

LAKE LAND COLLEGE

ICCB PROGRAM REVIEW

FISCAL YEAR 2010

SECTION 1

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SECTION 2

Career and Tech Ed Programs

CTE PROGRAM REVIEW REPORT FOR 2010

6-digit CIP	010101
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Degree Type	03 – AAS
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Program Titles	Ag Business and Supply
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Action

- Continued with minor improvement
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

Please provide a brief description of the improvement made since the last review or reasons for other program decisions, proposed action plan for future improvements, and an estimated timeline.

Since the last review the Ag Business and Supply program has undergone the DACUM review process. This effort was facilitated by the assistance of USDA Secondary/ Postsecondary Agriculture Challenge Grant. The grant focus was on “Aligning Secondary and Community College Agriculture Education for Student Success”. The professionals and participants for the DACUM Review included two representatives from the lending institutions, 1 representative from the Farm Service Agency, 1 representative from Effingham Equity, 1 representative from Growmark, and an agriculture business instructor. The DACUM Review revealed jobs and duties within the agribusiness industry, knowledge and skills to successfully employed, required behaviors, and future trends and concerns.

This DACUM review was also taken before high school agriculture instructors at a summer agriculture instructor workshop for District IV. The actual hours of program credit and course titles did not significantly change. However major changes occurred within the curriculum in terms of course content, learning outcomes, and program assessment. Annually the Agriculture Advisory Council makes recommendations for program changes. The Ag Business program remains the 4th largest of the 14 agriculture degrees.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic, and cost data
- Other, please specify: DACUM Review

Statewide Program Issues (if applicable)

A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, developments in disciplines or modifications to university transfer policies.

As part of the transfer opportunities with SIUC, ISU, and WIU, the Ag Business and Supply Degree now has the option to pick up 2 transfer courses in place of 2 courses considered strictly non-transfer-Soils and Animal Husbandry. Students now seeking transfer as a Capstone or 2+2 option are replacing those courses with Intro to Soil Science and Introduction to Animal Science.

The Illinois labor market data continues to indicate some compound growth in business related areas of 1 to 3% with the number of jobs available due both to growth and replacements. The employment change in most Business sectors from 2006-2016 are up to 17.98% in the various business fields. The agriculture division continues to have LLC District and out of district employers post agriculture business jobs that exceed the number of qualified graduates.

Agriculture Business and Supply

012

Division: Agriculture

Created: 11/21/2001 4:04:11 PM

Revised: 11/6/2009

Associate in Applied Science

Mission Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	<p>Graduates from the Agriculture Business and Supply Associate in Applied Science degree program will be able to:</p> <p>Express basic agriculture business competency skills in oral and written communication.</p>	<p>Students will be assessed on a final oral presentation and imbedded written discussion questions in Agricultural Salesmanship, (AGR 133). 90% of the students will score 70% or higher.</p>	<p>95% of the students scored 70% or higher in the oral presentation. The lowest area was that of topic enthusiasm during the presentation.</p>	<p>The assessment criteria was met. However continued emphasis will be placed on both "Delivery and Voice".</p>
2	<p>Apply appropriate mathematic skills required for agribusiness.</p>	<p>Application of a mathematics artifact in AGR 123. 90 % of the students will score 70% or higher.</p>	<p>93% of the students scored 70% or higher on the embedded math questions in AGR 123. These questions were application of mathematics from the development of a grain trading exercise.</p>	<p>The instructor in AGR123 will maintain the "Trading Exercise" number of trading transactions prior to examination.</p>
3	<p>Demonstrate an understanding of agricultural fundamentals in the core agricultural areas of agronomy, animal science, agricultural economics, and business.</p>	<p>Employer will evaluate students' demonstration of general agriculture knowledge during Supervised Occupational Experience. 90% of the employers will rate students average or higher.</p>	<p>Results of the Spring 2009 Supervised Occupational Experience indicated that 94% of the employers rated student knowledge in this program as average or higher.</p>	<p>Results at this time again indicate that most employers believe that students in the 012 program have the knowledge to effectively work in these internship positions.</p>
4	<p>Assess the structure and management of agribusinesses including the understanding of retailing, marketing, and salesmanship.</p>	<p>Use of imbedded questions in the final exams in Retailing (AGR 132), Marketing (AGR 123), and Salesmanship (AGR 133). 90% of the students will score 70% or higher.</p>	<p>84% of the students in AGR 123 and 92% of the students in AGR 132 scored 70% or higher on the embedded question in Ag Marketing and Ag Retailing.</p>	<p>The classroom techniques and delivery of hedging will continue to be enhanced to improve the knowledge in marketing in AGR123.</p>
5	<p>Prepare accurate agribusiness records for the purposes of accounting, financing, and business analysis using the FAST TOOLS Software.</p>	<p>Use of the results of the Financial Statement Case Study in AGR 131 which includes Balance Sheets, Cash Flow Statements, Owner Equity Statements, and Income Equity Statements. 90% of the students will score 70% of higher.</p>	<p>94% of the students scored 70% or higher on the Financial Statement Case Study in AGR 131.</p>	<p>The assessment criteria was met and no significant changes will be made.</p>

Agriculture Business and Supply

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Created: 11/21/2001 4:04:11 PM

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
6	Demonstrate skill in prioritizing during Supervised Occupational Experience.	Survey employers regarding the students' use of prioritizing during Supervised Occupational Experience. 90% of the employers will rate the prioritizing skill at average or higher.	"Students Use of Prioritization" was evaluated and 92% of the employers rated the prioritizing skill at average or higher.	Employers believe that students make adequate use of prioritization.
7	Identify risk and conflict in management decisions.	By discussion during the supervisory visit the coordinating instructor will assess the student's recognition of a dilemma and how the dilemma was reconciled. A rubric will be used to evaluate with 90% of the student scoring 70 or higher.	This rubric for the evaluation of a student dilemma at the internship site and how the student handled the dilemma is utilized by staff during Student SOE visits. 100% of the students successfully recognized and reconciled dilemmas.	The results of the Student Dilemma Rubric indicate students successful recognition of a dilemma.
8	Demonstrate an understanding of the operation of the agribusiness, sales and marketing, and public relation skills required to succeed through participation in the SOE internship.	Employers will rate the students concerning their understanding of the business and the necessary skills to succeed. 90% of the employers will rate this awareness skill as average or higher.	During Spring 2009 SOE 95% of the employers rated students as average, above average, or excellent for their understanding of the business and understanding of the skills necessary to succeed. This was evidenced in not only the written evaluation but also from their personal visit comments about the student's awareness and understanding.	Staff will continue to emphasize to students prior to internship the need to fully understand the business at which they are placed and the skill set essential to operate effectively in that company or business.
9	Express an understanding of computers and awareness of agricultural software.	Use of a final project in AGR 111, Ag Software. 90% of the participants will be proficient in their use and score 70% or higher.	92% of the participants scored 70% or higher on the final project in AGR 111, Ag Software.	All agriculture instructors incorporating the use of computers in the classroom will continue to challenge students with meaningful projects evolving the computer application skills.

Notes:

Tuesday, June 29, 2010

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Agriculture Business

912

Division: Agriculture
Created: 11/21/2001 4:12:25 PM
Revised: 11/6/2009

Certificate

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Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	Graduates from the Agriculture Business and Supply certificate program will be able to: Express basic agriculture business competency skills in communication.	Students will be assessed on a final oral presentation and imbedded written discussion questions in Agricultural Salesmanship, (AGR 133). 90% of the students will score 70% or higher.	Our single certificate students scored 70% or higher in the oral presentation.	The assessment criteria was met. Lower scores occurred in the voice and delivery portions of the rubric. Next year's class will again concentrate on these areas.
2	Apply appropriate mathematic skills required for agribusiness.	Use of imbedded questions in the final exam in AGR 123. 90% of the students will score 70% or higher.	The Ag Business Certificate student scored 70% or higher on the embedded math questions in AGR 123. These questions were application of mathematics from the development of a grain trading exercise.	The instructor will continue to expand the trading exercise by enhancing the discussion of the exercise.
3	Demonstrate an understanding of agricultural fundamentals in the core agricultural areas of agronomy, animal science, agricultural economics, and business.	Employer will evaluate students' demonstration of general agriculture knowledge during Supervised Occupational Experience. 90% of the employers will rate students average or higher.	Student knowledge was rated at average or higher as evaluated by employers.	The employers believe that student knowledge is adequate for the SOE tasks.
4	Examine the basics of retailing, marketing, business analysis, and salesmanship.	Use of imbedded questions in the final exams in Retailing (AGR 132) and Marketing (AGR 123). 90% of the students will score 70% or higher.	The student in AGR 123 and AGR 132 scored 70% or higher on the embedded questions in Ag Marketing and Ag Retailing.	Student successfully met the standards for basics in Marketing and Retailing.
5	Illustrate a logical approach of a dilemma at an internship site.	By discussion during the supervisory visit the coordinating instructor will assess the student's recognition of a dilemma and how the dilemma was reconciled. A rubric will be used to evaluate with 90% of the student scoring 70 or higher.	This rubric for the evaluation of a student dilemma at the internship site is used during SOE visits. The Student successfully recognized and reconciled dilemmas.	Students' recognition and reconciliation of a dilemma will continue to be emphasized.

Agriculture Business

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Division: Agriculture

Created: 11/21/2001 4:12:25 PM

Revised: 11/6/2009

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
6	Demonstrate skill in prioritizing during Supervised Occupational Experience.	Survey employers regarding the students' use of prioritizing during Supervised Occupational Experience. 90% of the employers will rate the prioritizing skill at average or higher.	Employer Evaluation rated prioritization as average or higher for all students.	"Skill in prioritization" results indicated no further changes.
7	Differentiate the organizational roles within the workplace including management, supervisory, and other agribusiness employees.	Employers will rate the students during the Supervised Occupational Experience on the Employer Evaluation concerning their "understanding of the operation". 90% of the employers will rate this area of the evaluation as average or higher.	Assessment of students' "understanding of the operation" was rated as average or higher by 100% of the employers.	Rating for "students' understanding of the operation" was average or higher.
8	Express an understanding of computers and awareness of agricultural software.	Use of a final project in AGR 111, Ag Software. 90% of the participants will be proficient in their use and score 70% or higher.	100% of the students were higher than 70% on the final project in AGR 111, Ag Software.	The course continues to evolve with changing software for the agriculture industry.

Notes:

CTE PROGRAM REVIEW REPORT FOR 2010

6-digit CIP	010101
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Degree Type	03 – AAS
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Program Titles	Ag Machinery Sales
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Action

- Continued with minor improvement
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

Please provide a brief description of the improvement made since the last review or reasons for other program decisions, proposed action plan for future improvements, and an estimated timeline.

The Ag Machinery Sales program continues to utilize content and course offerings from 3 disciplines including Agriculture Business, Agriculture Power, and Business. Annually the Agriculture Advisory Council makes recommendations for program changes. While 5 years ago this program was identified as a John Deere Sales Program, since that time, and due to demand from employers to continue a sales program, the program underwent a name change to be more inclusive of all major implement companies needing sales representatives. Several course deletions and additions have occurred primarily dropping John Deere specific system courses and replacing them with Ag Power system courses. Changes have also occurred within the curriculum in terms of course content, learning outcomes, and program assessment.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic, and cost data
- Other, please specify: Advisory Council Review

Statewide Program Issues (if applicable)

A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.

The Illinois labor market data indicates some compound growth in Sales related areas of .87% with the number of jobs available due both to growth and replacements. The employment change in the Sales sector from 2006-2016 is at 9.05% in the various Sales fields. This program continues to be low enrollment however due to the 3 disciplines representing the program courses, no courses are specific to just the Ag Sales majors, consequently class sizes remain strong due to the availability to other majors. The agriculture division has LLC District and out of district employers post machinery sales jobs that match the number of qualified graduates from the program.

Ag Machinery Sales

011

Division: Created: Agriculture

Created: 1/15/2002

Revised: 7/6/2010

Associate in Applied Science

Mission

Goal

Intended Outcomes and Objectives

Assessment Criteria and

Assessment Results

Use of Results

Procedures

1 Graduates of the Ag Machinery Sales program will be able to:

Have the sales knowledge necessary to be employed as a machinery dealership salesperson.

90% of the students will be rated as average, above average, or excellent on the SOE Employer Evaluation regarding this outcome. Employers will evaluate students during the final student internship.

Assessment results will be tabulated annually, commencing with the last semester of the first graduating class. The first graduating class is Spring, 08.

Each outcome will be evaluated singly and programmatically during the semester of the first graduating class- Spring, 2008. Should results not sufficiently meet the assessment criteria, targeted program changes and enhancements will be made to address program weaknesses and to facilitate continuous quality program improvements.

1.1 Graduates of the Ag Machinery program will have the sales knowledge necessary to be employed as a dealership salesperson.

Employers will evaluate students general sales knowledge acquisition during Supervised Occupational Experience. 90% of the employers will rate students above average or higher.

100% of the employers rated student as average or higher for sales knowledge application.

The Sales student successfully met the criteria for sales knowledge acquisition evaluated by the employer.

2 Apply appropriate mathematic skills required for the machinery sales industry.

90% of the students in Agricultural Mathematics will score 70% or higher on the mathematic applications imbedded test items in the final exam.

2.1 Graduates of the Machinery program, employed as John Deere salespersons, will be motivated as judged by their respective employer.

Machinery dealers employing Lake Land College Ag Sales graduates will be surveyed concerning their satisfaction with the sales training received by the employee. The survey will specify if the student possessed the sales skills and application knowledge necessary to become an entry-level salesperson. 90% of the respondents will respond with above average or excellent evaluations.

100% of John Deere Dealers surveyed indicate that this student was ready for entry-level sales positions after the final S.O.E.

Students simply observe in S.O.E. I & II. No sales transactions are expected from the student until S.O.E. III is completed. No changes are required.

3 Illustrate a logical approach to a dilemma at an internship site.

90% of the students will score 70% or higher on logical approach to dilemma rubric. Rubric completed by coordinating instructors during internship supervisory visit.

Ag Machinery Sales

011

Division: Agriculture
Created: 1/15/2002
Revised: 7/6/2010

Associate in Applied Science

Mission

Goal

Intended Outcomes and Objectives

	Procedures	Assessment Criteria and	Assessment Results	Use of Results
3.1 Graduates from the Ag Machinery Sales program will be able to: 3.1) Communicate effectively with clients in order to sell equipment.	Survey employing dealers to determine if the Lake Land College Ag Sales graduate can effectively communicate with clients.	The dealers surveyed stated that Ag Sales student can communicate with the clients as indicated by the above average or higher evaluation of communication skills.		No changes in the program are required, although communication skills will continue to become a priority.
3.2 Describe the operation of current dealership equipment.	Survey employing dealers to determine if the Lake Land College Ag Sales graduate can describe the operation of current equipment.	The dealer surveyed indicate that this student was adequately prepared to discuss the operation of equipment as indicated by his above average or higher evaluations.		No changes in the program are required.
3.3 Outline the different financial options available to clients who purchase equipment.	Survey employing dealers to determine if the LLC Ag Sales graduate can outline the different financial options available to clients who buy equipment.	The dealer manager believed the Sales student could successfully outline the options available to clients.		The criteria was met. The importance of knowing the financial options for equipment purchases will continue to be stressed.
4Communicate effectively with clients in order to sell and trade equipment.	90% of the students will be rated as above average or excellent on the SOE Employer Evaluation regarding this outcome. Survey completed by employer during students final internship.			
5Describe the operation of current equipment from their employing dealerships	90% of the students will be rated as above average or excellent on the SOE Employer Evaluation regarding this outcome. Survey completed by employer during students final internship.			
6Outline the various financial options available to clients making equipment purchases during SOE placement at the employing dealer.	90% of the students will be rated as above average or excellent on the SOE Employer Evaluation regarding this outcome. Survey completed by employer during students final internship.			

Notes:

CTE PROGRAM REVIEW REPORT FOR 2010

6-digit CIP	010301
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Degree Type	03 – AAS
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Program Titles	Ag Production and Management
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Action

- Continued with minor improvement
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

Please provide a brief description of the improvement made since the last review or reasons for other program decisions, proposed action plan for future improvements, and an estimated timeline.

The Ag Production program continues to be the 3rd largest enrollment of the 14 Lake Land College Agriculture Degree Options. The Advisory Council has had major discussions of precision farming and have continued to encourage its' inclusion in several classes including Farm Management, Principles of Ag Mech, and Supervised Occupational Experience. GPS Applications has been added as a suggested elective. Intro to Animal Science and Intro to Soil Science have replaced Soils and Animal Husbandry for students seeking transfer to SIUC, ISU, and WIU. Significant changes have also occurred within the curriculum in terms of course content, learning outcomes, and program assessment and methods.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic, and cost data
- Other, please specify: Advisory Council Review

Statewide Program Issues (if applicable)

A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.

The concentration of Illinois farms has continued creating demand for a more machinery based, management oriented, and precision farming trained graduate. The Illinois labor market data indicates some compound growth in Farm Labor and related areas of .69% with the number of jobs available due both to growth and replacements. The employment change in the Farm Labor sector from 2006-2016 is at 7.14% in the various Farm Labor fields. This program continues to be high enrollment with employers ranging from family to individuals seeking students to mentor and eventually transition the farm due to not having family labor available. The agriculture division has LLC District and out of district employers post production jobs that outnumber the qualified graduates from the program with an average of 2 jobs available for each graduate.

