



**ICCB PROGRAM REVIEW REPORT**

**FISCAL YEAR 2011**

# **Section 1**

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## **Section 2**

# **Career and Tech Ed Programs**

CTE PROGRAM REVIEW REPORT FOR 2011

6-digit CIP	010205
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Degree Type	Associate in Applied Science
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Program Titles	Ag Power Technology
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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 Ag Power program has moved to a different site since the last program review. The site includes space in the new West Building addition with more modernized multi-media teaching equipment. The 6000 sq. foot attached laboratory has more diagnostic equipment and includes more bench space, lighting and ventilation providing a more enhanced learning environment.

The program itself has undergone curricular changes as well since the last review adding more applicability to the program. An Applied Shop Computations course replaced an Agriculture Math course which more appropriately prepares our applied students in Ag Power Technology. The Gas Engines course, AGR083, also underwent a title and content change to ‘Introduction to Engines’ now including discussion of both gasoline and diesel engines.

Course Assessment within the Ag Power Curriculum was implemented this year with several measures completed in all courses. The Agriculture Advisory Council continues to suggest program and curricula changes which are taken before the college’s Curriculum Committee for discussion, recommendations, and approval.

The Illinois Labor Market Data shows both an increase in agricultural workers and in this case as these graduates migrate to shop foreman, the engineer managers also show similar increases (.65% and .80 % respectively). Program graduates also by articulation agreements are finding transfer opportunities to statewide universities with 2+2’s in place.

Future improvements include a transition toward inclusion of global position systems as both discussion and applied hands-on through the recent purchase of Auto-steering for the program’s MX tractor.

**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, developments in disciplines or modifications to university transfer policies.*

# Lake Land College

## Detailed Assessment Report 2010-2011 Ag Power Technology AAS.AGPWR

### Goals

#### **G 1: Program 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.

### Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

#### **O 1: Program Outcome 1**

Graduates of Ag Power Technology will be capable of attaining successful employment.

#### Related Measures:

##### **M 1: Program Outcome Method 1**

Source of Evidence: Academic direct measure of learning - other  
A) LLC yearly Occupational Follow-up Survey will reveal at least eighty percent of graduates will be employed in the Ag Power field. B) Students will successfully complete SOE and receive average or above on the final SOE evaluation.

#### **Achievement Target:**

Monitoring for continuous improvement

#### Findings (2010-2011) - Achievement Target: **Not Met**

Graduates of 2009 - 80% are employed in the ag related field. Graduates of 2008- 100% of the graduates are currently employed at the completion of the program. Employers are giving above average marks for the students. Graduates of 2007 - 100% of the graduates held employment at the completion of the completion of the course with the employers having above average grades and remarks Graduates of 2006 - 75% retained successful employment at the completion on SOE with above average reports from employers. The other 25% went on to further education Graduates of 2005 =100% attained successful employment All graduates successfully completed SOE and obtained a rating of average or above average on the final SOE evaluation. 2004 - 100% attained successful employment. 2003 level of satisfaction of graduate preparation was rated at a 5.5 A) 2002 report revealed 78% of 2002 graduates were employed in a related technically field, or in an ag related field. The other 22% went on to further their education. B) Summer 2002 100% of the students successfully completed SOE. 67% of the students received above average and the remaining received average.

**O 2: Program Outcome 2**

80 % Ag Power Technology graduates will be satisfied with the technical training they received at Lake Land College

Related Measures:

**M 2: Program Outcome Method 2**

Source of Evidence: Academic direct measure of learning - other  
A graduate exit survey will reveal that the graduate is satisfied with the technical training they received.

**Achievement Target:**

Monitoring for continuous improvement

Findings (2010-2011) - Achievement Target: **Not Met**

90% of the students were working in an AG related field with the other 10% seeking further education in AG. 100% of students were working in an Ag related field and are seeking employment in the Ag field. 100% of the students are working in dealerships and are pursuing a career in Ag Technology 100% of graduates were satisfied with the quality of education along with the preparation for entering the work force. 85 % of 2005 Graduates reported satisfaction with the preparation for employment they received. 2004 showed 90% satisfaction. Graduate satisfaction in 2003 showed 85% May 2002 graduate exit survey revealed that 88% were satisfied

**O 3: Program Outcome 3**

Graduates from the Ag Power Technology Associate in Applied Science degree program will be able to: Perform necessary mathematical calculations to solve common problems related to agricultural mechanics.

Related Measures:

**M 3: Program Outcome Method 3**

Source of Evidence: Academic direct measure of learning - other  
Ag power students will be taking Applied Shop Computations TEC 048 and will achieve 75% or greater. Ag power students taking AGR040 final exam will achieve a 75% or greater.

**Achievement Target:**

Monitoring for continuous improvement

Findings (2010-2011) - Achievement Target: **Not Met**

2009 - 80% of the students achieved a 75% or greater in the course 2008 75% of the students achieved a 75% or greater 2007 70% achieved a 75% or greater 2006 46% of students achieved a 75% or greater. 2005 final exam results revealed that 80% of students achieved a 75% or greater. 2004 60% of students scored at or above 75% 2003 final exam resulted in 75% meeting the criteria Fall 2002 final exam results revealed that 100% of Ag Power students obtained a 75% or greater.

#### **O 4: Program Outcome 4**

Diagnose and repair electrical systems on agricultural equipment using a digital multi-meter and equipment service manuals.

##### **Related Measures:**

##### **M 4: Program Outcome Method 4**

Source of Evidence: Academic direct measure of learning - other  
80% of the students will be able to diagnose and repair electrical problems with the aid of a technical manual.

##### **Achievement Target:**

Monitoring for continuous improvement

##### **Findings (2010-2011) - Achievement Target: Not Met**

Fall 2009 - 90% of class was able to perform electrical repairs with little or no help  
Fall 2008 85% of students successfully diagnosed and completed assigned lab projects  
Fall 2007 80% of students successfully completed assigned lab projects.  
Fall 2005 four out of five students were able to perform this outcome without difficulty  
Fall 2004 80% of students were able to perform necessary skills. Fall 2003 83% of students were able to perform necessary skills  
Fall 2002, 88% of the students were able to use the skills as needed

#### **O 5: Program Outcome 5**

Diagnose and repair transmissions and related power train components on agricultural equipment given the necessary tools and manuals.

##### **Related Measures:**

##### **M 5: Program Outcome Method 5**

Source of Evidence: Academic direct measure of learning - other  
Students will successfully complete assigned equipment repair according to established checklist in AGR 088 (Fall).

##### **Achievement Target:**

Monitoring for continuous improvement

##### **Findings (2010-2011) - Achievement Target: Not Met**

2009 - 100% of class were able to finish projects and paper work on a timely basis with help on service manuals  
2008 - 100% of students were able to complete shop project with the help of manuals and instruction.  
2007 - Students completed 100% of projects in the shop in the time which was allotted  
2006 -- 100% of students completed projects in the shop  
2005 100% of students were able to perform task as expected  
2004 100% of students were able to perform task as expected  
Fall 2003 90% of students were able to perform task as expected  
Fall 2002 100% of the students were able to diagnose and repair transmissions as stated



**O 6: Program Outcome 6**

Diagnose and repair hydraulic systems and components on agricultural equipment given necessary tools and manuals.

**Related Measures:**

**M 6: Program Outcome Method 6**

Source of Evidence: Academic direct measure of learning - other  
80% of the students will answer the imbedded final exam questions in AGR092 (Sp class) regarding the diagnosis and repair of hydraulic systems.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Not Met**

2009 - 80% of class answered imbedded questions correctly on final exam 2008 90% of students answered imbedded question correctly on final exams 2007 students 80% were able to answer imbedded questions on final exam 2006 results showed 70% of students were able to answer imbedded test questions on the final exam 2005 final exam results revealed 85% of students answered imbedded test questions correctly. 2004 resulted in 76% of students correctly answering embedded questions 2003 resulted in 80% of students correctly answering embedded questions Final in 2002 resulted in 78% of the students answering correctly all of the embedded questions

**O 7: Program Outcome 7**

Diagnose and repair gasoline and diesel engines and related components used on agricultural equipment with the necessary tools and manuals.

**Related Measures:**

**M 7: Program Outcome Method 7**

Source of Evidence: Academic direct measure of learning - other  
90% of the students will receive a 70% on the engine overhaul and specification checklist in AGR089 (Spring class).

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Not Met**

Spring 2010 -- 80% were able to complete projects and paperwork in a timely fashion, the other 20% completed but had problems Spring 09 - 100% of students completed assigned projects with the proper documents on time. The work ethic was good, keeping an even pace. Spring 08 - 100% of the students were capable of finishing lab assignments along with the proper paperwork. Worked on getting the students to work at a faster pace. Spring 07 - 100% of students completed lab assignments and paper work successfully. Need to work on getting done on a timely basis Sp 06- 100 % of the students successfully completed lab exercises and paper works 2004 100 % of the students successfully completed lab exercises

and paper work Spring 2003 90% of students obtained the skills to successfully to the lab exercises Spring 2002 100% of the students were able to diagnose and repair engines.

**O 8: Program Outcome 8**

Diagnose and repair air conditioning systems used for agricultural equipment given the necessary tools and manuals.

**Related Measures:**

**M 8: Program Outcome Method 8**

Source of Evidence: Academic direct measure of learning - other  
90% of the students will pass the EPA certification exam on air conditioning with first attempt.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Not Met**

2009 - 70% of the students successfully passed the EPA certification exam 2008 - 100% of the students successfully completed the course and passed the certification exam. 2007 - 100% of students successfully completed and passed air conditioning certification test. Summer 2006 100% of students achieved the air condition certification by passing test. Summer 2005 students--four out of five students achieved certification 2004 100% of the students achieved certification Summer 2003-100% of the students achieved certification Summer 2002-88% of the students achieved certification.

**O 9: Program Outcome 9**

Adjust, diagnose, and repair agricultural harvesting equipment given the necessary tools and manuals.

**Related Measures:**

**M 9: Program Outcome Method 9**

Source of Evidence: Academic direct measure of learning - other  
At the conclusion of AGR 086, 80% of the students will answer imbedded test questions regarding this criterion correctly.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Not Met**

2009 - 100% of the students were able to answer the embedded questions on the final exam 2008 - 100% or the students were able to answer the embedded questions on the final exam. 2007 - 70% were able to answer embedded questions on the final exam. Summer 2006 - 80% of those enrolled successfully answered embedded questions on final. Summer 2005-100% of students successfully answered embedded questions 2004 75% of students successfully answered embedded questions Summer 2003 - 85% of students successfully answered

embedded questions Summer 2002- 78% of the students were able to answer correctly the embedded questions

**O 10: Program Outcome 10**

Diagnose, tune up, and repair small engines that power equipment used on agricultural and lawn and grounds care equipment given the necessary tools and manuals.

**Related Measures:**

**M 10: Program Outcome Method 10**

Source of Evidence: Academic direct measure of learning - other  
90% of the students in AGR083 will receive a 70% on the small engine checklist

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Not Met**

2009 - 90 % of the students successfully completed the assignment and the paperwork 2008 - 80% of the students was able to complete assignment and repair the engine. 2007 - 90% were able to complete repair and fill out paperwork in the time frame that was allotted. Fall 2006 - 73% of students completed repair and check list as was required for class. Fall 2005-80% of students completed list as specified. Fall 2004 80% of students completed list as specified Fall 2003 95% of students completed list as specified 88% of the students were able to be successful on this project Fall 2002.

**O 11: Program Outcome 11**

Diagnose problems of a diesel engine and determine if problem is fuel system related.

**Related Measures:**

**M 11: Program Outcome Method 11**

Source of Evidence: Academic direct measure of learning - other  
90% of AGR 087 students will successfully complete assigned equipment repair according to established checklist. (Fall)

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Not Met**

Fall 2009 - 100% of the students completed the assignments, although about 20% were slow in getting the jobs completed Fall 2008 - 90% of the student enrolled completed their assignments on time. Fall 2007 - 85% of the students enrolled completed assignments on time. This was due to a parts conflict. Fall 2006 - 83% of students completed all assignment in the shop. Fall 2005 only 70% completed all stations. 2004 85% of students completed all assigned stations 2003 60% of students completed all assigned stations 2002, 67% of the students completed all

assigned stations during the class. Remaining students were lacking 1 or more station assignments.

## **Analysis Answers**

### **How are you using your results?**

Use of Results 1: Employees and students are satisfied with the program and material presented. Employees are satisfied with the work of the students and are recommended to keep the program as is. Employers were satisfied with the work the students were performing. Employers retaining graduates reported they were satisfied with the results and the quality of employees obtained. No difficulty by graduates in obtaining employment. All graduates reported a smooth interview process. Will continue to monitor report. Individual student evaluation were discussed with student. Will continue to consult with the SOE evaluators for guidance in student preparation for full time employment and program requirements.

Use of Results 2: Will try to keep in touch with students to track progress. Will keep in touch with students as time permits, and track employment. Keep in touch with service manager to help update program when possible. Will keep monitoring the progress of the graduates when possible and keep updating program when needed. Will be going thru changes in the program in years to come, will monitor the students for changes in technology. Trending of grade results along with the AY 2004-2005 DACUM process resulted in purchase of new technology to update program.

Use of Results 3: Changing class time seemed to help, will continue to monitor progress in the coming years. Changed timetable allowing class to be later in the day. First year taught to Ag Power students and will monitor the progress with the incoming Freshman. Students will no longer take the Ag Math, they will take TEC 048 Applied Shop Computations. Will spend more time in class with those student that need special attention in math. Need to have students enrolled in class which is related to the Ag technology program. Students indicate that class size in relevant to learning will continue class and content.

