | | | No | | | | | | | | |
| List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc. | | | | | | | | | | | | |
| No barriers were encountered  Retention is the program is strong,  Placement is strong in our area for all electrical positions.  Students are support by career services while seeking internships and employment.  Students works closely with their advisors to ensure course sequencing is not an issue. | | | | | | | | | | | | |
| **Performance and Equity**  Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort. | | | | | | | | | | | | |
| CTE Program | Electrician | | | | | | | | | | | |
| CIP Code | **460302** | | | | | | | | | | | |
|  | FY2017 | | | FY2018 | | FY2019 | FY2020 | | FY2021 | | | |
| Number of Students Enrolled | 6 | | | 10 | | 12 | 11 | | 11 | | | |
| Number of Completers | 5 | | | 7 | | 16 | 9 | | 9 | | | |
| Other (Please identify) |  | | |  | |  |  | |  | | | |
| What disaggregated data was reviewed?  If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.  It may also be appropriate to analyze intersectionality among student demographics (e.g., gender & race, special population status & race, etc.) | Program data reports, which include enrollment broken down by several demographic factors including race, disadvantaged status, average ACT, gender, age, and residence, for the last five years were reviewed. These reports also contain persistence and course success rates.  JWCC compared our district with the total CTE concentrators and can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. | | | | | | | | | | | |
| How does the data support the program goals?  Elaborate. | The program goals are broad and encompass skills that apply to all learners regardless of demographics. | | | | | | | | | | | |
| Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain. | CTE enrollment at JWCC is heavily skewed towards White students (91.87%). The second largest concentration of students are African American students at 4.42% of the total CTE enrollment. The third largest concentration of students are the Hispanic American students at 2.30% of the total CTE Enrollment. This trend is largely followed in the specific breakdowns of high demand sectors.  Of the 5 Asian students participating in a CTE program 80% of them are located in the health care sector, specifically 40% in Nursing and 40% in the Nursing Assistant degree. The remaining 20% of the students are not part of a degree in the high employment sectors.  Of the 25 African American Students a total of 52% are part of the high demand sectors. 28% of the students are located in the health sector and 24% are located in the manufacturing sector.  Of the 3 Pacific American students there were a total of 66.66% located in high demand sectors, 33% were located in the health care sector and the other 33% was located in the manufacturing sector.  Of the 13 Hispanic students 16% were part of the high demand sectors. 8% of the Hispanic students were located in the health care sector while the remaining 8% were located in the manufacturing sector. Leading to the second lowest portion of Hispanic students who were a part of a high demand sector.  There was 1 Native American student enrolled in a CTE program, and they were not part of the high demand sector. The Native American students are the most poorly represented in a high demand sector.  Of the students with a disability over 87% were partaking in a CTE program that was considered a part of the high demand sector.  The breakdown of the high demand sectors shows a trend to be predominantly white, for the case of the agriculture and transportation sector they are represented by a solely white demographic.  The largest equity gaps identified for high demand sectors were Hispanic students, the Native American student and the Agriculture and transportation sectors.  Looking at the LWIA 14 local occupational wages we pulled any current CTE occupations at JWCC that had an annual entry wage that was more or equal to the LWIA median wage. 15 occupations had an entry wage higher than the median wage. Next, we pulled enrollment data to compare how many of our total CTE concentrators were in high wage sector programs. 67% of the total CTE enrollment is high wage. Regarding race, 68% of African American, 80% of the Asian, 100% of the Native American, 23.08% of the Hispanic, 66.54% of the white, 100% of the Pacific American, and 15% of the unknown race CTE students were in high wage programs. The Hispanic population has the lowest percent of the people in a high wage sector. The second lowest despite having the largest population is the White population at 66.5%. This is due to most of the population being White skewing the average to be closer to the average of White students in a high wage program. It is shown that despite having low numbers overall the Asian, Native American, African American, and Pacific American ethnicities have a large majority of their population join a high wage sector. | | | | | | | | | | | |
| What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps. | There were 4 programs that are high demand and high wage for our Local Workforce and innovation Area. Nursing, Radiological Technology, Surgical Technology, and Electrical/Industrial Maintenance Technology. If we want students to be as successful as possible, it is important to focus on the programs that are both high wage and high demand. Efforts should be made to highlight our healthcare and manufacturing programs. This is no surprise, when referencing our area, it is easy to see that our largest employers are healthcare and manufacturing. It may be important to review new avenues in these sectors and see if there is a new program that can and should be started to better serve our students and the community. Some root causes for our equity and racial equity gaps are due to regional population deficits. The JWCC district is not as diverse as more urban regions such as Chicago. Regardless of this, we do make efforts to recruit and maintain inclusivity among our more diverse groups. Brainstorming, there are additional ways we could recruit by going to community organizations and churches that have a more diverse population. | | | | | | | | | | | |
| Are the students served in this program representative of the total student population? Please  explain. | Looking at the chart that we made comparing our district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. A review of the enrollment data for Electrical program shows the highest enrollment for white and female students. Therefore, enrollment in this program follows the overall JWCC CTE enrollment trend. | | | | | | | | | | | |
| Are the students served in this program representative of the district population? Please  explain. | When comparing JWCC district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. This trend is also consistent in our Electrical program. | | | | | | | | | | | |
| **Review Results** | | | | | | | | | | | | |
| **Action** | X Continued with Minor Improvements   * Significantly Modified * Placed on Inactive Status * Discontinued/Eliminated * Other (please specify) | | | | | | | | | | | |
| **Summary Rationale** Please provide a brief rationale for the chosen  action. | The program is financially and academically stable. The program remains relevant to the needs of the region. | | | | | | | | | | | |
| **Intended Action Steps** What are the action steps resulting from this review? Please detail a timeline  and/or dates for each step. | Continue to explore online delivery of academic material.  Continue to actively engage employers in curricular decisions. | | | | | | | | | | | |
| **Program Objectives**  If program objectives are not being met, what action steps will be taken to achieve program objectives? | No action required. | | | | | | | | | | | |
| **Performance and Equity**  To what extent are action steps being implemented to address equity gaps, including racial equity gaps? | | There is not much diversity in our district.  We place equity at the forefront of decisions made regarding our CTE programming. We continue to reach out to members of special populations to promote CTE program as a career choice. | | | | | | | |
| **Resources Needed** | None currently | | | | | | | | | | | |
| **Responsibility**  Who is responsible for completing or implementing the modifications? | Dean of CTE | | | | | | | | | | | |

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| **Career & Technical Education** | | | | | | | | | | | | |
| College Name: | | | | | **John Wood Community College** | | | | | | | |
| Academic Years Reviewed: | | | | | **FY2022-FY2020** | | | | | | | |
| **Program Identification Information** | | | | | | | | | | | | |
| Program Title | | | Degree or Cert | | Total Credit Hours | | | 6-Digit CIP Code | | List all certificate programs that are stackable  within the parent degree | | |
| **Medical Office** | | | **Cert** | | **17** | | | **510705** | |  | | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable  credential within this template or results may be reported within its own template. This is at the discretion of the college. | | | | | | | | | | | | |
| **Program Objectives**  What are the overarching objectives of the program? *(i.e., what are the program learning outcomes? What occupations is this program intended to prepare students for?)* | | | | | 1. The student will have appropriate knowledge of basic computer skills and be able to accurately enter data using the keyboard. 2. The student will have a general understanding of medical terminology. 3. The student will understand how to perform routine healthcare administrative tasks. 4. The student will develop excellent customer service skills. | | | | | | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives  is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)* | | | | | Annual assessments of goals/outcomes show that we are meeting the goals, with minor adjustments. | | | | | | | |
| **Past Program Review Action** What action was reported last time the program was reviewed? Were  these actions completed? | | | | | N/A | | | | | | | |
| **Review Team**  Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process. | | | | | Devron Sternke – Department Chair of Computer Science and Graphic Design instructor – provided information on course content, assessment, articulation agreements and dual credit, instructor credentials, and program quality  David Hetzler – Dean of CTE – provided information about program goals and assessment, career pathways, and community partnerships  Rachel Hansen – Director of Instructional Support for CTE – compiled information from all sources to create program review.  Lisa Atwell – Assistant Professor OTF/CSC. provided information on course content  Josh Welker – Dean of Business Services and Institutional Effectiveness – provided program financial information and enrollment statistics  Jacob Dalke – Institutional Effectiveness – provided and summarized data regarding college demographics and equity gaps | | | | | | | |
| **Stakeholder Engagement** Please list other stakeholders and participants who were engaged in this process (i.e., Student Support  Services, students, employers, etc.)  Also describe their role or engagement in this process. | | | | | Additional information for specific questions in the program review was provided by: Dual Credit coordinator, Career Services manager, Disability Services coordinator, Advising and Retention department and from minutes from meetings of the Combined Business/Computer Science/Office Technology Advisory Council. | | | | | | | |
| **CTE Program Review Analysis**  Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | | | | | | | | | |
| Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving  forward. | | | | | There are no pre-requisites for this program. | | | | | | | |
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | | | | | N/A | | | | | | | |
| **Indicator 1: Need** | | | | | **Response** | | | | | | | |
| 1.1 What is the labor market demand for the program? Cite local and regional labor market information. | | | | | According to O-Net projections, in 2018 there were 23,821 medical assistant positions in the state of Illinois; 2028 predictions are for 25,670 positions which is an 8% change.  The West Central Economic Development Region shows 2,664 jobs for medical information and record clerks in 2021. The Quincy area is a regional health care hub and there is high demand for graduates of all JWCC medical related programs. | | | | | | | |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | | | | | There is a steady increase in demand for medical assistants. | | | | | | | |
| 1.3 What labor market information sources are utilized and how often are LMI data reviewed? | | | | | Illinois WorkNet and O\*Net. Reviewed annually. We meet regularly with our local industries and local area economic development leaders to gather labor market information. | | | | | | | |
| 1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g., how/where are students recruited for this  program?) | | | | | We recruit via targeted advertising, Chamber events, high school visits, job fairs, word of mouth, CTE roadshows etc. Advising Career Coaches visit our area secondary schools and vocational centers on a regular schedule. During Covid many of these activities happened virtually. | | | | | | | |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | | | | | The college has embraced the Program Improvement Process through the development and implementation of an Assessment Cycle. Specifically, assessment evaluation results are typically evaluated by staff and the Advisory Council, with recommendations for improvement noted and built into the next year’s teaching and course development process. These recommendations are also included in the budgeting process as needed to provide the necessary resources for the next year. This is a continuous process now controlled by the Faculty Senate and directed by the Senate Committee on Assessment. | | | | | | | |
| 1.6 Did the review of program need result in actions or modifications (e.g., closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. | | | | | We need to look at our recruitment procedures and find new and creative ways to target and recruit potential students | | | | | | | |
| **Indicator 2:**  **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* [*https://www.iccb.org/academic\_affairs/program-review/*](https://www.iccb.org/academic_affairs/program-review/)*)* | | | | | **Response** | | | | | | | |
| * 1. How does the institution assess cost-effectiveness for CTE programming? Consider:      + Costs to the institution associated with this program      + How costs compare to other similar programs on campus      + How the college is paying for this program and its costs (e.g., grants, tuition, fees (lab, technology, background checks, etc.).      + Revenue Analysis      + Student to faculty ratio      + Course/section fill rates      + Enrollment trends      + Credit hours earned year to year      + Scheduling efficiency | | | | | |  | | --- | | The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to College averages. | | For FY2021 the Office Technology Department (10203) generated total revenue of $177,028 and incurred $153,889 in expenses. The net revenue per credit hour of the Office Technology Department was $27.10. | | The Office Technology Department utilized $2,813.86 in additional grant funds in FY2021 to support the department. |   The average class size for OFT courses is 13.95.  Credit hours earned for the OFT - Medical program (certificate & AAS):   1. FY16: 596 2. FY17: 836 3. FY18: 810 4. FY19: 935 5. FY20: 1002 | | | | | | | |
| * 1. What are the findings of the cost-effectiveness analysis? | | | | | Scheduling changes and an increase in enrollment have helped improve cost-effectiveness.  FY18 = ($43.54)  FY 19 = ($30.08)  FY 20 = $6.85 | | | | | | | |
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding  source? Please explain. | | | | | Not supported by Grant funds. | | | | | | | |
| 2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)  How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g., WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming) | | | | | Student can apply for financial aid. The program is an approved WIOA program. Scholarships are available through the JWCC Foundation. Students may qualify for Perkins’s support services. | | | | | | | |
| 2.5 How will the college increase the cost- effectiveness of this program? | | | | | We will continue to focus on increasing enrollment and maximizing class sizes | | | | | | | |
| 2.6 Did the review of program cost result in any actions or modifications? Please explain. | | | | | We need to look at our recruitment procedures and find new and creative ways to target and recruit potential students. | | | | | | | |
| **Indicator 3: Quality** | | | | | **Response** | | | | | | | |
| 3.1 What are the delivery methods of this program? (e.g., traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?  How do the success rates of each delivery system compare? | | | | | Traditional classroom, Open Learning, Online, and Blended.  Lecture = 93.75%  Open Learning = 100%  On-line = 90.56%  Blended = 90.91% | | | | | | | |
| 3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered? | | | | | JWCC meets with Advisory Councils to gain input on the required skill set needs of our industry partners. This information informs curricula decisions and impacts the delivery of contextualized instruction. Also, JWCC’s Career and Technical Education programs focus on addressing identified workforce gaps and improving workforce equity among at-risk student populations by collaborating with other local community organizations. A network of WIOA partners meet to identify community workforce needs and address barriers to sustained employment in in-demand occupations. This diverse network of businesses, social service agencies, municipal departments, and faith-based organizations provides a direct link to target under-served populations. Also, by promoting and modeling employment equity, JWCC hopes to increase student completion among at-risk groups and improve the transition of these individuals into the workforce. | | | | | | | |
| 3.3 Is this program part of a [Program of Study](https://www.iccb.org/cte/programs-of-study/) as defined by Perkins V and approved by the ICCB?  If yes, describe any strengths or challenge to program of study implementation. | | | | | Is scheduled to be submitted as a Program of Study | | | | | | | |
| 3.4 Does this program meet the definition of a [career pathway program](http://www.iccb.org/cte/wp-content/uploads/2018/01/Statewide-Career-Pathway-Definition-as-adopted-by-the-ICCB-on-Dec-1.pdf)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway  elements. | | | | | Yes.   1. Increase Postsecondary and Industry-Recognized Credential Attainment.   There isn't a specific certification in medical terminology. However, just as courses in medical terminology are used in the medical certificate and degree programs, many examinations to become certified in health care professions include medical terminology content.  2. Enhance Career Pathway Opportunities  This certificate ladders in the Office Technology – Medical Option AAS degree.  3. Increase Early College Opportunities  John Wood offers dual credit opportunities to our area high schools.  4. Increase Responsiveness to Communities’ Workforce Needs  We continually monitor our local workforce needs with input from our advisory committees and local economic development agencies. We recently added an advisory committee for our Career Services department. That advisory board is made up of primary Business and Industry HR managers.  5. Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Educators  Professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. | | | | | | | |