Agriculture Production Management

014

Division: Agriculture
Created: 11/21/2001 4:18:02 PM
Revised: 6/15/2009

Associate in Applied Science

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	Demonstrate an awareness of farm safety and the safe operation of farm implements.	Use of imbedded questions in the final exam of AGR 049. 90% of the students will score 70% or higher.	<p>100% of the students in 2009 scored 80% or higher on the imbedded questions from AGR049.</p> <p>100% of the students in 2008 scored 80% or higher on the imbedded questions from AGR 049.</p> <p>100% of the students in 2007 scored 75% or higher on the imbedded questions from AGR049.</p>	The student responses to the imbedded questions were satisfactory. Continued analysis will be directed toward this area.
2	Demonstrate an understanding of livestock fundamentals in the core areas of breeds, selection, genetics, reproduction, animal products, nutrition, and health.	Use of a final project in AGR 063. 90% of the students will score 70% or higher.	<p>98% of the students in 2009 scored 70% or higher on the project in AGR 063.</p> <p>88% of the students in 2008 scored 70% or higher on the project in AGR 063</p> <p>80% of the students in 2007 scored 70% or higher on the project in AGR063.</p>	The project involved the formulation of properly balanced nutritional diets for livestock. The results are an improvement over last year's assessment. The Ag Division will continue to monitor progress in this area.
3	Demonstrate an understanding of commodities and marketing	Use of imbedded questions in the final exam of AGR 123. 90% of the students will score 70% or higher.	<p>100% of the students in 2009 scored 70% or higher on the imbedded questions from AGR123.</p> <p>87% of the students in 2008 scored 70% or higher on the imbedded questions from AGR 123.</p> <p>80% of the students in 2007 scored 70% or higher on the imbedded questions from AGR 123.</p>	The imbedded questions used for this assessment dealt with a practical marketing problem. These results are an improvement over last year's assessment. The Ag Division will continue to monitor progress.

Agriculture Production Management

Agriculture

014

Division: Created:

Associate in Applied Science

Created: 11/21/2001 4:18:02 PM

Revised: 6/15/2009

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
4	Prepare accurate records for the purpose of accounting and financing.	Use of imbedded questions in AGR 124. 90% of the students will score 70% or higher.	<p>90% of the students in 2009 scored 70% or higher on the project from AGR124.</p> <p>100% of the students in 2008 scored 70% or higher on the project from AGR 124.</p> <p>80% of the students in 2007 scored 70% or higher on the project from AGR 124.</p>	<p>The imbedded questions used for assessment dealt with formulating a cash flow and income statements. These results were a decline over last year's assessment however still met the criteria set forth. The Ag Division will continue to monitor progress.</p>
5	Express basic agriculture competency skills in oral and written communication.	<p>Students will be assessed in 2008 using a project in AGR 122. 90% will score 70% or higher.</p> <p>Students will be assessed using a rubric developed for oral and written presentation in AGR 051. 90% will score 70% or higher.</p>	<p>100% of the students in 2009 scored 70% or higher on the projects in AGR 122.</p> <p>100% of the students in 2008 scored 70% or higher on the projects in AGR 122.</p> <p>85% scored 70% or higher in 2007 on the rubric used to evaluate their projects in AGR 051.</p>	<p>The project used for assessment dealt with a written land appraisal followed by an oral interview with class instructors. The students in 2009 scored satisfactorily on this project.</p> <p>The project used for assessment dealt with a written paper that was then orally presented to the class. The students scored satisfactorily in the areas of oral and written communication.</p>

Agriculture Production Management

014

Division: Agriculture
Created: 11/21/2001 4:18:02 PM
Revised: 6/15/2009

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
6	Express an understanding of computers and awareness of agriculture software.	Use of final project in AGR 111. A rubric will be used to evaluate. 90% of the participants will be proficient in their use and score 70% or higher.	<p>90% of the students in 2009 scored 70% or higher on the rubric used to evaluate their final projects in AGR 111.</p> <p>90% of the students in 2008 scored 70% or higher on the rubric used to evaluate their final projects in AGR 111.</p> <p>90% of the students scored 70% or higher 2007 on the rubric used to evaluate their Final projects in AGR 111.</p>	<p>Students displayed a satisfactory understanding of computers and awareness of Ag software.</p> <p>These results were very positive but also reflect a change in instructor in AGR 111 and a different rubric design the students showed a satisfactory understanding of computers and awareness of ag software.</p>
7	Demonstrate an understanding of the operation of a farm enterprise, skills and knowledge application, and use of technologies.	Employers will rate the students concerning their understanding of the farm enterprise. 90% will rate these awareness skills as average or higher.	<p>Of the employers who responded in Spring 2009, 100% rated the students as average or higher for their understanding of the farming operation.</p> <p>Of the employers who responded in Spring 2008, 100% rated the students as average or higher for their understanding of the farming operation.</p> <p>Of the employers who responded in Spring 2007, 100% rated students of the Agriculture Production Management program average or higher for their understanding of the farming operation.</p>	<p>These results suggest that employers of Agriculture Production Management students are satisfied with their understanding of farming operations. The staff is encouraged by these results and will continue to monitor the students' progress.</p>

Agriculture Production Management

014

Division: Agriculture
Created: 11/21/2001 4:18:02 PM
Revised: 6/15/2009

Associate in Applied Science

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
8	Identify risk and conflict in management decisions.	Employers will rate the students concerning their adaptability and management skills. 90% will rate these skills as average or higher.	<p>Of the employers who responded in Spring 2009 100% rated the students average or higher for adaptability and management skills.</p> <p>Of the employers who responded in Spring 2008, 100% rated the students average or higher for adaptability and management skills.</p> <p>Of the employers who responded in Spring 2007, 100% rated students of the Ag Production Management program average or higher for adaptability and management skills.</p>	These results suggest that in the employers mind, these students were well prepared to encounter risk and dilemma during their supervised occupational experience. The agriculture staff will continue to monitor student progress.
9	Apply appropriate mathematic skills required for agriculture production.	Use of imbedded questions in the final exam in AGR 051. 90% of the students will score 70% or higher.	<p>93% of the students in 2009 scored 70% or higher on the imbedded questions from AGR 051.</p> <p>93% of the students in 2008 scored 70% or higher on the imbedded questions from AGR 051.</p> <p>75% of the students in 2007 scored 70% or higher on the imbedded questions from AGR 051.</p>	<p>These results were identical to the previous year. The agriculture division will continue to monitor progress.</p> <p>These results were a significant improvement over the previous year's assessment. The agriculture division will continue to monitor progress.</p> <p>Basic mathematic conversions were used as a means of assessment. Greater emphasis will be placed on coping with mathematic conversions and basic math skills in class assignments.</p>

Notes:

Crop Production

914

Division: Created: Agriculture

Created: 10/29/2002

Revised: 4/27/2007

Certificate

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	Graduates from the Crop Production certificate program will be able to: Acquire an understanding of plant growth.	A) 80% of the students will correctly answer 8 of 10 imbedded questions on the corn production exam. B) 80% of the students will correctly answer 8 of 10 imbedded questions on the soybean production exam.	A) The student correctly answered 7 of the 10 imbedded questions. B) The student correctly answered 7 of the 10 imbedded questions.	It is very difficult to accurately assess this program with only one person seeking this certificate. In both items A and B the student struggled with his decision- making ability
2	Demonstrate the ability to make good agronomic and economic decisions.	80% of the students will score a minimum of 19 of 24 points on the soil test project given in AGR051.	The student fell short of the assessment goal.	More opportunities will be given for students to make management decisions. It is my belief that the student isn't making a solid effort.
3	Express basic agriculture business competency skills in oral and written form.	A) 80% of the students will score a minimum of 7 of 10 points on the written value from the soil test project given in AGR 051. B) 80% of the students will score 17 out of 20 points on the presentation pesticide project given in AGR053.	A) The student has met the assessment goal. B) The student has exceeded this goal.	A) No changes should be made at this time. B) No changes to teaching practices.
4	Acquire a working knowledge of the pesticides used in production agriculture.	80% of the students will receive a rating of 3 or higher on their final SOE evaluations concerning their knowledge of pesticides.	The student is reportedly doing a great job. Evaluations have not been received.	No changes or concerns.
5	Apply mathematical skills when making agronomic decisions.	80% of students will score a minimum of 19 of 24 points on the math portion of the soils test project given in AGR 051.	The student met the goal.	More time was spent on reading reports.

Notes:

CTE PROGRAM REVIEW REPORT FOR 2010

6-digit CIP	010301
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Degree Type	03 – AAS
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Program Titles	Ag Professional Custom Application
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Action

- Continued with minor improvement
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

Please provide a brief description of the improvement made since the last review or reasons for other program decisions, proposed action plan for future improvements, and an estimated timeline.

The Ag Professional Custom Application program continues to be a high demand, low enrollment program. This deficiency in number is being partially met through the hiring of Ag Business and Supply graduates. These two programs closely mirror each other with 4 major course differences focusing on custom application or related area. The Advisory Council has had major discussions regarding the industry needs for Custom Applicators and ways to continue to grow the program. Effingham- Clay FS has developed a partnership program offering tuition to program participants seeking current and future employment with Effingham-Clay FS. The CDL Training class has shifted from a required to suggested elective course due to the number of students who had previously earned their CDL's. The 4 Supervised Occupational Experience Courses now lead to a progression in application opportunities at the various sites. Significant changes have also occurred within the curriculum regarding course content, learning outcomes, and program assessment and methods.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic, and cost data
- Other, please specify: Advisory Council Review

Statewide Program Issues (if applicable)

A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.

The expansion of Illinois farm size has created a greater demand for a well trained and proficient custom applicator. The Illinois labor market data indicates some compound growth in Equipment Operators and related areas of .13% with the number of jobs available due both to growth and replacements. The employment change in the custom application sector from 2006-2016 is at 1.32% in the equipment operator field. The agriculture division has LLC district and out of district employers post Custom Application jobs that greatly outnumber the qualified graduates from the program with an average of 4 jobs available for each graduate. As applicators transition within the farm service sites to other positions ranging from sales to management, this growing need for qualified applicators is likely to continue for the foreseeable future.

Ag Professional Custom Application

020

Division: Agriculture
Created: 11/21/2001 3:42:13 PM
Revised: 4/27/2007

Associate in Applied Science

Mission Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	Graduates from the Ag Professional Custom Application program will be able to: Acquire an understanding of plant growth.	A) 80% of the students will correctly answer 8 of 10 imbedded questions on the corn exam. B) 80% of the students will correctly answer 8 of 10 imbedded questions on the soybean exam.	A) The student fell short of this goal. B) The student fell short of this goal.	A) Waiting for students to complete this class. One student is not an adequate sample to evaluate the program. B) One student is not an adequate sample to evaluate the program.
2	Demonstrate the ability to make good agronomic and economic decisions.	80% of the students will score a minimum of 19 of 24 points on the soil test project given in AGR 051.	The student completed the class in 2006	More emphasis was placed on explaining what interactions occur within the soil & additional time was spent on a soil test report. The students scored an average of 17 with none reaching 19.
3	Express basic agriculture business competency skills in oral or written form.	A) 80% of the students will score a minimum of 7 points out of 10 on the written value from the soil test project given in AGR 051. B) 80% of the students will score 17 points out of 20 points on presentation of pesticide project given in AGR 053.	A) The student completed the class in 2006. B) The student failed to complete the course	A) No changes recommended. B) This student doesn't like to be center of attention. More presentation opportunities will be given in class and a stronger recommendation for students to take SPE 111.
4	Acquire a working knowledge of the pesticides used in production agriculture.	All students will receive a rating of a 3 or higher on their final employer evaluations concerning the working knowledge of pesticides.	The student failed to complete the course.	No changes suggested.
5	Develop an understanding of the Global Positioning concept and its use in production agriculture.	80% of the students will correctly answer 80% of imbedded test questions on the final exam in AGR 051.	The student fell short of this goal.	One student is not an adequate sample to evaluate the program.
6	Apply mathematical skills when making agronomic decisions.	80% of the students will score a minimum of 19 points out of 24 on the math value from the soil test project given in AGR 051.	The student fell short of this goal.	Will begin teaching math portion at a lower level to address this outcome.

CTE PROGRAM REVIEW REPORT FOR 2010

6-digit CIP	511601
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Degree Type	03-AAS
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Program Titles	Associate Degree in Nursing
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Action

- Continued with minor improvement
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

The Associate Degree Nursing program continues to meet it's objectives. It is a rigorous program designed to prepare graduates for the workforce.

State and Local employment changes show a 28% and 21%, respectively, increase in jobs through 2016. Our dedicated faculty and Advisory Board confer in an ongoing pursuit of identifying necessary updates and changes for the program.

We have implemented a simulation lab for students to experience "real life" experiences/emergencies using state of the art technology, i.e. iStan human simulator. This technology allows all students to have the same experiences in applying their knowledge. It not only supports their lecture and clinical knowledge, but gives them opportunity to review and/or remediate.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic, and cost data
- Other, please specify: See attached assessment report.

Statewide Program Issues (if applicable)

Associate in Applied Science

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	Graduates of the Associate Degree Nursing Program will be prepared to perform competent, safe nursing care.	Graduate NCLEX first attempt pass rate will be at or above state pass rate. Assessed yearly in Spring (or when complete results are in.) Director responsible for collecting statistics after state notification of individual/program pass rates. Faculty will review and discuss.	<p>2008 grads first time takers: Program 95% State 90% National 87%</p> <p>2007 grads first time takers: Program 92% State 86% National 85%</p> <p>2006 grads first time takers: Program 85% State 89% National 88%</p> <p>2005 grads First time takers: Program 97% State 89% National 87%</p> <p>2004 grads First time takers: 94 % Program 87 % State 85 % National</p> <p>First time takers 2003: Program 93% State 87% National 87%</p> <p>First Time Takers 2002 LLC Average: 100% State Average: 87% National Average: 86%..</p> <p>Past data: 2001 --- LLC Average 100% State Average: 84% National Average: 86%</p>	<p>See 1.2, 3.1 and 3.2 for use of these results in implementing curriculum revisions</p> <p>Spring 2008--simulation performance added to both levels of curriculum with a pass/fail evaluation criteria. This is being added to enhance activities to develop critical thinking performance.</p> <p>FALL 2006 evaluation of results and curriculum prompted change in policy of graduate assess test. Students will need to attain a minimum score of 850 on HESI in order to complete ADN078.</p> <p>Spring 2005--Systematic self-evaluation of curriculum and graduate performance on licensure exam reveals that curriculum implemented in Fall 2000 includes content needed for mastery of nursing basic entry level competencies. Revisions previously made have met with continued positive results. See AND Systematic Self-evaluation plan and part 3 of this report for related revisions.</p>

Nursing

077

Division: Created: Allied Health

Created: 1/16/2002 2:18:44 PM

Revised: 5/14/2009

Associate in Applied Science

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1.1		Advisory Committee Members input regarding graduate performances discussed at periodic meetings arranged via flexible scheduling. Employer survey distributed every three years. See Faculty minutes for March 09 for copy of survey.	Spring 2009 results of Employer survey reveal all means at the above average . See Faculty minutes for Mar 09 for discussion. Spring 2008 -discussion with Council members reveals satisfaction with graduates. See 3.1 Survey used also at this meeting and for other employers in district has not been giving specific results. Too general of survey statements	Refinements to survey as far as scale of evaluation will be done. Use of results will be used together with 1.2, 3.1 and 3.2 for revision of curriculum. New survey to be formed that will address outcomes in a more pertinent-direct manner. See Oct. 08 faculty meeting minutes.