Use of Results 4: Spending more time in class helped with the results will continue in the future. Spending a little more class time achieved a better result. Will continue in the following year to improve this result. Spending extra time when possible with weak students. Will continue to monitor results. Extra time spent with individual student resulted in a better comprehension by student. Will wait to obtain report from SOE supervisor this Spring for conclusive results. Will go over importance of electrical skills and spend more time on basic circuits. Will spend more time with basic circuits and diagnostic tools.

Use of Results 5: Class is doing well with the structure of the class will continue and monitor the results. Majority of students were able to read and comprehend manuals. Students work in pairs so the results will vary. Students capable of reading service manuals and working on live equipment in shop. This is needed in a working shop. Results show the students are capable of working in live situations with machinery. They are capable of following service manuals. Satisfied with this outcome because it reveals that we have completed the projects in the class on time. Will concentrate more on theory and proper methods to be used in repair. The power trains lab and content of theory was sufficient to enable to student to successfully complete task. Will continue to monitor class and content. Use of

Results 6: Will use a different approach to present material in next class and monitor results Followed thru with results from previous year, which seemed to help some of the students having problems understanding theory. Will continue practice in 2009. Results in previous year showed a need for more basics. Spent more time in the classroom going through theory of flow. Quality of students from year to year are part of results. Will use study guides to relay material to students in coming year. Continue to monitor classes at time to insure that criteria will be met. Will spend more time on basic hydraulics and diagnostic skills Use of Results 7: Some of the students were not as motivated as in the past. Will try to focus on importance of working on a timely basis. Students finished assigned projects and the work ethic was noticed to be excellent to some of the previous years. Students were able to finish required assignment and were done by the required time. Students this year were motivated to have work done in time. Students all completed required task and paper work. Need to strive having the students working at a faster pace. Will strive to motivate students in year to come. Students completed requirement of outcome despite inability to obtain parts. All students enjoy this class and strive to meet the criteria. Will put continue to monitor assignments and change according to needs of the class The engines class and lab is sufficient to enable the students to be successful in the activity Use of Results 8: Will stress to the students the importance of the certification and doing the repairs properly according to the EPA Will follow same procedure next year and monitor the outcome. Will strive to achieve this goal every year and will monitor outcome in the future. Will continue to monitor the class to achieve goal that was recorded in 2006. Will revise delivery of material and instructions in use of equipment to try to address differing student learning abilities. Will continue to strive for the importance of the certification Will strive to focus on more theory study and application of tool use to attempt to achieve 100% next year. Use of Results 9: Students were involved in the process and what was happening in the class. Will continue to monitor results Students were more alert and asked questions if they didn't understand the material. Will try the same line of teaching in 2009. Need to bring students up to speed faster on the equipment and be sure they understand the material before moving to the next segment. Spend more class time in helping the students whom are not as familiar with subject and with the equipment. Spending increased time on diagnosis and importance of timely repair was successful. Will spend more time on diagnosis and importance of timely repair of equipment. Will strive to stress the importance of diagnosis and timely repair of equipment Use of Results 10: Will continue to express that working with small engines is just as important as the larger tractors. Will need to strive to be sure the students understand the importance of paying attention to detail and in filling out the paper work for the dealership. Will strive to make the students aware that time is money when working in a shop and it is important to finish work in an orderly time schedule. Will stress the importance of paper work along with completing work on a timely basis. Some students had trouble with the hands on experience. Plan on devoting increased time on lecture in diagnosing, tune-up and repair prior to shop work. Continue to stress the importance of details in repairing engines More lab time will be given to practice analysis of small engines, along with worksheets for guidance during 2003. Use of

Results 11: Need to keep the students aware that doing a good job along with doing it in a timely fashion is important. Will work more in the classroom in 09 because of the system changes and dealers are saying theory is more important in this field than hands on. We will continue to have projects in the shop. With the changing of fuel systems in the industry, will be looking at different components next year along with striving to show the students what the dealers want them to become familiar with working on. Retained better results in shop than in 2005, need to work on time management while in the shop. Encourage students to repeat the steps in procedure to increase mastery and time efficiency which will increase dealer profitability. Will prepare an exercise which will focus on the steps involved. Will continue to upgrade stations and time spent at each station. Will look at the number of stations, compared to the amount of time given for the class

CTE PROGRAM REVIEW REPORT FOR 2011

6-digit CIP	010204
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Degree Type	Certificate
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Program Titles	Ag Power Technology
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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 Ag Power Program continues to meet its objectives. The Ag Power Certificate program has moved to a different site since the last program review. The site includes space in the new West Building addition with more modernized multi-media teaching equipment. The 6000 sq. foot attached laboratory has more diagnostic equipment and includes more bench space, lighting and ventilation providing a more enhanced learning environment.

The curricular changes since the last review include adding an Applied Shop Computations course which more appropriately prepares our applied students in Ag Power Technology. Course Assessment within the Ag Power Certificate Curriculum was implemented this year with several measures completed in program courses. The Agriculture Advisory Council has several representatives from the Ag Power industry and continues to suggest program and curricula changes.

Program graduates continue to have a strong demand by our region's employers and the Illinois Labor Market Data shows both an increase in agricultural workers and in this case as these graduates migrate to shop foreman, the engineer managers also show similar increases (.65% and .80 % respectively). The Lake Land District continues to show a stronger than statewide demand for these graduates replacing retirements in the dealerships as well as fulfilling a demand for technicians with diagnostic and global positioning skill sets.

**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, developments in disciplines or modifications to university transfer policies.***



**Detailed Assessment Report**  
**2010-2011 Ag Power Technology CRT.AGPWR**

**Goals**

**G 1: Program 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.

**Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 1: Crt. Program**

Graduates of Ag Power Technology will be capable of attaining successful employment.

**Related Measures:**

**M 1: Program Outcome Method 1**

Source of Evidence: Academic direct measure of learning - other LLC yearly Occupational Follow-up survey will reveal at least eighty percent of graduates will be employed in the Ag Power field. 1b. Students will successfully complete SOE and receive average or above on the final SOE evaluation. Beginning in 2003 Noel Levitz will be used Expected mean for satisfaction will be 5.0 or greater

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Not Met**

Spring 2010 - 50% of the graduates was successfully employed in the AG field. 50% went on for more education Spring 07 100% of graduates from program are successfully employed in the AG field. Spring 06 did not have any graduates in A"Y 2005-2006 Sp 05 did not have any graduates in AY 2004-2005 SP 04 100% of certificate students are currently employed in AG related areas 2003 level of satisfaction of graduate preparation was rated at a 5.5 In 2002 report revealed 100% or 2002 graduates were employed in a related technical field, or in an AG related field. 1b. Spring 2002 100% of the students successfully completed SOE. 100% of the students received above average and the remaining received average.

**O 2: satisfaction**

100% Ag Power Technology graduates will be satisfied with the technical training they received at Lake Land College.

**Related Measures:**

**M 2: Program Outcome Method 2**

Source of Evidence: Academic direct measure of learning - other  
A graduate exit survey will reveal that the graduate is satisfied with the technical training they received.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Not Met**

2010 - 100% of the graduates were satisfied with the training received 2007 100% of the graduates were satisfied with the training 2006 did not have any 2005 graduates 2005 did not have any 2004 graduates 2004 100% of students were satisfied with technical training received no 2003 920 graduates May 2002 graduate exit survey revealed that 90% of the graduates were satisfied with their technical training at the completion of the program.

**O 3: tec 048**

Graduates from Ag Power Tech certificate program will be able to perform necessary mathematical calculations to solve common problems related to agricultural mechanics:

**Related Measures:**

**M 3: Program Outcome Method 3**

Source of Evidence: Academic direct measure of learning - other  
Use final exam results and ability to use math in other courses to evaluate math ability.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Not Met**

Spring 2010 - Graduate students were able to complete the course to the satisfaction of the instructor with the material presented Spring 2007 - Graduate was able to perform math skills relative to his job. Spring 2006 - did not have any graduates from program Sp 2006 - did not have any graduates in AY 2004-2005

**O 4: electrical 1**

Diagnose and repair electrical systems on agricultural equipment using a digital multi-meter and equipment service manuals.

**Related Measures:**

**M 4: Program Outcome Method 4**

Source of Evidence: Academic direct measure of learning - other  
80% of the students will be able to diagnose and repair electrical problems with the aid of a technical manual.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Not Met**

Spring 2010 - 100% of the graduates were able to perform electrical services with little problems with help of the service manual Spring 2007 100% of graduates were able complete electrical repairs with little trouble Spring 06did not have any graduates in A"Y 05 - 06 Sp 05 did not have any graduates AY04-05 2004 100% were able to meet criteria 2003 no 920 students Fall of 2002, 100% of the students were able to correctly use and read results of the electrical labs.

**O 5: hydraulics 1**

Diagnose and repair hydraulic systems and components on agricultural equipment given necessary tools and manuals.

**Related Measures:**

**M 5: Program Outcome Method 5**

Source of Evidence: Academic direct measure of learning - other  
80% of the students will answer the imbedded final exam questions regarding the diagnosis and repair of hydraulic systems.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Not Met**

2010 - 100% of students were able to answer embedded questions on the final  
2007 - 100% of the students were able to answer embedded questions on final  
Spring 06did not have any graduates AY 05 - 06 Sp 05 did not have any graduates  
AY04-05 2004 100% answered questions correctly No 920 students Final in 2002  
resulted in 78% of the students answering correctly all of the embedded questions

**O 6: power trains**

Diagnose and repair transmissions and related power train components on agricultural equipment given the necessary tools and manuals.

**Related Measures:**

**M 6: Program Outcome Method 6**

Source of Evidence: Academic direct measure of learning - other  
lab-students will successfully complete assigned equipment repair according to established checklist.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Not Met**

Spring 2010 - 100% of students finished related projects in lab and paperwork with some help from partners Spring 07 - 100% of students were able to work on related components and finish necessary paper work Spring 06 did not have any graduates for AY 05 - 06 Sp 05 did not have any graduates AY04-05 2004 100% were able to complete assignments with minimal help 2003 100% were able to complete

assignments 2002 100% of the students were able to diagnose and repair transmissions and related power train components successfully.

**O 7: Tractor Overhaul**

Diagnose and repair gasoline and diesel engines and related components used on agricultural equipment with the necessary tools and manuals.

Related Measures:

**M 7: Program Outcome Method 7**

Source of Evidence: Academic direct measure of learning - other  
90% of the students will receive a 70% on the engine overhaul and specification checklist.

**Achievement Target:**

Monitoring for continuous improvement

Findings (2010-2011) - Achievement Target: Not Met

Spring 2010 - 100% of the students finished lab projects along with the necessary paperwork Spring 07 - 100% of students were capable of finishing lab assignments along with the necessary paper work. Spring 06 did not have any graduates in AY 05 -- 06 Sp 05 did not have any graduates AY04-05 2004 - 100% of the students completed necessary work 2003- 100% of the students were able to diagnose and repair engines

**O 8: air conditioning**

Diagnose and repair air conditioning systems used for agricultural equipment given the necessary tools and manuals.

Related Measures:

**M 8: Program Outcome Method 8**

Source of Evidence: Academic direct measure of learning - other  
90% of the students will pass the EPA certification exam on air conditioning with first attempt.

**Achievement Target:**

Monitoring for continuous improvement

Findings (2010-2011) - Achievement Target: Not Met

Summer 2010 - 50% of students passes the EPA certification exam Summer 07 - 100% of the students successfully passed the EPA certification exam Spring 06 did not have any graduated AY 05-06 Sp 05 did not have any graduates AY04-05 2004 - 100% of students passed EPA exam 2003 - no 920 students 2002 - 100% of students passed EPA exam

**O 9: New & Used Equipment**

Adjust , diagnose, and repair agricultural harvesting equipment given the necessary tools and manuals

**Related Measures:**

**M 9: Program Outcome Method 9**

Source of Evidence: Academic direct measure of learning - other  
80% of the students will answer imbedded test questions regarding this criteria correctly.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Not Met**

Summer 2010 - 50% of students were able to answer embedded questions on final  
Summer 07 - 100% of the students were able to answer embedded questions correctly  
Spring 06 - did not have any graduates for AY 05 - 06 Sp 05 did not have any graduates  
AY04-05 2004 100% of students were able to answer embedded questions properly  
2003 no 920 students 2002 - 80% of the students were able to answer the embedded test questions correctly.

**O 10: Small Engines**

Diagnose, tune up, and repair small engines that power equipment used of agricultural and lawn and ground care equipment given the necessary tools and manuals.

**Related Measures:**

**M 10: Program Outcome Method 10**

Source of Evidence: Academic direct measure of learning - other  
90% of the students will receive a 70% on the small engine checklist.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Not Met**

2010 - 100 of the students were able to complete the checklist and paperwork on time  
2007 - 100% of the students completed the assignment and paperwork in the time allotted.  
Spring 06 did not have any graduates AY 05 - 06 Sp 05 did not have any graduates  
AY04-05 2004 100% of students filled out sheets correctly. 2003 - 100% of students filled out sheets correctly  
2002 no 920 students

**O 11: Fuel Systems**

Diagnose problems of a diesel engine and determine if problem is fuel system related.

**Related Measures:**

**M 11: Program Outcome Method 11**

Source of Evidence: Academic direct measure of learning - other  
90% students will successfully complete assigned equipment repair according to established checklist.