| 3.5 What innovations, that contribute to quality or academic success, have been implemented  within this program that other colleges would want to learn about? | | | | | In late 2020, John Wood was able to utilize grant money received as a result of COVID relief funds to retain a Student Success Coach in our academic advising department. Our Student Success Coach works with students who fall into the category of “average” in the area of academic success (not the best or worst students academically). This group of students are found to be the least connected to campus resources and therefore are susceptible to decreased academic success or retention. In choosing students to receive services from the Student Success Coach, the following criteria are considered:  -For current students: a cumulative GPA of 2.0-2.7 who are not connected to other supportive services (TRIO)  - For incoming high school students: cumulative high school GPA of 2.0-2.8 who are not connected to other supportive services (Academic Talent Service)  -For students who have dropped out of John Wood and are re-enrolling: cumulative GPA of 2.0-2.7 | | | | | | | |
| 3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority? | | | | | Some of the required general education courses include dual credit options. None are available for discipline-specific courses. | | | | | | | |
| 3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.  How do these opportunities improve the quality of the program?  In what ways can these opportunities be improved? | | | | | This program has a job-shadowing program available through Blessing Physician Services so students can get into various office settings to observe. Blessing Physician Services uses this as a “pre-screening” for potential hiring. Internships are available, but not requirement for the certificate. | | | | | | | |
| 3.8 Is industry accreditation required for this program (e.g., nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g.  automotive technology, ASE). | | | | | No | | | | | | | |
| 3.9 Are there industry-recognized credentials embedded within this program? If so, please list. | | | | | No | | | | | | | |
| 3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate. | | | | | No | | | | | | | |
| 3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam. | | | | | None | | | | | | | |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | | | | | JWCC has articulation agreements in place with Western Illinois University, University of Northern Iowa, University of Northern Illinois, Governor’s State University, Southern Illinois University and Missouri Western State. | | | | | | | |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?  What opportunities exist for other partnerships? | | | | | Advisory Council made up of industry leaders meets once per semester to review the program and make recommendations. We continue to seek out new partners to be part of our advisory council. | | | | | | | |
| 3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? | | | | | John Wood is committed to the advancement of equitable access to education. John Wood has a Disability Services Coordinator on staff to provide appropriate resources and support services which will ensure students with disabilities the opportunity to competitively pursue a college education.  In addition, the Disability Services Coordinator assists other college departments in providing access to services and programs. Students with disabilities at JWCC have the right to:  * equal access to courses, programs, services, activities, and facilities offered through the college. * an equal opportunity to learn, and to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services. * appropriate confidentiality of all information regarding their disability and to choose to whom, outside of the college, information about their disability will be disclosed, except as disclosures are required or permitted by law. * information, reasonably available in accessible formats.   Reasonable accommodations are individualized and flexible, based on the nature of the documented disability and the academic environment. Below is a partial list of common accommodations:   * accessible classroom location/furniture * alternative assistive computer technology * assistive listening devices * sign language interpreters * ways of completing assignments * notetakers * separate testing location * use of calculator * extended time on exams * texts on tape * readers and scribes | | | | | | | |
| 3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?  What additional professional development is needed? | | | | | Many professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. | | | | | | | |
| 3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? | | | | | Faculty workshops, in-service college-wide events and JWCC diversity team provides information to faculty related to student-centered approaches to teaching, where the students’ unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student’s cultural place in the world. JWCC administration has access to the same culturally responsive professional development as our faculty.  We discuss cultural responsiveness with our workforce partners and advisory committees as we meet with them to discuss workforce needs and training program requirements. The office of Disability Services uses a database and spreadsheets to track accommodation requests. The Access and Equity committee are making the college aware of the Universal Design principle. Also, they are making all documents accessible to students. JWCC also goes through a full ADA review for faculty and grounds. JWCC has implemented Starfish Retention Software to help keep students on track and increase retention. Through this software, we are preparing to include analytics and success stories from what we have gathered through the software in the last few years. | | | | | | | |
| 3.17 What is the status of the current technology and equipment used for this program? | | | | | Technology/equipment for this program is up to date | | | | | | | |
| 3.18 What assessment methods are used to ensure student success? | | | | | Assessments are conducted and documented on an annual basis, such that all goals are assessed in a five-year period.  Assessments include scoring classroom artifacts, evaluating final projects, pre/post-tests, and observations. | | | | | | | |
| 3.19 How are these results utilized and shared with others at the institution for continuous improvement? | | | | | Results are shared with faculty at department meetings which are held monthly and shared at the college-wide assessment in-service days that are held quarterly. | | | | | | | |
| 3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?) | | | | | No changes have been made. Some courses have been updated to reflect newer editions of the textbooks. | | | | | | | |
| 3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected? | | | | | We get low responses from the survey, but informal communication indicates students are satisfied. | | | | | | | |
| 3.22 How does the program advisory committee contribute to the quality of the program? How  can this engagement be improved? | | | | | Advisory meetings have been held virtually and via email communication over the last two years. Getting back to in-person will help. | | | | | | | |
| 3.23 In what other ways are employers engaged in this program? (e.g., curriculum design, review, placement, work- based learning opportunities) | | | | | We reach out to employers for advice as needed. | | | | | | | |
| 3.24 How satisfied are employers in the preparation of the program’s graduates?  How is employer satisfaction information collected? | | | | | Employer satisfaction information is solicited at advisory council meetings. Advisory members are pleased with the preparation of JWCC graduates and give input and suggestions for program modifications when appropriate. | | | | | | | |
| 3.25 What are the program’s strengths? | | | | | The skills provided in this program are very relevant to the local job market as there are many community healthcare facilities.  Students are prepared for entry into the job market.  Soft Skills exposure and training are being incorporated into the curriculum based on the request of area employers. | | | | | | | |
| 3.26 What are the identified or potential weaknesses of the program? | | | | | None. | | | | | | | |
| 3.27 Did the review of program quality result in any actions or modifications? Please explain. | | | | | Need to increase in-person participation at advisory meetings. | | | | | | | |
| List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc. | | | | | | | | | | | | |
| No barriers were encountered, although Covid 19 pandemic caused many challenges.  Retention in the program is strong.  Students are supported by career services while seeking employment.  Students work closely with their advisors to ensure course sequencing is not an issue. | | | | | | | | | | | | |
| **Performance and Equity**  Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort. | | | | | | | | | | | | |
| CTE Program | | **Medical Office Certificate** | | | | | | | | | | |
| CIP Code | | **510705** | | | | | | | | | | |
|  | | FY2017 | | | FY2018 | | FY2019 | | FY2020 | FY2021 | | |
| Number of Students Enrolled | | 9 | | | 21 | | 13 | | 13 | 10 | | |
| Number of Completers | | 0% | | | 31.25% | | 62.5% | | 60% | 100% | | |
| Other (Please identify) | |  | | |  | |  | |  |  | | |
| What disaggregated data was reviewed?  If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.  It may also be appropriate to analyze intersectionality among student demographics (e.g., gender & race, special population status & race, etc.) | | Program data reports, which include enrollment broken down by several demographic factors including race, disadvantaged status, average ACT, gender, age, and residence, for the last five years were reviewed. These reports also contain persistence and course success rates. | | | | | | | | | | |
| How does the data support the program goals?  Elaborate. | | Program assessments are conducted annually.  Assessments indicate that students are performing at or above the acceptable range. Minor adjustments have been made to improve student performance. | | | | | | | | | | |
| Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain. | | CTE enrollment at JWCC is heavily skewed toward White students (91.87%). The second-largest concentration of students are African American students at 4.42% of the total CTE enrollment. The third-largest concentration of students are the Hispanic American students at 2.30% of the total CTE Enrollment. This trend is largely followed in the specific breakdowns of high-demand sectors.  Of the 5 Asian students participating in a CTE program 80% of them are located in the health care sector, specifically 40% in Nursing and 40% in the Nursing Assistant degree. The remaining 20% of the students are not part of a degree in the high employment sectors.  Of the 25 African American Students, a total of 52% are part of the high-demand sectors. 28% of the students are in the health sector and 24% are in the manufacturing sector.  Of the 3 Pacific American students there were a total of 66.66% located in high demand sectors, 33% were in the health care sector and the other 33% was in the manufacturing sector.  Of the 13 Hispanic students, 16% were part of the high-demand sectors. 8% of the Hispanic students were in the health care sector while the remaining 8% were in the manufacturing sector. Led to the second-lowest portion of Hispanic students who were a part of a high-demand sector.  There was 1 Native American student enrolled in a CTE program, and they were not part of the high-demand sector. The Native American students are the most poorly represented in a high-demand sector.  Of the students with a disability, over 87% were partaking in a CTE program that was considered a part of the high-demand sector.  The breakdown of the high-demand sectors shows a trend to be predominantly white, for the case of the agriculture and transportation sector are represented by a solely white demographic.  The largest equity gaps identified for high-demand sectors were Hispanic students, the Native American student, and the agriculture and transportation sectors.  Looking at the LWIA 14 local occupational wages we pulled any current CTE occupations at JWCC that had an annual entry wage that was more or equal to the LWIA median wage. 15 occupations had an entry wage higher than the median wage. Next, we pulled enrollment data to compare how many of our total CTE concentrators were in high wage sector programs. 67% of the total CTE enrollment is high wage. Regarding race, 68% of African American, 80% of the Asian, 100% of the Native American, 23.08% of the Hispanic, 66.54% of the white, 100% of the Pacific American, and 15% of the unknown race CTE students were in high wage programs. The Hispanic population has the lowest percent of the people in a high wage sector. The second lowest despite having the largest population is the White population at 66.5%. This is due to most of the population being White skewing the average to be closer to the average of White students in a high wage program. It is shown that despite having low numbers overall the Asian, Native American, African American, and Pacific American ethnicities have a large majority of their population join a high wage sector. | | | | | | | | | | |
| What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps. | | There were 4 programs that are high demand and high wage for our Local Workforce and innovation Area. Nursing, Radiological Technology, Surgical Technology, and Electrical/Industrial Maintenance Technology. If we want students to be as successful as possible, it is important to focus on the programs that are both high wage and high demand. Efforts should be made to highlight our healthcare and manufacturing programs. This is no surprise, when referencing our area, it is easy to see that our largest employers are healthcare and manufacturing. It may be important to review new avenues in these sectors and see if there is a new program that can and should be started to better serve our students and the community. Some root causes for our equity and racial equity gaps are due to regional population deficits. The JWCC district is not as diverse as more urban regions such as Chicago. Regardless of this, we do make efforts to recruit and maintain inclusivity among our more diverse groups. Brainstorming, there are additional ways we could recruit by going to community organizations and churches that have a more diverse population. | | | | | | | | | | |
| Are the students served in this program representative of the total student population? Please  explain. | | Looking at the chart that we made comparing our district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian Americans, African American, Native American, Hispanic American and Pacific Islander. A review of the enrollment data for Computer Science shows the highest enrollment for white and female students. Therefore, enrollment in this program follows the overall JWCC CTE enrollment trend. | | | | | | | | | | |
| Are the students served in this program representative of the district population? Please  explain. | | When comparing JWCC district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. This trend is also consistent in our Computer Science program.  e. | | | | | | | | | | |
| **Review Results** | | | | | | | | | | | | |
| **Action** | | X Continued with Minor Improvements   * Significantly Modified * Placed on Inactive Status * Discontinued/Eliminated * Other (please specify) | | | | | | | | | | |
| **Summary Rationale** Please provide a brief rationale for the chosen  action. | | The program is financially and academically stable. The program remains relevant to the needs of the region. | | | | | | | | | | |
| **Intended Action Steps** What are the action steps resulting from this review? Please detail a timeline  and/or dates for each step. | | Continue to update software.  Continue to integrate soft skills training into the curriculum. | | | | | | | | | | |
| **Program Objectives**  If program objectives are not being met, what action steps will be taken to achieve program objectives? | | None required | | | | | | | | | | |
| **Performance and Equity**  To what extent are action steps being implemented to address equity gaps, including racial equity gaps? | | None required | | | | | | | | | | |
| **Resources Needed** | | None at this time | | | | | | | | | | |
| **Responsibility**  Who is responsible for completing or implementing the modifications? | | Devron Sternke – Department Chair CSC/OFT/BUS  Dave Hetzler – Dean CTE | | | | | | | | | | |

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| **Career & Technical Education** | | | | | | | | | | | | |
| College Name: | | | | | **John Wood Community College** | | | | | | | |
| Academic Years Reviewed: | | | | | **FY2022-FY2020** | | | | | | | |
| **Program Identification Information** | | | | | | | | | | | | |
| Program Title | | | Degree or Cert | | Total Credit Hours | | | 6-Digit CIP Code | | List all certificate programs that are stackable  within the parent degree | | |
| **Office Technology:**  **Medical Option** | | | **AAS** | | **64** | | | **510717** | | **Medical office Certificate** | | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable  credential within this template or results may be reported within its own template. This is at the discretion of the college. | | | | | | | | | | | | |
| **Program Objectives**  What are the overarching objectives of the program? *(i.e., what are the program learning outcomes? What occupations is this program intended to prepare students for?)* | | | | | 1. The student will have appropriate knowledge of basic computer skills and be able to accurately enter data using the keyboard. 2. The student will have a general understanding of medical terminology. 3. The student will understand how to perform routine healthcare administrative tasks. 4. The student will develop excellent customer service skills. 5. The student will understand general office procedures. 6. The student will understand how to perform more complex medical office administrative procedures. | | | | | | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives  is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)* | | | | | Annual assessments of goals/outcomes show that we are meeting the goals, with minor adjustments. | | | | | | | |
| **Past Program Review Action** What action was reported last time the program was reviewed? Were  these actions completed? | | | | | N/A | | | | | | | |
| **Review Team**  Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process. | | | | | Devron Sternke – Department Chair of Computer Science and Graphic Design instructor – provided information on course content, assessment, articulation agreements and dual credit, instructor credentials, and program quality  David Hetzler – Dean of CTE – provided information about program goals and assessment, career pathways, and community partnerships  Rachel Hansen – Director of Instructional Support for CTE – compiled information from all sources to create program review.  Lisa Atwell – Assistant Professor OTF/CSC. provided information on course content  Josh Welker – Dean of Business Services and Institutional Effectiveness – provided program financial information and enrollment statistics  Jacob Dalke – Institutional Effectiveness – provided and summarized data regarding college demographics and equity gaps | | | | | | | |
| **Stakeholder Engagement** Please list other stakeholders and participants who were engaged in this process (i.e., Student Support  Services, students, employers, etc.)  Also describe their role or engagement in this process. | | | | | Additional information for specific questions in the program review were provided by: Dual Credit coordinator, Career Services manager, Disability Services coordinator, Advising and Retention department and from minutes from meetings of the Combined Business/Computer Science/Office Technology Advisory Council. | | | | | | | |
| **CTE Program Review Analysis**  Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | | | | | | | | | |
| Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving  forward. | | | | | There are no pre-requisites for this program. | | | | | | | |
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | | | | | When developing the program, the skills required for the program required a total of 64 credit hours of instruction. | | | | | | | |
| **Indicator 1: Need** | | | | | **Response** | | | | | | | |