Nursing

Associate in Applied Science

077

Division: Created: Allied Health

Created: 1/16/2002 2:18:44 PM

Revised:

Revised: 5/14/2009

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1.2		Graduate Assess test (given prior to graduation) overall group score for correct answers in each category will be at or above the norm group. Faculty will review and discuss in Fall semester. Results correlated to individual NCLEX pass result and compared with previous year results.	<p>See Faculty meeting minutes for Sept/Oct 08 for detail summary and comparison of previous years scores. Mean HESI score 902.</p> <p>Fall '06 HESI mean score for graduates was 785 --acceptable score is 850. Correlation to pass rate not conclusive. Discussed trend of results and past test performance on other assess tests.</p> <p>Arnett test given---company at first administered the wrong test to students. Subsequently students had to take a second test. Many student complaints about test. Report was discussed Oct. 05--</p> <p>Fall 2004--new test used--results revealed that one of the grads who were at risk did fail the exam the first time.</p> <p>2003 In comparison to RN norm group, our group performed better or equal in all areas; except Mental Health (Not a significant difference----- #correct = less one for our group = % less two for our group when compared to Associate Norm Group. Comparison to total RN norm</p>	<p>Will continue with mandatory attainment of 850 on exam for successful completion. Will need to have trended data for at least another year before changes will be determined from results of this test</p> <p>Fall Faculty decided to adopt a standardized comprehensive test as part of the evaluation criteria for the final semester. Also, deleted the CIS040 Microcomputer gen ed requirement and increased ADN040 by one hour. See faculty minutes for 8/06, 9/06/10/06 and 11/06 for discussion and use of results.</p> <p>Oct. 05 faculty unanimously agreed that they did not feel that the results were valid nor conclusive to warrant any revisions. Will investigate for a new test.</p> <p>Fall 2004 --Will continue to use test for another year in order to have more info and stats Fall . No revisions at this time</p> <p>2003 -- Content from 078 will be shifted to 04. Revisions will be implemented for 042 this year and 078 next year. See faculty minutes September 25, 2003 for the specific content changes. *3.1; 3.2; and 3.5 also used in decision making.</p>

Nursing

Associate in Applied Science

077

Division: Created: Allied Health

Created: 1/16/2002 2:18:44 PM

Revised:

Revised: 5/14/2009

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1.3		Systematic self-evaluation of program of learning will reveal content of NCLEX test plan are contained in nursing curriculum. Comparative analysis conducted every three years.	<p>Group equal). Official NCLEX results not available at this time.</p> <p>Past data: 2002 graduates Summary of Assess test scores reveal all areas above norm group. All individual results demonstrate above 50 for the % correct . See October 2002 faculty minutes for discussion. 2001 graduates Summary of Assess test scores reveal all areas above norm group. All individual results demonstrate above 50 % correct ; see September 7, 2001 meeting minutes.</p> <p>Spring 2009 comparative analysis of final exams for ADN040, 042, 076, 078 will be done for alignment with NCLEX test plan %age of questions assigned to each Client Needs category and subcategory.</p> <p>Comparative analysis conducted Fall 2008. All content areas in NCLEX test plan are identified in nursing curriculum..</p>	<p>Fall 2002---Program will continue with systematic self-evaluation of curriculum. First level has revised first and second semester content. Areas of fluid and electrolyte and culture moved from first semester and placed in second semester. Faculty believed content could be better mastered by students in second semester.</p> <p>See Faculty minutes for Mar 09 for discussion and proposed alignment of final exams with NCLEX test plan.</p> <p>Will formulate a test plan blueprint to reflect the %ages of content areas similar to NCLEX test plan. Will also observe progression of behaviors and subsequent testing focus through the curriculum.</p>

Nursing

Associate in Applied Science

077

Division: Created: Allied Health

Created: 1/16/2002 2:18:44 PM

Revised:

Revised: 5/14/2009

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
2	Graduates of the Associate Degree Nursing Program will be prepared to be employed in a variety of settings.	Graduates will report that they are employed as graduate nurses in a variety of settings. Director will poll graduates prior to graduation and six months after graduation .	2008 graduates employed in a variety of setting See Faculty minutes October 2008. Past data: 2000, 2001, 2002, 2003 , 2004 , 2005, 2006, and 2007 graduates reported to be employed in a variety of settings.	Faculty/Director will continue to: i) explore employment opportunities in facilities used for clinical experience and in contact with healthcare agencies; ii) encourage participation of students in Healthcare Job Fair arranged by Career Services yearly in Spring and iii) continue accommodation of area healthcare agency recruiters to meet with students.
2.1		100% of graduates who choose to be employed as Associate Degree Graduate will be employed. Director will poll graduates prior to graduation and conduct informal poll of graduates approx. four to six months after graduation about employment.	100% of 2008 graduates who chose to be employed as Assoc. Deg graduates were employed as of October 2008. Past data: 2000,2001, 2002, 2003, 2004, 2005 and 2006, 2007 graduates who chose to be employed as Assoc Deg graduates were employed within 6 months after graduation.	Faculty/Director continue to monitor employment opportunities in facilities used for clinical experience and in contact with healthcare agencies. Will also continue to collaborate with Career Services: i) encouraging students to utilize services; ii) inviting Career Services to class to discuss with students interviewing and job seeking skills; iii) encourage student participation at Career Services workshops; iv) increase emphasis on job seeking skill/employer considerations content in ADN060 Senior Seminar; v) Employee survey results will be shared with students.

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
3.1	<p>Graduates of the Associate Degree Nursing Program will perform the three major roles of a nurse.</p> <p>As a provider of care graduates will:</p> <p>A. Use the nursing process to effectively care for diverse populations of patients and families as they participate in health promotion, maintenance and restoration across the lifespan.</p> <p>B.Design, carry out and modify teaching plans for patients and families.</p> <p>C. Exhibit therapeutic communication skills.</p> <p>D. Demonstrate critical thinking abilities.</p> <p>As a member of the profession graduates will:</p> <p>E. Assume responsibility for professional development.</p> <p>F. Practice in a manner congruent with professional standards and the state's Nurse Practice Act.</p> <p>G. Establish collegial and collaboratiave reationships with individuals and groups.</p> <p>H. Recognize the role of nursing research as the foundation of evidence-based practice.</p> <p>As a manager of care, graduates will:</p> <p>I. Delegate tasks and resources to personnel congruent with their education and experience.</p>	<p>Graduates will agree with the statements that the program of learning prepared them to attain each of the program outcomes by rating 3 or higher on a 1-4 scale. Director responsible for completion of Graduate Exit survey prior to graduation. Analysis completed during summer term by Director. Faculty will review and discuss in Fall semester. Results of ADN Final Questionnaire and ADN Curriculum Questionnaire (completed in even years) will be used.</p>	<p>2008 -all means on Grad.Exit survey were at 3.37 or above --see Minutes Oct 08 for detailed discussion. Low mean for nursing research correlates with employer expectations.</p> <p>On Curriculum survey--Social science electives were noted very low. See Sept 08 minutes for discussion</p> <p>See Aug 06 minutes for discussion and results. All results above 3 .</p> <p>See Oct. 05 minutes for discussion and results (including trending) all results above 3.0.</p> <p>Increase in teaching; otherwise results remain within acceptable deviation. More than one comment noted about lack of surgical experience at St. Anthony--</p> <p>Fall 2004 Curriculum Questionnaire results discussed. See Oct 2004 minutes</p> <p>Fall 2003 means for all categories were 3.4 or above. Nursing research mean 3.40. See 3.1 and 3.2 for additional info related to this finding. See meeting minutes for Sept.10, 2003.</p> <p>Fall 2002---Two categories were identified by one student as a 2: these areas were; recognizes importance of nursing research in advancing nursing practice and delegates resources and nursing personnel commensurate with their educational preparation and experience. All other categories were identified as 3 or above.</p>	<p>Grad survey--08</p> <p>See above 3.1 discussion.</p> <p>New survey to be used for 2009 grads. See 3.3 for revision of curriculum as a result of comparison of all criteria for 3.</p> <p>Curriculum survey 08--monitor Social Science comments of students for another year. To do Curriculum survey for 2009 to see if this is an on going evaluation or just a one time.</p> <p>Fall 06 this criteria was used to make changes that were noted in criteria 1.2</p> <p>Fall 05 will monitor placement of student to ensure that all will be rotated to 3rd floor St. Anthony and not on 5th for both semesters---Sp 06 student scheduling of OB experience was accomplished in blocks of time; able to attend four-five clinicals in succession. 14 of 23 students at St. A's had a rotation to both medical and surgical--the students who did not requested the evening clinical which resulted in placement on 5th floor for the entire semester.</p> <p>Fall 2004 ---will assign OB student rotation in a more consistent manner and will continue to consider revision in computer co-requisite for possible change for 2006 when new catalog will be printed.</p>

Nursing

Associate in Applied Science

077

Division: Created: Allied Health

Created: 1/16/2002 2:18:44 PM

Revised:

Revised: 5/14/2009

Mission Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
			See October 2002 faculty meeting minutes for discussion.	

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
3.2		<p>Clinical simulations will be completed by second level students:</p> <p>1) 92 % will complete the simulation on the first attempt. (92 = minimum A on ADN grading scale)</p> <p>2) 92% will complete the simulation with a minimum score of 8 out of 9 .</p> <p>3) 78% of students will complete with a perfect score (78% = minimum C on AND grading scale;)</p>	<p>Spring 2009----Results :</p> <p>1) 100% completion on first attempt.</p> <p>2) 97% of students completed simulation with a 8 or above.</p> <p>3). 70 % of students completed with a perfect score.</p> <p>Spring 2008:</p> <p>1) 1st level = 94 %; 2nd level = 93 % of students completed the simulation on the first attempt.</p> <p>2) 100% of the second level students completed the simulation with a score of 37 out of 40. Scores ranged from 38-40. 60% = 40 23% = 39 16% = 38</p> <p>3)Professional behaviors: 88% completed this section with a perfect score.</p> <p>Knowledge: 100% of students completed this section with a perfect score. Nursing process: 98% of students completed this section with a perfect score.</p> <p>Documentation: 70% of students completed this section with a perfect score.</p> <p>4)This result will not be able to be measured until 2009 when first level completers of 2008 simulation will complete a second level simulation. See May 08 faculty minutes for discussion.</p>	<p>Preliminary discussion reveals that simulations are very beneficial for the students integration of theory to practice. Students approve of the simulation practice and assessment as a valuable tool. Goal will be to incorporate a specific topic simulation into each five week content rotation in each semester.</p> <p>Spring 2009 Did not perform first level simulations as a final semester outcome. Results were not valid from last year to be able to make comparison. Will trend second level performance on simulations completed at end of program only from now on.</p> <p>Fall 2008-Faculty will be implementing new active learning activities in theory class to stimulate critical thinking. Clinical activities will be revised to delete the night prior to clinical preliminary care plan and adapt a clinical care report which will include concept mapping and intensive documentation.</p>

Notes:

CTE PROGRAM REVIEW REPORT FOR 2010

6-digit CIP	511614
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Degree Type	
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Program Titles	Basic Nurse Assistant
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Action

- Continued with minor improvement
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

The BNA program has had increasing demands for courses over the last five years. In an effort to accommodate the demand, course offerings have increased 40% from 2005.

State employment change shows a 20% increase in demand for BNA's by 2016. Those figures support the fact that our classes have continually filled over the last 5 years.

Our retention and completion rate is about 95%. Approximately 1 in 10 students furthers his/her education in one of our more advanced nursing programs. Curricular changes in the ADN programs are being researched to add BNA as a prerequisite.

The BNA program provides the graduates with immediate job skills as well as opportunity to advance in the health field.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic, and cost data
- Other, please specify: See attached assessment report.

Statewide Program Issues (if applicable)

Basic Nursing Assistant

978

Division: Created: Allied Health

Created: 1/8/2002 3:34:30 PM

Revised: 11/5/2008

Certificate

Mission Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	<p>PROGRAM COMPLETERS OF THE BASIC NURSING ASSISTANT PROGRAM WILL:</p> <p>Provide basic nursing care under the direction of healthcare personnel (as determined by Illinois Department of Public Health) in the role of nursing assistant.</p>	<p>BASIC NURSING ASSISTANT IS ASSESSED USING THESE CRITERIA:</p> <p>Nurse Aide Training Competency Evaluation Program first attempt pass rate will be at or above state pass rate. Staff and faculty will review after each semester. State regulation requires a minimum of 80%.</p>	<p>First time takers: 6 mo. Program Cluster Score Summary Report for May 08- Oct 08 reveals a mean score of 90.23%.</p>	<p>Fall 2008--Cluster score reports reveal that we are meeting and exceeding the criteria. Will review the detailed task for each cluster noted on report for inclusion in curriculum.</p> <p>Basic Nursing Assistant curriculum is thorough in preparing students for certification. Will continue to monitor for content of learning.</p>

Basic Nursing Assistant

978

Division: Created: Allied Health

Created: 1/8/2002 3:34:30 PM

Revised: 11/5/2008

Certificate

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
2	Program completers of the Basic Nursing Assistant Program will be prepared to be employed in a variety of settings.	<p>100% of all program completers who choose to be employed will be employed as a nursing assistant. Employment will be in a variety of settings. Graduate exit surveys will be conducted. Survey results discussed every year with Community and Professional Program Coordinator, Division Chair, and faculty.</p> <p>2b. Input regarding employment status of nursing assistant graduates discussed every year with employers.</p>	<p>Fall 08--10% of students were employed in the Health Care field prior to completing program with 100% planning to seek employment in the field within 6 mos. Of certification. 85% of all graduates for last six months are either enrolled in the PN/AD nursing programs or planning to be accepted. Employment in area continues to be in a variety of settings including home health, extended care, clinics, assisted living, hospital and Doctor's offices.</p> <p>Fall 07 22% of students were employed in the Health care field prior to completing program with 100% planning to seek employment in the field within 6 months of program completion.</p> <p>50% of the Fall 2006 graduates are employed as nursing assistants. 35% of the graduates will be seeking employment as a nursing assistant within the next six months. 15% do not desire to seek employment completed program as a step into a nursing education program. Local newspapers continue to advertise for Certified Nursing Assistants.</p>	<p>Instructor will continue to collaborate with Career Planning and Placement: 1) encouraging students to utilize services; 2) inviting Career Planning and Placement to class to discuss with students interviewing and job seeking skills; 3) encourage student participation at Career Planning and Placement workshops.</p>

Basic Nursing Assistant

978

Division: Created: Allied Health

Created: 1/8/2002 3:34:30 PM

Revised: 11/5/2008

Certificate

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
3	Acquire the level of math skills appropriate for the nursing assistant.	100% of students will attain a 70% on the input/output and thermometer quizzes. Check random sections during the year for performance on the criteria. Review Program cluster scores summary report for performance on math questions.	Fall 2008--100% of students were within expected criteria. 96% of students passed math question on certification exam. Random check for performance of criteria reveals 100% of students were able to correctly calculate patient intake/output the first time . Fall 2007---92% of all students were within expected criteria. Results of classes in Fall 2006: 100% of students were easily able to attain 70% on the mentioned quiz. 85% attained an 80% or above. This was a 35% increase from 2005 results.	Fall 2008 continue activities in class and clinical for proficiency of calculating. Review and practice work were completed prior to test. Instructors involved were satisfied with results. Instructor will continue with worksheets regarding input/output calculations and thermometer readings. Instructor has increased the application of math in the clinical setting.
4	Communicate effectively in the healthcare environment through proper use of verbal and written techniques as a nursing assistant.	Students will score at least a 80 % on imbedded test questions related to communication and its application into the clinical setting on the state certification exam. Category reviewed is Test Content Cluster: Communicating Information found in the Program cluster Scores Summary Report.	Fall 2008---Program Cluster Scores Summary report for May- Oct 08 reveals a 91.96% pass rate on communicating information. Fall 2007--- communication questions showed 83% -100% pass rate on imbedded questions related to communication and its application into the clinical setting. In addition, cluster score report of students who took state exam showed 100-91% pass rate on the communication questions Feb 2008---cluster score report from state showed Fall 2007 Spring 2006--criteria met. In addition, it was noted that all completers achieved 85% success rate on the imbedded test questions.	Fall 08 will review all the subcategories of the Task Cluster for inclusion in curriculum. Instructor will also review the written exercise and role playing activities in the classroom for effectiveness.

CTE PROGRAM REVIEW REPORT FOR 2010

6-digit CIP	460000
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Degree Type	Certificate
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Program Titles	Construction Occupations
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Action

- Continued with minor improvement
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

The Construction Occupations program continues to meet its objectives. Enrollment has grown over the last 5 years from 256 in 2006 to 330 in 2009 growth due to additional programs being opened at new correctional centers served by Lake Land College. State wide employment projections show an anticipated 9.41% growth. State wide growth numbers used due to the fact that inmate students return to all parts of the State of Illinois on release. Completion rates have remained stable. Funding is provided through ICCB and the Illinois Department of Corrections.

As with all programs in correctional education funding remains an ongoing problem.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic, and cost data
- Other, please specify: See attached assessment report.

Statewide Program Issues (if applicable)

Construction Occupations

936

Division: Created: Corrections

Created: 1/11/2002 4:12:46 PM

Revised: 2/5/2010

Certificate

Mission Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	Demonstrate Construction Occupations safety procedures in the use of hand tools and equipment.	Administer Construction Occupations Safety Test. Criteria: All students will have a score of 95% or better on the test.	98% of the students on their first attempt achieved a score of 95% or better on this task.	Continue to use the Safety Test as a measuring device as it continues to be effective.
2	Apply logical and concise problem-solving techniques in preparing a rafter lay-out	Student will prepare a rafter lay-out using information given by the instructor with limited assistance. Criteria: 90% will complete project with 100% accuracy	85% of students completed 100% of steps, but only 72% of these completed with 100% accuracy	These results indicated that additional time is needed in the actual area of rafter lay-out
3	Demonstrate proper use of Construction Occupation trade manuals and blueprints.	Administer supervised lab project in the correct interpretation of construction symbols needed to layout a home electrical system. Criteria: Completion of 95% of steps needed to install the system within industry standards.	85% of students completed 90% of steps on the first try.	These results were lower than expected, more discussion and practice are needed
4	Apply math skills in proper layout of an exterior wall	Administer supervised project to measure and layout and exterior wall with rough openings for doors and windows. Criteria: All students will complete the measurements with 98% accuracy.	100% of students completed 100% of steps on the first try with 99% accuracy.	Current methods of instructing and assessing will remain unchanged.
5	Identify career opportunities in Construction Occupations and demonstrate employment seeking skills.	Present student with newspaper want ads. Criteria: 95% of students will be able to identify career opportunities in Construction Occupations from newspaper want ads.	99% of students achieved requirement.	Will continue to use this method of evaluation, but will also add the use of internet printouts to show employment opportunities.
6	Prepare an accurate cost estimate for interior finish.	Prepare an estimate of an interior room paint project including cost of materials and labor. Criteria: All students will prepare an estimate and achieve 90% accuracy.	99% of students completed this project with 95% accuracy or better.	Will continue to use this method as an evaluation tool.

Notes:

CTE PROGRAM REVIEW REPORT FOR 2010

6-digit CIP	010504
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Degree Type	Certificate
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Program Titles	Dog Grooming Assistant
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Action

- Continued with minor improvement
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

Enrollment and completion levels have remained steady over the last 5 years. State wide employment growth projections remain high in the field. Completers are incarcerated felons who return to all parts of the State of Illinois. Funding is provided through the ICCB and Illinois Department of Corrections.