### **Achievement Target:**

Monitoring for continuous improvement

### **Findings (2010-2011) - Achievement Target: Not Met**

Fall 2009 - 50% of students were able to diagnose problems, the other 50% had problems. Fall 07 - 100% of the students completed the assignment. Did have problems in some areas Spring 06 did not have any graduated AY 05-06 Sp 05 did not have any graduates AY04-05 2004 - 100% of students were successful in completing the assigned equipment repair according to established checklist. 2003 - 60% of students were successful in completing the assigned equipment repair according to established checklist. 2002 no 920 students

## **Analysis Answers**

### **How are you using your results?**

Use of Results 1: Graduates are able to find employment in the AG field with education of the certificate program Graduates from this program are capable of attaining and working in the AG field. Will continue to monitor Will continue to monitor report Will continue to monitor report Sp 04 Individual student evaluation were discussed with student. Will continue to consult with the SOE evaluators for guidance in student preparation and program requirements. Use of Results 2: Will keep monitoring students and employees to update material for the changing times Will keep updating material and to satisfy the employee as well as the students. Will keep updating program to satisfy student training Will keep updating program to satisfy student training Use of Results 3: Will continue to monitor the students for math skills, according to the changes in the material taught. Will continue to monitor students and material with the changing of the course. Continue to monitor classes and material Continue to monitor classes and material Use of Results 4: continue to update material and present to students as technology changes in the field and to monitor students. Continue to update class as material come available and to monitor progress on students. Continue to monitor progress of students in program Continue to monitor progress of students in the program Use of Results 5: Will continue to monitor and change questions with the next class Results were good will continue to monitor students and dealers. Will continue to update material to meet dealers standards Will continue to update material to meet today's market Use of Results 6: Continue to monitor progress with students. Will continue to update the program as necessary and monitor performance Continue to monitor progress Focus more on detail; continue to monitor progress Monitor class progress The power trains lab and content of theory is sufficient to enable the student to successfully complete task. Will continue to monitor class and content Use of Results 7: Students not as quick as in the past with projects. Will try to express the necessity to have work done on a timely basis Students were more motivated to finish jobs on time and have paper work turned in on time Continue to strengthen class for students. Continue to find support from area farmers for work in the class The engines class and lab is sufficient to enable the students to be successful in the activity. Use of Results 8: Will need to focus on EPA associated material and emphasis the importance of the certification Continue to strive on hitting the high points of the certification and the hands on. Continue to

focus on what is needed in class. Will strive to focus on more theory study and application of tool use to attempt to achieve 100% in the following years. Use of Results 9: Will need to present material in different form in coming year and be sure they understand the basics of the systems. Will Strive to keep the students up to date with the new technology Will monitor programs to meet the needs of the dealers. Will strive to focus more on equipment theory, and specific brands equipment to reach 85% in the coming year. Use of Results 10: Continue to monitor class to see if any problems occur with the paperwork Will continue to monitor and keep the trend toward the top Will go over checklist and explain better means and necessity of filling out list correctly Use of Results 11: Continue to monitor class to see if any problems occur with the paperwork Will continue to monitor and keep the trend toward the top Will go over checklist and explain better means and necessity of filling out list correctly.

CTE PROGRAM REVIEW REPORT FOR 2011

<b>6-digit CIP</b>	<b>190709</b>
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<b>Degree Type</b>	<b>AAS</b>
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<b>Program Titles</b>	<b>Child &amp; Family Services</b>
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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 Child & Family Services continues to meet its objectives as the program is to provide students who are interested in a career working with children and/or the family sector with the appropriate academic background and practical experience needed to successfully gain employment in a variety of job opportunities associated with the specific background.

The program was designed and created to be a transferable option to achieve a Bachelor of Science Degree in Family and Consumer Sciences. Lake Land College currently has a two-plus-two agreement with Eastern Illinois University. The Family and Consumer Sciences option at Eastern Illinois University offers students a variety of career options and employment opportunities.

The Child & Family Services program began as an offering to students FY03. Enrollment has seen a slight increase over the last five years.

AAS.CFS – Child & Family Services

2006	2007	2008	2009	2010
24	35	28	20	29

The program makes use of an advisory board comprised of individuals employed in 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)

***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.***

# Lake Land College

## Detailed Assessment Report 2010-2011 Child & Family Services AAS.CFS

### Goals

#### **G 1: Program Goal**

Provide pre-baccalaureate education consisting of liberal arts, sciences, and pre-professional courses designed to transfer to four-year colleges and universities and /or to meet individual educational goals.

### Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

#### **O 1: Early Childhood Practice**

Demonstrate good early childhood practice, activity planning and appropriate working knowledge of child growth and development.

#### Related Measures:

##### **M 1: Internship Evaluation**

Source of Evidence: Academic direct measure of learning - other  
On site supervisors will rate students performance as satisfactory or above on their Field Experience ECE 125 evaluation regarding criteria #4 and 9.

#### **Achievement Target:**

100% of students will receive a satisfactory or above on their evaluation in criteria #4 #9.

#### Findings (2010-2011) - Achievement Target: Met

(Spring 2008) 5 students (100%) completed ECE 125, and were rated satisfactory or above regarding their performance on criteria # 4 and 9. (Spring 2009) 5 students (100%) completed ECE 125, Spring 2008 and were rated satisfactory or above regarding their performance on criteria #4 of 9. (Spring 2010) 2 students (100%) completed ECE 125, and were rated satisfactory or above regarding their performance on criteria #4 of 9. (Spring 2011) 1 student (100%) completed ECE 125, and were rated satisfactory or above regarding their performance on criteria #4 of 9.

#### **O 2: Working DCFS Knowledge**

Demonstrate appropriate working knowledge of Illinois Department of Children and Family Services Rules and Regulations for Child Care Centers.

**Related Measures:**

**M 2: Comprehensive**

Source of Evidence: Academic direct measure of learning - other  
95% of students will score 75% or above on the ECE 087 comprehensive final students that is based on DCFS Rules and Regulations for Day Care Centers.

**Achievement Target:**

95% of students will score 75% or above on the ECE 087 comprehensive final

**Findings (2010-2011) - Achievement Target: Met**

(Spring 2008) 100% of students who took ECE087 comprehensive final scored 75% or above. (Spring 2009) 100% of students who took ECE087 comprehensive final scored 75% or above. (Spring 2010) 100% of students who took ECE087 comprehensive final scored 75% or above. (Spring 2011) 100% of students who took ECE087 comprehensive final scored 75% or above.

**O 3: Health/Safety Practices**

Demonstrate and apply appropriate health and safety needs for young children as well as handle minor accident and emergency situations.

**Related Measures:**

**M 3: Academic Direct**

Source of Evidence: Academic direct measure of learning - other  
100% of students enrolled in ECE 125 will have American Red Cross First Aid and CPR certification.

**Achievement Target:**

Proof of First Aid and CPR Certification

**Findings (2010-2011) - Achievement Target: Met**

(Spring 2009) 100% of students have on file verification of American Red Cross First Aid and CPR. (Spring 2010) 100% of students have on file with the Program Coordinator certification verification of American Red Cross First Aid and CPR. (Spring 2011) 100% of students have on file with the Program Coordinator certification verification of American Red Cross First Aid and CPR.

**O 4: CDA 13 Functional Areas**

Demonstrate competency in the National Association for the Education of Young Children CDA (Child Development Associate) thirteen functional areas.

**Related Measures:**

**M 4: Portfolio**

Source of Evidence: Academic direct measure of learning - other  
Program instructor will evaluate Field Experience notebook/project consisting of CDA 13 functional areas based on content and validity using a checklist. 95% of students will score 75% or above.

**Achievement Target:**

95% of students will score 75% or above on ECE125 Notebook/portfolio assignment.

**Findings (2010-2011) - Achievement Target: Met**

(Spring 2009) 5 of 5 students (100%) completed Field Experience notebook/project and scored 75% or above. (Spring 2010) 5 of 5 students (100%) completed Field Experience notebook/project and scored 75% or above. (Spring 2011) 1 of 1 student (100%) completed Field Experience notebook/project and scored 75% or above.

**O 5: Employer Satisfaction**

Employers will be satisfied with the training graduates received at Lake Land College. In addition to the following learner competencies, this program also fulfills the learner competencies as listed under the General Education program.

**Related Measures:**

**M 5: Employer Survey**

Source of Evidence: Academic direct measure of learning - other  
A follow-up survey to employers of graduates will be conducted each fall concerning employment status of previous spring graduates.

**Achievement Target:**

Results of Employer Survey will reveal 100% are satisfied and score graduates with satisfactory or above satisfactory marks.

**Findings (2010-2011) - Achievement Target: Not Reported This Cycle**

(Spring 2008) No information available as 2 of 2 graduates of Spring 2007 are currently not employed due to continuing their education. No information available at this time due to graduate not employed. (Spring 2009) contact with employer of 2008 graduates indicates satisfaction with employee rating above average in phone contact. (Spring 2010) contact with employer of 2009 graduates indicate satisfaction with employee rating above average in phone contact

**O 6: Employment Detail**

Graduates seeking employment in the field will be gainfully employed.

**Related Measures:**

**M 6: Exit Interviews**

Source of Evidence: Academic direct measure of learning - other  
Phone or mailed survey contacts regarding employment status in the chosen career field will be made.

**Achievement Target:**

Student will become gainfully employed in career field.

**Findings (2010-2011) - Achievement Target: Not Reported This Cycle**

(Spring 2008) Contacts regarding employment status reveal 2 of 2 graduates of Spring 2007 are currently continuing their education toward a 4 year degree in the Child Family Services field. (Spring 2009) Contacts regarding employment status reveal 2 Of 3 graduates of Spring 2008 are currently continuing their education while 1 is working and continuing their education in the field of Child Family Services. (Spring 2010) Contacts regarding employment status reveal 0 Of 1 graduate of Spring 2009 is currently unemployed and not seeking employment.

**Analysis Answers**

**How are you using your results?**

Use of Result 1: Continue to monitor and evaluate. Use of Result 2: Continue to monitor progress to evaluate need of specific study guide. (Students who do not score 75% or above will be required to retake the comprehensive final until an average score of 75% is met.) Use of Result 3: Maintain student records. Use of Result 4: Continue monitoring notebook/project for thoroughness and relevance to career study. Use of Result 5: Continue monitoring and tracking employment satisfaction annually Use of Result 6: Continue monitoring and tracking employment satisfaction annually.

CTE PROGRAM REVIEW REPORT FOR 2011

<b>6-digit CIP</b>	<b>13.1210</b>
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<b>Degree Type</b>	<b>AAS</b>
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<b>Program Titles</b>	<b>Early Childhood Care and Education</b>
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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 Early Childhood Care and Education program continues to update changes as they occur in the career field while meeting its objectives. It is a comprehensive program designed to provide a balance of knowledge along with the hands-on skills needed to prepare graduates for the career workforce.

Enrollment has seen a slight decline over the last five years, yet a .64 % increase since the last program review. Enrollment in 2001 totaled 70.

AAS.ECE - Early Childhood Care and Education

2006	2007	2008	2009	2010
173	160	131	118	109

Based on data from the Bureau of Labor Statistics and the Illinois Department of Employment Security, child care employment will continue to see an increase.

**State and National Trends**

United States	Employment		Percent Change	Job Openings <sup>1</sup>
	2008	2018		
Child care workers	1,301,900	1,443,900	+11%	52,310
Illinois	Employment		Percent Change	Job Openings <sup>1</sup>
	2008	2018		
Child care workers	31,400	36,300	+16%	1,410

<sup>1</sup>Job Openings refers to the average annual job openings due to growth and net replacement.

**National Data Source:** [Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections](#)  
**State Data Source:** [Illinois Department of Employment Security, Economic Information and Analysis Division](#)

Since the last program review, adjustment in course offerings has been implemented. A clinical course where students' experience hands-on teaching using pre-designed lesson plans has proven to be a positive bridge between initial experiences in child care and a student teaching practicum. Students teach lessons to children and receive immediate feedback on skill-sets to enhance and improve skills. In addition, with children being exposed to technology at a young age, a technology course was added that focuses on the use of technology in the classroom and what to look for when selecting appropriate software.

### **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)**

***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.***

### **Strengths and Weaknesses of the Program:**

#### *Strengths*

- With families living off of a dual income, the need for child care continues to increase
- Open entry allows students to enter the program and begin coursework any term during the year
- Program is targeted under Carl Perkins Title IIC Grant, which has allowed purchase of equipment, assistance to special populations students, and the employment of a teacher aide
- Excellent relationship with the Department of Children and Family Services.
- Students often become employed on a part-time basis prior to graduation. Employers encourage students to complete the necessary requirements. In addition, many students are offered full-time employment during or following completion of student teaching practicum
- Students receive 320 hours of hands-on clinical experience in a variety of settings with various ages of children ranging from birth – third grade.

### *Weaknesses*

- Program employs only one full-time instructor
- With state economy, loss of Carl Perkins Funds will impact the students and program, especially in the area of employment of a teacher aide
- Decline in Child Care Lab enrollment has affected on-site practicum experiences
- Program lacks infant/toddlers in lab for student “hands-on” experience
- Based on class size and materials utilized, facility is overcrowded and lacking space for storage
- Profession continues to be one of low pay scale



**Detailed Assessment Report**  
**2010-2011 Early Childhood Care and Education AAS.ECE**

**Goals**

**G 1: Program 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.

**Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 1: Early Childhood Practice**

Demonstrate good early childhood practice, activity planning and appropriate working knowledge of child growth and development.

**Related Measures:**

**M 1: Internship Evaluation**

Source of Evidence: Academic direct measure of learning - other  
On site supervisors will rate students' performance as satisfactory (80%) or above on their Field Experience 125 evaluation regarding developmentally appropriate practice in planning and managing day to day routines.

**Achievement Target:**

80% of students will receive (80% or above on Field Experience evaluation regarding developmentally appropriate practice in planning and managing day to day routines.

**Findings (2010-2011) - Achievement Target: Met**

(Spring 2008) 71% (15 of 21) students enrolled in ECE 125 were rated as satisfactory (80%) or above on all areas of the final on-site field evaluation. (Spring 2009) 97% (31 of 32) students enrolled in ECE125 were rated as satisfactory (80%) or above on all areas of the final on-site field evaluation. (Spring 2010) 90% (23 of 25) students enrolled in ECE 125 were rated as satisfactory (80%) or above on all areas of the final on-site evaluation. (Spring 2011) 81% (18 of 22) students enrolled in ECE 125 were rated as satisfactory (80%) or above on all areas of the final on-site evaluation. USE OF RESULTS: As a result of (Spring 2008), assessment results, the current rating scale will be revised to give evaluative criteria a scale of 1-5 instead of using an N, S, S+. This will allow for a more accurate summary of skills. Write individual performance improvement plans as needed and extend field experience to allow for student to show improvement. (Evaluation given at mid-term will be used as an indicator of achievement potential and as a tool for individual performance standards needing improvement).