| 1.1 What is the labor market demand for the program? Cite local and regional labor market information. | | | | | According to O-Net projections, in 2018 there were 23,821 medical assistant positions in the state of Illinois; 2028 predictions are for 25,670 positions which is an 8% change.  The West Central Economic Development Region shows 2,664 jobs for medical information and record clerks in 2021. The Quincy area is a regional health care hub and there is high demand for graduates of all JWCC medical related programs. | | | | | | | |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | | | | | There is a steady increase in demand for medical assistants. | | | | | | | |
| 1.3 What labor market information sources are utilized and how often are LMI data reviewed? | | | | | Illinois WorkNet and O\*Net. Reviewed annually. We meet regularly with our local industries and local area economic development leaders to gather labor market information. | | | | | | | |
| 1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g., how/where are students recruited for this  program?) | | | | | We recruit via targeted advertising, Chamber events, high school visits, job fairs, word of mouth, CTE roadshows etc. Advising Career Coaches visit our area secondary schools and vocational centers on a regular schedule. During Covid many of these activities happened virtually. | | | | | | | |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | | | | | The college has embraced the Program Improvement Process through the development and implementation of an Assessment Cycle. Specifically, assessment evaluation results are typically evaluated by staff and the Advisory Council, with recommendations for improvement noted and built into the next year’s teaching and course development process. These recommendations are also included into the budgeting process as needed to provide the necessary resources for the next year. This is a continuous process now controlled by the Faculty Senate and directed by the Senate Committee on Assessment. | | | | | | | |
| 1.6 Did the review of program need result in actions or modifications (e.g., closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. | | | | | We need to look at our recruitment procedures and find new and creative ways to target and recruit potential students | | | | | | | |
| **Indicator 2:**  **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* [*https://www.iccb.org/academic\_affairs/program-review/*](https://www.iccb.org/academic_affairs/program-review/)*)* | | | | | **Response** | | | | | | | |
| * 1. How does the institution assess cost-effectiveness for CTE programming? Consider:      + Costs to the institution associated with this program      + How costs compare to other similar programs on campus      + How the college is paying for this program and its costs (e.g., grants, tuition, fees (lab, technology, background checks, etc.).      + Revenue Analysis      + Student to faculty ratio      + Course/section fill rates      + Enrollment trends      + Credit hours earned year to year      + Scheduling efficiency | | | | | |  | | --- | | The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to college averages. | | For FY2021 the Office Technology Department (10203) generated total revenue of $177,028 and incurred $153,889 in expenses. The net revenue per credit hour of the Office Technology Department was $27.10. | | The Office Technology Department utilized $2,813.86 in additional grant funds in FY2021 to support the department. |   The average class size for OFT courses is 13.95.  Credit hours earned for the OFT - Medical program (certificate & AAS):   1. FY16: 596 2. FY17: 836 3. FY18: 810 4. FY19: 935 5. FY20: 1002 | | | | | | | |
| * 1. What are the findings of the cost-effectiveness analysis? | | | | | Scheduling changes and increase enrollment has helped improve the cost-effectiveness.  FY18 = ($43.54)  FY 19 = ($30.08)  FY 20 = $6.85 | | | | | | | |
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding  source? Please explain. | | | | | Not supported by Grant funds. | | | | | | | |
| 2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)  How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g., WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming) | | | | | Student can apply for financial aid. The program is an approved WIOA program. Scholarships are available through the JWCC Foundation. Students may qualify for Perkins’s support services. | | | | | | | |
| 2.5 How will the college increase the cost- effectiveness of this program? | | | | | Will continue to focus on increasing enrollment and maximizing class sizes | | | | | | | |
| 2.6 Did the review of program cost result in any actions or modifications? Please explain. | | | | | We need to look at our recruitment procedures and find new and creative ways to target and recruit potential students | | | | | | | |
| **Indicator 3: Quality** | | | | | **Response** | | | | | | | |
| 3.1 What are the delivery methods of this program? (e.g., traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?  How do the success rates of each delivery system compare? | | | | | Traditional classroom, Open Learning, Online, and Blended.  Lecture = 93.75%  Open Learning = 100%  On-line = 90.56%  Blended = 90.91% | | | | | | | |
| 3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered? | | | | | JWCC meets with Advisory Councils to gain input on the required skill set needs of our industry partners. This information informs curricula decisions and impacts the delivery of contextualized instruction. Also, JWCC’s Career and Technical Education programs focus on addressing identified workforce gaps and improving workforce equity among at-risk student populations by collaborating with other local community organizations. A network of WIOA partners meet to identify community workforce needs and address barriers to sustained employment in in-demand occupations. This diverse network of businesses, social service agencies, municipal departments, and faith-based organizations provides a direct link to target under-served populations. Also, by promoting and modeling employment equity, JWCC hopes to increase student completion among at-risk groups and improve the transition of these individuals into the workforce. | | | | | | | |
| 3.3 Is this program part of a [Program of Study](https://www.iccb.org/cte/programs-of-study/) as defined by Perkins V and approved by the ICCB?  If yes, describe any strengths or challenge to program of study implementation. | | | | | Is scheduled to be submitted as a Program of Study | | | | | | | |
| 3.4 Does this program meet the definition of a [career pathway program](http://www.iccb.org/cte/wp-content/uploads/2018/01/Statewide-Career-Pathway-Definition-as-adopted-by-the-ICCB-on-Dec-1.pdf)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway  elements. | | | | | Yes.  1.Increase Postsecondary and Industry-Recognized Credential Attainment.  OFT 284 Medical Coding – ICD and OFT 285 Medical Coding CPT teaches students the necessary skills to become CPT and ICD certified.  2. Enhance Career Pathway Opportunities  The Medical Office certificate ladders in the Office Technology – Medical Option AAS degree.  3. Increase Early College Opportunities  John Wood offers dual credit opportunities to our area high schools.  4. Increase Responsiveness to Communities’ Workforce Needs  We continually monitor our local workforce needs with input from our advisory committees and local economic development agencies. We recently added an advisory committee for our Career Services department. That advisory board is made up of primary Business and Industry HR managers.  5. Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Educators  Professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. | | | | | | | |
| 3.5 What innovations, that contribute to quality or academic success, have been implemented  within this program that other colleges would want to learn about? | | | | | In late 2020, John Wood was able to utilize grant money received as a result of COVID relief funds to retain a Student Success Coach in our academic advising department. Our Student Success Coach works with students who fall into the category of “average” in the area of academic success (not the best or worst students academically). This group of students are found to be the least connected to campus resources and therefore are susceptible to decreased academic success or retention. In choosing students to receive services from the Student Success Coach, the following criteria are considered:  -For current students: a cumulative GPA of 2.0-2.7 who are not connected to other supportive services (TRIO)  - For incoming high school students: cumulative high school GPA of 2.0-2.8 who are not connected to other supportive services (Academic Talent Service)  -For students who have dropped out of John Wood and are re-enrolling: cumulative GPA of 2.0-2.7 | | | | | | | |
| 3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority? | | | | | Some of the required general education courses include dual credit options. None are available for discipline-specific courses. | | | | | | | |
| 3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.  How do these opportunities improve the quality of the program?  In what ways can these opportunities be improved? | | | | | This program has a job-shadowing program available through Blessing Physician Services so students can get into various office settings to observe. Blessing Physician Services uses this as a “pre-screening” for potential hiring. Internships are available, but not requirement for the certificate. | | | | | | | |
| 3.8 Is industry accreditation required for this program (e.g., nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g.  automotive technology, ASE). | | | | | No | | | | | | | |
| 3.9 Are there industry-recognized credentials embedded within this program? If so, please list. | | | | | No | | | | | | | |
| 3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate. | | | | | No | | | | | | | |
| 3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam. | | | | | None | | | | | | | |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | | | | | JWCC has articulation agreements in place with Western Illinois University, University of Northern Iowa, University of Northern Illinois, Governor’s State University, Southern Illinois University and Missouri Western State. | | | | | | | |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?  What opportunities exist for other partnerships? | | | | | Advisory Council made up of industry leaders meets once per semester to review the program and make recommendations. We continue to seek out new partners to be part of our advisory council. | | | | | | | |
| 3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? | | | | | John Wood is committed to the advancement of equitable access to education. John Wood has a Disability Services Coordinator on staff to provide appropriate resources and support services which will ensure students with disabilities the opportunity to competitively pursue a college education.  In addition, the Disability Services Coordinator assists other college departments in providing access to services and programs. Students with disabilities at JWCC have the right to:  * equal access to courses, programs, services, activities, and facilities offered through the college. * an equal opportunity to learn, and to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services. * appropriate confidentiality of all information regarding their disability and to choose to whom, outside of the college, information about their disability will be disclosed, except as disclosures are required or permitted by law. * information, reasonably available in accessible formats.   Reasonable accommodations are individualized and flexible, based on the nature of the documented disability and the academic environment. Below is a partial list of common accommodations:   * accessible classroom location/furniture * alternative assistive computer technology * assistive listening devices * sign language interpreters * ways of completing assignments * notetakers * separate testing location * use of calculator * extended time on exams * texts on tape * readers and scribes | | | | | | | |
| 3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?  What additional professional development is needed? | | | | | Many professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. | | | | | | | |
| 3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? | | | | | Faculty workshops, in-service college wide events and JWCC diversity team provides information to faculty related to student-centered approaches to teaching, where the students’ unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student’s cultural place in the world. JWCC administration has access to the same culturally responsive professional development as our faculty.  We discuss cultural responsiveness with our workforce partners and advisory committees as we meet with them to discuss workforce needs and training program requirements. The office of Disability Services uses a database and spreadsheets to track accommodation requests. The Access and Equity committee are making the college aware of the Universal Design principle. Also, they are making all documents accessible to students. JWCC also goes through a full ADA review for faculty and grounds. JWCC has implemented Starfish Retention Software to help keep student on track and increase retention. Through this software we are preparing to include analytics and success stories from what we have gathered through the software in the last few years. | | | | | | | |
| 3.17 What is the status of the current technology and equipment used for this program? | | | | | Technology/equipment for this program is up to date. | | | | | | | |
| 3.18 What assessment methods are used to ensure student success? | | | | | Assessments are conducted and documented on an annual basis, such that all goals are assessed in a five-year period.  Assessments include scoring classroom artifacts, evaluating final projects, pre/post tests and observations. | | | | | | | |
| 3.19 How are these results utilized and shared with others at the institution for continuous improvement? | | | | | Results are shared with faculty at department meetings which are held monthly and shared at the college-wide assessment in-service days that are held quarterly. | | | | | | | |
| 3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?) | | | | | No changes have been made. Some courses have been updated to reflect newer editions of the textbooks. | | | | | | | |
| 3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected? | | | | | We get low responses from survey, but informal communication indicate students are satisfied. | | | | | | | |
| 3.22 How does the program advisory committee contribute to the quality of the program? How  can this engagement be improved? | | | | | Advisory meeting been done virtually and via email communication the last two years. Getting back to in person will help. | | | | | | | |
| 3.23 In what other ways are employers engaged in this program? (e.g., curriculum design, review, placement, work- based learning opportunities) | | | | | We reach out to employers for advice as needed. | | | | | | | |
| 3.24 How satisfied are employers in the preparation of the program’s graduates?  How is employer satisfaction information collected? | | | | | Employer satisfaction information is solicited at advisory council meetings. Advisory members are pleased with the preparation of JWCC graduates and give input and suggestions for program modifications when appropriate. | | | | | | | |
| 3.25 What are the program’s strengths? | | | | | Skills provided in this program are very relevant to local job market as there are many community healthcare facilities.  Students are prepared for entry into the job market.  Soft Skills exposure and training is being incorporated into the curriculum based on request of area employers. | | | | | | | |
| 3.26 What are the identified or potential weaknesses of the program? | | | | | We only have one Associate Faculty qualified to teach the two medical coding courses. | | | | | | | |
| 3.27 Did the review of program quality result in any actions or modifications? Please explain. | | | | | Need to increase in-person participation at advisory meetings. | | | | | | | |
| List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc. | | | | | | | | | | | | |
| No barriers were encountered, although Covid 19 pandemic caused many challenges.  Retention is the program is strong.  Students are support by career services while seeking employment.  Students works closely with their advisors to ensure course sequencing is not an issue. | | | | | | | | | | | | |
| **Performance and Equity**  Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort. | | | | | | | | | | | | |
| CTE Program | | **Office Technology: Medical Option** | | | | | | | | | | |
| CIP Code | | **510717** | | | | | | | | | | |
|  | | FY2017 | | | FY2018 | | FY2019 | | FY2020 | FY2021 | | |
| Number of Students Enrolled | | 14 | | | 13 | | 10 | | 9 | 13 | | |
| Number of Completers | | 0% | | | 30% | | 12.5% | | 25% | 37.5% | | |
| Completion Rate (Fall to Spring) | | 85.71% | | | 85.71% | | 72.73% | | 75% | 75% | | |
| What disaggregated data was reviewed?  If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.  It may also be appropriate to analyze intersectionality among student demographics (e.g., gender & race, special population status & race, etc.) | | Program data reports, which include enrollment broken down by several demographic factors including race, disadvantaged status, average ACT, gender, age, and residence, for the last five years were reviewed. These reports also contain persistence and course success rates. | | | | | | | | | | |
| How does the data support the program goals?  Elaborate. | | Program assessments are conducted annually.  Assessments indicate that students are performing at or above the acceptable range. Minor adjustments have been made to improve student performance. | | | | | | | | | | |
| Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain. | | CTE enrollment at JWCC is heavily skewed towards White students (91.87%). The second largest concentration of students are African American students at 4.42% of the total CTE enrollment. The third largest concentration of students are the Hispanic American students at 2.30% of the total CTE Enrollment. This trend is largely followed in the specific breakdowns of high demand sectors.  Of the 5 Asian students participating in a CTE program 80% of them are located in the health care sector, specifically 40% in Nursing and 40% in the Nursing Assistant degree. The remaining 20% of the students are not part of a degree in the high employment sectors.  Of the 25 African American Students a total of 52% are part of the high demand sectors. 28% of the students are located in the health sector and 24% are located in the manufacturing sector.  Of the 3 Pacific American students there were a total of 66.66% located in high demand sectors, 33% were located in the health care sector and the other 33% was located in the manufacturing sector.  Of the 13 Hispanic students 16% were part of the high demand sectors. 8% of the Hispanic students were located in the health care sector while the remaining 8% were located in the manufacturing sector. Leading to the second lowest portion of Hispanic students who were a part of a high demand sector.  There was 1 Native American student enrolled in a CTE program, and they were not part of the high demand sector. The Native American students are the most poorly represented in a high demand sector.  Of the students with a disability over 87% were partaking in a CTE program that was considered a part of the high demand sector.  The breakdown of the high demand sectors shows a trend to be predominantly white, for the case of the agriculture and transportation sector they are represented by a solely white demographic.  The largest equity gaps identified for high demand sectors were Hispanic students, the Native American student and the Agriculture and transportation sectors.  Looking at the LWIA 14 local occupational wages we pulled any current CTE occupations at JWCC that had an annual entry wage that was more or equal to the LWIA median wage. 15 occupations had an entry wage higher than the median wage. Next, we pulled enrollment data to compare how many of our total CTE concentrators were in high wage sector programs. 67% of the total CTE enrollment is high wage. Regarding race, 68% of African American, 80% of the Asian, 100% of the Native American, 23.08% of the Hispanic, 66.54% of the white, 100% of the Pacific American, and 15% of the unknown race CTE students were in high wage programs. The Hispanic population has the lowest percent of the people in a high wage sector. The second lowest despite having the largest population is the White population at 66.5%. This is due to most of the population being White skewing the average to be closer to the average of White students in a high wage program. It is shown that despite having low numbers overall the Asian, Native American, African American, and Pacific American ethnicities have a large majority of their population join a high wage sector. | | | | | | | | | | |