As with all correctional education programs funding remains a concern.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic, and cost data
- Other, please specify: See attached assessment report.

Statewide Program Issues (if applicable)

Dog Grooming

972

Division: Created: Corrections

Created: 6/20/2006 2:29:02 PM

Revised: 2/5/2010

Certificate

Mission Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change, which will satisfy individual, local and state human resource needs.

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	Demonstrate proper procedure relating to hygiene and grooming of canines.	Administer supervised observation of proper hygiene and grooming techniques Criteria: All students will complete 95% of steps needed to achieve this goal.	100% of the students completed 95% of all steps on their first attempt.	Current methods of instructing and assessing will be used with emphasis placed on hands on experience.
2	Demonstrate humane problem solving techniques of basic bathing of canines.	Administer supervised observation of proper bathing and cleaning procedures. Criteria: All students will complete 95% of the proper steps in bathing and cleaning canines.	96% of students passed a competency training test with a score of 90% or better.	Current method of instructing and assessing will remain unchanged.
3	Apply to understand methods necessary to clip and scissor canines to AKC standards.	Administer supervised evaluations of clipping and scissoring. Criteria: 92% of students will score 85% or better in demonstrating techniques.	92% of students scored 85% or better on clipping and scissoring techniques.	Current methods of instructing and assessing will remain unchanged.
4	Identify career opportunities in grooming industry and identify job seeking skills.	Present student with a publication showing pet industry opportunities. Criteria: 95% of students will be able to identify career opportunities in grooming from newspaper want ads.	96% of students were able to locate career opportunities in the pet industry.	Current method of instructing and assessing will remain unchanged.
5	Ability to communicate effectively and professionally.	Administer supervised observation of communication and interaction. Criteria: 95% of students will effectively communicate with 97% accuracy.	All students were able to communicate and interact effectively.	Current methods of instructing and assessing will remain unchanged. More time will be given to promoting consistency and patience.

Notes:

CTE PROGRAM REVIEW REPORT FOR 2010

6-digit CIP	010504
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Degree Type	Certificate
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Program Titles	Helping Paws Service Dog Training
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Action

- Continued with minor improvement
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

Enrollment for this program has increased from 43 in 2006 to 63 in 2009. Completion rates have remained stable over the period. Statewide projections indicate a 24.4% increase between now and 2016. Funding is provided through the Illinois Community College Board and the Illinois Department of Corrections.

As with all correctional education programs funding remains a concern.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic, and cost data
- Other, please specify: See attached assessment report.

Statewide Program Issues (if applicable)

Helping Paws Service Dog Training

971

Division: Created: Corrections

Created: 4/9/2003 1:04:28 PM

Revised: 2/5/2010

Certificate

Mission Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change, which will satisfy individual, local and state human resource needs.

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	Demonstrate proper techniques relating to grooming of canines	Administer supervised observation of proper bathing and grooming procedures. Criteria: 90% of the students will do an adequate or better job of bathing on the first attempt.	98% of the students completed 90% of all steps on first attempt.	Current methods of instructing and assessing will be used with emphasis being placed on nail trimming.
2	Demonstrate humane problem solving techniques of basic canine obedience.	Administer observation of students with leash handling and voice control. Criteria: 80% will be able to pass competency test with a 85% score or better.	90% of students passed a competency canine training test with a score of 85% or better. Timing of corrections and praise being an area of difficulty.	Work more on achieving proper timing with corrections and praise.
3	Able to apply logical and proper problem-solving techniques to complete basic obedience training.	Administer written test with questions about basic obedience training and administer observation of teaching a dog to sit.Criterria:100% will be able to show proper techniques at 90% competency and 95% will score 95% or better on written test questions.	90% of students scored 95% or better on both written test and physical part of assessment.	Work more on coordination of leash and voice control when accomplishing the sit command.
4	Have the knowledge to complete the Canine ABKA level 1 test.	Administer supervised written test of ABKA level 1. Criteria: 90% of students will be able to pass competency testing with a score of 85% or better.	95% of the students scored 85% or better on administered ABKA exam	Current methods of instructing and assessing will remain unchanged.
5	Identify employment skills in pet industry..	Students will be able to answer embedded test questions on employment skills. Criteria: 90% of students will be able to identify employment skills.	95% of students were able to correctly answer test questions about employment skills.	Current methods of instructing and assessing will remain unchanged.
6	Ability to have proper team approach when working with others in classroom and lab.	Administer supervised observation of communication and interaction. Criteria: 95% of students will effectively communicate	95% or more were able to communicate and interact effectively. Largest problem areas being consistently and patience.	Work on promoting consistency and patience.

Notes:

CTE PROGRAM REVIEW REPORT FOR 2010

6-digit CIP	010601
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Degree Type	Certificate
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Program Titles	Horticulture
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Action

- Continued with minor improvement
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

Enrollment in this program has grown from 193 in 2006 to 280 in 2010. Enrollment growth due to increase in sites at which the program is offered through Lake Land College within the Illinois Department of Corrections. Completion rates remain stable and statewide employments projections indicate a 22.63% increase between now and 2016. Funding is provided through the Illinois Community College Board and the Illinois Department of Corrections.

As with all correctional education programs funding remains a concern.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic, and cost data
- Other, please specify: See attached assessment report.

Statewide Program Issues (if applicable)

Horticulture

921

Division: Created: Corrections

Created: 1/15/2002 12:50:43 PM

Revised: 12/18/2008

Certificate

Mission Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	Demonstrate safety procedures in the use of hand tools and equipment	Administer Safety test. Criteria: All students will have a score of 90% or better.	98% of the students achieved a score of 90% or better on their first Attempt.	Continue to use the Safety Test as a measuring device as it continues to be effective, but spend additional time on needed area.
2	Student will demonstrate knowledge of safe techniques for chemical handling and use.	Administer supervised pest management final exam. Criteria: 95% of the students will complete the exam with a minimum score of 90%	96% of the students completed the exam with 90% accuracy	Pest management exam has proven to be an acceptable barometer as to the proficiency. We will continue to use this method as an acceptable tool.
3	Student will apply mathematical problem solving skills as they relate to the horticultural occupations	Following proper instruction and practical learning evaluations the student be administered a written exam. Criteria:90% of all students will complete this problem with a minimum score of 90%	92% of students on the first attempt completed the problem with 98% accuracy	Following correct procedures is necessary in any instructional setting to achieve proficiency. We will continue to use controlled; structured tests to evaluate student performance.
4	Demonstrate proper use of Horticulture trade manuals	Administer supervised lab project using Horticulture trade manuals to solve related occupational problems. Criteria: 90% of students will complete this project with 80% accuracy.	92% of all students completed this project with 85% accuracy	This research project continues to be a valuable measuring tool.
5	Identify career opportunities in Horticulture and demonstrate employment seeking skills.	Present student with newspaper want ads. Criteria: 90% of students will be able to identify appropriate career opportunities from newspaper want ads.	92% of students displayed mental comprehension and job relationships to achieved this requirement.	Given our physical restrictions on accessibility of job hunting data, current methods of instructing and assessing will remain unchanged.
6	Communicate effectively and professionally.	Present student with case scenarios. Criteria: All Students will be able to solve the problem presented through oral and written means.	95% of students display competency in this area. We continue to strive to improve our percentages to achieved this requirement.	Given our limited resources and operating environment, we will continue to utilize this assessment to achieve our goals.

Notes:

CTE PROGRAM REVIEW REPORT FOR 2010

6-digit CIP	010304
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Degree Type	Cert.
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Program Title	Introduction to GIS
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Action

- Continued with minor improvement
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

Lake Land College (LLC), a regional center for NSF Geospatial Technology Center (GeoTech), was a participant in a national DACUM process to define the skill sets of geospatial technicians. The findings were validated across state by GIS Technicians (n = 89). These technicians were assessed using an online survey and was co-developed in conjunction with the Illinois GIS Association (ILGISA). ILGISA represents the largest professional development society of GIS professionals and links LLC's evolving GIS curriculum more closely with the geospatial workforce (See attached DACUM Chart). Results and findings of this research resulted in a gap analysis comparing LLC's GIS Certificate against the skill sets needed by an entry level GIS Technician. LLC's new Geospatial Program integrates these results into a more grounded workforce driven curriculum.

Geospatial technician is a new and emerging field which has just been recognized by the labor department. The skill sets are also used by surveyors, map technicians, civil engineers and urban planers. Long term employment growth in our college district shows a modest gain of less than 5% for these fields. State wide the employment growth varies from 10% (Urban Planers) to 30% (surveyors). The enrollment trend in the program over the last 5-years has shown a steady increase with over a 100% increase (8 to 18).

The program makes use of an active advisory council comprised of individuals employed in the field. Specific assessment of skills and learning can be found in the attached Assessment Report. Overall, the program is a young viable program that successfully prepares graduates for positions within the field.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments**
- Certification and licensure examination results**
- Writing samples**
- Portfolio evaluation**
- Course embedded questions**
- Study surveys**
- Analysis of enrollment, demographic, and cost data**
- Other, please specify:** See attached assessment report.

Statewide Program Issues (if applicable)

Introduction to GIS

946

Division: Created: Math & Science

Created: 10/28/2002 2:02:57 PM

Revised: 11/10/2008

Certificate

Mission Lake Land College pledges to be responsive to the constantly changing educational and training needs of all students served. **Goal**

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	The student will demonstrate general mapping concepts and symbology.	<p>75% of the students will successfully complete a final project in ESC 108, Introduction to Raster GIS. A rubric will be used to determine the weaknesses and strengths among the competencies. This rubric will be based upon class averages in each outcomes (objectives) area. Students will be measured in each objective area with the goal for the class of obtaining at least an average of at least 75% per objective. Each objective in the final project will be worth 10 points, thus student averages for each objective are referenced and assessed against a baseline of 7.5 or higher. Any objective areas falling below the 7.5 threshold average will be targeted for improvement.</p> <p>The grading rubric is listed below in assessing each objective area for the final project:</p> <p>Each objective is based upon a 10 point grading scale 9 - 10 = A full and accurate skill set displayed 7 - 8 = Missing some minor element for a full and complete objective 5 - 6 = Skill set is partially displayed with at least two elements missing from objective < 5 = Skill set in objective wasn't displayed at all</p>	<p>83% of students completed the final project for ESC-108 Raster GIS class in Spring 2008 semester (N=5). The final project had well defined objectives which were linked to assessment criteria. The five assessment areas are listed below: The student will demonstrate general mapping concepts and symbology.</p>	No objective areas fell below criteria set for this assessment.
2	The student will access different data structures and import them into a GIS system for analysis.		The student will access different data structures and import them into a GIS system for analysis.	

Introduction to GIS

946

Division: Math & Science

Created: 10/28/2002 2:02:57 PM

Revised: 11/10/2008

Certificate

Mission Lake Land College pledges to be responsive to the constantly changing educational and training needs of all students served. **Goal**

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
3	The student will work with attribute tables and query different GIS data bases using both attribute and geographic techniques.		The student will work with attribute tables and query different GIS data bases using both attribute and geographic techniques.	
4	The student will be able to produce and design maps using GIS software.		The student will be able to produce and design maps using GIS software.	Two objective areas fell below the criteria set for class averages on each objective (75%). The two areas falling below the (75%) threshold were objectives four and five which are listed below: The student will be able to produce and design maps using GIS software. 68.9%

Introduction to GIS

946

Division: Math & Science

Created: 10/28/2002 2:02:57 PM

Revised: 11/10/2008

Certificate

Mission Lake Land College pledges to be responsive to the constantly changing educational and training needs of all students served. **Goal**

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
5	The student will communicate effectively in written form.		The student will communicate effectively in written form.	The student will communicate effectively in written form. 54%
		Each assessment area in the final project was based upon a grading rubric with each area worth a total of 10 points, thus the final project in ESC108 (Intro to Raster GIS) was worth a total of 50 points. Class averages for each objective are listed below:		These results indicate that one area needs to be targeted for improvement. Additional activities will be added to the course prior to the final project to assist students in these targeted areas. Potential activities to assist students with objectives four and five are listed below:
		The student will demonstrate general mapping concepts and symbology. 100%		Additional assignments in GIS map development and production.
		The student will access different data structures and import them into a GIS system for analysis. 100.00%		Provide samples to students of well written science papers using GIS terminology.
		The student will work with attribute tables and query different GIS data bases using both attribute and geographic techniques. 97.7%		Provide extra time for the final projects to allow students to send in projects for review and corrections.
		The student will be able to produce and design maps using GIS software. 68.9%		
		The student will communicate effectively in written form. 54%		

Notes:

CTE PROGRAM REVIEW REPORT FOR 2010

6-digit CIP	010302
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Degree Type	20 – Certificates > 30
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Program Titles	Livestock Production
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Action

- Continued with minor improvement
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

Please provide a brief description of the improvement made since the last review or reasons for other program decisions, proposed action plan for future improvements, and an estimated timeline.

The Livestock Production program is a certificate opportunity for students seeking livestock and livestock management as a work related field. The Advisory Council has discussed courses and course content and continues to make recommendations regarding curriculum. Course offerings have not changed since the last review yet significant changes have occurred within the curriculum in terms of course content, lab instruction, learning outcomes, and program assessment and methods. While program numbers remain relatively low, the required courses are also included in other curricula including Ag Production and Ag Business consequently class size is not an issue due to other majors with overlapping course requirements.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic, and cost data
- Other, please specify: Advisory Council Review

Statewide Program Issues (if applicable)

A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.

The growth of Illinois swine farms and concentration of other Livestock species has created a demand for a more vertically integrated trained livestock graduate. The Illinois labor market data indicates some compound growth in Animal Care and related areas of 2.21% with the number of jobs available due both to growth and replacements. The employment change in the Animal Care sector from 2006-2016 is at 24.4% in the various Animal Care fields. The agriculture division has LLC District and out of district and out of state employers post livestock production jobs that outnumber the qualified graduates from the program with an average of 2 jobs available for each graduate.

Livestock Production

918

Division: Agriculture
Created: 1/15/2002 1:35:36 PM
Revised: 5/14/2009

Certificate

Mission Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	Demonstrate an awareness of farm safety and the safe operation of farm implements.	Use of imbedded questions in the final exam of AGR 049. 90% of the students will score 70% or higher.	No students were enrolled.	No results to report.
2	Demonstrate an understanding of livestock fundamentals in the core areas of breeds, selection, genetics reproduction, animal products, nutrition, and health.	Use of final project in AGR 063. 90% of the students will score 70% or higher.	No students enrolled.	No results to report.
3	Demonstrate an understanding of livestock commodities and marketing of animal products.	Use of imbedded questions in the final exam of AGR 123. 90% of the students will score 70% or higher.	No students were enrolled.	No results to report.
4	Prepare accurate records for the purpose of accounting and financing.	Use of embedded questions in the final exams of AGR 124. 90% of the students will score 70% or higher.	No students enrolled.	No results to report.
5	Express basic agriculture competency skills in oral and written communication.	Students will be assessed on oral and written presentation in AGR124. A rubric will be used to evaluate and 90% of the students will score 70% or higher.	No students enrolled.	No results to report.
6	Express an understanding of computers and awareness of agriculture software.	Use of final project in AGR 111. 90% of the participants will be proficient in their use and score 70% or higher.	No students enrolled.	No results to report.
7	Demonstrate an understanding of the operation of a livestock enterprise, skills and knowledge application, and use of technologies.	Employers will rate the students concerning their understanding of the livestock enterprise and the necessary skills to succeed. 90% will rate this awareness skills as average or higher.	No students enrolled	No results to report.

Livestock Production

918

Division: Created: Agriculture
Created: 1/15/2002 1:35:36 PM
Revised: 5/14/2009

Certificate

Mission Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
8	Identify risk and conflict in management decisions.	By discussion during the supervisory visit the coordinating instructor will assess the students' recognition of a dilemma and how the dilemma was reconciled. A rubric will be used to evaluate with 90% of the students scoring 70% or higher.	No students enrolled.	No results to report.
9	Apply appropriate mathematic skills required for livestock production	Use of mathematics artifact in AGR 063. Students will score 70% or higher.	No students enrolled	No results to report.

Notes:

CTE PROGRAM REVIEW REPORT FOR 2010

6-digit CIP	521803
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Degree Type	AAS; Certificate
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Program Titles	Management
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Action

- Continued with minor improvement
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

The Management program continues to meet its objectives. Enrollment for Fall 2008 increased by 20% over Fall 2007. When viewing the enrollment trends over a ten year period, the numbers have remained steady with a high of 81 students in 2002 & 2003 and a low of 55 students in 2007. The statewide job outlook through 2014 shows a predicted increase of 7.66%, while the LLC district projects a decrease of 2.89%.

The program makes use of an active advisory council comprised of individuals employed in the field. Specific assessment of skills and learning can be found in the attached Assessment Report. Overall, the Management program remains a strong program successfully preparing graduates for positions within the field.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments**
- Certification and licensure examination results**
- Writing samples**
- Portfolio evaluation**
- Course embedded questions**
- Study surveys**
- Analysis of enrollment, demographic, and cost data**
- Other, please specify:** See attached assessment report.

Statewide Program Issues (if applicable)

None noted.

Management

024

Division: Business

Created: 1/15/2002 1:41:17 PM

Revised: 2/3/2010

Associate in Applied Science

Mission Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

Intended Outcomes and Objectives

Assessment Criteria and Procedures

Assessment Results

Use of Results

1 Graduates of the Management program will be able to demonstrate skill levels appropriate to management occupations in oral and written communications and use of computer technology.