## **O 2: Working DCFS Knowledge**

Demonstrate appropriate working knowledge of Illinois Department of Children and Family Services Rules and Regulations for Child Care Centers.

### Related Measures:

#### **M 2: Standard Test**

Source of Evidence: Academic direct measure of learning - other  
95% of students will score 75% or above on the ECE087 comprehensive final students that is based on DCFS Rules and Regulations for Day Care Centers..

#### **Achievement Target:**

A score of 75% or above on ECE087 Comprehensive Final

#### **Findings (2010-2011) - Achievement Target: Met**

(Spring 2008) (35 of 37) 95% of students enrolled in ECE 087 (Spring 2009) scored 75% or higher on the comprehensive final based on DCFS Rules and Regulations for Day Care Centers. One student scored above 75% on their re-take exam. (20 of 21) 95% of students enrolled in ECE087 scored 75% or higher on the comprehensive final based on DCFS Rules and Regulations for Day Care Centers. The two students scored above 75% on their re-take exam. (34 of 37) 92% of students enrolled in ECE087 Spring 2009 scored 75% or higher on the comprehensive final based on DCFS Rules and Regulations for Day Care Centers. All three students scored above 75% on their re-take exam. One student failed the course due to one missed exam and missed assignments. (Spring 2010) (37 of 38) 97% of students enrolled in ECE 087 scored 75% or higher on the comprehensive final based on DCFS Rules and Regulations for Day Care Centers. One student scored below 75% and neglected to complete the course. (Spring 2011) (31 of 37) 84% of students enrolled in ECE 087 scored 75% or higher on the comprehensive final based on DCFS Rules and Regulations for Day Care Centers. Five students re-took the exam and scored 75% or above when averaging both finals together. One student neglected to complete the course. . USE OF RESULTS: study guide will be handed out to assist students in preparing for the comprehensive final. A) Students will re-take the ECE087, DCFS rules and regulations, comprehensive final until a score of 75% or higher is obtained. Results indicate 100% students pass when taking course face to face where as the three students who failed the comprehensive final were in an online setting. More emphasis will be taken in communicating with students regarding using the study guide and the importance of the final.

## **O 3: Health/Safety Practices**

Demonstrate and apply appropriate health and safety needs for young children as well as handle minor accident and emergency situations.

### Related Measures:

#### **M 3: Academic Direct**

Source of Evidence: Academic direct measure of learning - other

100% of students enrolled in ECE125 will have American Red Cross First Aid and CPR certification.

**Achievement Target:**

Proof of First Aid and CPR Certification

**Findings (2010-2011) - Achievement Target: Met**

(Spring 2008) 100% of students enrolled in ECE125 have on file with the Program Coordinator certification verification of American Red Cross First Aid and CPR.

(Spring 2009) 100% of students have on file with the Program Coordinator certification verification of American Red Cross First Aid and CPR. (Spring 2010) 100% of students enrolled in ECE125 have on file with the Program Coordinator certification verification of American Red Cross First Aid and CPR. (Spring 2011) 100% of students enrolled in ECE125 have on file with the Program Coordinator certification verification of American Red Cross First Aid and CPR. USE OF RESULTS: Maintain students' files.

**O 4: CDA 13 Functional Areas**

Demonstrate competency in the National Association for the Education of Young Children CDA (Child Development Associate) thirteen functional areas.

**Related Measures:**

**M 4: Portfolio**

Source of Evidence: Academic direct measure of learning - other  
Program instructor will evaluate Field Experience notebook/project consisting of CDA 13 functional areas based on content and validity using a checklist. 95% of students will score 75% or above.

**Achievement Target:**

95% of students will score 75% or above on ECE125 Notebook/Portfolio assignment.

**Findings (2010-2011) - Achievement Target: Not Met**

(Spring 2009) 95% (20 of 21) of students scored 75% or above on their ECE 125 notebook/project using the checklist based on content and validity. The one student scoring below 75% turned in their notebook late which caused the grade to fall below the 75%. (Spring 2010) 95% (28 of 29) of students scored 75% or above on their ECE125 notebook/ project using the checklist based on content and validity. (Spring 2011) 85% (23 of 27) of students scored 75% or above on their ECE 125 notebook/project using the checklist based on content and validity. Of the four students scoring below 75%, two had incomplete sections and two failed the course due to incomplete assignments. USE OF RESULTS: A mid-term checklist will be implemented to evaluate progress.

## **O 5: Facility Management**

Demonstrate and apply knowledge and skills needed to design, renovate, or manage a child care facility.

### **Related Measures:**

#### **M 5: Project**

Source of Evidence: Academic direct measure of learning - other  
Students will successfully design and complete a classroom layout project that meets DCFS requirements for Day Care Facilities based on a checklist evaluation and score 75% or above.

#### **Achievement Target:**

Score 75% or above on their Classroom Layout following DCFS regulation guidelines.

#### **Findings (2010-2011) - Achievement Target: Met**

(Spring 2009) 100% of students enrolled in ECE087 received a 75% or above on their classroom layout design according to DCFS rules and regulations criteria. (Spring 2010) 100% of students enrolled in ECE087 received a 75% or above on their classroom layout design according to DCFS rules and regulations. (Spring 2010) 92% (35 of 38) of students enrolled in ECE087 received a 75% or above on their classroom layout design according to DCFS rules and regulations criteria. Of the remaining three students, one did not complete the specific assignment and the other two did not complete the course and therefore failed. USE OF RESULTS: Maintain project and update DCFS standard changes as needed.

## **O 6: Employment Detail**

Graduates seeking employment in the field will be gainfully employed.

### **Related Measures:**

#### **M 6: Exit Interviews**

Source of Evidence: Academic direct measure of learning - other  
Contacts will be made with recent graduates regarding employment status in the Early Childhood field.

#### **Achievement Target:**

Student will become gainfully employed in career field.

#### **Findings (2010-2011) - Achievement Target: Not Reported This Cycle**

(Spring 2008) Of the 27 graduates, 19 were currently employed in the field. Of the remainder, 4 are continuing their education, 1 is employed outside the field while 3 are unemployed. Of the twenty-five graduates of 2007, 14 were currently employed in the early childhood field. Of the remainder, 4 are continuing their education, 2 are currently unemployed, and five did not respond to contact being made. (Spring 2009) Of the 17 graduates, 13 were currently employed in the field. Of the remainder, 3 are continuing their education in ECE and 1 is currently seeking employment. (Spring 2010) Of the 23 graduates, 15 were currently employed in the

field. Of the remainder, 3 are continuing their education in ECE and 1 is currently seeking employment, 2 are employed outside the field (due to benefits), and 2 have relocated out of state. USE OF RESULTS: Update Early Childhood Facility directory of potential employees for current and past graduates to utilize as a resource.

### **O 7: Employer Satisfaction**

Employers will be satisfied with the training graduates received at Lake Land College. In addition to the following learner competencies, this program also fulfills the learner competencies as listed under the General Education program.

#### Related Measures:

##### **M 7: Employer Survey**

Source of Evidence: Academic direct measure of learning - other  
A follow-up survey to employers of recent graduates will be conducted following results student exit interviews.

#### **Achievement Target:**

100% of employers will score students average or above in the employer survey.

#### **Findings (2010-2011) - Achievement Target: Not Reported This Cycle**

(Spring 2008) Phone survey contacts were made to eight sights to employers of graduates. 100% of employers of past graduates are satisfied with the training received and rated past graduates (current employees) as average or above average. (Spring 2009) Phone survey contacts were made to ten sights, 100% of employers of past graduates rated employees as average or above average. (Spring 2010) Phone survey contacts were made to six sights, 100% of employers of past graduates rated employees as average or above average. USE OF RESULTS: Based on survey results, address comments and concerns and adapt curriculum areas as needed.

### **Analysis Answers**

#### **How are you using your results?**

Use of Results 1: As a result of (Spring 2008), assessment results, the current rating scale will be revised to give evaluative criteria a scale of 1-5 instead of using an N, S, S+. This will allow for a more accurate summary of skills. Write individual performance improvement plans as needed and extend field experience to allow for student to show improvement. (Evaluation given at mid-term will be used as an indicator of achievement potential and as a tool for individual performance standards needing improvement). Use of Results 2: A study guide will be handed out to assist students in preparing for the comprehensive final. A) Students will re-take the ECE087, DCFS rules and regulations, comprehensive final until a score of 75% or higher is obtained. Results indicate 100% students pass when taking course face to face where as the three students who failed the comprehensive final were in an online setting. More emphasis will be taken in communicating with students regarding using the study guide and the importance of the final. Use of Results 3: Maintain students' files. Use of Results 4: A mid-term checklist will be

implemented to evaluate progress. Use of Results 5: Maintain project and update DCFS standard changes as needed. Use of Results 6: Update Early Childhood Facility directory of potential employees for current and past graduates to utilize as a resource. Use of Results 7: Based on survey results, address comments and concerns and adapt curriculum areas as needed.

CTE PROGRAM REVIEW REPORT FOR 2011

6-digit CIP	440701
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Degree Type	060 - AAS
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Program Titles	Human Services
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**Action**

- X 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 Human Services Program continues to be strong with 90+ students throughout the last 5 years (2006-2010). Our Lay Advisory Committee continues to be very active and provides needed expertise to our program. Three members of our current Lay Advisory Committee are graduates from the Human Services Program.

The Human Services Program continues to offer 5 areas of concentration for students to choose from (Psychology, Sociology, Criminal Justice, Health, and Education). A new core course for the program (Foundations of Human Services HSP 103) has been developed and will be offered starting fall 2011. The Introduction to Social Work HSP 120 course will be offered in areas of concentration and as elective credit. The field experience component of the program continues to stand out. The assessment tool used to evaluate students in their field internships continues to be updated and revised as needed.

Job seeking skill and job skill development in Field Seminar I and Professional Portfolio development in Seminar II continue. Students report the benefits of both.

**Principle Assessment Methods Used in Quality Assurance for this Program**

- X **Standardized assessments**
- Certification and licensure examination results**
- X **Writing samples**
- X **Portfolio evaluation**
- Course embedded questions**

- X Study surveys
- Analysis of enrollment, demographic, and cost data
- X 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, developments in disciplines or modifications to university transfer policies.***

The Occupational Outlook Handbook projects for Human Services a much faster than average job growth between 2008-2018. Expected job growth is expected to be at 23%. The state outlook for job growth is also indicated through 2016. The need for services is great, but with state budget cuts, programming has been reduced. .



**Detailed Assessment Report**  
**2010-2011 Human Services AAS.HSP.SOC**

**Goals**

**G 1: Associate in Applied Science - Human Services**

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

**Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 1: Graduate employment**

Graduates seeking employment in the field will be gainfully employed. April 2011 At annual Lay Advisory meeting earlier this year, the group discussed the state of the economy and the current job market. We are seeing a decline in jobs in all areas, including the Human Services field. The sad fact being that we still have a need for services, but limited financial resources to provide them. More and more of our graduates are deciding to transfer to a 4 year institution to complete at least their Bachelors degree with the hope of a better chance of employment .

**Related Measures:**

**M 1: Graduates continued education and**

Source of Evidence: Academic direct measure of learning - other  
Faculty will review the Occupational follow-up survey results compiled by the office of Career Planning and Placement annually. Human Services faculty will implement a post graduate follow-up survey annually in the fall semester. April 2009 57% surveys completed from graduates (fa07, sp08, and su08). All completed surveys indicated that coursework from Human Services major has prepared them for employment. Human Services faculty and staff will revise survey to better meet program needs. April 2011 - At annual Lay Advisory meeting earlier this year, the group discussed the state of the economy and the current job market. We are seeing a decline in jobs in all areas, including the Human Services field. The sad fact being that we still have a need for services, but limited financial resources to provide them. More and more of our graduates are deciding to transfer to a 4 year institution to complete at least their Bachelors degree with the hope of a better chance of employment.

**Achievement Target:**

Monitoring for continuous improvement and data collection

**Findings (2010-2011) - Achievement Target: Not Met**

Summary of Occupational Follow-up Study in 2006 (with a 38% response rate, 10 out of 26 surveys were returned) revealed that 8 of the students responding were

employed in Human Services. 80% of the survey responders were employed. One was not seeking work. The Human Service program post-graduate follow-up survey (response rate of 57%, 13 of 23 surveys distributed were returned) conducted in Fall 2006 revealed that 85% of the graduates were employed . The response rate for both surveys increased in FY 2006 as compared with FY 2005. No Human Services students completed the Occupational follow-up survey for 2007. 4 out of 13 graduates completed and returned the Human Services post graduate follow-up survey (31%) for 2007. 50% (2) were employed full time one in the Human Services field the other in a unrelated field. 25% (1) was employed in the Human Services field on a part-time basis. The other student who responded to the survey was not employed at this time. April 2011: Have developed a new course HSP103 - Foundations of Human Services to be taught as a core course for the Human Services program. This course will be more general and less specific capturing a broader view of the field of Human Services.

## **O 2: Health and Safety**

Practice appropriate health and safety knowledge and skills in the workplace.

### **Related Measures:**

#### **M 2: Internship Evaluation**

Source of Evidence: Field work, internship, or teaching evaluation  
Human Services faculty and work site supervisor will monitor student skills, evaluate, and provide feedback to students following each 150 hour field experience (students are required to complete 2-150 hour internships). All students will receive a rating of "meets expectations" or above on the Field Experience Site Visit Evaluation in the area of health/safety skills. Modification of criteria to 75% of students will receive a rating of "exceeds expectations" in fall 2007. April 2009 Student evaluations revised to provide more accurate feedback to students. Will establish a baseline for objective measures.