| What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps. | | There were 4 programs that are high demand and high wage for our Local Workforce and innovation Area. Nursing, Radiological Technology, Surgical Technology, and Electrical/Industrial Maintenance Technology. If we want students to be as successful as possible, it is important to focus on the programs that are both high wage and high demand. Efforts should be made to highlight our healthcare and manufacturing programs. This is no surprise, when referencing our area, it is easy to see that our largest employers are healthcare and manufacturing. It may be important to review new avenues in these sectors and see if there is a new program that can and should be started to better serve our students and the community. Some root causes for our equity and racial equity gaps are due to regional population deficits. The JWCC district is not as diverse as more urban regions such as Chicago. Regardless of this, we do make efforts to recruit and maintain inclusivity among our more diverse groups. Brainstorming, there are additional ways we could recruit by going to community organizations and churches that have a more diverse population. | | | | | | | | | | |
| Are the students served in this program representative of the total student population? Please  explain. | | Looking at the chart that we made comparing our district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. A review of the enrollment data for Computer Science shows the highest enrollment for white and female students. Therefore, enrollment in this program follows the overall JWCC CTE enrollment trend. | | | | | | | | | | |
| Are the students served in this program representative of the district population? Please  explain. | | When comparing JWCC district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. This trend is also consistent in our Computer Science program. | | | | | | | | | | |
| **Review Results** | | | | | | | | | | | | |
| **Action** | | X Continued with Minor Improvements   * Significantly Modified * Placed on Inactive Status * Discontinued/Eliminated * Other (please specify) | | | | | | | | | | |
| **Summary Rationale** Please provide a brief rationale for the chosen  action. | | The program is financially and academically stable. The program remains relevant to the needs of the region. | | | | | | | | | | |
| **Intended Action Steps** What are the action steps resulting from this review? Please detail a timeline  and/or dates for each step. | | Continue to update software.  Continue to integrate soft skills training into curriculum.  Advertise for an additional Medical Coding instructor. | | | | | | | | | | |
| **Program Objectives**  If program objectives are not being met, what action steps will be taken to achieve program objectives? | | None required | | | | | | | | | | |
| **Performance and Equity**  To what extent are action steps being implemented to address equity gaps, including racial equity gaps? | | None required | | | | | | | | | | |
| **Resources Needed** | | No resources are required. | | | | | | | | | | |
| **Responsibility**  Who is responsible for completing or implementing the modifications? | | Devron Sternke – Department Chair CSC/BUS  Dave Hetzler – Dean CTE | | | | | | | | | | |

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| **Career & Technical Education** | | | | | | | | | | | | |
| College Name: | | | | | **John Wood Community College** | | | | | | | |
| Academic Years Reviewed: | | | | | **FY2022-FY2020** | | | | | | | |
| **Program Identification Information** | | | | | | | | | | | | |
| Program Title | | | Degree or Cert | | Total Credit Hours | | | 6-Digit CIP Code | | | List all certificate programs that are stackable  within the parent degree | |
| **Business: Computer Information Systems Option AAS** | | | **Degree** | | **64** | | | **520407** | | |  | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable  credential within this template or results may be reported within its own template. This is at the discretion of the college. | | | | | | | | | | | | |
| **Program Objectives**  What are the overarching objectives of the program? *(i.e., what are the program learning outcomes? What occupations is this program intended to prepare students for?)* | | | | | 1. Understand basic accounting 2. Understand basic economics 3. Understand basic business principles 4. Understand the uses of computer-related business productivity tools. | | | | | | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives  is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)* | | | | | The objectives of the program are being met based on instructor assessment of learning outcomes. | | | | | | | |
| **Past Program Review Action** What action was reported last time the program was reviewed? Were  these actions completed? | | | | | Continue to update software and incorporate soft skills into curriculum. These actions were completed. | | | | | | | |
| **Review Team**  Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process. | | | | | Devron Sternke – Department Chair of Computer Science and Graphic Design instructor – provided information on course content, assessment, articulation agreements and dual credit, instructor credentials, and program quality  David Hetzler – Dean of CTE – provided information about program goals and assessment, career pathways, and community partnerships  Rachel Hansen – Director of Instructional Support for CTE – compiled information from all sources to create program review.  Josh Welker – Dean of Business Services and Institutional Effectiveness – provided program financial information and enrollment statistics  Jacob Dalke – Institutional Effectiveness – provided and summarized data regarding college demographics and equity gaps | | | | | | | |
| **Stakeholder Engagement** Please list other stakeholders and participants who were engaged in this process (i.e., Student Support  Services, students, employers, etc.)  Also describe their role or engagement in this process. | | | | | Additional information for specific questions in the program review were provided by: Dual Credit coordinator, Career Services manager, Disability Services coordinator, Advising and Retention department and from minutes from meetings of the Combined Business/Computer Science/Office Technology Advisory Council. | | | | | | | |
| **CTE Program Review Analysis**  Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | | | | | | | | | |
| Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving  forward. | | | | | There are no prerequisites for this program | | | | | | | |
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | | | | | n/a | | | | | | | |
| **Indicator 1: Need** | | | | | **Response** | | | | | | | |
| 1.1 What is the labor market demand for the program? Cite local and regional labor market information. | | | | | Occupations for this program include computer and information systems manager and computer systems analyst.  According to O-Net projections, in 2018 there were 17,940 computer and information systems manager positions in the state of Illinois; 2028 predictions are for 19,230 positions which is a 7% change. O-Net classifies computer and information systems manager as a bright outlook occupation.  In 2018 there were 28,970 computer systems analyst positions in the state of Illinois; 2028 predictions are for 30,780 positions which is a 6% change. | | | | | | | |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | | | | | Growth in the industry is projected to be positive with continued growth through 2028. | | | | | | | |
| 1.3 What labor market information sources are utilized and how often are LMI data reviewed? | | | | | O-Net and WIOA labor market information is used in assessing market demand for programs. The data is reviewed yearly at a minimum, and at any time that WIOA updated information is received. | | | | | | | |
| 1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this  program?) | | | | | John Wood uses targeted advertising, high school visits, job fairs, and regional career/technical events to recruit students for this program. Potential students are identified and recruited at area high schools, from incumbent workers in area companies, and the general population in the region. | | | | | | | |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | | | | | The college has embraced the Program Improvement Process through the development and implementation of an Assessment Cycle. Specifically, assessment evaluation results are typically evaluated by staff and the Advisory Council, with recommendations for improvement noted and built into the next year’s teaching and course development process. These recommendations are also included in the budgeting process as needed to provide the necessary resources for the next year. This is a continuous process now controlled by the Faculty Senate and directed by the Senate Committee on Assessment. | | | | | | | |
| 1.6 Did the review of program need result in actions or modifications (e.g., closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. | | | | | This program has been discontinued by the Senate Committee on Curriculum due to consistently low enrollment and the course material being duplicative of other programs at JWCC. | | | | | | | |
| **Indicator 2:**  **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* [*https://www.iccb.org/academic\_affairs/program-review/*](https://www.iccb.org/academic_affairs/program-review/)*)* | | | | | **Response** | | | | | | | |
| * 1. How does the institution assess cost-effectiveness for CTE programming? Consider:      + Costs to the institution associated with this program      + How costs compare to other similar programs on campus      + How the college is paying for this program and its costs (e.g., grants, tuition, fees (lab, technology, background checks, etc.).      + Revenue Analysis      + Student to faculty ratio      + Course/section fill rates      + Enrollment trends      + Credit hours earned year to year      + Scheduling efficiency | | | | | |  |  | | --- | --- | | The College produces a Department Cost report that displays the revenues and expenses associated with each instructional department annually. This report allows for comparison between departments and to college averages. |  | | For FY2021 the Office Technology Department (10203) generated total revenue of $177,028 and incurred $153,889 in expenses. The net revenue per credit hour of the Office Technology Department was $27.10. |  | | The Office Technology Department utilized $2,813.86 in additional grant funds in FY2021 to support the department. |  | |  |  |     Average class size is 12.46      Credit hours earned for the Computer Science program:   1. FY16: 2482 2. FY17: 2440 3. FY18: 2301 4. FY19: 1884 5. FY20: 1751 | | | | | | | |
| * 1. What are the findings of the cost-effectiveness analysis? | | | | | Revenue meets expectation | | | | | | | |
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding  source? Please explain. | | | | | n/a – most cost is not offset by grant funding | | | | | | | |
| 2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)  How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g., WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming) | | | | | The cost is similar to other AAS degree programs.  Students can apply for financial aid.  The program is an approved WIOA program.  Scholarships are available through the JWCC Foundation.  Students may qualify for Perkins support services. | | | | | | | |
| 2.5 How will the college increase the cost- effectiveness of this program? | | | | | This program has been discontinued so cost effectiveness will not be addressed | | | | | | | |
| 2.6 Did the review of program cost result in any actions or modifications? Please explain. | | | | | n/a | | | | | | | |
| **Indicator 3: Quality** | | | | | **Response** | | | | | | | |
| 3.1 What are the delivery methods of this program? (e.g., traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?  How do the success rates of each delivery system compare? | | | | | Traditional classroom, Open Learning, Online, Hybrid.  The success rates of each delivery system are assessed as part of the overall college assessment process. | | | | | | | |
| 3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered? | | | | | JWCC meets with Advisory Councils to gain input on the required skill set needs of our industry partners. This information informs curricula decisions and impacts the delivery of contextualized instruction. Also, JWCC’s Career and Technical Education programs focus on addressing identified workforce gaps and improving workforce equity among at-risk student populations by collaborating with other local community organizations. A network of WIOA partners meet to identify community workforce needs and address barriers to sustained employment in in-demand occupations. This diverse network of businesses, social service agencies, municipal departments, and faith-based organizations provides a direct link to target under-served populations. Also, by promoting and modeling employment equity, JWCC hopes to increase student completion among at-risk groups and improve the transition of these individuals into the workforce. | | | | | | | |
| 3.3 Is this program part of a [Program of Study](https://www.iccb.org/cte/programs-of-study/) as defined by Perkins V and approved by the ICCB?  If yes, describe any strengths or challenge to program of study implementation. | | | | | The program is not part of a Program of Study for Perkins; however it will not be submitted as one since it has been withdrawn from college program offerings. | | | | | | | |
| 3.4 Does this program meet the definition of a [career pathway program](http://www.iccb.org/cte/wp-content/uploads/2018/01/Statewide-Career-Pathway-Definition-as-adopted-by-the-ICCB-on-Dec-1.pdf)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway  elements. | | | | | The program fits within the Computer Science career pathway.  1.Increase Postsecondary and Industry-Recognized Credential Attainment.  Courses in the Computer Science program are being updated for FY23, and a plan is in place to embed micro credentials in the program for Microsoft skills.  2. Enhance Career Pathway Opportunities  There are stackable credentials in the Computer Science AAS degree.  3. Increase Early College Opportunities  John Wood offers dual credit opportunities to our area high schools.  Dual Credit courses that fulfill elective requirements for the Business: CIS AAS degree (BUS 115 and 116; OFT 281) are offered at seven high schools in the region. There is an articulation agreement in place between JWCC and various area career and technical schools that gives college credit to high school students who take Graphic Design I and II. The articulation agreement currently covers the Hannibal, Macon, and Dallas County Missouri career centers. An expansion of the agreement to include Brookfield, Kirksville and Quincy technical centers is planned.  4. Increase Responsiveness to Communities’ Workforce Needs  We continually monitor our local workforce needs with input from our advisory committees and local economic development agencies.  We recently added an advisory committee for our Career Services department.  That advisory board is made up Business and Industry HR managers.  5. Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Educators  Professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. The courses included in the certificate are taught by both full-time faculty and associate faculty. | | | | | | | |
| 3.5 What innovations, that contribute to quality or academic success, have been implemented  within this program that other colleges would want to learn about? | | | | | In late 2020, John Wood was able to utilize grant money received as a result of COVID relief funds to retain a Student Success Coach in our academic advising department. Our Student Success Coach works with students who fall into the category of “average” in the area of academic success (not the best or worst students academically). This group of students is found to be the least connected to campus resources and therefore are susceptible to decreased academic success or retention. In choosing students to receive services from the Student Success Coach, the following criteria are considered:  -For current students: a cumulative GPA of 2.0-2.7 who are not connected to other supportive services (TRIO)  - For incoming high school students: cumulative high school GPA of 2.0-2.8 who are not connected to other supportive services (Academic Talent Service)  -For students who have dropped out of John Wood and are re-enrolling: cumulative GPA of 2.0-2.7 | | | | | | | |
| 3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority? | | | | | Courses in the Business: CIS program are offered at the main campus in Quincy, and through Dual Credit are various area high schools and technical centers.  Dual Credit courses that fulfill elective requirements for the Business: CIS AAS degree (BUS 115 and 116; OFT 281) are offered at seven high schools in the region. The high schools are: Griggsville-Perry High School; Pleasant Hill High School; Quincy Senior High School; Quincy Notre Dame High School; Unity High School; and Western High School. There is an articulation agreement in place between JWCC and various area career and technical schools that gives college credit to high school students who take Graphic Design I and II. The articulation agreement currently covers the Hannibal, Macon, and Dallas County Missouri career centers. An expansion of the agreement to include Brookfield, Kirksville and Quincy technical centers is planned for summer of 2022. | | | | | | | |
| 3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.  How do these opportunities improve the quality of the program?  In what ways can these opportunities be improved? | | | | | All courses in the Computer Science program incorporate work-based learning through industry level skills training and hands-on laboratory assignments. For example, the Graphic Design III, ART 226, course asks students to form their own design agency. The class works together to create a brand and an advertising strategy to get work from the community. Projects are done for free assisting new businesses and not-for-profit groups in the area. In Spring 2022 the two major projects have been a college wide scavenger hunt to explain the new Institutional Goals to students, faculty, and staff and a pamphlet for an agriculture museum in town. While each student has their individual strengths, they are each asked throughout the semester to lead at least one project. The scavenger hunt has been particularly successful in getting the group to work together, showcase their individual strengths, and bring forward the natural leaders of the group. It has also been effective and explaining to both faculty and students the goals and value of the new college-wide assessment tools.  In addition, students who choose to can take part in an internship. The student can do the internship/work-based learning for credit or noncredit. If a student chooses to take an internship for credit, they need to have a faculty advisor, have a signed internship agreement, objectives for what they would like to gain from the experience, a final essay describing the experience at completion, and an employer evaluation at completion. Each registered credit hour is 80 hours of on-site work. If a student chooses to take a 3-credit hour internship, they will need to work for 240 hours with their employer.  One way that hands-on learning opportunities can be improved is by adding a required internship credit to the Computer Science program. This option will be explored further by faculty and the VP of Instruction. | | | | | | | |