At least 80% of students will attain a 70% or better on the oral/written communication skills portion of the Management Capstone class.

Fall 2009: 83% of Capstone class scored above 70% on the oral/written communications skills portion of the class as demonstrated by their performance on an oral classroom presentation using Microsoft PowerPoint and Word.
Fall 2008: 90% of Capstone class scored above 70% on the oral/written communications skills portion of the class.

Fall 2007: 85% of Capstone class scored above 70% on the same presentation.
Fall 2005: 100% of Capstone class scored above 70% on same presentation.
Fall 2004: 100% of Capstone class scored above 70% on the same presentation.

Spring/Fall 2010: Since the 2009 results remain strong we will continue to incorporate the same oral and written communication assignments begun in our Management program courses during the spring 2006 semester. These assignments included discussing the ethical dilemma cases in the Principles of Management classroom in order to encourage open and respectful discussions regarding ethical corporate responsibility.
Spring 2010 Labor Relations students will also present oral analyses of labor cases to help enhance their communication skills (this process began in spring 2008).

Management

024

Division: Created: Business

Created: 1/15/2002 1:41:17 PM

Revised: 2/3/2010

Associate in Applied Science

Mission Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
2	Graduates of the Management program will exhibit professional/ occupational behavior and work habits.	At least 80% of students will attain a 70% or better on the attitude and work ethic skills portion of the Management Capstone class.	Fall 2009: 83% of the Capstone class scored above 70% on the professional/ occupational behavior and work habits portion of the class. Fall 2008: 90% of Capstone class scored above 70% on the above assignment. Fall 2007: 90% of Capstone class scored above 70% on the above assignment. Fall 2006: 100% of Capstone class scored above 70% on the above assignment. Fall 2005: 100% of Capstone class scored above 70% on the above assignment. Fall 2004: 100% of capstone students scored above 70% on the assignment.	Spring/Fall 2010: Continue to expose students to professional image training such as those in fall 2008 and 2009. The 2010 presentation will continue to focus on e-mail etiquette. Spring/Fall 2008: During one of the Capstone class sessions, a guest speaker discussed tips for improving one's professional image. The students found the experience useful, which was borne out by the test results; therefore, the speaker will be invited again in Fall 2008. In addition, management courses will continue to incorporate good practices in attitude, work ethic, and flexibility in Management program courses. Fall 2007 - Hope to have a Career Services representative visit our classroom in order to discuss professional interviewing techniques.

Management

024

Division: Business

Created: 1/15/2002 1:41:17 PM

Revised: 2/3/2010

Associate in Applied Science

Mission Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
3	Graduates of the Management program will be able to analyze problems and make solid, informed business decisions.	At least 80% of students will attain a 70% or better on the analytical/problem solving skills portion of the Management Capstone class as demonstrated by using their knowledge of Microsoft Excel to analyze data.	Fall 2009: 83% of Management Capstone students scored 70% or higher on the Excel exercise. Fall 2008: 80% of Management Capstone students scored 70% or better on the Excel exercise. Fall 2007: Only 70% of management Capstone students scored 70% or better on the Excel exercise. Fall 2006: Only 60% of management Capstone students scored 70% or better on Excel exercise. Fall 2005: only 50% of management Capstone students scored 70% or better on the Excel exercise. Fall 2004: Only 38% of the Capstone students scored 70% or better on the Excel exercise.	Spring/Fall 2010: Since the fall 2009 results continue a trend of improvement in this area, we will continue to utilize spreadsheet assignments in Principles of Selling, Principles of Retailing, and Labor Relations as a way of improving the students' quantitative analysis skills. Spring/Fall 2009: The results were higher in the fall 2008 section than in previous semesters. Students will continue the use of Microsoft Excel as a data analysis tool. Its use will be further stressed in Principles of Retailing and Labor Relations to ensure students have the opportunity to enhance their quantitative analysis skills. In the summer of 2009 Principles of Selling students will again be required to complete a spreadsheet assignment, which was begun during the summer of 2007. Spring/Fall 2008: While the results for 2007 were still lower than the assessment criteria specified, it did show improvement over the previous year. The use of Microsoft Excel as a data analysis tool will be further stressed in Principles of Retailing and Labor Relations to ensure students have the opportunity to enhance their quantitative analysis skills. In the summer of 2008 Principles of Selling students will again be required to complete a spreadsheet assignment, which was begun during the summer of 2007.

Management

024

Division: Business

Created: 1/15/2002 1:41:17 PM

Revised: 2/3/2010

Associate in Applied Science

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
4	<p>Upon successfully completing all program requirements, graduates will:</p> <p>Demonstrate knowledge of the basic Management functions of planning, organizing, leading, and controlling and how each function fits into the Management process.</p>	<p>The students will complete classroom assignments to assess their ability to utilize the four management functions. A rubric will be developed to measure how effectively each student applies the above functions to the situation described in the assignment. 80 percent of the students will score at least 4.5 out of a possible 5.0 on the exercise.</p>	<p>Fall 2009: The students completed individual assignments based on a 5 points scale, which tested their knowledge and application of the management functions. 80 percent of the students scored above 4.5 out of 5 points.</p> <p>Fall 2008: 85 percent of the teams scored above 4.5 out of 5 points.</p> <p>Fall 2007: 90 percent of the teams scored above 4.5 out of 5 points or higher.</p> <p>Fall 2006: 100 percent of the teams scored above 4.5 out of 5 points or higher.</p> <p>Fall 2005: 100 percent of the teams scored above 4.5 out of 5 points or higher.</p> <p>Fall 2004: 90% of the teams scored above 4.5 or higher out of 5.</p> <p>Fall 2003: 90% of the teams scored above 4.5 or higher out of 5. (To date, 135 students, 25 teams have been measured).</p>	<p>Spring 2010: Beginning in fall 2009 the "team" assignment was changed to an "individual" assignment to better assess each student's progress. We will continue to incorporate the Management concepts in the Management program course work.</p>

Management

024

Division: Business
Created: 1/15/2002 1:41:17 PM
Revised: 2/3/2010

Associate in Applied Science

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Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
5	Possess accounting skills appropriate to the management area.	At least 80% of students will attain a 70% or better on the Accounting portion of the Management Capstone class.	Fall 2009: 83% of students in the Capstone class scored above 70% on the accounting portion of the class. Fall 2008: 80% of students in the Capstone class scored above 70% on the accounting portion of the class. Fall 2007: 85% of students in the Capstone class scored above 70% on the accounting portion of the class. Fall 2006: 80% of students in the Capstone class scored above 70% on the accounting portion of the class. Fall 2005: 90% of students in the Capstone class scored above 70% on the accounting portion of the class. Fall 2004: 100% of students in the Capstone class scored above 70% on the accounting portion of the class.	Spring/Fall 2010: Since the results improved over the previous year, we will continue to stress accounting/quantitative analysis work in Principles of Management, Selling, and Retailing, which was begun in summer 2009. Spring/Fall 2009: While the 2008 results were still satisfactory, the scores were lower than the previous semesters' scores. Students will continue to be exposed to accounting principles in the Management program course work. Principles of retailing students will develop pro forma income statements to help students apply accounting skills to a proposed business (as begun in summer 2007).
6	Understand the importance of relating to employees from culturally diverse backgrounds.	At least 80% of students will attain a 70% or better on the labor relations skills portion of the Management Capstone class.	Fall 2009: 83% of students in the Capstone class scored above 70% on the labor relations skills portion of the class. Fall 2008: 90% of students in the Capstone class scored above 70% on the labor relations skills portion of the class. Fall 2007: 90% of students in the Capstone class scored above 70% on the labor relations skills portion of the class. Fall 2006: 80% of students in the Capstone class scored above 70% on the labor relations skills portion of the class. Fall 2005: 100% of students in the Capstone class scored above 70% on the labor relations skills portion of the class. Fall 2004: 90% of students in the Capstone class scored above 70% on the labor relations skills portion of the class.	Spring/Fall 2010: Continue to refine the Labor Relations course to provide a broader understanding of this concept. The process of stressing more than union/ management issues began in 2008 and will be aided by the selection of a new textbook. Spring/Fall 2009: Continue to incorporate Labor Relations concepts in Management program course work. The Labor Relations course now focuses on more than unionization (e.g., OSHA, EEOC, etc.) to broaden the students' understanding of labor/HRM relations (started spring 2008).

Management

024

Division: Business

Created: 1/15/2002 1:41:17 PM

Revised: 2/3/2010

Associate in Applied Science

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Intended Outcomes and Objectives

Assessment Criteria and Procedures

Assessment Results

Use of Results

7 Apply and demonstrate the principles, methods, and techniques of retailing, marketing, and advertising.

At least 80% of students will attain a 70% or better on the Marketing skills portion of the Management Capstone class.

Fall 2009: 60% of students in the Capstone class scored above 70% on the marketing skills portion of the class.
Fall 2008: 80% of students in the Capstone class scored above 70% on the marketing skills portion of the class.
Fall 2007: 85% of students in the Capstone class scored above 70% on the marketing skills portion of the class.
Fall 2006: 90% of students in the Capstone class scored above 70% on the marketing skills portion of the class.
Fall 2005: 80% of students in the Capstone class scored above 70% on the marketing skills portion of the class.
Fall 2004: 90% of students in the Capstone class scored above 70% on the marketing skills portion of the class.

Spring/Fall 2010: The 2009 results were dramatically lower than 2008. This may be a one year occurrence. If the trend repeats itself in Fall 2010, Principles of Marketing students may be given a comprehensive final exam to help reinforce the mastery of basic Marketing terms and concepts.
Spring/Fall 2009: Continue to incorporate marketing principles in Management program course work by requiring Management majors to develop business plans utilizing target market selection and marketing mix strategies (started spring 2008).

Notes:

Management

910

Division: Created: Business

Created: 1/15/2002 2:07:17 PM

Revised: 2/3/2010

Certificate

Mission Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	Demonstrate knowledge of the basic Management functions of planning, organizing, leading, and controlling and how each function influences the Management process.	<p>The Principles of Management course outline indicates students will be able to understand the management functions of planning, organizing, leading, and controlling. Students will be tested not only on their ability to define these functions, but also how they apply to various elements of the organization (i.e., human resources, information systems, etc.).</p> <p>The students will complete classroom assignments to assess their ability to utilize the four management functions in a team setting. A rubric will be developed to measure how effectively each team applies the above functions to the situation described in the assignment. 80% of the students should score 4.0 out of a possible 5.0 points or higher.</p>	<p>Fall 2009 Results: The students completed individual assignments based on a 5 point scale, which tested their knowledge and application of the management functions. (5 is the highest - 1 is the lowest score). 80% scored above 4.5 out of 5 points.</p> <p>Fall 2008 Results: The students completed team assignments based on a 5 point scale, which tested their knowledge and application of the management functions. (5 is the highest - 1 is the lowest score). 85% scored above 4.5 out of 5 points.</p> <p>Fall 2007 Results: 90% scored above 4.5 out of 5 points.</p> <p>Fall 2006 Results: 100% of the teams scored above 4.5 out of 5 points</p> <p>Fall 2005 Results: 100% of the teams scored above 4.5 out of 5 points</p> <p>Fall 2004 Results: 90% of the teams scored above 4.5.</p> <p>Fall 2003: 90% of the teams scored above 4.5.</p>	<p>Spring 2010: Beginning in fall 2009 the "team" assignment was changed to an "individual" assignment to better assess each student's progress. We will continue to incorporate the Management concepts in the Management program course work.</p>

Management

910

Division: Created: Business

Created: 1/15/2002 2:07:17 PM

Revised: 2/3/2010

Certificate

Mission Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
2A	recipient of the Management certificate will understand the role that business ethics and social responsibility play in management decisions	Principles of management students will complete written ethical dilemma exercises found in the text to assess their interpretation of appropriate management decisions. (alternate - student will find news articles relating to an ethical dilemma facing an organization and analyze the firm's decisions). The assignments will be typed using Microsoft Word, or other acceptable word processing software. A rubric will be developed to assess the student submissions on content, grammar, and clarity. Students should rate at least 4.0 out of 5 in each area (5 being high and 1 being low).	Each student's submission was evaluated on the following bases: content 1 to 5 points (5 being high and 1 being low), grammar 1 to 5 points, and clarity 1 to 5 points. The average rating: Fall 2009 Results: content = 3.6, grammar = 4.0, and clarity = 4.1. Fall 2008 Results: content = 3.8, grammar = 3.5, and clarity = 4.1. Fall 2007 Results: content = 3.5, grammar = 3.3, and clarity = 3.8. Fall 2006 Results: content = 4.2, grammar = 3.0, and clarity = 4.0 Fall 2005 Results: content = 4.1, grammar = 3.2, and clarity = 4.3 Fall 2004 Results: content = 4.6, grammar = 3.4, and clarity = 4.2.	Spring/Fall 2010: While the "grammar" results improved over the previous year, the "content" scores fell. We will stress the importance of providing a complete analysis (i.e., recommending a course of action to resolve the dilemma) of each case rather than just summarizing the facts. Spring Fall 2009: While the results for 2008 improved over the previous year, two measurement areas fell below the 4.0 standard. Students will be encouraged to make better use of proofreading prior to submitting their assignments. They will also be required to submit a full-page of typed analysis for each case in order to address the content issue. Spring Fall 2008: Since the results for fall 2007 were lower than those of 2006 - especially content, students will be provided more specific instructions regarding what to include in their analyses. Continue to stress current events in the classroom and ethical issues facing today's organizations. Based on the quality of the arguments made in the students' ethical exercise assignments, they seem to appreciate the importance of ethics and social responsibility in business management. Based on the lower than expected grammar ratings in both 2005 and 2006, students will be more strongly encouraged to proofread their assignments to ensure they meet business-professional standards. If the students' writing skills continue to fall below .0, additional classes/curriculum aimed at improving writing skills will be recommended.

Notes:

CTE PROGRAM REVIEW REPORT FOR 2010

6-digit CIP	521804
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Degree Type	AAS; Certificate
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Program Titles	Marketing
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Action

- Continued with minor improvement
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

The Marketing program continues to meet its objectives. Although enrollment for Fall 2008 dipped below the previous year's enrollment, the enrollment remains steady when viewed over the last ten years, with a low of 12 students in 2000, and a high of 24 students in 2007. The statewide job outlook through 2014 shows a predicted increase of 5%, while the LLC district projects a slight increase of 1.76%.

The program makes use of an active advisory council comprised of individuals employed in the field. Specific assessment of skills and learning can be found in the attached Assessment Report. Overall, the Marketing program remains a strong program successfully preparing graduates for positions within the field.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments**
- Certification and licensure examination results**
- Writing samples**
- Portfolio evaluation**
- Course embedded questions**
- Study surveys**
- Analysis of enrollment, demographic, and cost data**
- Other, please specify:** See attached assessment report.

Statewide Program Issues (if applicable)

None noted.

Marketing

030

Division: Business

Created: 1/15/2002 2:11:06 PM

Revised: 2/8/2010

Associate in Applied Science

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Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

Intended Outcomes and Objectives

Assessment Criteria and Procedures

Assessment Results

Use of Results

1 Be able to understand the concepts of target markets and the interrelationship of the marketing mix.

At least 80% of students will attain a 70% or better on the marketing skills portion of the Marketing Capstone class.

Fall 2009 Results: 80% of the marketing students scored above 70% on the final exam given to marketing students.
Fall 2008 Results: 80% of the marketing students scored above 70% on the final exam given to marketing students.
Fall 2007 Results: 85% of the marketing students scored above 70% on the final exam given to marketing students.
Fall 2006 Results: 75% of the marketing students scored above 70% on the final exam given to marketing students. The lower 2006 results were attributed to a small number of marketing majors in the fall 2006 Capstone class.
Fall 2005: 100% of the marketing students scored above 70% on the final exam given to marketing students.
Fall 2004: 100% of the marketing students scored above 70%.

Spring/Fall 2010: As with the 2008 and 2009 semesters, The classroom lectures (Principles of Marketing) will continue to analyze case studies to help students better identify target marketing and how this influences the marketing mix. In addition, a video presentation has been purchased (2009), which should help demonstrate the concept.
Spring/Fall 2008: The classroom lectures (Principles of Marketing) will continue to analyze case studies to help students better identify target marketing and how this influences the marketing mix.