#### **Achievement Target:**

Monitoring and evaluating for health and safety in the work place.

#### **Findings (2010-2011) - Achievement Target: Not Met**

100% of students received a rating of "meets expectations" or above on the field experience site visit evaluation in the professional health and safety competencies areas in Fall 2006. The range of rating choices are: Exceeds, meets and below expectations. 42% of students received a rating of "exceeds expectations" in fall 2007 in the area of health and safety.

#### **M 7: Graduates employed**

Source of Evidence: Alumni survey or tracking of alumni achievements  
Encourage graduates to complete Occupational Follow-up survey. Obtain results from Institutional Research and ISS departments on a yearly basis to determine the number of students who are employed in the field and/or who have continued on to further their education.

**Achievement Target:**

Obtain and evaluate results of the annual Occupational Follow-up survey.

**O 3: Work with diverse populations**

Work successfully with culturally, ethnically, and disability-related diverse populations.

**Related Measures:**

**M 3: Diverse populations**

Source of Evidence: Standardized test of subject matter knowledge  
All students will receive a score of 75% or above on the HSP 120 final examination on special populations, ethnic and culturally diverse persons and service considerations. April 2009 80% of students enrolled in HSP120 (online on campus) will receive a score of 80% or better on the final examination covering special populations, ethnic and culturally diverse persons and service considerations (sp09, su09, fa09).

**Achievement Target:**

Monitoring the percentage of students who earn a test score of 75% or higher on the final exam

**Findings (2010-2011) - Achievement Target: Not Met**

100% of the students enrolled in HSP 120 (22 students) scored 75% or higher on the final examination of special populations in the Fall semester 2006. 90% of the students enrolled in HSP 120 (25 students) scored 75% or higher on the final examination in the fall semester 2006. 100% of students in HSP120 scored a 75% or above on the final examination fall 2007. April 2011: For spring, summer and fall semesters 2010, 100% of on-campus and 83% of online students received a 75% or above score on the final test. For those online students receiving below a 75%, a majority of those students used very little time in completing the test. Students are given two hours to complete the test online. The final exam for on-campus students is also a two hour limit. April 2011: For spring, summer and fall semesters 2010, 100% of on-campus and 83% of online students received a 75% or above score on the final test. For those online students receiving below a 75%, a majority of those students used very little time in completing the test. Students are given two hours to complete the test online. The final exam for on-campus students is also a two hour limit.

**O 4: Communication**

Communicate effectively with consumers, families, colleagues and the general public via verbal, written, and electronic means.

**Related Measures:**

**M 4: Communication**

Source of Evidence: Academic direct measure of learning - other

All students will compile a cumulative professional portfolio during Field Experience II and receive a rating of 75% competency or above. All students will give one oral presentation to the classroom in Field Experience II and satisfy the oral competency rubric at rating of 75% or above. All students in the Field Seminar I class will be in attendance for the Career Services class activities for resume building and interviewing. April 2009 Field I class (sp08, su08, fa08) averaged approximately 95% attendance rate at the career services activities Field II classes (sp08, su08, fa08) averaged approximately 87% participation rate for career services hiring committee activities and approximately 100% participation rate in the education/career development activity. Portfolio activities are critiqued by peers. April 2011: We are including individual goal areas for students to work towards for each internship completed. Students are being asked what they hope to learn from each experience and goals areas are based on these learning expectations. It is our hope that by having individual goal areas, that students will be more focused and have a better understanding of what to expect and what to work towards at their field sites.

**Achievement Target:**

Monitoring and evaluating students in regards to effective communication via verbal, written, and electronic means.

**Findings (2010-2011) - Achievement Target: Not Met**

During the fall semester, 2006: 91% of the students received a rating of 75% or above on the cumulative professional portfolio assignment. 100% of the students received a rating of 75% or above on the oral presentation competency rubric. For 2007 During fall 2007, 91% of students in field seminar II (10 out of 11 students) received a rating of 75% or above on the cumulative professional portfolio activity 5. 100% of students received a rating of 75% or above on the oral presentation competency rubric. For 2010: Continued to revise student assessment form to best meet the needs of our students.

**O 5: Employer training satisfaction**

Employers of human services program graduates will be satisfied with the training received by their employees.

**Related Measures:**

**M 5: Graduates and student performance**

Source of Evidence: Student satisfaction survey at end of the program  
Lay Advisory Committee members will discuss concerns of employers at annual meeting and 100% will express satisfaction regarding Human Services graduates' work performance. 100% of the Human Services Field Experience worksite supervisors will complete the Field Experience evaluations for their students in placement, with an average rating of "meets expectations" or above. April 2009 Will monitor outcomes of current evaluation form and revise as needed to obtain accurate assessment results. April 2010: All students (spring, summer, and fall 2009) presenting an oral presentation in class did so with at least a 75% rating on the presentation. I will increase the rating to at least an 80%.

**Achievement Target:**

Gather and evaluate data in regards to graduates employment and/or continuing education.

**Findings (2010-2011) - Achievement Target: Not Met**

100% of the Human Services Lay Advisory Committee members expressed satisfaction regarding Human Services graduates at the annual meeting in February 2007. 100% of the Human Services Field Experience worksite supervisors rated the students placed at their worksite with average ratings of "meets expectations " or above in Fall semester 2006. 100% of the employers responding to the Career Services Employer Follow-up survey in 2006 indicated that the graduates/employees has total mean ratings above "2" on the scale for all areas measured. For fall 2007 Career Services reports that they no longer send out the Employer Follow-up Survey. 87% of the Field Experience Site Supervisors rated students at "meets expectations" or above in all competency areas.

**O 6: Ethics and legal standards**

Conduct practice within all ethical frameworks and legal standards of human services.

**Related Measures:**

**M 6: Student internship evaluation**

Source of Evidence: Field work, internship, or teaching evaluation  
Faculty and work site supervisor will monitor, evaluate, and provide feedback to student at regular intervals during 300 hours of field experience. 100% of Human Service graduates will complete 300 hours of field experience with evaluation ratings of "meets expectations" or above in the areas of commitment, professional behavior, dependability, and attitude. We will maintain assessment criteria at 75% of students will receive a rating of "exceeds expectations" in fall 2007. April 2009 Student evaluation form revised (fa08). Current assessment open ended responses and questions to evaluate criteria. Will monitor evaluation results to determine measures for objective. April 2010: Lay Advisory members state that graduates of program are very prepared for working in the field. Students also report that transfer to a 4 year institution is smooth.

**Achievement Target:**

Evaluating students following proper ethical and legal practices at their internship site.

**Findings (2010-2011) - Achievement Target: Not Met**

100% of the field experience site supervisors rated the students at a "meets expectations" or above rating in ethical and legal practice areas in the fall of 2006. Criteria was not met for fall 2007. 58% of students completing field experiences "exceeded expectations". April 2010: Continue to evaluate and revise assessment tool. April 2011: Continue to evaluate and revise assessment tool and internship

contract. Adding individual goals for students to have more clarity as to what to expect and what will learn at their internship site.

### **O 7: Graduates Employed**

Graduates seeking employment in the field will be gainfully employed.

## **Analysis Answers**

### **How are you using your results?**

Use of Results 1: The Career Services Occupational Follow-up study's response rate is gradually increasing (37% last year as compared with 38% this year. The Human Services program survey response rate continued to increase from 46% in FY 05 to 57% in FY 06. Faculty will continue encourage more students to participate in the 2007 Career Services study and will continue to annually implement the Human Service program survey. Past survey results will be maintained for base-line comparison for future surveys and will be presented to the Lay Advisory Committee for review. Faculty will continue to promote employment of Work Experience II students during site visits, share job opportunities with students during seminar classes, and will begin to e-mail lists of advertised jobs to graduates. For 2007 Faculty and staff in the Human Services program have developed a listing of area web sites for students to use in job seeking . The office of Career Services is looking at alternative means to getting the Occupational follow-up survey out to graduates. Faculty and staff in the Human Services program will encourage graduates to complete the survey so we can use the results for program changes, improvements, and development. Use of Results 2: Continue to implement the new student evaluation form for another year to determine if modifications are necessary. Will revise assessment criteria for students in Human Services Field Seminar classes to better evaluate student progress. For 2007 Site supervisors at field sites reporting that this area is difficult to rate at a "exceeding expectations" rating. Will revise assessment tool to better evaluate students performance at their field sites. Use of Results 3: Assessment results have increased from 88-90% competency to 90-100% competency over one year. Continue to incorporate critical thinking exercises in the classroom to further understanding of diverse and special populations issues and challenges. Maintain discussions of diverse populations in HSP 054 and 056 seminar sessions to continue retention of knowledge. Add additional active learning strategies to the classroom activities to further understanding. For 2007 Will continue current criteria. A new faculty is teaching this course beginning fall 2007. Will re-evaluate criteria as needed at the end of fall 2008. Use of Results 4: Faculty will continue to require electronic means of data transmission in the classroom and that students complete and submit assignments in a professional manner. Career services representative will conduct a hiring workshop event during Field II seminar class in order enhance students' understanding of the importance of career portfolios. Faculty will individually discuss areas of communication (written, verbal and electronic) deficits with each student during advising, and recommend career services support as needed. Faculty and staff will continue to stress the importance of effective communication (verbal, written, and electronic means) in both the Field Seminar I and Field

Seminar II classes. Use of Results 5: Faculty will continue to maintain close working alliances with the Lay Advisory committee members at the annual meeting. Human Services Internship supervisor will meet with all field experience site supervisors, soliciting feedback at least once per semester. Continue to obtain results from employers using the Employer Follow-up survey. For 2007 Will no longer use the Employer Follow-up survey. Human Services program faculty and staff will instruct on and express the importance of a good work ethic to all students ready to complete their field experiences. April 2009 Evaluation form revised. Current evaluation form open ended statements/questions on various job skills. Use of Results 6: Faculty will continue to focus on the importance of ethical practice in the workplace by using more real-world scenario-based active learning strategies in HSP 120 and HSP 122. Faculty will participate annually in continuing education to update knowledge and skills in workplace ethics education. For 2007 Field site supervisors have expressed difficulty in rating student interns at an "exceeds expectations" level. Human Services faculty and staff will re-evaluate the assessment tool used to evaluate student progress. Will get feedback from current students and our program lay advisory committee in regards to a new assessment tool.



CTE PROGRAM REVIEW REPORT FOR 2011

<b>6-digit CIP</b>	<b>13.1501</b>
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<b>Degree Type</b>	<b>AAS</b>
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<b>Program Titles</b>	<b>Paraprofessional Educator</b>
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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 primary objective of the Paraprofessional Education program is to provide students who are interested in a career working as a teacher assistant in the public school system with the appropriate academic background and practical experience needed to successfully gain employment in a job opportunities associated with this specific background. This Paraprofessional Education program was created to comply with new state requirements as a result of the No Child Left Behind Act. In addition, the program contains a solid foundation of transferable courses for those individuals who at some point chose to continue their educational career in the area of education/teaching.

Employment opportunities for individuals completing this program include paraprofessional/teacher aide positions in the public school system and Head Start organizations. Adding the transferable courses as recommended through the state curriculum model allows the individual a path to continue their educational career if desired.

The Paraprofessional Educator program began as an offering to students FY05. Enrollment has maintained steady over the last five years.

AAS.PRPRO Paraprofessional Education-Teacher Aide

2006	2007	2008	2009	2010
14	11	9	10	14



Coursework for the Paraprofessional Educator program consists of coursework used for other career programs, therefore no additional costs to the college were incurred, yet students have appropriate training for the career workforce.

**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)**

***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.***

**Detailed Assessment Report**  
**2010-2011 Paraprofessional Education-Teacher Aide AAS.PRPRO**

**Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 1: Foundations of Reading Instruction**

Demonstrate a basic understanding of language acquisition and strategies, approaches and foundations of reading instruction to children in stages of early, middle and late childhood.

**Related Measures:**

**M 1: Portfolio**

Source of Evidence: Academic direct measure of learning - other  
Students will include in their Field Experience Portfolio under the criteria of Cognitive, #4 and #5, artifacts addressing an understanding of language acquisition, healthful language learning environments, a basic understanding of the strategies, approaches and foundations of reading instruction to children. and use of technology to create computer-based language exercises. Evaluations of these artifacts will be conducted using a rubric. Evaluations will reveal a mean of 4 on a 5 point scale.

**Achievement Target:**

Evaluations will reveal a mean of 4 on a 5 point scale using a rubric in evaluation of Cognitive areas #4 and #5.

**Findings (2010-2011) - Achievement Target: Met**

(Spring 2007) 100% of graduates received a 4 or above in their Field Experience Portfolio under Cognitive, #4 and #5. (Spring 2008) 100% of graduates received a 4 or above in their Field Experience Portfolio under Cognitive, #4 and #5. (Spring 2009) No Field Experience students (Spring 2010) 100% of graduates received a 4 or above in their Field Experience Portfolio under Cognitive, #4 and #5. (Spring 2011) 100% of graduates received a 4 or above in their Field Experience Portfolio under Cognitive, #4 and #5. USE OF RESULTS: Each outcome will be evaluated individually to determine effectiveness and validity to meet the criteria outlined. If results do 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 and instruction.

**O 2: Commitment to Professionalism**

Demonstrate a commitment to the teaching profession through reflection of classroom and field experiences.

**Related Measures:**

**M 2: Portfolio**

Source of Evidence: Academic direct measure of learning - other  
Students will reflect on their classroom and field experiences in a journal which is included in their Field Experience portfolio under the criteria of Program Management and Professionalism. Portfolios will be evaluated using a rubric. Evaluations will reveal a mean of 4 on a 5 point scale.

**Achievement Target:**

Under the areas of Program Management and Professionalism, using a rubric, evaluations will reveal a mean of 4 on a 5 point scale.