| 3.8 Is industry accreditation required for this program (e.g., nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g.  automotive technology, ASE). | | | | | n/a | | | | | | | |
| 3.9 Are there industry-recognized credentials embedded within this program? If so, please list. | | | | | n/a | | | | | | | |
| 3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate. | | | | | n/a | | | | | | | |
| 3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam. | | | | | n/a | | | | | | | |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | | | | | JWCC has articulation agreements in place with Western Illinois University, University of Northern Iowa, University of Northern Illinois, Governor’s State University, Southern Illinois University and Missouri Western State. Students who earn a Graphic Design AAS can pursue further education at any of these institutions with assurance that all their JWCC credits will transfer. | | | | | | | |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?  What opportunities exist for other partnerships? | | | | | Input from the Combined Business/Computer Science/Office Technology Advisory Council is used to inform decisions regarding curriculum within the Graphic Design programs at JWCC. The April 2021 email chain, that was created in lieu of an in-person meeting due to Covid, reflects significant input from council members regarding curriculum updates. Representatives from Poole Communications recommended a change to the name of the Web Design Certificate to User Interface Certificate to align better with the curriculum content and to be consistent with offerings from other colleges. They also recommended keeping Adobe training in the Graphic Design degree since that remains the industry standard. This continuation of the Adobe training was also recommended by council members from JT Creative Solutions. Members also shared that Adobe MAX was free to students at that time due to Covid. They also suggested adding Google Analytics to the Web Development Certificate. Council member from Electric Oak Communications seconded the suggestion of adding Google Analytics, and further added that there should be consideration given to adding Search Console and Google My Business to the Web Development Certificate. The email chain further reflects participation by a representative of secondary partner Quincy Area Vocational and Technical Center, who provided an update on high school graphic arts course offerings.  The opportunity exists for expanded partnerships through expansion of our Computer Networking course. JWCC currently offers a two-credit hour computer networking course, and the course is being updated and expanded to three credit hours. The course will be added as a required course for JWCC some manufacturing, electrical, and industrial maintenance students. This change is being made based on advisory council input from the Combined Manufacturing Advisory Council, who report that they see a need for more knowledge and skills in computer networking from our manufacturing graduates. This course will create a strong internal partnership between the computer science and manufacturing programs at JWCC. | | | | | | | |
| 3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? | | | | | JWCC faculty and staff have great referral resources on campus. Each department works together to ensure that all students receive the assistance they need. Adult Education tries to show students that there are jobs in the community in the CTE sector. Employers visit the GED classrooms and discuss what they do at their companies. The Adult Education Coordinator then can show the students how they can transition into CTE classes to obtain the credentials to work for the local employers. | | | | | | | |
| 3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?  What additional professional development is needed? | | | | | Many professional development opportunities are available to adjunct and full-time faculty through the Center for Excellence in Teaching and Learning program sponsored by the College’s Faculty Senate Committee on Professional Development. | | | | | | | |
| 3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? | | | | | Faculty workshops, in-service college wide events and JWCC diversity team provides information to faculty related to student-centered approaches to teaching, where the students’ unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student’s cultural place in the world. JWCC administration has access to the same culturally responsive professional development as our faculty.  We discuss cultural responsiveness with our workforce partners and advisory committees as we meet with them to discuss workforce needs and training program requirements. The office of Disability Services uses a database and spreadsheets to track accommodation requests. The Access and Equity committee are making the college aware of the Universal Design principle. Also, they are making all documents accessible to students. JWCC also goes through a full ADA review for faculty and grounds. JWCC has implemented Starfish Retention Software to help keep student on track and increase retention. Through this software we are preparing to include analytics and success stories from what we have gathered through the software in the last few years. | | | | | | | |
| 3.17 What is the status of the current technology and equipment used for this program? | | | | | Computer equipment in the computer labs is updated and replaced as needed to ensure that they meet the needs of the program. | | | | | | | |
| 3.18 What assessment methods are used to ensure student success? | | | | | Assessments are conducted and documented on an annual basis, such that all goals are assessed in a five-year period.  Assessments include scoring classroom artifacts, evaluating final projects, pre/post tests, and observations. | | | | | | | |
| 3.19 How are these results utilized and shared with others at the institution for continuous improvement? | | | | | Results are shared with faculty at department meetings which are held monthly and shared at the college-wide assessment in-service days that are held quarterly. | | | | | | | |
| 3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?) | | | | | At JWCC our academic programs go through yearly program reviews. Additionally, JWCC uses Starfish retention software to keep students engaged and on task. Students are also evaluated through the year by JWCC doing assessments on student learning. If a student takes part in an internship they are evaluated by the employer. In the First Year Experience (FYE) courses students are also given a survey where their concerns are evaluated. | | | | | | | |
| 3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected? | | | | | N/A. Low student response to surveys. | | | | | | | |
| 3.22 How does the program advisory committee contribute to the quality of the program? How  can this engagement be improved? | | | | | Advisory committees meet once per semester or more often if requested by business and industry leaders. Advisory committees assist our programs to make sure we are incorporating both academic and technical knowledge and skills into this program. The representatives of the community partners provide direction on specific skill sets needed in the local graphic/web design field, the need for more graduates and what areas are most in demand currently and in the future, and alignment of course outcomes with the skills needed in the setting. JWCC Advisory Committees are active and engaged in our program offerings. | | | | | | | |
| 3.23 In what other ways are employers engaged in this program? (e.g., curriculum design, review, placement, work- based learning opportunities) | | | | | Input from the Combined Business/Computer Science/Office Technology Advisory Council has been utilized to inform curriculum updates. Representatives from Poole Communications recommended a change to the name of the Web Design Certificate to User Interface Certificate to align better with the curriculum content and to be consistent with offerings from other colleges. They also recommended keeping Adobe training in the Graphic Design degree since that remains the industry standard. This continuation of the Adobe training was also recommended by council members from JT Creative Solutions. Members also shared that Adobe MAX was free to students at that time due to Covid. They also suggested adding Google Analytics to the Web Development Certificate. Council member from Electric Oak Communications seconded the suggestion of adding Google Analytics, and further added that there should be consideration given to adding Search Console and Google My Business to the Web Development Certificate. The email chain further reflects participation by a representative of secondary partner Quincy Area Vocational and Technical Center, who provided an update on high school graphic arts course offerings. | | | | | | | |
| 3.24 How satisfied are employers in the preparation of the program’s graduates?  How is employer satisfaction information collected? | | | | | Employer satisfaction information is solicited at advisory council meetings. Advisory members are pleased with the preparation of JWCC graduates and give input and suggestions for program modifications when appropriate. | | | | | | | |
| 3.25 What are the program’s strengths? | | | | | Students are prepared for entry into the job market.  Soft Skills exposure and training is being incorporated into the curriculum based on request of area employers. | | | | | | | |
| 3.26 What are the identified or potential weaknesses of the program? | | | | | The curriculum is duplicative of other programs at JWCC, and enrollment has been low | | | | | | | |
| 3.27 Did the review of program quality result in any actions or modifications? Please explain. | | | | | This program has been discontinued by the Senate Committee on Curriculum due to consistently low enrollment and the course material being duplicative of other programs at JWCC. | | | | | | | |
| List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc. | | | | | | | | | | | | |
| The Covid 19 pandemic has caused significant barriers to implement this, and all programs, for JWCC since the last review. Enrollment in the college is down approximately 12% which has led to lower than anticipated enrollment and completions in all degree and certificate programs. In addition, due to a lack of diversity in the JWCC district, it has been difficult to recruit and retain a diverse population of students.  Regarding the Graphic Design program, which houses the Web Development certificate, a need has been recognized to evaluate the viability of all the certificates in the program, to review the course and curriculum sequence in each certificate, and to review course titles to ensure they reflect course content and to reduce confusion. It is believed that this evaluation will lead to a streamlining of the entire Graphic Design program, with the goal of increasing enrollment and completion of its degree and certificates. | | | | | | | | | | | | |
| **Performance and Equity**  Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort. | | | | | | | | | | | | |
| CTE Program | | Business: Computer Information Systems Option AAS | | | | | | | | | | |
| CIP Code | | 520407 | | | | | | | | | | |
|  | | Year 1 | | | Year 2 | | Year 3 | Year 4 | | Year 5 | | |
| Number of Students Enrolled | | 0 | | | 2 | | 5 | 5 | | 5 | | |
| Number of Completers | | 0 | | | 0 | | 1 | 0 | | 0 | | |
| Other (Please identify) | |  | | |  | |  |  | |  | | |
| What disaggregated data was reviewed?  If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.  It may also be appropriate to analyze intersectionality among student demographics (e.g., gender & race, special population status & race, etc.) | | Program data reports, which include enrollment broken down by several demographic factors including race, disadvantaged status, average ACT, gender, age, and residence, for the last five years were reviewed. These reports also contain persistence and course success rates.  JWCC compared our district with the total CTE concentrators and can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. | | | | | | | | | | |
| How does the data support the program goals?  Elaborate. | | The program goals are broad and encompass skills that apply to all learners regardless of demographics. | | | | | | | | | | |
| Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain. | | CTE enrollment at JWCC is heavily skewed towards White students (91.87%). The second largest concentration of students are African American students at 4.42% of the total CTE enrollment. The third largest concentration of students are the Hispanic American students at 2.30% of the total CTE Enrollment. This trend is largely followed in the specific breakdowns of high demand sectors.  Of the 5 Asian students participating in a CTE program 80% of them are located in the health care sector, specifically 40% in Nursing and 40% in the Nursing Assistant degree. The remaining 20% of the students are not part of a degree in the high employment sectors.  Of the 25 African American Students a total of 52% are part of the high demand sectors. 28% of the students are located in the health sector and 24% are located in the manufacturing sector.  Of the 3 Pacific American students there were a total of 66.66% located in high demand sectors, 33% were located in the health care sector and the other 33% was located in the manufacturing sector.  Of the 13 Hispanic students 16% were part of the high demand sectors. 8% of the Hispanic students were located in the health care sector while the remaining 8% were located in the manufacturing sector. Leading to the second lowest portion of Hispanic students who were a part of a high demand sector.  There was 1 Native American student enrolled in a CTE program, and they were not part of the high demand sector. The Native American students are the most poorly represented in a high demand sector.  Of the students with a disability over 87% were partaking in a CTE program that was considered a part of the high demand sector.  The breakdown of the high demand sectors shows a trend to be predominantly white, for the case of the agriculture and transportation sector they are represented by a solely white demographic.  The largest equity gaps identified for high demand sectors were Hispanic students, the Native American student and the agriculture and transportation sectors.  Looking at the LWIA 14 local occupational wages we pulled any current CTE occupations at JWCC that had an annual entry wage that was more or equal to the LWIA median wage. 15 occupations had an entry wage higher than the median wage. Next, we pulled enrollment data to compare how many of our total CTE concentrators were in high wage sector programs. 67% of the total CTE enrollment is high wage. Regarding race, 68% of African American, 80% of the Asian, 100% of the Native American, 23.08% of the Hispanic, 66.54% of the white, 100% of the Pacific American, and 15% of the unknown race CTE students were in high wage programs. The Hispanic population has the lowest percent of the people in a high wage sector. The second lowest despite having the largest population is the White population at 66.5%. This is due to most of the population being White skewing the average to be closer to the average of White students in a high wage program. It is shown that despite having low numbers overall the Asian, Native American, African American, and Pacific American ethnicities have a large majority of their population join a high wage sector. | | | | | | | | | | |
| What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps. | | There were 4 programs that are high demand and high wage for our Local Workforce and innovation Area. Nursing, Radiological Technology, Surgical Technology, and Electrical/Industrial Maintenance Technology. If we want students to be as successful as possible, it is important to focus on the programs that are both high wage and high demand. Efforts should be made to highlight our healthcare and manufacturing programs. This is no surprise, when referencing our area, it is easy to see that our largest employers are healthcare and manufacturing. It may be important to review new avenues in these sectors and see if there is a new program that can and should be started to better serve our students and the community. Some root causes for our equity and racial equity gaps are due to regional population deficits. The JWCC district is not as diverse as more urban regions such as Chicago. Regardless of this, we do make efforts to recruit and maintain inclusivity among our more diverse groups. Brainstorming, there are additional ways we could recruit by going to community organizations and churches that have a more diverse population. | | | | | | | | | | |
| Are the students served in this program representative of the total student population? Please  explain. | | Looking at the chart that we made comparing our district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. A review of the enrollment data for Computer Science shows the highest enrollment for white and female students. Therefore, enrollment in this program follows the overall JWCC CTE enrollment trend. | | | | | | | | | | |
| Are the students served in this program representative of the district population? Please  explain. | | When comparing JWCC district with the total CTE concentrators we can see that the following demographics are on trend with our district population: Caucasian American, and Native American. Compared to our district population we represent a larger percentage in our CTE programs in the following categories: females, Caucasian American, African American, Native American, Hispanic American and Pacific Islander. This trend is also consistent in our Computer Science program. | | | | | | | | | | |
| **Review Results** | | | | | | | | | | | | |
| **Action** | | * Continued with Minor Improvements * Significantly Modified * Placed on Inactive Status   X Discontinued/Eliminated   * Other (please specify) | | | | | | | | | | |
| **Summary Rationale** Please provide a brief rationale for the chosen  action. | | This program has been discontinued by the Senate Committee on Curriculum due to consistently low enrollment and the course material being duplicative of other programs at JWCC. | | | | | | | | | | |
| **Intended Action Steps** What are the action steps resulting from this review? Please detail a timeline  and/or dates for each step. | | n/a | | | | | | | | | | |
| **Program Objectives**  If program objectives are not being met, what action steps will be taken to achieve program objectives? | | n/a | | | | | | | | | | |
| **Performance and Equity**  To what extent are action steps being implemented to address equity gaps, including racial equity gaps? | | n/a | | | | | | | | | | |
| **Resources Needed** | | n/a | | | | | | | | | | |
| **Responsibility**  Who is responsible for completing or implementing the modifications? | | n/a | | | | | | | | | | |

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| **Academic Disciplines** | | |
| College Name: | | **John Wood Community College** |
| Academic Years Reviewed: | | **FY2022-FY2026** |
| Discipline Area: | | **Communications, Languages & Literature** |
| **Review Summary** Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline. | | |
| **Program Objectives**  What are the objectives of the discipline? | | The College’s Assessment Plan has identified all academic disciplines in transfer education as contributing to the College’s Institutional Goals. Accordingly, courses that contribute to Institutional Goals have been identified from these academic disciplines and are used for assessment.  Most courses taught in this program meet the following goals: Communication and Information Literacy. |