Marketing

030

Division: Created: Business

Created: 1/15/2002 2:11:06 PM

Revised: 2/8/2010

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
2	Graduates of the Marketing program will be able to exhibit analytical skills in identifying and solving marketing and business-related problems.	At least 80% of students will attain a 70% or better on the on the analytical/problem solving skills portion of the Marketing Capstone class as demonstrated by using their knowledge of Microsoft Excel to analyze data.	Fall 2009 Results: 85% of the Marketing Capstone students scored 70% or higher on the Excel exercise. Fall 2008 Results: 80% of the Marketing Capstone students scored 70% or higher on the Excel exercise. Fall 2007 Results: Only 55% of the marketing capstone students scored 70% or higher on the Excel exercise. Fall 2006 Results: Only 50% of the marketing capstone students scored 70% or higher on the Excel exercise. Fall 2005: Only 31% of the capstone students scored 70% or higher on the Excel exercise. Fall 2004: Only 38% of the Capstone students scored 70% or higher on the Excel exercise.	Spring/Fall 2010: Since the Excel/Quantitative results continue to be significantly better than those achieved in the Fall 2007 semester, Capstone students in the fall 2010 semester will receive one full class period devoted to using a spreadsheet prior to completing their assignment (this was begun in the fall 2008 semester). In addition, Principles of Retailing and Principles of Selling (started summer 2008 semester) students will have the opportunity to enhance their quantitative analysis skills by completing quantitative analysis assignments as part of the requirements for the course.
3	Graduates of the marketing program will be able to apply effective human relations skills to job/interpersonal situations.	At least 80% of students will attain a 70% or better on the teamwork skills portion of the Marketing Capstone class, which includes participating in a group classroom exercise.	Fall 2009 Results: 90% of students scored above 80% on teamwork skills portion of Capstone class. Fall 2008 Results: 85% of students scored above 80% on teamwork skills portion of Capstone class. Fall 2007 Results: 90% of students scored above 80% on teamwork skills portion of Capstone class. Fall 2006 Results: 100% of students scored above 80% on teamwork skills portion of Capstone class. Fall 2005: 100% of students scored above 80% on teamwork skills portion of Capstone class. Fall 2004: 100% of students score above 80% on teamwork skills portion.	Spring/Fall 2010: Group exercises will continue to be incorporated in Principles of Marketing and the Capstone course as a way of building teamwork skills in the Marketing program. The Principles of Selling course will continue to incorporate a case study on "consultative selling." (begun summer 2008)

Marketing

030

Division: Created: Business

Created: 1/15/2002 2:11:06 PM

Revised: 2/8/2010

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Intended Outcomes and Objectives

Assessment Criteria and Procedures

Assessment Results

Use of Results

4 Demonstrate advertising strategy, tactics, and techniques, including media selection, ad preparation, market research methods, and program evaluation.

At least 80% of students will attain a 70% or better on the Advertising skills portion of the Marketing Capstone class.

Fall 2009 Results: 80% of the marketing students scored above 70% on the final exam given to marketing students. (which included questions in this area).
Fall 2008 Results: 90% of the marketing students scored above 70% on the final exam given to marketing students. (which included questions in this area).
Fall 2007 Results: 100% of the marketing students scored above 70% on the final exam given to marketing students. (which included questions in this area).
Fall 2006 Results: 100% of the marketing students scored above 70% on the final exam given to marketing students. (which included questions in this area).
Fall 2005: 100% of the marketing students scored above 70% on the final exam given to marketing students. (which included questions in this area).
Fall 2004: 100% of the marketing students scored above 70% (which included questions in this area).

Spring/Fall 2010:
Principles of Marketing students will continue to review case studies as a way of further reinforcing advertising strategy. A video series was also obtained (spring 2008) to help highlight effective and ineffective advertisements. The video allows students to analyze the strengths and weaknesses of each advertisement. Internet sites such as YouTube and Hulu.com are also utilized.

Marketing

030

Division: Created: Business

Created: 1/15/2002 2:11:06 PM

Revised: 2/8/2010

Associate in Applied Science

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Intended Outcomes and Objectives

Assessment Criteria and Procedures

Assessment Results

Use of Results

5 Apply and demonstrate the principles, methods, and techniques of retailing and selling.

Students will earn acceptable grades on individual sales presentations from the Principles of Selling class. These presentations will be evaluated by the instructor. The evaluations will be based on an established rubric and 80% or more of the students will score at least 75% or higher on the presentation.

The instructor evaluated each sales presentation and individually rated each student's performance relating to their approach, presentation, handling of objections and closing.
Summer 2009 Results: 80% of students exceeded the minimum expectation of 75 percent in each of these individual areas.

Summer 2008 Results: 85% of students exceeded the minimum expectation of 75 percent in each of these individual areas.

Summer 2007 Results: 100% of students exceeded the minimum expectation of 75 percent in each of these individual areas.

Fall 2006 Results: 100% of students exceeded the minimum expectation of 75 percent in each of these individual areas.

Fall 2005: 100% of students exceeded the minimum expectation of 75 percent in each of these individual areas. Fall 2004:

Summer/Fall 2010: The results were, again, lower than those observed in previous semesters; however, they remain strong enough to warrant continuing our current emphasis on "practice presentations" and viewing sample sales presentations on DVD as a major component of the instructional effort related to this goal. The instructor felt this preparation work led to the students' success during their presentations. In addition, a video series was obtained (summer 2009) which allows students to critique professional sales calls in order to help them hone their sales management and presentation skills.

Marketing

030

Division: Created: Business

Created: 1/15/2002 2:11:06 PM

Revised: 2/8/2010

Associate in Applied Science

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Intended Outcomes and Objectives

Assessment Criteria and Procedures

Assessment Results

Use of Results

6 Explain the benefits of including culturally and intellectually diverse stakeholders in local, regional, national, and global economic activities.

At least 80% of students will attain a score of 75% or better on a written assignment related to the understanding of cultural diversity in the marketing field.

Fall 2009: (Changed assessment methodology from previous years) 90% of the marketing students scored above 75% on their written analysis of the case study involving cultural diversity.

Fall 2008 Results: 100% of the marketing students scored above 70% on the final exam given to marketing students (which included questions in this area).

Fall 2007 Results: 100% of the marketing students scored above 70% on the final exam given to marketing students (which included questions in this area).

Fall 2006 Results: 100% of the marketing students scored above 70% on the final exam given to marketing students (which included questions in this area).

Fall 2005: 100% of the marketing students scored above 70% on the final exam given to marketing students (which included questions in this area). Fall 2004:

100% of the marketing students scored above 70% on the final exam given to marketing students.

Spring/Fall 2010: The case study approach is a more effective instructional tool for emphasizing cultural diversity than the previous "test" question approach. We will continue to use the case studies into the future.

Spring/Fall 2009: The instructor will continue utilizing a new set of international business cases to further reinforce international business principles in Marketing program course work. Since global business is a vital part of today's business education, international business cases will also be incorporated in the fall 2009 Capstone class (began in fall 2008).

Notes:

Certificate

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	Demonstrate an understanding of basic marketing strategy, which includes target market selection, and choosing the appropriate marketing mix to effectively reach the desired market segment.	Principles of Advertising students will study three print advertisements. The students will determine which market segment(s) the advertisers are targeting and address the marketing mix elements utilized by the firm to reach the chosen segment(s). A rubric will be developed to measure how well each student identified the correct target market, product strategy, price strategy, promotional strategy, and distribution strategy. Students should achieve an overall rating (i.e., mean score) of at least 7.0 out of 10 in each area (10 being high and 1 being low).	Summer 2009 Results: Target market score = 8.0; product score = 8.2; price score = 7.6; promotion score = 8.0; distribution score = 6.7 Fall 2008 Results: Target market score = 8.2; product score = 8.4; price score = 7.7; promotion score = 7.9; distribution score = 6.4 Fall 2007 Results: Target market score = 7.9; product score = 8.9; price score = 7.5; promotion score = 8.1; distribution score = 6.1 Fall 2006 Results: Target market score = 8.1; product score = 9.2; price score = 7.1; promotion score = 8.6; distribution score = 6.5 Fall 2005 Results: Target market score = 8.3; product score = 9.1; price score = 7.5; promotion score = 8.4; distribution score = 6.2	Summer 2010: Since the 2009 distribution score remains low, but did show improvement over 2008, summer 2010 Principles of Advertising students will continue to view a video highlighting supply chain/logistic issues in marketing. This should provide students with a better understanding of these issues and how they are incorporated in marketing strategy. (began fall 2008)

Marketing

968

Division: Business
Created: 10/19/2005 2:19:08 PM
Revised: 2/11/2010

Certificate

Mission Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
2A	recipient of the Marketing Certificate will understand the role that business ethics and social responsibility play in marketing decisions.	Principles of Marketing students will complete a written assignment where they locate three recent news articles addressing a marketing ethics issue facing a firm (e.g., advertising to children, telemarketing, etc.). Students will highlight the ethical marketing issue presented in each article and recommend the optimal course of action the organization should follow in order to address the situation. A rubric will be developed to measure how effectively the student identifies the ethical issue and how well they support their recommendation for addressing the dilemma. Students should achieve an overall rating (i.e., mean score) of at least 7.0 out of 10 in each area (10 being high and 1 being low).	Fall 2009 Results: Identifying articles highlighting relevant marketing ethics issues = 8.0; providing support for the students' strategies for dealing with the ethical issue 7.5. Fall 2008 Results: Identifying articles highlighting relevant marketing ethics issues = 7.9; providing support for the students' strategies for dealing with the ethical issue 7.2. Fall 2007 Results: Identifying articles highlighting relevant marketing ethics issues = 7.5; providing support for the students' strategies for dealing with the ethical issue 7.1. Fall 2006 Results: Identifying articles highlighting relevant marketing ethics issues = 7.9; providing support for the students' strategies for dealing with the ethical issue 7.4. Fall 2005 Results: Identifying articles highlighting relevant marketing ethics issues = 8.3; providing support for the students' strategies for dealing with the ethical issue 7.5.	Spring/Fall 2010: Since the results for "strategies for dealing with ethical issues" scores showed improvement in summer 2009, the summer 2010 semester, students will continue to be exposed to examples of marketing ethics issues during classroom lecture as well as video presentations. Students will be encouraged to provide their thoughts regarding each article so the class has a better idea of how to address marketing ethics. (began spring 2008)

Notes:

CTE PROGRAM REVIEW REPORT FOR 2010

6-digit CIP	511613
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Degree Type	20
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Program Titles	Practical Nursing
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Action

- Continued with minor improvement
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

The Practical Nursing program continues to meet its objectives. It is a rigorous program designed to prepare graduates for the workforce.

State and Local employment change statistics show an 18 – 19 % increase in jobs through 2016. Our dedicated faculty and Advisory Board confer in an ongoing pursuit of identifying necessary updates and changes for the program.

We will be implementing a simulation lab for the students to participate in “real life” experiences/emergencies using state of the art technology i.e. iStan human simulator. This technology allows all students to have the same experiences in applying their knowledge. It not only supports their lecture and clinical knowledge, but gives them opportunity to review and/or remediate.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic, and cost data
- Other, please specify: See attached assessment report.

Statewide Program Issues (if applicable)

Certificate

Mission Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1.1	Graduates of the Practical Nursing Program will be prepared to perform competent, safe nursing care.	1a. Graduate NCLEX first attempt pass rate will be at or above state pass rate. Assessed yearly in December (or when complete results are in). Director responsible for collecting statistics after state notification of individual/program pass rates. Faculty will review and discuss. See PN systematic self-evaluation report and Outcome 3 for additional consideration of this criteria.	<p>2008 grads first time takers: Program 93% State 90% National 86%</p> <p>2007 grads first time takers: Program 96 State 91 National 87</p> <p>2006 grads first time takers: Program 100 State 93 National 88</p> <p>2005 grads First time takers: 100% Program 91% State 89% National</p> <p>2004 grads - First time takers : 97 % Program 92 % State 89 % National</p> <p>2003 grads --1st Time Takers: 100% State 92% National 88% November 20, 2003 minutes. LLC Average for 2002 97% State Average 89% National Average: 86% 2001 100% State average 88% National Average: 86 2000 94% State average 84% National Average: 85%</p>	<p>See 1.3, 3.1 and 3.2 for use of these results in implementing curriculum revisions.</p> <p>Spring 2008 change of State of IL interpretation of PN duties and responsibilities r/t IV and IV drug prompted revision of curriculum with change of content and skills taught.</p> <p>Fall 2006-Systematic self-evaluation of curriculum and graduate performance on licensure exam reveals that curriculum includes content and clinical preparation needed for mastery of practical nursing basic entry level competencies.</p> <p>Sp '06 Revisions to PNC052 discussed in Outcome 3.</p>

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1.2		Advisory Committee Members input regarding graduate status discussed at periodic meetings arranged via flexible scheduling. Director responsible for arrangements of meeting. See 3.2 for additional consideration of this criteria.	<p>Spring 2009 results of new survey utilized reveal all means at the above average. See Faculty minutes May 2009 for discussion.</p> <p>Spring 2008 Advisory meeting-- Advisory Committee members and DON's of area facilities who employ graduates of LLC very satisfied with performance. Survey used has not been giving specific results.</p>	<p>Refinements to survey as far as scale of evaluation will be done. Use of results will be used together with 1.3, 3.1 and 3.2 for revision of curriculum</p> <p>2008 continue to monitor employer input and position postings in area publications and with Career Services at LLC.</p>
1.3		Graduate Assess Test (given prior to graduation) over-all group score for correct answers in each category will be at or above the norm group. Faculty will review and discuss results of Institutional Profile in Fall. Results correlated to individual NCLEX pass rate.	<p>2008--See Nov 08 for discussion of HESI results for 2008 grads.</p> <p>2007 summary and discussion found in Sept. and Nov. 2007 minutes.</p> <p>2006 exam summary and discussion can be found in 9/06 and 10/06 faculty minutes. Improvement in correlation of scores to passage of NCLEX noted.</p> <p>2005 HESI test exam summary and comparison to NCLEX results discussed at Sept. 05 and Apr 06 faculty meeting. See minutes. Both High and low scorers did pass</p> <p>2004 Arnett test did not show accurate correlation with performance on NCLEX</p>	<p>Curriculum revision to include more activities of independent charting exercises throughout the curriculum in addition to the required documentation at the clinical facilities.</p> <p>Fall 2007 -Changes in program as a result of analysis include addition of a segment to each semester's coursework, lab and clinical activity to include activities that directly integrate the division of labor, prioritization and delegation; emphasis on delegation activities during management clinical assignment. Faculty will use mandatory clinical simulations as a grading criteria for PNC052 and PNC054 in efforts to stimulate critical decision making.</p>

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1.4		Systematic self-evaluation of program of learning will reveal content of NCLEX test plan are contained in nursing curriculum. Comparative analysis conducted every three years using rubric that contains all NCSBN categories.	<p>Fall 2008 Comparative analysis completed-- all content areas contained in curriculum.</p> <p>Spring 2008 --there have been no changes in the Test Plan as of this date. PN curriculum continues to correlate. NCLEX has not published a new test plan as of this date.</p> <p>Comparative analysis of NCLEX test plan and nursing curriculum results reviewed Fall 2005. All content areas covered in curriculum.</p> <p>Analysis to be completed again in Spring 2008.</p>	<p>Development of PN test plan blueprint for curriculum with complete correlation to NCLEX test plan completed. Final exams for each semester will be revised to correlate with test plan blueprint next academic year. See Nov 08 and may 09 faculty minutes for exhibit of test plan and discussion.</p> <p>Continue to monitor for revision that occur in literature and in practice that would affect the curriculum. Se Outcome 1.1 also.</p>
2.1	Graduates of the Practical Nursing Program will be prepared to be employed in a variety of settings.	100% of graduates who choose to be employed as PN will be employed. Director will poll graduates prior to graduation and four to six months after graduation about employment.	<p>As of this date, all 2008 graduates who choose to be employed are employed. Will do informal poll in February 2009.</p> <p>2000, 2001, 2002, 2003, 2004, 2005 , 2006 and 2007 graduates who chose to be employed as LPN's were employed within six months of graduation.</p>	Faculty and Director will i) continue to explore employment opportunities in facilities used for clinical experience and in contact with healthcare agencies; ii) encourage participation of students in Healthcare Job Fair arranged by Career Services yearly in Spring and iii) continue accommodation of area healthcare agency recruiters to meet with students.

Practical Nursing

977

Division: Created: Allied Health

Created: 1/16/2002 4:28:40 PM

Revised: 5/14/2009

Certificate

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
2.2		Graduates will report that they are employed in a variety of settings. Director will poll graduates regarding setting of employment prior to graduation and six months after graduation. Advisory Committee members will discuss areas of employment at Advisory Council meeting and periodic meetings arranged via flexible scheduling,.	2008 Graduates report positions of employment in hospitals, clinics, M.D. offices and extended care facilities.	Faculty and//Director continue to explore employment opportunities in facilities used for clinical experience and in contact with healthcare agencies. See 2.1 also.