**Findings (2010-2011) - Achievement Target: Met**

(Spring 2007) 100% of graduates received a 4 or above in their Field Experience Portfolio under Program Management and Professionalism. (Spring 2008) 67% of (2 or 3) graduates received a 4 or above in their Field Experience Portfolio under Program Management and Professionalism. (Spring 2009) No Field Experience Students USE OF RESULTS: Maintain use of rubric, evaluate annually and update criteria as needed. (Spring 2010) Only one Paraprofessional major in Field Experience, student received a 4 and had numerous opportunities to work with diverse populations. (Spring 2011) Three Paraprofessional majors in Field Experience, 100% of students received a 4 and had numerous opportunities to work with diverse populations.

**O 3: Diverse Populations**

Graduates will work successfully with diverse populations.

**Related Measures:**

**M 3: Portfolio**

Source of Evidence: Academic direct measure of learning - other  
Students will include in their Field Experience Portfolio under the criteria of Learning Environment and Families, artifacts addressing cultural, ethnic, and disability-related variations in educational methods. Evaluations of these artifacts will be conducted using a rubric. 80% of evaluations will reveal a mean of 4 on a 5 point scale.

**Achievement Target:**

Evaluations of Portfolio assignment under the areas of Learning Environments and Families reveal artifacts collected using a rubric. 80% of evaluations will reveal a mean of 4 on a 5 point scale.

**Findings (2010-2011) - Achievement Target: Met**

(Spring 2007) 100% of graduates received a 4 or above in their Field Experience Portfolio under Learning Environment and Families. (Spring 2008) 100% of graduates received a 4 or above in their Field Experience Portfolio under Learning Environment and Families. (Spring 2009) No Paraprofessional majors in Field Experience (Spring 2010) One Field Experience student. Student received a 4

under Learning Environment and Families. (Spring 2011) Three of Three Field Experience students. All students received a 4 under Learning Environment and Families. USE OF RESULTS: Maintain use of rubric, evaluate annually and update criteria as needed.

#### **O 4: Basis Mathematical Principles**

Demonstrate a basic understanding of effective ways to teach basic algebra and geometry principles.

##### **Related Measures:**

##### **M 4: Portfolio**

Source of Evidence: Academic direct measure of learning - other  
Students will include in their Field Experience Portfolio under the criteria of Cognitive, #3, artifacts addressing the effective use of algebra and geometry principles in teaching. Evaluations of these artifacts will be conducted using a rubric. Evaluations will reveal a mean of 4 on a 5 point scale.

##### **Achievement Target:**

Evaluations will reveal a mean of 4 on a 5 point scale in Field Experience Portfolio, Cognitive Area #3.

##### **Findings (2010-2011) - Achievement Target: Met**

(Spring 2007) 100% of graduates received a 4 or above in their Field Experience Portfolio under the Cognitive, #3. (Spring 2008) 100% of graduates received a 4 or above in their Field Experience Portfolio under the Cognitive, #3. (Spring 2009) No Field Experience students (Spring 2010) One Field Experience student, student received a 5 under Cognitive #4 and #5. (Spring 2011) Three Field Experience students, all students received a 4 or above under Cognitive #4 and #5. USE OF RESULTS: Maintain use of rubric, evaluate annually and update criteria as needed.

#### **O 5: Employment**

Graduates with a Paraprofessional Education Degree will successfully obtain employment in the field.

##### **Related Measures:**

##### **M 5: Exit Interviews**

Source of Evidence: Academic direct measure of learning - other  
75% of the graduates will be successfully employed in the educational field. Program Coordinator will poll graduates immediately prior to graduation or make individual contact of graduates 6 months following graduation. Employers will complete an Occupational Follow Up survey that will reveal satisfaction with employee.

##### **Achievement Target:**

Student will be gainfully employed and employer will be satisfied with performance.

### **Findings (2010-2011) - Achievement Target: Not Reported This Cycle**

(Spring 2007) Based on contact of graduates, 100% of graduates are successfully employed in the education field. (Spring 2008) 100% of graduates are employed with one graduate employed as a substitute and also continuing education toward 4 year degree. (Spring 2009) No Paraprofessional Graduates (Spring 2010) One graduate who is not employed nor looking for employment Based on contact of graduates, 1 of 3 are currently employed in the education field. 1 student is continuing education and the last student is employed outside the field. USE OF RESULTS: Maintain use of rubric, evaluate annually and update criteria as needed.

### **Analysis Answers**

#### **How are you using your results?**

Use of Results 1: Maintain use of rubric, evaluate annually and update criteria as needed. Use of Results 2: Maintain use of rubric, evaluate annually and update criteria as needed. Use of Results 3: Maintain use of rubric, evaluate annually and update criteria as needed. Use of Results 4: Maintain use of rubric, evaluate annually and update criteria as needed. Use of Results 5: Each outcome will be evaluated individually to determine effectiveness and validity to meet the criteria outlined. If results do 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 and instruction.

CTE PROGRAM REVIEW REPORT FOR 2011

<b>6-digit CIP</b>	470604
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<b>Degree Type</b>	03 - AAS
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<b>Program Titles</b>	Automotive Technology
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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 Outcomes Assessment Plan for the Automotive Technology program indicates that a majority of the Student Learning Outcomes have been met. Action plans have been developed for the Learning Outcomes that did not meet their achievement target (see attached).

Enrollment in the Automotive Technology program is fairly consistent (mean = 50.7, median = 53) with slight variations and job placement is excellent (IDES reports show 21 annual average job openings in the Lake Land College district for Automotive Service Technicians and 1,089 statewide). Graduates of this program have great success procuring employment in this field at auto dealers, auto parts stores, auto mechanic shops and self employment in the automotive repair business. The technology associated with the automotive repair industry is changing very rapidly (alternative fuels). Technicians are required to have a vast amount of training to keep current with technology.

Students who wish to continue their automotive education can easily transfer from the Automotive Technology program to SIUC and complete a Bachelor degree.

The Automotive Technology program has a higher unit cost than the college average. This largely due to the equipment needs associated with the program. However the unit cost for this program is lower than the statewide program average.

The National Automotive Technicians Education Foundation (NATEF) provides the college with the minimum ASE skills standards acceptable for a graduate of the Automotive programs. These standards are continuously reviewed and updated by NATEF. Our Automotive programs are being evaluated for reaccreditation next year.

The Automotive advisory committee meets twice each academic year. These meetings keep the Automotive Department abreast of any new topics related to the industry and allow the members of the committee to have input on curriculum changes and equipment purchases made.

The staff is highly skilled and educated in their field. Both full-time instructors in the Automotive program are "Master ASE Certified". They also have considerable amounts of field experience and they are dedicated to insuring students obtain a relevant and current education.

The software is updated on a regular basis and lab equipment is fairly current.

#### **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:**

#### **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.***

None noted.

# Lake Land College

## Detailed Assessment Report 2010-2011 Automotive Technology AAS.AUTO

### Goals

#### **G 1: Program 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.

### Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

#### **O 1: Program Outcome 1**

Graduates of the Automotive Technology Program will be technically proficient.

#### Related Measures:

##### **M 1: Program Outcome Method 1**

Source of Evidence: Academic direct measure of learning - other  
SOE employers will give an average score of "3" (Good) or better in a question rating the students' technical skills. The scale is 1 (poor) to 4 (excellent)

#### **Achievement Target:**

Monitoring for continuous improvement

#### **Findings (2010-2011) - Achievement Target: Met**

3.0

#### **O 2: Program Outcome 2**

Employers of the Automotive Technology Program graduates in the College district will be pleased with the education received by their employees.

#### Related Measures:

##### **M 2: Program Outcome Method 2**

Source of Evidence: Academic direct measure of learning - other  
The SOE employers will give an average score of "3" (Good) or better in a question rating the students overall knowledge of the automotive service industry, the scale is 1 to 4.

#### **Achievement Target:**

Monitoring for continuous improvement



**Findings (2010-2011) - Achievement Target: Not Met**  
2.9

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**Evaluate achievement target.**

*Established in Cycle: 2010-2011*

This achievement target is rather lofty. We will evaluate the target after reporting the findings next academic year.

**O 3: Program Outcome 3**

Entry-level graduates with Associate of Applied Science degrees in Automotive Technology (081) will be able to: Communicate effectively and professionally in the automotive environment through proper use of verbal and written techniques.

**Related Measures:**

**M 3: Program Outcome Method 3**

Source of Evidence: Academic direct measure of learning - other  
Evaluation by employer during SOE shall rate the students an average of "3" (Good) or better in a question evaluating their verbal and written communication skills.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Not Met**

2.8

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**Improve Communication Skills**

*Established in Cycle: 2010-2011*

Additional assignments will be developed to improve communication skills related to automotive repair.

**O 4: Program Outcome 4**

Apply mathematical skills in algebra and geometry using analytical problem solving methods.

**Related Measures:**

**M 4: Program Outcome Method 4**

Source of Evidence: Academic direct measure of learning - other  
80% of the students shall correctly answer an OHMS law question embedded in the Electrical 1 final.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Met**

81% answered correctly

**O 5: Program Outcome 5**

Apply logical and concise problem solving techniques to technical problems.

**Related Measures:**

**M 5: Program Outcome Method 5**

Source of Evidence: Academic direct measure of learning - other  
80% of the students will correctly answer a Drivability question imbedded in the ASE engine performance test.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Not Met**

70%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**Adjust Time**

*Established in Cycle: 2010-2011*

The Engine Performance class will spend more time analyzing ASE questions related to drivability.

**O 6: Program Outcome 6**

Use of modern diagnostic equipment to repair automotive systems consisting of mechanical, electrical, hydraulic and pneumatic systems.

**Related Measures:**

**M 6: Program Outcome Method 6**

Source of Evidence: Academic direct measure of learning - other  
90% of the students shall perform a job sheet satisfying NATEF task "8-B-2", retrieving OBD2 trouble codes.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Met**

95%

**O 7: Program Outcome 7**

Describe the laws and regulations concerning the handling and storage of hazardous materials used in the automotive repair field.

**Related Measures:**

**M 7: Program Outcome Method 7**

Source of Evidence: Academic direct measure of learning - other  
80% of the Intro to Auto Technology class shall acquire certification with SP2.org.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Met**

90%

**O 8: Program Outcome 8**

Graduation students will have a good understanding of what it takes to be ASE (Automotive Service Excellence) certified.

**Related Measures:**

**M 8: Program Outcome Method 8**

Source of Evidence: Academic direct measure of learning - other  
Students will average a score of 60% or higher on a 20 question ASE style test for each of the 8 automotive technology areas that ASE uses.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Met**

61%

**O 9: Program Outcome 9**

Perform the task as listed in the NATEF (National Automotive Technicians Education Foundation) automotive program standards task list for: -Engine repair - Brakes -Electronic systems -Engine performance -Suspension and Steering - Manual Transmissions and drive lines -Automatic transmissions and transaxles - Heating and air conditioning

**Related Measures:**

**M 9: Program Outcome Method 9**

Source of Evidence: Academic direct measure of learning - other  
NATEF (National Automotive Education Foundation) tasks will be assigned to the students and the class shall receive an average competency score of 70%. This will cover all 8 areas for the NATEF labs.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Met**

75%

**Action Plan Details for This Cycle (by Established cycle, then alpha)**

**Adjust Time**

The Engine Performance class will spend more time analyzing ASE questions related to drivability.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Program Outcome Method 5 | **Outcome/Objective:** Program Outcome 5

**Evaluate achievement target.**

This achievement target is rather lofty. We will evaluate the target after reporting the findings next academic year.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Program Outcome Method 2 | **Outcome/Objective:** Program Outcome 2

**Improve Communication Skills**

Additional assignments will be developed to improve communication skills related to automotive repair.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Program Outcome Method 3 | **Outcome/Objective:** Program Outcome 3

**Analysis Answers**

**How are you using your results?**

Use of Results 1: Labs will continue to be updated as needed Use of Results 2: we will attempt to get more guest speakers from the industry Use of Results 3: the English dept. will be informed of the results Use of Results 4: we just started a new system for teaching ohms law. The scores improved some. We will continue to

adjust. Use of Results 5: the drivability job sheets will be looked at to see if they could be improved. Use of Results 6: scan tool technology will continue to be monitored to see if there is any tool that we need to add. Use of Results 7: no changes at this time Use of Results 8: we will continue to add more ASE style test questions to the program. Use of Results 9: no changes at this time.

CTE PROGRAM REVIEW REPORT FOR 2011

6-digit CIP	51.0806
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Degree Type	AAS.PTA (087)
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Program Titles	Physical Therapist Assistant
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**Action**

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

**Improvements & Rationale for Action:**

The Physical Therapist Assistant program continues to meet its objectives. It is a rigorous program designed to prepare graduates for the workforce.

State and Local employment changes show a 29.15% and 26.93%, 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.

At this time, the focus for improvement is in the direction of Professional Self Development for graduates. The fact that continuing education is not a requirement for graduates until licensure renewal and the short time frame given for the achievement goal of attending continuing education courses within the 1<sup>st</sup> 6 months of employment has impeded progress in achieving this goal. The faculty are dedicated in moving graduates in the direction of lifelong learning, but have lowered the expected percentage for continuing education to 50%, a more realistic expectation.

**Principle Assessment Methods Used in Quality Assurance for this Program**

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

**Statewide Program Issues (if applicable)**

Employment trends are moving upward. See above.

# Lake Land College

## Detailed Assessment Report 2010-2011 Physical Therapist Assistant AAS.PTA

### Goals

#### **G 1: Career Education**

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

### Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

#### **O 1: Administer and provide care**

Graduates of the Physical Therapist Assistant Program administers and provides complex and comprehensive care under the direction and supervision of a licensed Physical Therapist in a variety of settings.