| To what extent are these objectives being achieved? How do you know the extent to which they are being achieved? | | In accordance with the college’s assessment guidelines, artifacts from the Communications, Languages, and Literature department are assessed on a regular basis to determine the extent to which the learning goals and objectives are being met. |
| How does this discipline contribute to other fields and the mission of the college, including addressing the college’s vision for equitable access for students? | | Communication and Information Literacy contribute to every field of study and help students develop the core values of Excellence, Accountability, Integrity, and Lifelong Learning, which are all part of JWCC’s mission. |
| **Prior Review Update**  Describe any quality improvements or modifications made since the last review period. | | The program adopted a mixed measure option to accompany Accuplacer.  A Co-requisite English course was developed to combine ENG 099 and ENG 101.  New textbooks for Composition and Communication were adopted.  Literature course offerings were expanded.  Many classes were developed using a hybrid or online model to better serve students during the pandemic. |
| **Review Analysis**  Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | |
| **Indicator 1: Need** | **Response** | |
| 1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | All program changes must be submitted and approved by Faculty Senate Curriculum Committee.  Different areas of the program are subject to regular assessment activity as determined by the Assessment Committee.  Departments submit an annual program review to the dean. | |
| 1.2 How will students be informed or recruited for this discipline? | A communications internship is offered for students seeking a communications degree.  Annual scholarships are awarded to students pursuing a degree in English or Communications. | |
| * 1. What, if any, new Academic Transfer degrees/major options have been added/deleted to the college’s offerings during the last review period? What determined this action? | N/A | |
| 1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students? | The college offers twenty-two courses in this discipline.  ENG 101, ENG 102, and CMN 101 are the courses that have the largest enrollments in the program. | |
| **Indicator 2: Cost Effectiveness** | **Response** | |
| 2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?) | Department costs are computed annually through the College’s Department Cost report.  The Languages, Literature and Communication department cost has a higher net revenue than the College average.  Instructor salaries make up the primary costs associated with the discipline.  The department has five full-time faculty members and fifteen associate faculty. | |
| 2.2 What steps can be taken to offer curricula more cost-effectively? | The department can look at ways to combine or modify course offerings with traditionally lower enrollments in the following ways:   * Combine some developmental English courses to better serve students and decrease the number of course offerings in the Dev Ed program * Eliminate OLC offerings on the main campus. | |
| 2.3 Is there a need for additional resources? | N/A | |
| **Indicator 3: Quality** | **Response** | |
| 3.1 Are there any alternative delivery methods of this discipline? (e.g., online, flexible scheduling, accelerated, team teaching, etc.)? | In addition to traditional face-to-face instruction, we offer Online, Open Learning Center, Hybrid, Dual Credit, and Concurrent Enrollment courses. | |
| 3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods? | The department chair evaluates delivery systems each semester to develop course schedules that meet student needs.  Assessment activity data that contains information related to course success rates in various delivery modes is reviewed on Assessment Days at the end of each semester.  Admissions counselors are aware of the various delivery methods offered and communicate course offerings to students. | |
| 3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom? | Instructors receive feedback from students at the end of each semester in each class they teach through Canvas course evaluations.  The dean conducts a bi-annual classroom observation and evaluation of full-time faculty.  The department chair conducts bi-annual observations of associate faculty. | |
| 3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty? | All instructors are invited to participate in the following professional development activities on campus:   * Faculty Academy * Faculty Brown Bag Discussions * Faculty Reading Circle * College-wide Professional Development Days * On-demand Seminars * Library Professional Development Resources   The department also has money in the budget to support instructors who wish to participate in conferences, webinars, etc. not offered by the college. | |
| 3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period? | N/A | |
| 3.6 How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports? | “At-risk” students are identified through course placement and through collaborations with Disability Services and the TRIO program.  Instructors also complete regular course progress reports through Starfish to identify students who are struggling and get them the help they need.  The college offers a variety of support for students, including tutoring (both online and in-person) and counseling. | |
| 3.7 To what extent is the discipline integrated with other instructional programs and services? | Although the program is not integrated with any other programs specifically, the content of courses offered in this program is applicable to most courses across disciplines.  The program does work closely with library services to provide students with access to and knowledge of how to use various information technologies. | |
| 3.8 What does the discipline or department review when developing or modifying curriculum? | The department assesses student outcomes each semester and adjusts course offerings accordingly based on skills assessed.  The department also uses enrollment data from previous semesters to identify trends and adjust course offerings accordingly. | |
| 3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities? | Courses are evaluated each semester to determine whether changes in scheduling or delivery method might better serve students.  Assessment activity data is provided each semester for departments to review and use to make changes. | |
| 3.10 How does the college determine student success in this discipline? | The college collects data related to student success rates and provides that information to departments each year for review. | |
| 3.11 Did the review of quality result in any actions or modifications? Please explain. | Annual review of quality has led to changes in course offerings, changes in the scheduling of some courses to increase enrollments, and changes in delivery methods. | |
| List any barriers encountered while implementing the discipline. | | | |
| **COVID 19** | | | |

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| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | CHN 101 Elementary Chinese | | | | |
| **Course Description** | | This course provides an introduction to beginning Mandarin Chinese. The goal of this course is to develop communicative competence in listening, speaking, reading, and writing with emphasis on speaking skills. This course will introduce selected topics on traditional Chinese culture, current trends in China and Taiwan, as well as U.S. Interaction with China. | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | | 17 | 21 | 21 | 24 | 13 |
| Credit Hours Produced | | 64 | 84 | 84 | 96 | 52 |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | | 94.12% | 100% | 100% | 100% | 100% |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | CHN 102 | | | | |
| **Course Description** | | This course is a continuation course designed for students who already have basic knowledge and language skills of Mandarin Chinese. The goal of this course is to continue helping students build competence in listening, speaking, reading, and writing with emphasis on daily oral Chinese. This course will also introduce selected topics on traditional Chinese culture, religion and philosophy, and current trends. | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | | 12 | 11 | 9 | 13 | 7 |
| Credit Hours Produced | | 48 | 44 | 36 | 52 | 28 |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | | 100.00% | 100.00 | 100.00% | 100.00% | 85.71% |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | CMN 101 Introduction to Speech I | | | | |
| **Course Description** | | An introduction to the basic principles of oral communication as applied to public speaking. The course emphasizes the mastery of oral communication skills through a variety of exercises in which the student speaks before the group. Involves analysis of such topics as preparation, organization, and delivery. | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | | 485 | 400 | 476 | 433 | 424 |
| Credit Hours Produced | | 1455 | 1200 | 1428 | 1299 | 1272 |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | | 94.47% | 95.89% | 95.54% | 97.52% | 91.58% |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | CMN 104 Interpersonal Communication | | | | |
| **Course Description** | | An introduction to the basic theories and concepts relevant to face-to-face interaction. Emphasis is placed on the role of communication in the creation, maintenance, and termination of social, romantic, familial, and professional relationships. | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | | 74 | 77 | 90 | 107 | 83 |
| Credit Hours Produced | | 222 | 231 | 270 | 321 | 249 |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | | 81.82% | 86.76% | 87.50% | 93.55% | 93.33% |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | CMN 195 Special Topics in Communications | | | | |
| **Course Description** | | Deals with current topics in communications not covered in other courses. Topics will vary at discretion of the instructor. No topic will be offered more than twice within three years. May be repeated with different topics to maximum of four credit hours. Topic to be listed on student’s permanent academic record. | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | | 1 | 2 | 0 | 0 | 0 |
| Credit Hours Produced | | V | V | 0 | 0 | 0 |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | | 100% | 100% | 0% | 0% | 0% |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | CMN 220 Mass Media | | | | |
| **Course Description** | | An overview of the nature, functions, and responsibilities of the mass communication industries in a global environment with an emphasis on the media’s role in American society. | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | | 15 | 12 | 11 | 13 | 11 |
| Credit Hours Produced | | 45 | 36 | 33 | 39 | 33 |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | | 100.00% | 100.00% | 90.91% | 100.00% | 90.91% |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | ENG 101 Rhetoric and Composition I | | | | |
| **Course Description** | | An introductory course in writing at the college level with attention to skills needed at each stage of the writing process. Placement in ENG 101 presupposes competence in English grammar, mechanics, punctuation, and spelling. | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | | 589 | 572 | 579 | 595 | 549 |
| Credit Hours Produced | | 1767 | 1716 | 1737 | 1785 | 1647 |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | | 92.16% | 91.54% | 91.42% | 92.44% | 90.27% |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | ENG 102 Rhetoric and Composition II | | | | |
| **Course Description** | | A continuation of ENG 101; provides further practice in writing at the college level for a variety of purposes and audiences, using both fixed and open or developing forms. Research paper required. | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | | 536 | 448 | 487 | 500 | 415 |
| Credit Hours Produced | | 1608 | 1344 | 1461 | 1500 | 1245 |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | | 89.68% | 90.93% | 91.01% | 93.85% | 91.22% |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | ENG 114 Fiction | | | | |
| **Course Description** | | A study of fiction, including short stories and novels. | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | | 28 | 28 | 36 | 29 | 22 |
| Credit Hours Produced | | 84 | 84 | 108 | 87 | 66 |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | | 96.15% | 100.00% | 94.12% | 92.86% | 86.36% |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | ENG 130 Introduction to Film | | | | |
| **Course Description** | | This course introduces the basics of film production and analysis in order to help students understand and enjoy film as an art form. Students will be introduced to the formal elements of film production as well as fundamental principles of genre and narrative in order to understand how directors’ decisions regarding these elements and principles create meaning. | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | | 48 | 49 | 84 | 129 | 161 |
| Credit Hours Produced | | 144 | 147 | 252 | 387 | 483 |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | | 100% | 93.75% | 97.53% | 92.62% | 94.67% |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | ENG 191 Business Communication | | | | |
| **Course Description** | | This course instructs students in the techniques of composing effective business letters, memoranda, electronic communication, resumes and cover letters, and reports. It covers introductory business communication principles including intercultural communication, teamwork strategies, business etiquette, meeting strategies, business presentations, and employment communication. | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | | 41 | 44 | 31 | 25 | 35 |
| Credit Hours Produced | | 123 | 132 | 93 | 75 | 105 |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | | 81.25% | 82.93% | 83.33% | 88.00% | 75.76% |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | ENG 195 Special Topics in Languages/Literature | | | | |
| **Course Description** | | Deals with current topics in languages or literature not covered in other courses. Topics will vary at discretion of the instructor. No topic will be offered more than twice within three years. May be repeated with different topics to maximum of four credit hours. Topic to be listed on student’s permanent academic record. (V) | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | |  |  | 6 |  | 7 |
| Credit Hours Produced | |  |  | 12 |  | 21 |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | |  |  | 83.33% |  | 85.71% |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | ENG 231 American Literature I | | | | |
| **Course Description** | | Major American writers | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | | 6 |  |  |  |  |
| Credit Hours Produced | | 18 |  |  |  |  |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | | 80.00% |  |  |  |  |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | ENG 232 American Literature II | | | | |
| **Course Description** | | Major American writers, 1865 to present. | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | | 5 |  | 19 |  | 10 |
| Credit Hours Produced | | 15 |  | 57 |  | 30 |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | | 100.00% |  | 100.00% |  | 100.00% |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | ENG 241 English Literature I | | | | |
| **Course Description** | | British masters up to the nineteenth century. | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | |  | 10 |  | 13 |  |
| Credit Hours Produced | |  | 30 |  | 39 |  |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | |  | 100.00% |  | 100.00% |  |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | ENG 242 English Literature II | | | | |
| **Course Description** | | British masters, nineteenth and twentieth centuries | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | |  | 14 |  | 23 | 2 |
| Credit Hours Produced | |  | 42 |  | 69 | 6 |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | |  | 100.00% |  | 95.24% | 50.00% |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | ENG 251 World Literature | | | | |
| **Course Description** | | A survey of the literature of Africa, Continental Europe, the Far East, Great 163 Britain, Latin America, Mediterranean, and North America. A variety of literary genres, including poetry, short fiction, and drama, will be discussed. | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | |  |  |  |  | 22 |
| Credit Hours Produced | |  |  |  |  | 66 |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | |  |  |  |  | 71.43% |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | ENG 295 Advanced Special Topics in Languages/Literature | | | | |
| **Course Description** | | Deals with current topics in languages or literature not covered in other courses. Topics will vary at discretion of the instructor. No topic will be offered more than twice within three years. May be repeated with different topics to maximum of four credit hours. Topic to be listed on student’s permanent academic record. (V) | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | |  |  | 2 |  |  |
| Credit Hours Produced | |  |  | 2 |  |  |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | |  |  | 100.00% |  |  |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | GER 101 German I | | | | |
| **Course Description** | | An introduction to basic German grammatical structures, pronunciation, and vocabulary. The course emphasizes development of communicative competence in German; hence the focus on listening comprehension, reading, speaking, and writing skills. The course also addresses various cultural aspects of the German- speaking countries and thus develops students’ cultural awareness. (4) | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | | 4 | 4 | 6 | 2 |  |
| Credit Hours Produced | | 16 | 16 | 24 | 8 |  |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | | 100.00% | 100.00% | 100.00% | 100.00% |  |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | GER 102 German II | | | | |
| **Course Description** | | This course is a continuation of German I, building on the skills acquired during German I - basic grammatical structures, pronunciation, and vocabulary. Focus of the course will be the further development of communicative competence in German. The emphasis will be on listening comprehension, reading, speaking, and writing skills. The course also addresses various cultural aspects of the German-speaking countries and continues to develop students’ cultural awareness | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | | 1 | 3 | 2 | 3 |  |
| Credit Hours Produced | | 4 | 12 | 8 | 12 |  |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | | 100.00% | 100.00% | 100.00% | 100.00% |  |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | SPN 101 Elementary Spanish I | | | | |
| **Course Description** | | Fundamentals of grammar and pronunciation, with emphasis on reading, writing, and conversation. Also incorporates geography, customs, and cultures of the Spanish-speaking world. | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | | 61 | 94 | 81 | 63 | 87 |
| Credit Hours Produced | | 244 | 376 | 324 | 252 | 348 |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | | 92.68% | 97.75% | 92.50% | 95.00% | 96.25% |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | | **Communications, Languages & Literature** | | | | |
| **Course Title** | | SPN 102 Elementary Spanish II | | | | |
| **Course Description** | | Continuation of Elementary Spanish I, continuing to emphasize development of proficiency in the language in five areas: listening, speaking, reading, writing, and cultural understanding. In class, students will be actively engaged in communicating in Spanish and learning about the Spanish-speaking world | | | | |
|  | | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 |