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
3.1	<p>Graduates of the Practical Nursing Program will perform the three major roles of a nurse:</p> <p>As a provider of care graduates will:</p> <p>A. Provide effective patient care for a diverse population of individuals as delegated by and under the direction of healthcare personnel as determined by the state Nurse Practice Act.</p> <p>B. Provide basic health teaching for patients and families with identified health needs, using an established teaching plan.</p> <p>C. Demonstrate communication ability by establishing and participating in therapeutic relationships with patients and families.</p> <p>As a member of the profession, graduates will:</p> <p>D. Assume responsibility for professional development.</p> <p>E. Practice in a manner congruent with professional standards and the state's Nurse Practice Act.</p> <p>F. Recognize the role of nursing research as the foundation of evidence-based practice.</p> <p>G. Participate in collegial and collaborative relationships in the provision of patient care with individuals and groups.</p> <p>As a manager of care, graduates will:</p> <p>H. Demonstrate basic management concepts in the provision of patient care.</p> <p>I. Use critical thinking and problem solving in making decisions about basic health care needs.</p> <p>J. Use information technology necessary to provide basic care for patients.</p>	<p>Graduates will agree with the statements that the program of learning prepared them to attain each of the outcomes related to the three major roles of the nurse by rating their achievement as 2.5 or higher on a scale of 1-4. Director responsible for completion of Graduate Exit survey prior to graduation. Analysis completed during Fall semester. Faculty will review and discuss in fall semester. Results of PN Final Questionnaire will be used as additional evidence of graduate satisfaction.</p> <p>To be done every year on the odd year.</p>	<p>Survey to be completed by 2009 graduates in August.</p> <p>Fall 2007 students comments on more feedback about performance and faculty desire to use a weekly clinical evaluation were identified as area for curriculum improvement. See faculty minutes of Nov 07 and March 08</p> <p>Fall 2006-- all means above 3. See Oct 06 minutes for discussion</p> <p>Fall 2005 All means above 2.5 See Sept 05 for discussion.</p> <p>Fall 2004 Summary reveals all means above 3.45 See Oct 04 minutes for discussion and comparison.</p> <p>2003 Summary of Graduate Exit survey reveals all means above 3.59. See Faculty minutes for November 20, 2003 for discussion.</p> <p>2002--Summary of Graduate Exit Survey reveal means for student evaluation of attainment of graduate competencies as 3.42 and above . Basic management concept received the lowest rating. See October 2002 faculty meeting minutes.</p>	<p>2009</p> <p>Sp 08---use of weekly clinical evaluations for continual formative evaluation used for pilot. Review of use and student feedback at midterm has resulted in adopting use of a weekly clinical eval for PNC052 and PNC054 clinical experience. See faculty minutes for Oct 07 and Mar 08</p> <p>See Criteria 1.3 for revision.</p> <p>Revision of course content--fluid and electrolytes moved to PNC052; integrating surgical care into all content areas applicable, and moving Psych to PNC050.</p> <p>See Sept 05 minutes for revisions to portfolios and curriculum (also consider Outcome 3.1 in decisions for this Outcome)Fsee Sept 05 minutes and use of results In addition have decided to schedule weekly campus lab time (time deducted from clinical time) and will place PNC053 on-line to give less class attendance time but not jeopardize content.</p> <p>Fall 2004 See discussion in minutes for changes to portfolio project and curriculum</p> <p>2003---Faculty considered 3.2 , Final questionnaire and the facilities questionnaire completed by graduates when determining use of results and plans for program improvement. Faculty have also considered changes based on verbal responses of students during past</p>

Practical Nursing

977

Division: Created: Allied Health

Created: 1/16/2002 4:28:40 PM

Revised: 5/14/2009

Certificate

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
				academic year and their own assessment of the teaching/learning activities and student academic achievement in the curriculum. Changes to be completed or completed in present academic year: redistribution of fluid and electrolyte content into PNC052, PNC054 and PNC055(Pharmacology)to address the summer semester load; specific, detailed handouts for medication administration and simulation of medication administration complete with mock medicine cabinet to address more lab time/practice with medication administration.

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
3.2		<p>Clinical simulations will be completed at completion of every course. End of program simulation results will be used for assessment.</p> <p>1.) 92% of students will complete the simulation on the first attempt. (92 = minimum A in PN program.)</p> <p>2.) 100 % of students will complete the simulation with a score of 7 out of 9. (7 = 78% which is minimum C in PN program.)</p> <p>3.) 78% of students will complete each of the three areas with a perfect score for that section</p>	<p>2009</p> <p>2008-August</p> <p>1.)100% of students completed the simulation on the first attempt.</p> <p>2.)100% of students completed the simulation with a score of 7 or above. 26.5% scored a 9 47% scored an 8 26.5% scored a 7</p> <p>3.) 93% of students scored a perfect score on the first area-Vital signs.--60% of students scored a perfect score on the skill-nasotracheal suctioning--the remaining 40% needed one prompt from instructor to complete the skill and same results were revealed for the documentation area.</p> <p>See October/Nov 08 minutes for discussion</p>	<p>2009 August</p> <p>Will need to trend results for next two years. Simulations are well received by students.</p>

Notes:

CTE PROGRAM REVIEW REPORT FOR 2010

6-digit CIP	521804
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Degree Type	Certificate
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Program Titles	Professional Sales
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Action

- Continued with minor improvement
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

The Professional Sales program continues to meet its objectives. It is a certificate program designed to compliment a management degree or to prepare students for entry-level sales positions. Enrollment in the program is low, but steady; no unique courses are necessary for this certificate, so unit costs are negligible. The statewide job outlook through 2014 shows a predicted increase of 5%, while the LLC district projects a slight increase of 1.76%.

The program makes use of an active advisory council comprised of individuals employed in the field. Specific assessment of skills and learning can be found in the attached Assessment Report. Overall, the Professional Sales program remains a strong program successfully preparing graduates for positions within the field.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments**
- Certification and licensure examination results**
- Writing samples**
- Portfolio evaluation**
- Course embedded questions**
- Study surveys**
- Analysis of enrollment, demographic, and cost data**
- Other, please specify:** See attached assessment report.

Statewide Program Issues (if applicable)

None noted.

Professional Sales

909

Division: Created: Business

Created: 1/17/2002 2:33:09 PM

Revised: 2/8/2010

Certificate

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Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	Apply and demonstrate the principles, methods, and techniques of selling.	Students will successfully complete individual presentations in Principles of Sales. These presentations will be evaluated by the instructor. The evaluations will be based upon an established rubric and 80% or more of students will score 75% or higher. The rubric will measure principles, methods and techniques of selling as well as oral communication skills. Students will be individually rated in each of the following areas during their sales presentation: approach/opening, presentation content, demonstration, handling objections, and closing.	<p>The instructor evaluated each sales presentation and individually rated each student's performance relating to their approach, presentation, handling of objections and closing.</p> <p>Summer 2009 Results: 80% of students exceeded the minimum expectation of 75 percent in each of these individual areas.</p> <p>Summer/Fall 2008 Results: 100% of students exceeded the minimum expectation of 75 percent in each of these individual areas.</p> <p>Summer/Fall 2007 results: 93% of students exceeded the minimum expectation of 75 percent in each of these individual areas.</p> <p>Summer/Fall 2006 results: 100% of students exceeded the minimum expectation of 75 percent in each of these individual areas.</p> <p>Summer/Fall 2005 results: 100% of students exceeded the minimum expectations of 75 percent in each of these individual areas.</p> <p>Fall 2004 results: 100% of students exceeded the minimum expectations of 75 percent in each of these individual areas.</p>	<p>Summer 2010: The summer 2010 course will continue to utilize "practice presentations" and viewing sample sales presentations on DVD as a major component of the instructional effort related to this goal. The instructor felt this preparation work led to the students' success during their presentations in 2006, 2007, 2008, and 2009. In addition, a video series was obtained (summer 2009) which allows students to critique professional sales calls in order to help them hone their sales management and presentation skills.</p>

Professional Sales

909

Division: Business

Created: 1/17/2002 2:33:09 PM

Revised: 2/8/2010

Certificate

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Intended Outcomes and Objectives

Assessment Criteria and Procedures

Assessment Results

Use of Results

2 Demonstrate an understanding of the management of a sales department.

Students enrolled in Principles of Selling, BUS 092 (required class for this certificate - serves as foundation class) will study the process of managing sales people, and sales regions. Eighty percent of Principle of Salesmanship students will score 75% or higher on the course exams covering these topics.

The final exam covered the sales management portion of the class.
Summer 2009: 90% of students exceeded the minimum acceptable score of 75 percent in this section of the class.
Summer/Fall 2008: 100% of students exceeded the minimum acceptable score of 75 percent in this section of the class.
Summer/Fall 2007: 93% of students exceeded the minimum acceptable score of 75 percent in this section of the class.
Summer/Fall 2006: 80% percent of the students exceeded the minimum acceptable score of 75 percent in this section of the class. As with past semesters, students continued to show weaker results pertaining to the use of spreadsheet for sales management tasks than those pertaining to management terminology.
Summer/Fall 2005: 85% percent of the students exceeded the minimum acceptable score of 75 percent in this section of the class.
Fall 2004: 80% percent of the students exceeded the minimum acceptable score of 75 percent in this section of the class.

Summer 2010: During the summer 2010 section of Principles of Selling, the sales management section will continue to use the spreadsheet assignment (begun in summer 2007) where students calculate statistics such as "sales quotas" and other quantitative analyses common to the sales management profession. This exercise greatly improved the students' knowledge in this area of sales management.

Notes:

CTE PROGRAM REVIEW REPORT FOR 2010

6-digit CIP	150506
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Degree Type	Certificate
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Program Title	Water Plant Operator/Waste Water Operator
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Action

- Continued with minor improvement
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

The courses and the program have had no participants for the past 3 years.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic, and cost data
- Other, please specify: See attached assessment report.

Statewide Program Issues (if applicable)

Water Plant Operator

916

Division: Created: Social Science

Created: 1/17/2002 3:43:27 PM

Revised: 4/18/2008

Certificate

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Goal Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	Describe the management structure of water treatment.	Students will correctly answer imbedded test questions concerning management of Water Treatment on the final exam.	Final exam results for WTO020 and WTO022 were reviewed and analyzed by the instructor and Division Chair. Results of testing showed students reached a competency rate of 70%. Next scheduled offering is Fall 2009 and Spring 2010. This program is offered every other year.	More emphasis on management structure of water treatment will increase the success of the students.
2	Apply basic science concepts to basic water treatment.	Course embedded test questions concerning basic science concepts of water treatment will be on the final exam.	Results of testing showed students reached a competency rate of 70%.	Basic science concepts to basic water treatment will be focused on with new teaching techniques. Results will be shared with Division Chair and recommendations will be implemented prior to course being offered again.
3	Apply pertinent laws to water plant operations.	Students will correctly answer imbedded test questions concerning laws pertinent to water plant operations on the Final exam.	Final exam results were reviewed and analyzed by the instructor and Division Chair. 12 students answered questions correctly. Students did well in this area.	Adjunct instructor will attend seminars to stay current and students will gain from this knowledge. Recommended changes will be to keep current with laws for water plant operations.
4	Practice Water plant operations management safely.	Students will currently answer imbedded test questions concerning plant management safety on the Final exam.	Final exams showed that 10 of 12 students did well in this area.	The instructor will continue to teach safety in the practice of Water Plant operations management. This class has only 9-12 students every other year.

Notes:

Wednesday, June 23, 2010

Water Waste Operator

917

Division: Created: Social Science

Created: 1/17/2002 3:41:07 PM

Revised: 4/18/2008

Certificate

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	Describe the management structure of Waste Water systems.	Students will correctly answer questions concerning the management structure of Waste Water systems on the final exam.	Results of testing showed 10 of 12 students answered questions correctly. (This program is offered every other year.) Next scheduled offerings are for Fall 2008 and Spring 2009.	Final exam results for WTO030 and WTO031 will be reviewed and analyzed by instructor. Results will be shared with Division Chair and recommendations for curriculum revision will be accomplished prior to course being offered again. Evaluation of curriculum will reveal what changes need to be implemented for students to master the material.
2	Apply basic science concepts to Waste Water treatment.	Majority of the students will correctly answer questions concerning basic science concepts related to Waste Water treatment on the final exam.		Adjunct instructor will be attending staff development activities to collaborate with colleagues about new teaching techniques.
3	Apply pertinent laws to Waste Water practice.	Majority of the students will correctly answer questions on pertinent laws to Waste Water practice on the final exam.		
4	Practice Waste Water management safety.	Majority of the students will correctly answer questions related to the safe practice of Waste Water management on the final exam.	Note: This program has not changed this year. It will be offered Fall 2008 and Spring 2009	

Notes

SECTION 3

Academic Disciplines

ICCB Assessment Report: Humanities Division

The Humanities division at Lake Land College is the umbrella division that includes art, music, English, reading, literature, philosophy, radio and television broadcasting, and humanities courses. As such, it has offered 1465 sections of art, music, philosophy, humanities and literature courses since the fall 2000 semester. These sections generated 4350 credit hours and served 24,964 students. On average, seventeen students enrolled in each section.

Fall 2000 – Fall 2009	Number of Sections
Art	416
Humanities	111
Literature	311
Music	278
Philosophy	349

Over the past ten years, faculty members in the Humanities division have added many new courses, including

Myths and Legends

Multicultural American Literature

Class Instruction in Piano I and II

Art History

Art for Elementary Teachers

Art and Gender

Painting

2D and 3 D Design

Printmaking

World Religions

Nature in the Humanities

In addition to the new courses, the faculty revised or offered after a period of inactivity the following courses:

Children's Literature

Creative Writing – Fiction

Creative Writing – Poetry

Ethics (South Park)

Ethics (Medical)

Humanities through the Arts (Holocaust Studies)

The most significant strength of the Humanities and Fine Arts Division is the diverse areas of expertise represented by the faculty, the autonomy extended to the faculty, and opportunities for the faculty to develop new curricula. Despite these advantages, there is still a challenge within the division to replace inactive courses with new courses, thus increasing opportunities for students. Several literature courses, for example, are currently offered only as "dual credit" in high schools within the Lake Land College district. New developments in curricula would not

only enhance the educational experience of those seeking to satisfy general education electives, but would also attract potential English and art majors.

Beyond the classroom, a collaboration between Lake Land College's arts and humanities committee and its Student Activity Board, supported by several grants from the Illinois Humanities Council, has allowed the Humanities and Fine Arts Division to offer students and district residents the opportunity to attend presentations featuring a broad range of topics. Presenters have included a Holocaust survivor, an Afro-Brazilian percussion ensemble, Tibetan Buddhists, a former reporter for the *New York Times*, an art historian, and chamber musicians. Unfortunately, this project is currently inactive due to financial constraints.

In another example of informal education in the humanities, task forces from the college's staff development and diversity committees, in cooperation with members of the Humanities division, have created an internal series of displays with the theme "Great Contributions to Humanities." These displays celebrate a selected minority group and expose the college community to the works, innovations, and influence of notable literary and historical figures. In addition to visual displays highlighting the careers of specific individuals, book reading programs and subsequent discussion groups have helped promote a comprehensive recognition of and respect for diversity across campus.

A perennial challenge in academia that typically rests on the shoulders of the Humanities division is the effort to promote academic integrity and eliminate plagiarism. Accordingly, faculty members within the division collaborated to produce a web site and a video series discussing the ethical, academic, and professional issues behind academic responsibility, plagiarism, copyright, and fair use. This resource for instructors and students offers videos, transcripts, handouts, projects, and recommended resources to be used in an educational setting.

With the exception of the English and art curricula, which will be discussed presently, the Humanities and Fine Arts curricula at Lake Land College are not organized into "programs." Lake Land College does not offer "programs," or organized programs of study often referred to as "majors," in music, philosophy, or the humanities. Students enroll in courses within these disciplines in order to fulfill their general education requirements. As established by the Illinois Articulation Initiative (IAI) in 1998, students pursuing an Associates in Art or Associates in Science degree must complete nine hours of courses in the Humanities, with at least three of those credits coming from the Fine Arts curricula. Additionally, students pursuing an Associate in Applied Science degree at Lake Land College may choose to meet part of their six hours of required electives by taking courses within the Humanities and Fine Arts. The student population in a typical music, philosophy, or humanities course, therefore, represents a wide variety of majors.

Until recently, outcomes assessment at Lake Land College has consisted entirely of program assessment. Since music, philosophy, and humanities are not "programs" at Lake Land College, student learning in these areas has not been assessed in a systematic fashion. In some instances, however, students enrolled in these courses have been part of assessment activities connected with the College's assessment of the general education curriculum. Students have completed standardized tests and written essays following prompts to demonstrate their mastery of the ten general education goals identified by the College. Two of these goals pertain specifically to the Humanities:

Goal #6: Explore the roles of culture and the arts within civilization.

- a. Evaluate the role of the arts in transmitting ideas.
- b. Explain the cultural contribution of diverse human opinions and perspectives.
- c. Explain the aesthetic contributions of culturally diverse groups.

Goal #7: Survey major human value and belief systems.

- a. Demonstrate an understanding of the impact of values and beliefs on societal dynamics.
- b. Approach ethical dilemmas analytically.

Student achievement related to Goal 6 is evaluated through the administration of a standardized test, the Measure of Academic Proficiency and Progress (MAPP). Student achievement related to Goal 7 is evaluated through students' responses to an essay prompt. These assessment activities are administered by the Coordinator of Outcomes Assessment, and results are reviewed by the General Education Committee.

Since no systematic assessment of student learning in music, philosophy, and humanities has taken place, it is not possible to report any results. As of January 2010, however, Lake Land College is progressing with a focus on course assessment which will allow for the measurement and monitoring of student learning outcomes in the future.

Lake Land College began a process of course assessment during spring semester 2009, opening with a review of the Higher Learning Commission's (HLC) guidelines for course assessment. This faculty-driven process was led by the Coordinator of Assessment and the Instructional Improvement and Assessment Committee. Faculty volunteers from each division participated in a pilot project in which they developed course objectives and methods of measurement and collected results. Initial results were posted in spring semester 2010. A Focused Visit from the Higher Learning Commission in October 2009 allowed pilot faculty and general faculty members to ask representatives from the HLC questions about the stages and guidelines for preparing the report.

Since the conclusion of the pilot study, the College has directed all faculty members to write course assessment plans. Instructors in the Humanities division are working together and independently to complete course assessment plans with three to five learning outcomes and methods of assessment. The plans must be finalized by the end of spring semester 2010. Because the course assessment process has just been launched, no results have been collected or reported at this time, but the division will begin collecting results during the 2010-2011 academic year.

As previously noted, two areas of study within the Humanities division are recognized as "programs" and therefore have been conducting program assessment for approximately eight years. What follows is a description of the assessment strategies in use and a summary of their results.