#### Related Measures:

##### **M 1: PTA Program Employer Survey (Q3, 11-13)**

Source of Evidence: Employer survey, incl. perceptions of the program  
100% of the employers will rate the PTA at a strongly agree or an agree rating for the appropriate behavior on the LLC 2010 PTA Program Employer Survey (#3,11-13) The survey is mailed out 6 months after graduation in early Spring Semester. The surveys will be reviewed and discussed each spring, by the director and faculty.

#### **Achievement Target:**

100% of the employers will rate the PTA at a strongly agree or an agree rating for the appropriate behavior on the LLC 2010 PTA Program Employer Survey (#3,11-13)

#### **Findings (2010-2011) - Achievement Target: Met**

Surveys from the Class of 2010 - 100% of the employers strongly agreed or agreed that the graduate implements a comprehensive treatment plan developed by the Physical Therapist in a variety of settings. (Including #11 - graduate uses knowledge and skills of health promotion and prevention, measurement and treatment in a variety of environments. #12 - Graduates adapts knowledge and skills to diverse populations in a variety of environments. #13 - Graduate's knowledge and skills enable him/her to provide appropriate care and to use support staff appropriately in the delivery of physical therapy skills. USE OF RESULTS: The program will continue to emphasize the important of implementing a comprehensive treatment plan. These areas are addressed in all the Fundamental courses and specifically in Fundamentals of PTA IV with specific populations and

including neuro rehab and pediatric rehab. Will continue having the guest lecturers to discuss and demonstrate joint mobilization, kinesiological taping, prosthetic care, neuro rehab, pediatric rehab and aquatic therapy. Students receive reinforcement of these areas in all clinical practicums by way of patient care.

### **M 2: National Board Exam**

Source of Evidence: Certification or licensure exam, national or state  
National Board Exam passing rate will be at or above the state passing rate.  
Director responsible for collecting statistics after state notification of individual program pass rates. Faculty will review and discuss results each Spring Semester or when the class results are received.

#### **Achievement Target:**

National Board Exam passing rate will be at or above the state passing rate.

#### **Findings (2010-2011) - Achievement Target: Met**

2010 Class - National Board Exam Results 94% of the students who took the exam passed. (18 out of 19) The student who did not pass has yet to retake the test and one student has yet to take the exam for the first time. (80.22% State Overall Avg) (84.16% US Overall Avg) 2009 Class - National Board Exam Results 100% of the students who took the exam passed. Total of 14 students. One student has yet to take the exam for the first time. (76.12% State Overall Avg) (81.53% US Overall Avg) 2008 Class - National Board Exam Results 100% LLC Avg. of the students who took the exam. Total of 14 students: (78.92.% State Overall Avg) (80.95% US Overall Avg) USE OF RESULTS: Faculty will continue to review the passing rates and will continue to address the areas of the exam. Faculty will review the new PTA Physical Therapy Exam Test Content Outline (NPTE). The faculty will continue to attend yearly seminars to bring up to date material to the classroom. The PTA Club will continue to send students to a national review course. Kaskaskia College and LLC will continue to take turns hosting the review class. Evaluation of the curriculum reveals that the curriculum implemented for the Class of 2010 included content needed for mastery of entry level in physical therapy.

### **M 3: Advisory Committee**

Source of Evidence: Advisory board or community feedback on program  
Advisory Committee Members input regarding graduate performances discussed at annual Fall meeting arranged.

#### **Achievement Target:**

Monitoring for continuous improvement.

#### **Findings (2010-2011) - Achievement Target: Met**

The Lay Advisory Committee will continue to be held yearly to discuss current issues, changes in the program, passing rate, and employment rates. USE OF RESULTS: Lay Advisory Committee Meeting were very pleased with the caliber of students graduating from the LLC program. Faculty will continue to assess the



curriculum, review the passing rates, and assess the overall student performance. Will continue to hold the Lay Advisory Committee Meeting yearly.

**M 4: Job Placement in 6 months**

Source of Evidence: Alumni survey or tracking of alumni achievements  
100% of the students will have a job 6 months after obtaining their license if they wish to have a job.

**Achievement Target:**

100% of the student who are licensed as a PTA and wishes to obtain a job will be employed.

**Findings (2010-2011) - Achievement Target: Met**

2010 Class - 100% of the student who are licensed as a PTA have obtain a job.  
USE OF RESULTS: The program and Lake Land college Placement Center will continue to post incoming job listings. The program will continue to keep the employment binder in the lab for easy access.

**O 2: Appropriate Relationships**

Establish and maintain culturally-competent and age-appropriate relationships with patients, families and their significant others.

**Related Measures:**

**M 5: Program Employer Survey Questions #14-15**

Source of Evidence: Employer survey, incl. perceptions of the program  
100% of the employers will rate the PTA at a strongly agree or an agree rating for the appropriate behavior on the LLC 2010 PTA Program Employer Survey (#14-15)  
The survey is mailed out 6 months after graduation in early Spring Semester. The surveys will be reviewed and discussed each spring, by the director and the faculty.

**Achievement Target:**

100% of the employers strongly agreed or agreed that the graduate interacts with the patient and family to provide a psychosocial support. (Questions #14 15)

**Findings (2010-2011) - Achievement Target: Met**

Surveys from the Class of 2010 - 100% of the employers strongly agreed or agreed that the graduate interacts with the patient and family to provide a psychosocial support. (Questions #14 - Graduates interacts with patients and families in a manner which provides the desired psychosocial support. #15 - Graduate recognizes that societal factors such as psychosocial, cultural, economic, ethical, legal, and demographic influences are integral to effective patient care.) USE OF RESULTS: The faculty will continue to emphasize the importance of patient/family interaction throughout the program. Culture is emphasized more in the Fundamental I class. A lecture was added to this class to address communication with different psychosocial, cultural, economic groups of patients. This area is also addressed in Seminar with role playing and class discussion. Students receive reinforcement of these areas in all clinical practicums by way of patient care.

### **O 3: Participate in teaching**

Participate in teaching and support of patients, families and other health care providers.

#### **Related Measures:**

##### **M 6: Program Employer Survey Questions 16-18**

Source of Evidence: Employer survey, incl. perceptions of the program  
100% of the employers will rate the PTA at a strongly agree or an agree rating for the appropriate behavior on the LLC 2010 PTA Program Employer Survey (#16-18)  
The survey is mailed out 6 months after graduation in early Spring Semester. The surveys will be reviewed and discussed each spring, by the director and faculty.

#### **Achievement Target:**

100% of the employers strongly agreed or agreed that the graduate participated in the teaching of patients, patient's families and other health care providers

#### **Findings (2010-2011) - Achievement Target: Met**

Surveys from the Class of 2010 - 100% of the employers strongly agreed or agreed that the graduate participated in the teaching of patients, patient's families and other health care providers. (Question #17- Graduate participates in teaching of patients. #18- Graduate participates in teaching of patients' families.) And Question #16 - 89% of the employers strongly agreed or agreed and 11% had no opinion. (#16 - Graduate participates in the teaching of other health care providers. The graduate did not have the time to be a part of an in service within the first 6 months of employment. USE OF RESULTS: The faculty will continue to emphasize the importance of participating in the teaching of a patient, the patient's family, and health care providers. These areas are addressed in Fundamentals of PTA I - IV. Students receive reinforcement of these areas in all clinical practicums by way of performing in-services to other health care providers and instructing patient's families with the care the patient needs. (Questions #16 - 18).

##### **M 7: PTA Patient Survey Question #7**

Source of Evidence: Performance (recital, exhibit, science project)  
100% of the patients will rate the PTA at a strongly agree or agree for the appropriate behavior on the LLC 2010 PTA Patient Survey (#7). The survey is mailed out 6 months after graduation in early Spring Semester. The surveys will be reviewed and discussed each spring, by the director and faculty.

#### **Achievement Target:**

100% of the patients strongly agreed or agreed that the graduate participated in the teaching of themselves and their family members.

#### **Findings (2010-2011) - Achievement Target: Met**

Surveys from the Class of 2010 - 100% of the patients strongly agreed or agreed that the graduate participated in the teaching of themselves and their family members. (Question #7 - My PTA is able to teach me and my family about my

condition and therapy.) USE OF RESULTS: The faculty will continue to emphasize the importance of participation in the teaching of the patients and their family members.

**O 4: Communicate verbally and written**

Communicate effectively with patients, families, colleagues and the public via verbal, written and electronic means.

**Related Measures:**

**M 8: Program Employer Survey Questions 21-22**

Source of Evidence: Employer survey, incl. perceptions of the program  
100% of the employers will rate the PTA at a strongly agree or an agree rating for the appropriate behavior on the LLC 2010 PTA Program Employer Survey (#21-22)  
The survey is mailed out 6 months after graduation in early Spring Semester. The surveys will be reviewed and discussed each spring, by the director and faculty.

**Achievement Target:**

100% of the employers strongly agreed or agreed that the graduate demonstrated effective written, oral and nonverbal communication with the patient, their families, colleagues and other health care providers.

**Findings (2010-2011) - Achievement Target: Met**

Surveys from the Class of 2010 - 100% of the employers strongly agreed or agreed that the graduate demonstrated effective written, oral and nonverbal communication with the patient and their families, (Question #21) and demonstrated effective written, oral and nonverbal communication with their colleagues and other health care providers. (Question #22). USE OF RESULTS  
Faculty will continue to focus on appropriate class content concerning the graduate being effective in written, oral and nonverbal communication skills with the patient, families, and other health care providers. These areas are addressed in Fundamentals of PTA I - IV. Students receive reinforcement of these areas in all clinical practicums by way of writing patient notes and with everyday contact with the patients.

**M 9: PTA Patient Survey Questions #11-12**

Source of Evidence: Performance (recital, exhibit, science project)  
100% of the patients will rate the PTA at a strongly agree or agree for the appropriate behavior on the LLC 2010 PTA Patient Survey (#11-12). The survey is mailed out 6 months after graduation in early Spring Semester. The surveys will be reviewed and discussed each spring, by the director and faculty.

**Achievement Target:**

100% of the patients strongly agreed or agreed that the graduate communicates well with them and their family members.

**Findings (2010-2011) - Achievement Target: Met**

Surveys from the Class of 2010 - 100% of the patients strongly agreed or agreed that the graduate communicates well with them and their family members. (Questions #11) And Question #12 - 91% of the patients strongly agreed or agreed and 9% had no opinion that the graduate communicates well with the PT or other health care providers. USE OF RESULTS: Faculty will continue to focus on the importance of the graduate communicating with the patient, families and their peers. The 9% of the patients who had no opinion were patients in long term care facilities. They may not have known that communication occurs between the PT and the PTA.

**O 5: Documentation**

Utilize accepted professional standards to document care.

**Related Measures:**

**M 10: PTA Program Employer Survey Questions 19-20**

Source of Evidence: Employer survey, incl. perceptions of the program  
100% of the employers will rate the PTA at a strongly agree or an agree rating for the appropriate behavior on the LLC 2010 PTA Program Employer Survey (#19-20)  
The survey is mailed out 6 months after graduation in early Spring Semester. The surveys will be reviewed and discussed each spring, by the director and faculty.

**Achievement Target:**

100% of the employers strongly agreed or agreed that the graduate documents relevant aspects of the patient's treatment

**Findings (2010-2011) - Achievement Target: Met**

Surveys from the Class of 2010 - 100% of the employers strongly agreed or agreed that the graduate documents relevant aspects of the patient's treatment - Question #19. Question #20 - 89% of the employers strongly agreed or agreed and 11% had no opinion that the graduate participates in discharge planning and follow-up care. USE OF RESULTS: Faculty will continue to emphasize the importance of good documentation and will continue to modify the curriculum to emphasize the importance of documenting relevant information. Students will continue to receive SOAP note format and the Pt/Care Management Format. (SOAP format continues to be used more widely in the clinic setting.) These areas are specifically addressed in Fundamentals of PTA I, but continue to be practiced throughout the remaining Fundamental lab classes. Students receive reinforcement of these areas in all clinical practicums by way of note writing.

**O 6: Collegial Relationships**

Establish collegial relationships with peers and other health care providers.

**Related Measures:**

**M 11: PTA Program Employer Survey Questions 9 and 24**

Source of Evidence: Employer survey, incl. perceptions of the program  
100% of the employers will rate the PTA at a strongly agree or an agree rating for the appropriate behavior on the LLC 2010 PTA Program Employer Survey (#9 24).

The survey is mailed out 6 months after graduation in early Spring Semester. The surveys will be reviewed and discussed each spring, by the director and faculty.

**Achievement Target:**

100% of the employers strongly agreed or agreed that the graduate is prepared to be an integral member of the health care team and to participate in the health care delivery system, and that the graduate interacts with health care professionals and effectively represents the role and responsibilities of the Physical Therapist Assistant.

**Findings (2010-2011) - Achievement Target: Met**

Surveys from the Class of 2010 - 100% of the employers strongly agreed or agreed that the graduate is prepared to be an integral member of the health care team and to participate in the health care delivery system, and that the graduate interacts with health care professionals and effectively represents the role and responsibilities of the Physical Therapist Assistant. (Questions # 9 & 24). USE OF RESULTS: Faculty will continue to emphasize the importance of the graduate to establish collegial relationships with peers and other health care providers and will continue to modify the curriculum to emphasize the importance of this. Students receive reinforcement of these areas in all clinical practicums by way of everyday interaction with coworkers.

**O 7: Critical Thinking**

Use critical thinking as a basis for decision making in professional practice.

**Related Measures:**

**M 12: PTA Program Employer Survey Question #7**

Source of Evidence: Employer survey, incl. perceptions of the program  
100% of the employers will rate the PTA at a strongly agree or an agree rating for the appropriate behavior on the LLC 2010 PTA Program Employer Survey (#7). The survey is mailed out 6 months after graduation in early Spring Semester. The surveys will be reviewed and discussed each spring, by the director and faculty.

**Achievement Target:**

100% of the employers strongly agreed or agreed that the graduate utilizes critical thinking skills and problem solving in daily activity.