| Number of Students Enrolled | | 45 | 48 | 61 | 34 | 40 |
| Credit Hours Produced | | 180 | 192 | 244 | 136 | 160 |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | | 97.73% | 91.49% | 100.00% | 97.06% | 100.00% |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| How does the data support the course goals? Elaborate. | |  | | | | |
| What disaggregated data was reviewed? | | Program data reports, which include enrollment broken down by several demographic factors including race, disadvantaged status, average ACT, gender, age, and residence, for the last five years were reviewed. These reports also contain persistence and course success rates. | | | | |
| Were there identifiable gaps in the data? Please explain. | | No gaps uncovered. Small sample size often makes it difficult to discern any gaps at JWCC. | | | | |
| **Academic Course Review Results** | | | | | | |
| **Intended Action Steps**  Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Continue to look for ways to combine Developmental English courses for efficiency.  Review OLC offerings and determine whether to continue offering OLC courses on the main campus.  Expand literature course offerings.  Develop a transitional English pathway course for high school students. | | | | | |
| **Program Objectives**  If program objectives are not being met, what action steps will be taken to achieve program objectives? | Discussions with the VP of Instruction, Dean of Arts and Sciences, and department members will be used to determine what action steps need to be taken to meet objectives. | | | | | |
| **Performance and Equity**  To what extent are action steps being implemented to address equity gaps, including racial equity gaps? | N/A | | | | | |
| **Rationale**  Provide a brief summary of the review findings and a rationale for any future modifications. | OLC course on the main campus have traditionally low enrollments, so moving those OLC offerings to a structured class delivery method should make for a more efficient offering.  The ICCB has tasked colleges with providing Developmental Education students a more streamlined and efficient pathway to taking credit-bearing classes; therefore, creating co-requisite and transitional courses will help meet that goal.  Enrollment in Literature courses has increased; therefore, offering more Literature courses addresses this need. | | | | | |
| **Resources Needed** | Grant money may be used to implement transitional English courses and work on developing co-requisite developmental English courses. | | | | | |
| **Responsibility**  Who is responsible for completing or implementing the modifications? | VP of Instruction, Dean, and Department Chair | | | | | |

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| **English Language Acquisition (Title II- Adult Education and Literacy Program)**  This review is meant to evaluate the English Language Acquisition program authorized and funded under WIOA Title II- Adult Education and Literacy Program, including the Integrated English Language and Civics Education program. | | | | | |
| College Name: | John Wood Community College | | | | |
| Academic Years Reviewed: | FY22 | | | | |
| **Performance and Equity**  Please complete for the ELA program reviewed. | | | | | |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | 34 |  |  |  |  |
| Number of Completers | 0 |  |  |  |  |
| Number of Students in a Bridges course: | 0 |  |  |  |  |
| Number of Students in an ICAPS course: | 0 |  |  |  |  |
| Number of Students in Workplace Literacy Training | 0 |  |  |  |  |
| Other (Please identify) | 0 |  |  |  |  |
| How does the data support the program goals? Elaborate. | Program Goal: Increase the number of students enrolled in ESL classes throughout the district. The data shows a 100% increase in the number of students enrolled in ESL classes from 17 students in FY21 to 34 enrolled students in FY22.  Program Goal: Increase accessibility of ESL classes for students throughout the JWCC district. Enrollment increased due to a new class location at the Southeast Education Center in Pittsfield and holding classes at Dot Foods in Mt Sterling after being unable to meet during the past year and a half due to the COVID pandemic. | | | | |
| Are there any identifiable gaps? If so, please explain. | Program staff will evaluate the class schedule to ensure we are meeting the needs of potential students in the Quincy area. | | | | |
| What is the college doing to overcome any identifiable gaps? | If gaps are identified, staff will work with APC members and WIOA partners to develop ways to address the issues. This may include additional classrooms, either in-person or online. | | | | |
| Specifically, what is the college doing to overcome racial equity gaps if racial equity gaps exist? | The program serves all residents eligible for program services. Increased marketing efforts will increase the awareness of program services. | | | | |
| **Review Summary** | | | | | |
| **Program Objectives**  What are the objectives of the English Language Acquisition program? | Objectives of the JWCC ESL/ELA program are to assist English language learners in improving their ability to read, write, speak, and comprehend the English language to successfully interact in their communities, identify a career pathway, and to obtain and retain employment. | | | | |
| To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved? | In addition to providing an ESL class in Quincy, in FY22 the program partnered with two local employers to provide accessible ESL learning opportunities for their employees in Pittsfield and Mt Sterling. In FY23, follow up will be done with employers to determine employee retention levels. Career pathway information is part of the standards-based curriculum in all ESL classes. | | | | |
| How do your program objectives align with the goals and objectives in the [2018-2023 Illinois Adult Education Strategic Plan](https://www.iccb.org/iccb/wp-content/pdfs/adulted/strategic_plan/ICCB_Adult_Education_Strategic_Plan_2018-2023.pdf)? | Improve Outcomes by Scaling Effective Models & Strategies Across the System: working with employers to provide workers with job specific skills and language to increase the likelihood of success.  Increase Postsecondary Transitions and Credential Attainment: Adult Education staff assist students wanting to enroll in credit courses, students have access to enroll in Adult Ed Bridge and ICAPS classes to gain credentials. Additional Bridge and ICAPS courses will be developed as specific needs are identified.  Strengthening College and Career Readiness: Standards-based curriculum, including a technology component (Burlington English), provides essential workplace knowledge and skills.  Developing life-long career pathways and enabling technologies: technology skills are increased through online learning opportunities, i.e., Burlington English and platforms used to attend class remotely. Career information and employment and soft skills information in provided via the software program Virtual Job Shadow. | | | | |
| What gaps were identified as it relates to program need? | Additional marketing efforts to increase enrollments and ensure residents throughout the district are aware of program services and class times/locations. | | | | |
| What additional support is needed to help students transition to post-secondary or employment? | The addition of Virtual Job Shadow to the class curriculum will assist students with identifying a career path. The Adult Education Transition Coordinator is available to assist students with the transition to post-secondary education or employment. | | | | |
| Based upon this review, what steps are being taken to offer curricula more cost-effectively? | Providing web based synchronous classes and online curricula is a cost-effective measure. | | | | |
| Discuss how the program strengths will lead to improved student outcomes. | Providing classes throughout the district at varying days and times to include remote access, allows for increased accessibility for students. Using the Burlington English software program provides learning options outside of class time. Partnering with employers allows curriculum to be contextualized to increase student success on the job. | | | | |
| **Prior Review Update**  Describe any quality improvements or modifications made since the last review period. | Increased number of ESL classrooms in addition to web-based instruction to meet the scheduling needs of students. Standards based curriculum that includes employment readiness skills to increase job success for employees. | | | | |
| **Review Analysis**  Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | | | |
| **Indicator 1: Need** | | **Response** | | | | |
| 1.1 Detail how the ELA offerings align with the Index of Need and priority populations identified in WIOA for the program area. | | Approximately 2.9% of JWCC district population, age 16+, reside in a household in which English is not the Primary Language. The largest number of students indicating they Do Not Speak English Well (DNSEW) reside in Pike County where we started an ESL class in FY22. Adams and Brown counties were the next highest numbers of DNSEW residents and ESL classes are held in both counties to make classes as accessible as possible for in-person learning. | | | | |
| 1.2 Detail how the Bridge and ICAPS offerings are aligned with both college offerings and LWIB lists. | | The program offers Bridge to Healthcare, Bridge to Manufacturing and Bridge to Logistics classes all of which are listed as in-demand occupations and on the priority training list for LWIA14. The program has submitted a proposal for a Logistics ICAPS. | | | | |
| 1.3 Detail how past ELA enrollment trends compare to the index of need. | | The index of need shows a steady increase in the number of DNSEW adults over the past 3 years. Although enrollment numbers declined in FY21, likely due to the COVID pandemic, the program has seen increased enrollment since FY20. | | | | |
| 1.4 Detail how Bridge Program enrollment trends compare to the index of need. | | To date, no students have enrolled in Bridge classes offered by the program, perhaps due to many ESL students being employed and unable to attend bridge classes in addition to their ESL classes. | | | | |
| **Indicator 2: Cost Effectiveness** | | **Response** | | | | |
| 2.1 What is the cost per student associated with this program? | | In FY22, the cost per student in the program was $1507 with the cost per attendance hour being $26.60. | | | | |
| 2.2 How is the college supporting the training portion of an IET for adult education students? | | The college provides the curriculum for LOM 100 which is used for the Logistics ICAPS curriculum. The college also provides the classroom space and technology required for the class. | | | | |
| 2.3 Explain how institutional dollars provided to the Adult Education program are used to increase ELA student outcomes. | | The Adult Education program receives grant funding for program expenses; however, the college provides in-kind services which include classroom and office space, and services provided by the business office, marketing, information technology, campus security and human resources. These services allow for the smooth delivery of services and ensure continued program funding by meeting grant outcomes. | | | | |
| 2.4 What sources are being utilized in braided funding? | | The Adult Education program services are funded through various grant sources including ICCB Adult Education & Family Literacy, Adult Volunteer Literacy funding through the IL Secretary of State, and WIOA Youth Services funding through Western Illinois Works Inc. | | | | |
| 2.5 Identify any sustainability plans for adult education, ICAPS and Bridge programs. | | The program will continue to look at grant opportunities to fund program services. | | | | |
| 2.6 Are there needs for additional ELA resources? If so, what are they? | | No additional needs identified at this time. | | | | |
| **Indicator 3: Quality** | | **Response** | | | | |
| 3.1 What are the program’s strengths? | | Adaptability of program staff and students is a strength. Providing Zoom access allows remote learning opportunities for students unable to attend in-person and provides more scheduling opportunities for students.  Partnerships with employers allows for instruction designed for employee retention and advancement within the workplace. Lessons can be contextualized for individual employer needs.  The partnership with the Adult Volunteer Literacy program provides additional instructional support for students to meet one-on-one with a trained volunteer literacy tutor to review class lessons and allows additional practice with reading, writing, and speaking skills. | | | | |
| 3.2 What are the potential weaknesses of the program? | | Finding part time ESL instructors willing to travel to outlying centers/classrooms has been a challenge at times. Student schedules often interfere with attending scheduled class sessions. | | | | |
| 3.3 How is the college ensuring that the adult education program is using the Illinois ELA Content Standards in the delivery of instruction? | | The program requires all instructors to participate in at least 12 hours of professional development activities each year. Many of these activities include information on the ELA Content Standards. The instructors and program manager research all resources used in the curriculum for adherence to the Content Standards. | | | | |
| 3.4 Identify existing ICAPS programs with ELA students and how they have been incorporated across the institution. List any plans for future ICAPS programs. | | The program has recently submitted a Logistics ICAPS program for approval. Planning has started on the next program which will be a CNA ICAPS program. All students enrolled in the Adult Education program meeting eligibility requirements will be encouraged to enroll in these programs. | | | | |
| 3.5 Detail various instructional delivery methods of this program. (Online, flexible-scheduling, team-teaching, accelerated, etc.) | | ELS classes are currently offered in-person with remote access for students unable to attend in person. Hybrid classes are available to allow for flexible scheduling. The on-site class located at Dot Foods has class times scheduled to align with employee work schedules. | | | | |
| 3.6 What innovation has been brought to or implemented in the program? | | The use of Burlington English software program allows students to continue working on lessons outside of the classroom. The use of technology provides students throughout the district to remotely access the class that best fits their schedule. | | | | |
| 3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? | | Participation of employers will increase the quality of the program as local employees will present information on their daily job responsibilities as well as an overview of their business model and skills needed for advancement in the Logistics ICAPS class. Employer partnerships have led to ESL classes being held in Mt Sterling and Pittsfield. | | | | |
| 3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)? | | All instructors and staff are required to complete 12 hours of professional development training each year. The Excellence in Adult Ed portal is the primary resource for training. In addition, staff attend conference sessions sponsored by ICCB, IACEA, and WIOA. | | | | |
| 3.9 Identify barriers to successful implementation of ICAPS programs and strategies to address these barriers. | | Students’ work schedules, transportation issues, and language barriers may make it difficult to participate in the ICAPS program. The program will address those issues by providing opportunities for students to participate in the Logistics ICAPS program remotely and providing a support class for all ICAPS students to help with understanding the course material. | | | | |
| 3.10 How does the program partner with WIOA Core partners to ensure ELA students successfully transition to post-secondary education? | | The Adult Education Transition Coordinator assists all Adult Ed students, including ESL, with the transition to post-secondary education. Referrals are made to WIOA partners and assistance is provided in completing applications and other forms. Weekly meetings are held with Title 1 staff to provide case management for students co-enrolled in their program. | | | | |
| 3.11 Detail the types of professional development where staff have participated related to ELA Bridge and ICAPS programming. | | Staff have attended the ICCB Transitions Academy yearly to get up to date information and assistance with Bridge and ICAPS development. Forum for Excellence and state conference sessions also provide new ideas and information on Bridge and ICAPS programming. | | | | |
| 3.12 Discuss how ELA and transition courses provide the academic skills necessary for students to be successful in post-secondary education and training. | | ESL students planning to transition to post-secondary coursework have access to ABE/ASE classes and study materials and one-on-one tutoring with volunteer tutors through the Adult Volunteer Literacy program. The Adult Education Transition Coordinator will follow up with the student to assess continuing needs the program can assist with. As needed, the Adult Education program provides an information class (FYE) to prepare students for the college experience. | | | | |
| 3.13 Detail how technology skills are being integrated into instruction to improve student outcomes. | | Technology skills have been integrated via the use of online programs Burlington English and Virtual Job Shadow as part of the curriculum. Students also learn skills needed to access classes remotely as well as accessing class handouts via email. | | | | |
| 3.14 How do adult education students access college services – library, tutoring, admissions, health counseling, etc.? | | The Adult Education Transition Coordinator and instructors make referrals for tutoring, counseling, etc. Staff from the college Admissions office, Financial aid, and other departments are available to speak with classes to explain processes and encourage transition to college classes. | | | | |
| 3.15 How is numeracy covered in the ELA program’s various offerings? | | Numeracy is included in the course curriculum via the Stand Out and Burlington English curricula. Math skills are contextualized for employee work situations as well. | | | | |
| 3.16 Is the ELA program entirely or partially funded by the IELCE grant? If so, how are the components being addressed? | | The JWCC Adult Education program does not receive IELCE grant funding at this time. | | | | |
| List any barriers encountered while implementing the program. | | | | | | |
|  | | | | | | |
| **Review Results- Next Steps** | | | | | | |
| **Rationale**  Provide a brief summary of the review findings and a rationale for any future modifications in need, transitions, cost, and quality. | | During FY22, 24% of students enrolled in adult education were enrolled in ESL classes. This is an increase from 10% of enrolled students in FY21. The program will continue to provide classes throughout the district and to partner with employers to assist in the retention of employees. It is anticipated that the ESL population of our district will increase the next few years so the program will provide additional class opportunities as needed. | | | | |
| **Intended Action Steps**  Detail action steps to be completed in the future based on this review for need, transitions, cost, and quality with a timeline and/or anticipated dates. | | Adult Ed staff will connect monthly with WIOA partners and quarterly with the LWIB to be aware of the needs of employers and district residents as it relates to ESL services. The program will work to increase awareness of program services through a marketing campaign throughout FY23. | | | | |
| **Program Objectives**  If program objectives are not being met, what action steps will be taken to achieve program objectives? | | Program objectives are being met. | | | | |