Each year in the fall semester, English instructors identify English majors enrolled in literature and creative writing courses. The instructor meets individually with each English major to present the written prompt and a deadline for completion. Each year (beginning in fall

semester 2002) two outcomes are selected for assessment. These two outcomes are assessed for two consecutive years. Outcomes are restated as writing prompts to give each student a focus for responding (ex. "How did you use critical thinking, investigation, and reflection to interact with texts and ideas?").

Prompts are distributed after the 12th week of the semester. The student writes a brief response stating how the competencies listed in the prompt relate to what he or she learned in the course. This response serves as a writing artifact and is filed for assessment purposes. The instructor collects and sends the completed writing artifacts to the English department faculty so that the artifacts can be reviewed holistically. Each outcome is assessed individually with a rubric. The goal is to have 60% of student essays "meet" or "powerfully meet" the criteria on the rubric. English faculty members analyze results and implement curricular and/or program assessment modifications as appropriate.

To date, we have assessed very few students in our literature courses because few English majors take literature courses at Lake Land College. Although we might have 30 to 40 students who self-identify as English majors, we typically only have two or three English majors taking literature courses in the fall semester. As a result, we are conservative with the changes we make. Our most specific changes are in the area of textbook selection and changes in order to meet the needs of our students.

Included as part of the Humanities division at Lake Land College are seven studio art classes taught at both the main campus and the Kluthe Center: Drawing I and II, 2-D and 3-D Design, Painting I, Ceramics I, and Printmaking. During the course of a year, approximately fifteen sections of studio art are offered. Several sections of Drawing I and 2-D Design are taught in both the fall and spring. The rest of the classes are taught once during the year, either in the fall or spring.

Most of the classes serve students pursuing a transfer fine arts degree in either studio art or art education. Some classes, like Ceramics I, also attract students from outside the fine arts program. These students take Ceramics as an elective to their chosen major, which may be anything from business to pre-med. In addition, some career/technical programs, such as Desktop Publishing, include 2-D Design as part of their program.

Enrollment is capped at 24 for most courses due to limited space. Each course has unique challenges and skills to be mastered, but all are guided by the same intended outcomes and objectives. As a result of completing class assignments:

- 1) Students will understand design concepts as the "language of visual art" that is used both to structure art, and to communicate meaning.
- 2) Students will learn about different art media, techniques, and processes while creating both 2-D and 3-D works of art and experiment with expressive content relationships.
- 3) Students will develop good craftsmanship as it relates to the final intent of the art.

Each course in the art program also addresses the function of art and analyzes the impact of the artist's vision upon society. Past assessments of the different curricula indicate that these outcomes are being fulfilled by at least 85% of the students enrolled in the program.

SECTION 4

Cross-Disciplinary Review

Vocational Skills

Vocational Skills classes are used for the purpose to upgrade skills for business and industry through short term training. Lake Land College continues to utilize vocational skills courses to meet the changing markets, technology and business community’s training needs. Industry has recognized the value of short term training to keep and maintain a stable workforce. Over the past five years the number of vocational skill courses has increased 31.1%. This increase can be attributed to several factors. 1. The business community continues to become more familiar with Lake Land College’s ability to develop customized courses to fit industry needs. 2. Lake Land College’s Center for Business and Industry’s ability to work with the local business and industry partners and develop tailor made courses specific to their needs. 3. CTE advisory committees continue to identify short term training needs for upgrading skills for employees as incentives for career advancement. 4. Dislocated workers and other adult learners use vocational skills courses to refresh skills and/or use as a “bridge” course to assist in the transition to college entry or reentry.

History of the last five years:

	2009- 2010		2005- 2006	% Difference
SU2009	1888.5	SU2005	1191.5	36.9%
Business	45.5	Business	0	100.0%
Health	1214.5	Health	590	51.4%
Technical	456.5	Technical	412.5	9.6%
FA2009	3923	FA2005	2624	33.1%
Business	228.5	Business	114	50.1%
Health	2256	Health	1094	51.5%
Technical	939.5	Technical	1047	-11.4%
SP2010	6028.5	SP2006	4340	28.0%
Business	478.5	Business	456.5	4.6%
Health	2641.5	Health	1460	44.7%
Technical	2107.5	Technical	2088	0.9%
Total	11840		8155.5	31.1%

The following is a recent example of using a vocational skills course as a “bridge” course to help prepare dislocated workers and other adults returning to college. For many adults who may be unemployed, returning to the college after being in the workforce for many years or enrolling for the first time, find it can be a very stressful and difficult situation. Many do not have the skills to enter into the college level courses. Computer skills, reading, and math are the most common. To address this concern, an Introduction to Computers vocational skills course was developed and offered as a “Bridge” course prior to the start up of the fall semester. The course provided students experience in using hardware, software, peripherals, operating

procedures and internet applications. The result was very positive and the success of the adult students was much better than those who did not enroll. As a result of this new course, additional courses are under development in other programs.

Vocational skills courses provide a unique avenue for many adult learners to improve their technology skills, increase their overall skill level, or retrain in new career areas. Vocational skill courses may be used toward certificate degrees and/or Associate in Applied Technology degrees. The flexibility to use vocational skills courses as a way to pilot new emerging careers has also been very helpful. The short turn around time to get ICCB approval is very helpful. Thus new courses can be developed and offered in a much shorter time than 1.1 or 1.2 courses and degrees. With this short turn around time, the opportunities to meet business and industry needs would diminish.

SECTION 5

Student & Academic Support Services Review

STUDENT & ACADEMIC SUPPORT SERVICES REPORT

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC YEAR 2010

Service Area	Financial Aid & Veteran Services
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Improvements or Rationale for Action

The mission of the Financial Aid & Veteran Services office is to assist families in actively seeking college financial aid resources in the form of grants, scholarships, work study, and loans. The past several years continued to bring challenges, as well as rewards, in fulfilling this mission.

The need for financial aid, as well as the demands on the Financial Aid office, has grown tremendously over the past five years. At the end of the 2008-09 year, the number of applicants for financial aid increased by 41 percent since 2001-02. Current application volume in 2010-11 is up 40 percent over just two years ago. In 2008-09, the total amount awarded in federal, state, and institutional financial aid exceeded \$9.48 million. In 2009-10, the amount is projected to be over \$12 million.

In order to respond to these increased needs and challenges, the financial aid office has undertaken many process improvements and initiated new innovative practices. Technology has allowed the office to automate many processes and communicate with students in many different ways. Currently, the office is utilizing our online registration and support system to allow students to view their financial aid status and awards. In addition to putting the information at the student's fingertips, it also cuts down on paper, printing, and postage, which allows the college to save money at the same time. The office has also increased and expanded its use of student e-mail to communicate with students in a more timely and effective manner.

The number of veterans we serve has increased substantially. To meet the unique needs of this population, we have expanded our services to veterans, included the creation of a local veterans organization. We expect the number of veterans on our campus to continue to increase.

Over the past two years, the office has had an increased focus on community outreach. We conducted numerous events throughout the community and on our campus to educate students and parents on the importance of going to college, as well as the planning and preparation required to know how to pay for college. We also held financial aid nights at all of our area high schools and hosted many local FAFSA completion events to assist students in completing the FAFSA.

Statewide Programmatic Issues

The biggest area of concern on the state level is funding. While the number of applicants and financial aid awarded has increased substantially, the state portion has decreased. Funding for the Illinois MAP Grant, which pays tuition and fees for our neediest students, is underfunded and has not kept up with the demand. Many students are left without adequate funding as the awards are fully appropriated earlier and earlier each year. While August was the typical cutoff several years ago, the cutoff last year was May 15, and this year it was April 19. For those who do get the award, the maximum award is still based on 2003-04 tuition and fees, which leaves a "MAP gap" which must be made up with other funding or resources. Funding for the Illinois Veterans Grant, which is an entitlement for those who qualify, is also grossly underfunded.

STUDENT & ACADEMIC SUPPORT SERVICES REPORT
SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC YEAR 2010

Service Area	TRiO Educational Talent Search
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Program Review
May 2010

Overview

TRiO Educational Talent Search encourages participants in *looking forward and reaching higher* toward postsecondary education. The program identifies and assists individuals in targeted middle and high schools who have potential to succeed in higher education, as well as veterans, high school dropouts and adults who want to continue their education. TRiO ETS provides cultural experiences as well as academic, career, and financial aid advisement to its participants to encourage them to overcome class, social and cultural barriers to graduate from high school and continue to postsecondary education. The ETS team consists of a Director of TRiO Programs that devotes half-time to ETS, one full-time coordinator/outreach advisor, one full-time outreach advisor, one 24-hour per week outreach advisor, and one full-time administrative assistant. The TRiO Educational Talent Search Program is in its fourth year of funding through the U.S. Department of Education.

Who we serve

Lake Land College received its first TRiO Educational Talent Search grant in September of 2006. Each year, the program identifies 600 qualified applicants in 13 school districts and 25 schools per year to receive pre-college services. Since the implementation of TRiO ETS, the services provided by the program and outcomes have greatly developed.

Outcomes

In the 2008-2009 annual performance report to the U.S. Department of Education, TRiO Talent Search reported progress. This year, the TRiO Educational Talent Search Program was able to report that of 85 seniors, 95% applied for financial aid (up 9 percent), 98% applied and were accepted for admission to college (up 1 percent), and 85% were enrolled in fall 2009 college classes (up 8 percent). Of the 600 participants served, 97% participants were promoted to the next grade level or graduated from high school (up 6 percent).

Best practices

The TRiO Educational Talent Search program staff provides monthly informational sessions to middle and high school participants in each target school. The goal of the informational sessions is to help students explore careers and colleges, learn study skills and test taking skills, prepare for standardized testing, learn about various forms of financial aid and create goals. ETS outreach advisors utilize computer labs and the internet to guide students in career, college and personal exploration. Seniors are met with individually and in small groups to assist them in completing college and financial aid applications. College catalogs, games, worksheets and other various materials are also used in activities to break down the barriers to postsecondary education.

Participants are exposed to colleges, cultural experiences and careers through our summer experience program. High school participants are invited on day trips where they tour one or more college campuses, a national college fair, experience ethnic food and events, and

explore various careers. This past summer, high school participants toured St. Louis University, ate at Sweetie Pie's soul food restaurant, and went to see a production of "The Little Shop of Horrors." Middle school participants were invited to Lake Land College to participate in summer day camp where they participated in a "Weird Science" chemistry lab. Participants then traveled to Mattoon Golf and Country Club for an etiquette lesson, lunch and a short golf lesson. At Sarah Bush hospital, students learned about nutrition, fitness and careers in the health field. At the end of each day, evaluations are collected from participants. Each year modifications have been made to improve the summer experience program.

In an effort to continually be innovative, TRiO Educational Talent Search utilizes social media websites to increase communication with participants. ETS has increased communication with participants outside of the school day through Facebook, MySpace and Twitter. Through these social media sites, the program provides trip announcements, photos, trip summaries, updates and reminders for students, reaching a total of 124 interested followers. Also, students take the opportunity to ask questions and comment on Educational Talent Search's posts.

Challenges

Providing pre-college services to 600 participants in a 4000 square mile district at 25 targeted schools creates tremendous logistical challenges. A well defined curriculum and coordinated schedule of school visits help ETS outreach advisors overcome many challenges. When transporting students, staff utilizes several vans, rather than one vehicle to minimize transportation time for participants. Meeting the grant objective that 95% of college ready participants apply for financial aid has created another challenge ETS staff reviews the evaluations to discuss perspectives and suggestions for the next year.

Improvements

When the grant was first implemented in 2006, TRiO Educational Talent Search has progressed tremendously each year. The initial focus was on identifying 600 participants and documenting two-thirds were low-income, potential first generation college students. Since, the school curriculum has been developed to include more experiential, hands-on activities. Summer trips have evolved to include a college visit, cultural experience and career experience. Participants complete evaluations after each event and at the end of the school year to guide the modifications to interactions and activities. This year, school guidance counselors will also be asked to complete an evaluation on the program.

In the 2008-2009 annual performance report to the U.S. Department of Education, TRiO Talent Search reported progress. This year, the TRiO Educational Talent Search Program was able to report that of 85 seniors, 95% applied for financial aid (up 9 percent), 98% applied and were accepted for admission to college (up 1 percent), and 85% were enrolled in fall 2009 college classes (up 8 percent). Of the 600 participants served, 97% participants were promoted to the next grade level or graduated from high school (up 6 percent).

Currently, the TRiO Educational Talent Search grant is being rewritten for the next 5 year cycle. With the grant rewrite, the program will focus on the events and activities that have found to be most effective. The legislation of Educational Talent Search has also been revised and now regulations from the Department of Education are being changed.

Therefore, the new grant will reflect the new legislation and regulation, also including current best practices.

SECTION 6

Best Practices

None submitted.

SECTION 7

Results from Prior Reviews

No major program changes in AY 09-10

SECTION 8

College 5-year Program Review Schedule

LAKE LAND COLLEGE PROGRAM REVIEW CALENDAR

Review of Academic Disciplines					
	10	11	12	13	14
Written and Oral Communications			X		
Mathematics				X	
Physical and Life Sciences					X
Humanities and Fine Arts	X				
Social and Behavioral Sciences		X			

Cross Disciplinary Reviews					
	10	11	12	13	14
General Education (all transferable)			X		
Adult Education and English as a Second Language				X	
Remedial/Developmental					X
Vocational Skills	X				
Transfer Functions and Programs including the AA, AS, AES, AFA, AAT, and AGS degree programs		X			

Student and Academic Support Services					
	10	11	12	13	14
Admissions and Records/Recruiting				X	
Learning Assistance Centers/Tutoring					X
Career Services					X
Financial Aid	X				
TRIO Programs	X				
Disability Services		X			
Learning Resource Center		X			
Counseling/Advising		X			
Athletics			X		
Student Activities			X		
Health Services			X		

Curr. #	Program					
		10	11	12	13	14
	Associate in Applied Science					
022	Accounting (520301)					X
026/927	Administrative Assistant (520401)				X	
027	Administrative Assistant - Legal (220301)			X		
023	Administrative Assistant - Medical (510716)			X		
084	Administrative Information Systems (110103)			X		
012/912	Ag Business and Supply (010103)	X				
011	Ag Machinery Sales (010101)	X				

Curr. #		Program				
Associate in Applied Science		10	11	12	13	14
014/914	Ag Production and Management (010301)	X				
020	Ag Professional Custom Applications (010301)	X				
081/981/982	Automotive Technology (470604)		X			
082	Building Construction Technology (151303)				X	X
052/952	Child Care (190709)		X			
089	Civil Engineering Technology (150201)				X	X
083/983	Computer Information Systems (110103)			X		
056	Corrections (430102)			X		
072	Dental Hygiene (510602)				X	X
028/928	Desktop Publishing/Graphic Design (100303)			X		
016/920	Diesel Ag Power Technology (010205)		X			
086	Electronics Engineering Technology (150303)			X		
096	Electronics System Specialist (150303)			X		
060	Human Services (440701)		X			
097/997	Information Technology (110401)			X		
024	Management (521803)	X				
085	Manufacturing Technology (150411)			X		
030	Marketing (521804)	X				
064	Mechanical Electrical Technology (150403)			X		
077	Nursing – ADN (511601)	X				
029	Office Management (520204)				X	X
075	Paramedic Services (510904)				X	X
040/957	Paraprofessional Educator (131501)		X			
087	Physical Therapist Assistant (510806)		X			
065	Print Maintenance Technology (150403)			X		
035/935	Print Management (100305)			X		
091/993/ 973/976	Radio TV Broadcasting (090701)			X		
071	Speech Language Pathology Assistant (510203)		X			
093	Telecommunications (110103)			X		

Curr. #		Program				
Certificate		10	11	12	13	14
982	Advanced Automotive Technology (470604)		X			
985	Auto Body (470603)		X			
980	Basic Automotive Technology (470604)		X			
978	Basic Nurse Assisting (511614)	X				
940	Business Management (520201)				X	

Curr. #	Program	Certificate				
		10	11	12	13	14
959	Cisco Academy (110901)			X		
960	Commercial Truck Driver Training (490205)		X			
911	Computer Applications Specialist (520407)				X	
988	Computer Aided Drafting (151302)				X	
996	Computer Technician (A+ Certification) (151202)			X		
991/998/999	Computer Technology (520407)				X	
969	Computer Troubleshooting (151202)			X		
936	Construction Occupations (460000)	X				
992/994	Cosmetology (120401)				X	
958	Cosmetology – Nail Technician (120401)				X	
939	Custodial Maintenance (190699)					X
956	Desktop Pre-Press (100303)			X		
972	Dog Grooming Assistant (010504)	X				
937	E-Commerce (520208)				X	
975	Emergency Medical Services (510904)				X	
986	Electronics Technician (470101)			X		
908	Entrepreneurship (520701)		X			
949	Esthetics (120401)				X	
951	Food Service (120507)				X	
946	GIS Certificate (010304)	X				
971	Helping Paws Service Dog Training (010505)	X				
919/921	Horticulture (010601)	X				
938	HVACR Technology (470201)					X
932	Industrial Equipment Maintenance (460401)				X	
918	Livestock Production (010302)	X				
910	Management (520201)				X	
965	Massage Therapy (513501)			X		
941	Medical Transcriptionist (510708)			X		
924	Office Technology Skills (520401)				X	
977	Practical Nursing (511613)	X				
909	Professional Sales (521804)	X				
979	Programmable Logic Controllers (470103)			X		
931	Small Engine Repair (470603)		X			
916/917	Water/Waste Water Operator (150506)	X				
945	Web Page Design (110801)			X		
990	Welding (480508)					X