| **Performance and Equity**  To what extent are action steps being implemented to address equity gaps, including racial equity gaps? | The program manager and transition coordinator are members of the JWCC Diversity, Equity, and Inclusion committee. Increased marketing efforts will help promote program services to all district residents. | | | | |
| **Resources Needed** | No additional resources have been identified at this time. | | | | |
| **Responsibility**  Who is responsible for completing or implementing the modifications? | All staff and instructors are responsible for their part in implementing modifications. The Manager of Adult Education is responsible for guiding the process and ensuring modifications are completed. | | | | |

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| **Student and Academic Support Services**  Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | |
| **College Name:** | | John Wood Community College |
| **Academic Years Reviewed:** | | 2018-2022 |
| **Review Area:** | | Admissions, Registrations, and Records |
| **Review Team**  Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process. | | Melanie Lechtenberg, Dean of Records Registrar & Financial Aid  Kristen Ritterbusch, Director of Admissions  Tracy Orne, Dean of Students and Enrollment Management  Lisa Snodgrass, Records Coordinator  Michelle Wright, Records Coordinator |
| **Mission**  How does the program/service contribute to the mission of the college? | | The purpose of the department of Records and Registration (Registrar’s Office) is to manage all aspects of student academic records (point of entry admissions through academic performance), grading practices and procedures, incoming and outgoing transcripts, national student clearinghouse submissions, college catalog policy enforcement, student module Banner information, veteran’s services, and support the selective admissions process for selective programs (nursing/surg tech.) The department is also responsible for the institution’s compliance with the Family Educational Rights and Privacy Act (FERPA) as well as numerous other state and federal compliance regulations. The Office of Records and Registration is comprised of five individuals including: one full-time Dean of Records Registrar & Financial Aid, one full-time Coordinator of Records and Registration, one full-time Coordinator of Records and Registration and Veterans Services, a part-time records clerk, and a full-time Manager of Concurrent Enrollment. |
| **Advancement of Equity**  How does the program/service help advance equity? | | John Wood Community College’s enrollment profile is consistent with our mission of providing accessible educational programs and services for district residents. Accessible education is paramount for our mission, which means providing equal opportunity to all who may benefit from the College’s programs and services regardless of race, gender or other attributes. The college is open enrollment institution with a few selective programs that have selective admissions requirements such as nursing and surgical technology. The college also offers a GED program for district residents if they have not obtained their high school equivalency. We have multiple community partners i.e., Workforce Innovation and Opportunity Act (WIOA) and the Missouri Workforce Opportunity (GAMM), that we work with to assist with student barriers to assist with removing them when trying to go to school. |
| **Service Objectives**  Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service? | | The college mission, “enriches lives through learning by providing accessible educational opportunities and services at an exceptional value.” Our strategic goals are comprised of student success, excellence in programs, services, and employees, enrollment growth and stability, leadership and partnerships, and responsible management of resources.  The area of Admissions, Registration and Records supports this mission through our processes and procedure for student that come to the college to continue their education. Our goal and objectives of this area is to ensure accessibility, provide appropriate placement in courses based on capability, to ensure credential awarding, and to support other academic and special population needs. |
| To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed? | | We use the college key performance indicators to evaluate our success.  Completion Rates    Total Credentials Awarded    Total Credit Hours    Full-time Retention Rate |
| **Past Program Review Action**  What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action? | | Records and Registrar  2018 Action Steps –   * electronic transcripts implementation: October 2021, the Registrar’s Office completed the conversion process for electronic transcript. The College contracted with the National Student Clearinghouse to automate transcript processing. * standardized withdrawal policy implementation: October 2018, the Registrar’s Office in partnership with the Vice President of Instruction implemented board policy and procedure 412 Student Engagement. This engagement standard is communicated through the annual Faculty Handbook as well as in semester course syllabi provided to students. * automate census rosters: still in progress; through a Ellucian Analysis process the automation of census rosters has been slated for implement. Our goal is to have up and implemented the summer 2023. Barriers are time and manpower to devote to project, knowledge about Ellucian system to make system modification * faculty grading automation between Learning Management System and Student Information System: still on actions to complete but little progress made towards the integration. Barriers are time and manpower to devote to project, knowledge about Ellucian system to make system modification * Continual work with Financial Aid and Information Technology on various regulations and topics – Gainful Employment, National Student Clearinghouse changes, part of term disbursement of financial aid, program of study implementation, veterans’ benefit changes – automated gainful employment notification of GE sheet information at the point a student registers or changes a program of student to a certificate program. Veterans benefit changes continue to be ongoing with new system implementations and law changes. Continually monitoring to changes and compliance requirements. Barriers are time and manpower to devote to project, knowledge about Ellucian system to make system modification. |
| **Indicator: Need** | | |
| 1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements? | | Yes, the services are statutorily required, and the college has appropriate policies and procedures in place to meet the requirements. The college maintains an admission office and a records and registration office that provides services for admissions to the college, transcript evaluation for credit awarding, degree completion evaluation, transfer services, and works closely with departments throughout the college to ensure compliance. Due to the records and registration office (registrar) role as the academic records primary maintenance we work closely with the admissions, advising and retention, dean of student offices and our instructional division that all collect, update, and provide student record information.  Policies and procedures that support this process is maintained within the JWCC board policies and procedures chapter 4 including but not limited to board policies associated with 402 Admission, 403 Transfer Students, 404 International Students, 405 Residency Status, 406 Classification of Students, 407 Registration, 408 Course Load, 410 Grading System, 411 Academic Requirements, 412 Student Engagement, 420 Family Educational Rights, 421 Transcripts, 424 Student Education Records, 426 Credit for Prior Learning.  The college goes through an annual audit that monitors our credit awarding process based on our policies, enrollment reporting processes, and credit claims through the state. For the last five-year period we have had no findings. The college also goes through a veteran’s audit which reviews our record management, fund awarding, and claims. We have had no findings through those audit processes. |
| 1.2 What is the ***need*** for this program/service and how does the institution determine ***need***? | | A record of a student’s academic history supports that student in either the transfer of academic accomplishment or the confirmation of educational achievement for employment purposes. The functions of the service area of Admissions, Records, and Registration support the documentation of academic progression for each student and the distribution of obtainment. |
| 1.3 If applicable, what is the student usage for this program/service? | | All students taking credit course work will have an academic history created at the college. Records will be provided for employment or transfer documentation for the student’s next steps either toward career or continued academic achievement. Student either enter through the admissions process or through registration for quick admit for non-degree seeking enrollment. |
| 1.4 How does the student usage compare to assessed need of the program/service? | | The college also maintain key performance indicators on an ongoing basis which tie into our strategic planning. These are undated annually to gage our overall performance. |
| **Indicator: Cost** | | |
| 2.1 What are the current expenditures of the department? | | Admissions Budget: $43,400 ($373,079 total – operational, salary and benefits)  Records Budget: $9,800 ($162,347 total – operational, salary, and benefits)  Concurrent Enrollment Budget: $2,400 ($84,976 – operational, salary, and benefits) |
| 2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability? | | The college services are funded through the operational budget of the college. In some cases, there may be grant funds that may support a given function or service temporarily with primary being the operational budget. i.e., the college has a grant to assist with the enrollment of adult and high school student which supports some staff members temporarily. The implementation of the electronic transcript process does generate funds in support of the records budget.  With the implementation of electronic transcripts, the process has generated a small income that assist with covering the cost of processing transcript request.  The area continues to look for ways to streamline processes and procedure to do more cost-effective strategies for operation. |
| **Indicator: Quality** | | |
| 3.1 If applicable, how does the college program/service measure against any quality benchmark and standards? | | College wide key performanceindicators that the college tracks are completion rate, total credentials awarded, total credit hours billed, persistence rate, full-time retention rate, part-time retention rate, fund balance as percent of budgeted operating expenses. The college has established target ranges that we try to meet on an annual basis which accounts for comparable benchmark schools.  The services and performance of admissions, records and registration support some of these key performance indicators such as completion rate, credentials awarded, total credit hours billed, persistence rate for full-time and part-time. |
| 3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service? | | The college has an annual budget that supports continued development and training for our service area. A few of our membership and training opportunities that we take advantage of are with the following associations:  Illinois Association of Collegiate Registrars and Admissions Officers  American Association of Collegiate Registrars and Admissions Officers  National Alliance of Concurrent Enrollment Partnerships    Illinois Alliance of Concurrent Enrollment Partnerships  Veterans Administration Education and Training (mandatory training required)  The College also participates in Safe Colleges and has annual training requirements for Title IX, FERPA, etc. (All full-time and some specific part-time completion is required based on training module.) |
| 3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about?  How have these innovations had an impact on student **success**? | | For JWCC Admissions, Records, and Registration area our big game changer in the last year was the implementation of the electronic transcript processing. This is not an innovative concept but for us it has made provided us a much-needed improvement for services to students and allowed us to streamline a process that required manpower and budget.  An additional change has been with the implementation of Multiple Measures through ICCB which once implemented on campus has supported on students moving forward quicker to college level work. The implementation of Math multiple measures has been in place the last three years, and we are starting the English multiple measurers.  Accessibility for college level courses to our high school populations was experiencing a barrier due to cost. The college made a commitment to provide a 25% discount to all high school student to assist with being able to start their higher education experience while in high school. We have seen some growth in our concurrent enrollment programs due to this change.  We have also used funds from pandemic relief to re-engage students that faced multiple barriers over the last three years. The college this year is just now starting to see some of those students re-engaging in classes. |
| 3.4 What are the strengths of this program or service? | | Strengths of Program:   * Policies and procedures are strong and followed on a regular basis. * Data system has a core base that supports operations * Staff is experienced and have combine 30 plus years of experience in the operations of the admissions, registration and records process. |
| 3.5 What are the challenges or weaknesses of the program/service? | | Challenges or weaknesses:   * During the past three years breaking down barriers for students during the pandemic. This caused several adjustments to some policies and procedures that are now being reinstated. * With the pandemic worldwide, as an organization we are much more aware of the need to be prepared for an adjustment for services to be provided in a more electronic delivery. We continue to evaluate more stream- lined processes that need to be in place for a timely response for change in delivery and services. * Expertise in staff and resources that can assist with the change and utilization of technology as well as tracking of outcomes. * Staff skill needs are changing in an environment when it is already challenging in current economic times in relation to cost of products as well as the cost of salaries, benefits, etc. |
| 3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc. | | The college has utilized student surveys, focus groups, and co-curricular assessment to determine the needs of the student, staff, and faculty to determine the overall performance of the college. Student/faculty surveys are conducted at the end of each term across our instructional services. We also have a very active student government association which conduct student forums and surveys to assist with outcomes. Specific focus group surveys: adult survey, co-curricular data for registration, campus climate, listen for good (grant funded). |
| 3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?  . | | Continuous Improvement implemented:   * Data checks on high school enrollment status – During the enrollment process depending on timing of admissions application through process of registration a student type may not be updated. We have implemented an automatic report to notify us of discrepancies of data. * Data check implemented on missing social security number, non-citizen checks, residency status. Monthly report to follow-up and clean up data missing from data bases. (continuous) * Cross functional team for course management including fee checks, naming convention, and catalog updates. * Implemented reverse transfer processes. At this point very manual so working to streamline processes. * GECC tracking review – very manual process so working to automate checks. |
| 3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness? | | Ongoing data is collected to support the key performance indicators on an ongoing basis. |
| 3.9 Were there any identifiable equity gaps in the data? Please explain. | | During the pandemic period we have seen a decrease especially in the adult population attending school. The college has taken actions to assist students with barriers that may cause them not to come back to school. This has been in the form of scholarship support, computer loan programs, transportation funds, and in some cases assistance with books. |
| 3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services? | | The college has utilized HEERF funding to assist with much needed technology improvements to service students. Over the course of the next two years, we plan to update functionality of some of our processes utilizing our Ellucian system.  Funds have also been used to break down barriers for students that need mental health services, assistance with transportation, and assistance with tuition cost due to impact of COVID. |
| 3.11 How does the program or service address inequities in instructional programs, if appropriate? | | **N/A** |

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| **Review Results** | |
| **Intended Action Steps**  Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Action Steps Moving Forward:   * Implementation of Degree Works – To improve end user usage (student) supporting them through the registration process and the record access process. Start implementation is Spring 2023 with a timeline over 18 months to complete. * Implementation of Document Management – To improve the submission of documents to the college and the potential to streamline our processing time for documents in the records and advising areas. Start of implementation is Fall 2022 with a year implementation cycle. * Revision of policy and procedures for students that have financial hold on accounts. Revision due by start of Fall 2022 courses. Impacts three policies that the college has in place with some minor modifications. * Revision of placement standards for English Multiple Measures. Target implement Fall 2023. * Social Security collection process in support of the Business Office needing information for the processing of 1098T. Collaboration effort. Implementation in place by November 2022. |
| **To what extent are action steps being implemented to address equity gaps, including racial equity gaps?** | The college continues to attempt to address barriers that student have when attending college. The college is committed to looking at opportunities to break these down by reviewing the potential of scholarships, computer loan programs, and travel vouchers if funding sources are available. |
| **Rationale**  Provide a brief summary of the review findings and a rationale for any future modifications. | As the college was going through the pandemic, as a college we realized that we were not prepared to provide service at the level necessary for that major event. Even though we handled it appropriately, as an institution we recognized the need to implement additional technology to streamline our services and processes. |
| **Resources Needed** | Staffing: As the college moves towards improvement in processes and procedures, we are finding different skills set are necessary in our staffing. We will continue to analysis as to these staffing needs and the challenges that current all institutions are faced with staffing concerns.  Technology: Improved end user experience, implementation of new processes and procedures, training on usage of system. Some new technologies to be added for document imaging and record retention. Specialized software to improve tracking of outcomes and data. |
| **Responsibility**  Who is responsible for completing or implementing the modifications? | Due to multiple projects, there are different project leads. Due to the size of the college and staffing many of us serve on multiple projects in some capacity. For instance, we are also working on the development of career pathways which involves instruction, registrar’s office, concurrent enrollment, and administration. |