**Findings (2010-2011) - Achievement Target: Met**

Surveys from the Class of 2010 - 100% of the employers strongly agreed or agreed that the graduate utilizes critical thinking skills and problem solving in daily activity. (Question #7). USE OF RESULTS: Faculty will continue to emphasize the importance of the graduate's use of critical thinking as a basis for decision making in professional practice. These areas are addressed in Fundamentals of PTA I - IV and in the Clinical Practicums ie: case scenarios, journal readings and reports, exercise protocols and progression, and case studies. Critical thinking is enhanced through critical analysis of journal reports. Students receive reinforcement of these

areas in all clinical practicums by everyday interaction with the patients and their coworkers.

### **O 8: Professional Self-Development**

Demonstrate responsibility for professional self-development and continued life-long learning.

#### **Related Measures:**

##### **M 13: Program Employer Survey Question #25 f.,g.,i**

Source of Evidence: Employer survey, incl. perceptions of the program  
100% of the employers will rate the PTA at a strongly agree or an agree rating for the appropriate behavior on the LLC 2010 PTA Program Employer Survey (#25f,g,i). The survey is mailed out 6 months after graduation in early Spring Semester. The surveys will be reviewed and discussed each spring, by the director and faculty.

#### **Achievement Target:**

100% employers strongly agreed or agreed that - # 25f - the graduate's performance reflected the practice of reading and interpreting professional literature, #25g - the graduate's performance reflected participation in continued development of knowledge and skills and #25i - that the graduate's performance reflects the willingness to prepare to plan and participate in the development of programs that incorporate the concepts of lifelong learning to strengthen his/her role as a health care provider.

#### **Findings (2010-2011) - Achievement Target: Met**

Surveys from the Class of 2010 - Question 25 f,g,i 100% employers strongly agreed or agreed that - # 25f - the graduate's performance reflected the practice of reading and interpreting professional literature, #25g - the graduate's performance reflected participation in continued development of knowledge and skills and #25i - that the graduate's performance reflects the willingness to prepare to plan and participate in the development of programs that incorporate the concepts of lifelong learning to strengthen his/her role as a health care provider. **USE OF RESULTS:** Faculty will continue to focus on the importance of the student's professional self-development and continued life-long learning throughout the program. Faculty will continue to encourage the students to become members of the APTA/IPTA organizations. Students are encouraged to attend the National Student Conclave and are given incentives to go. Students are required to read journal articles in Seminar class and in Orthopedic Concepts and Applications.

##### **M 14: PTA Student Survey Questions 15 and 17**

Source of Evidence: Alumni survey or tracking of alumni achievements  
100% of the students will have documented, they have participated in continuing education and participated in an in-service at their place of employment on the LLC 2010 PTA Student Survey (#15 17). This survey is mailed out 6 months after graduation in early Spring Semester and is reviewed and discussed each spring, by the director and the faculty.



### **Achievement Target:**

100% of the students have attended a continuing education course and will participate in an in-service at their place of employment.

### **Findings (2010-2011) - Achievement Target: Not Met**

Surveys from the Class of 2010 - 62.5% of the students have attended a continuing education course and 50% participated in an in-service at their place of employment. The poor % was due to not having the opportunity within the time frame they had worked for their employee. USE OF RESULTS: This goal is never met due to the high achievement rate. The time frame for this achievement is too short due to some students not being employed very long within the 1st 6 months after leaving college and the students do not need continuing education hours until after the initial renewal of their license. Faculty will continue to emphasize the importance of continuing education and will continue to offer seminars for CEU's to LLC's CI's and alumni. Since offering continuing education at LLC, 45% (113/249) of the attendees were LLC alumni.

### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

### **Professional Self-Development**

*Established in Cycle: 2010-2011*

Achievement goal changed: 50% of the students will attend a continuing education course and will have participated in an in-s...

## **O 9: Ethical and Legal Framework**

Practice within the profession's ethical and legal framework

### **Related Measures:**

#### **M 15: Program Employer Survey Question #1**

Source of Evidence: Employer survey, incl. perceptions of the program  
100% of the employers will rate the PTA at a strongly agree or an agree rating for the appropriate behavior on the LLC 2010 PTA Program Employer Survey (#1). The survey is mailed out 6 months after graduation in early Spring Semester. The surveys will be reviewed and discussed each spring, by the director and faculty

### **Achievement Target:**

100% of the employers strongly agreed that the graduate is working under the supervision of a PT in an ethical, legal, safe, and effective manner.

### **Findings (2010-2011) - Achievement Target: Met**

Surveys from the Class of 2010 - 100% of the employers strongly agreed that the graduate is working under the supervision of a PT in an ethical, legal, safe, and effective manner. (Question #1). USE OF RESULTS: Faculty will continue to focus on the importance of the student practicing within the profession's/ethical and legal framework. These areas are addressed in Fundamentals of PTA I - IV. Students

receive reinforcement of these areas in all clinical practicums. Ethical and legal issues continue to be address in the Seminar class. (Question #1)

**M 16: PTA Patient Survey Questions 2 and 6**

Source of Evidence: Performance (recital, exhibit, science project)  
100% of the patients will rate the PTA at a strongly agree or agree for the appropriate behavior on the LLC 2010 PTA Patient Survey (#2 6). The survey is mailed out 6 months after graduation in early Spring Semester. The surveys will be reviewed and discussed each spring, by the director and faculty.

**Achievement Target:**

100% of the patients strongly agreed or agreed the graduate treated them with respect, professionalism, and they were ethical at their work place.

**Findings (2010-2011) - Achievement Target: Met**

Surveys from the Class of 2010- 100% of the patients strongly agreed or agreed the graduate treated them with respect, professionalism, and they were ethical at their work place. (Questions #2 6). USE OF RESULTS: Faculty will continue to focus on the importance of the student practicing within the profession's ethical and legal framework. These areas are addressed in Fundamentals of PTA I - IV and the Seminar class. Students receive reinforcement of these areas in all clinical practicums.

**Action Plan Details for This Cycle (by Established cycle, then alpha)**

**Professional Self-Development**

Achievement goal changed: 50% of the students will attend a continuing education course and will have participated in an in-service at their place of employment within the 1st 6 months of employment. This goal is never met due to the high achievement rate. The time frame for this achievement is too short due to some students not being employed very long within the 1st 6 months after leaving college and the students do not need continuing education hours until after the initial renewal of their license.

**Established in Cycle:** 2010-2011

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** PTA Student Survey Questions 15 and 17 | **Outcome/Objective:**

Professional Self-Development



## Analysis Answers

### **How are you using your results?**

Use of Results 1: The program will continue to emphasize the important of implementing a comprehensive treatment plan. These areas are addressed in Fundamentals of PTA II - IV and specifically in Fundamentals of PTA IV with specific populations and including neuro rehab and pediatric rehab. Will continue having the guest lecturers to discuss and demonstrate joint mobilization, kinesiological taping, Swiss ball exercises, prosthetic care, neuro rehab, pediatric rehab and aquatic therapy. Students receive reinforcement of these areas in all clinical practicums by way of patient care. Use of Results 2: Faculty will continue to review the passing rates and will continue to address the areas of the exam. Faculty will review the new PTA Physical Therapy Exam Test Content Outline (NPTE). The faculty will continue to attend yearly seminars to bring up to date material to the classroom. The PTA Club will continue to send students to a national review course. SIU-C held the review class in the spring of 09, which LLC and KC students also attended. Evaluation of the curriculum reveals that the curriculum implemented, for the Class of 2008, included content needed for mastery of entry level in physical therapy. Use of Results 3: The faculty will continue to emphasize the importance of patient/family interaction throughout the program. Culture was emphasized more in the Fundamental I class with the new chapter in the new edition of the Introduction to PT book. This area is addressed in Seminar with role playing and class discussion. Students receive reinforcement of these areas in all clinical practicums by way of patient care. (Questions #14 15) Use of Results 4: The faculty will continue to emphasize the importance of participating in the teaching of a patient, the patient's family, and health care providers. These areas are addressed in Fundamentals of PTA I - IV. Students receive reinforcement of these areas in all clinical practicums by way of performing in-services to other health care providers and instructing patient's families with the care the patient needs. (Questions #16 - 18). Use of Results 5: The faculty will continue to emphasize the importance of participation in the teaching of the patients and their family members. (Question #7) Use of Results 6: Faculty will continue to focus on appropriate class content concerning the graduate being effective in written, oral and nonverbal communication skills with the patient, families, and other health care providers. These areas are addressed in Fundamentals of PTA I - IV. Students receive reinforcement of these areas in all clinical practicums by way of writing patient notes and with everyday contact with the patients. (Questions #21-22) Use of Results 7: Faculty will continue to focus on the importance of the graduate communicating with the patient, families and their peers. (Questions #11-12) Use of Results 8: Faculty will continue to emphasize the importance of good documentation and will continue to modify the curriculum to emphasize the importance of documenting relevant information. Students will continue to receive SOAP note format and the Pt/Care Management Format. (SOAP format continues to be used more widely in the clinic setting.) These areas are specifically addressed in Fundamentals of PTA I, but continue to be practiced throughout the remaining Fundamental lab classes. Students receive reinforcement of these areas in all clinical practicums by way of note writing. (Questions #19-20)

Use of Results 9: Faculty will continue to emphasize the importance of the graduate to establish collegial relationships with peers and other health care providers and will continue to modify the curriculum to emphasize the importance of this. Students receive reinforcement of these areas in all clinical practicums by way of everyday interaction with coworkers. (Questions #9 24) Use of Results 10: Faculty will continue to emphasize the importance of the graduate's use of critical thinking as a basis for decision making in professional practice. These areas are addressed in Fundamentals of PTA I - IV and in the Clinical Practicums ie: case scenerios, journal readings and reports, exercise protocal and progression and case studies. Critical thinking is enhanced through critical analysis of journal reports. Students receive reinforcement of these areas in all clinical practicums by everyday interaction with the patients and their coworkers. (Question #7) Use of Results 11: Faculty will continue to focus on the importance of the student's professional self-development and continued life-long learning throughout the program. Faculty will continue to encourage the students to become members of the APTA/IPTA organizations. Students are encouraged to attend the National Student Conclave and are given incentives to go. Students are required to read journal articles in Seminar class and in Orthopedic Concepts and Applications. (Question 25 f,g,i) Use of Results 12: Faculty will continue to emphasize the importance of continuing education and will continue to offer seminars for CEU's to LLC's CI's and alumni. Since offering continuing education at LLC, 47% (94/206) of the attendees were LLC alumni. Use of Results 13: Faculty will continue to focus on the importance of the student practicing within the professions/ethical and legal framework. These areas are addressed in Fundamentals of PTA I - IV. Students receive reinforcement of these areas in all clinical practicums. Ethical and legal issues continue to be address in the Seminar class. (Question #1) Use of Results 14: Faculty will continue to focus on the importance of the student practicing within the profession's ethical and legal framework. These areas are addressed in Fundamentals of PTA I - IV and the Seminar class. Students receive reinforcement of these areas in all clinical practicums. (Question #2-6) Use of Results 15: Lay Advisory Committee Meeting was not held this year due to the Self Study Report being due in June of 09. The Lay Advisory members were part of the self Study and they spoke directly to the Team. Members were very pleased with the caliper of students graduating from the LLC program. Faculty will continue to assess the curriculum, review the passing rates, and assess the overall student performance. Will continue to hold the Lay Advisory Committee Meeting yearly. Use of Results 16: The program and Lake Land college Placement Center will continue to post incoming job listings. The program will continue to keep the employment binder in the lab for easy access.

CTE PROGRAM REVIEW REPORT FOR 2011

<b>6-digit CIP</b>	<b>19.0709</b>
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<b>Degree Type</b>	<b>CRT</b>
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<b>Program Titles</b>	<b>Nanny Child Care Provider</b>
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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.*

This program prepares the student for the care of children in a live-out or live-in family-oriented setting. In addition to developing the skills and knowledge needed to provide for the child’s physical, intellectual, emotional and social well-being, the nanny will acquire basic home management skills. Emphasis is also given to interpersonal relationships since the nanny is often considered a member of the family.

Employment opportunities for individuals completing this program are generally limited to individual family households, but also provides valuable skills that can be used in other areas. The program incorporates many classes in from the Early Childhood curriculum, enabling students to continue their education.

Enrollment figures for the Nanny Child Care Provider certificate

CRT.NCCP

2006	2007	2008	2009	2010
1	2	3	4	4

Enrollment has been low in this program from the onset, with a slight increase each year. The majority of the coursework for the Nanny Child Care Provider program consists of coursework used for other career programs with the exception of one specialized nanny course, therefore little additional costs to the college were incurred, yet students have appropriate training for the career workforce.

**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)**

# Lake Land College

## Detailed Assessment Report 2010-2011 Nanny Child Care Provider CRT.NCCP

### Goals

#### **G 1: Program 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.

### Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

#### **O 1: Early Childhood Practice**

Demonstrate good early childhood practice and working knowledge of child growth and development.

#### Related Measures:

##### **M 1: Student Evaluation**

Source of Evidence: Academic direct measure of learning - other  
On site supervisors will rate students' performance as satisfactory (80%) or above on their ECE125 Field Experience Evaluation regarding this criteria.

#### **Achievement Target:**

"Nanny" graduates will receive satisfactory (80%) or above on Field Experience evaluation.

#### **Findings (2010-2011) - Achievement Target: Met**

(Spring 2009) No "nanny" graduates (Spring 2010) No "nanny" graduates (Spring 2011) One "nanny" graduate - graduate received satisfactory (80%) or above on their ECE125 Field Experience Evaluation. USE OF RESULTS: Write performance improvement plans as needed.

#### **O 2: Developmental Milestones**

Apply skills and knowledge needed to provide for the child's physical, intellectual, emotional and social well-being in a family home setting.

#### Related Measures:

##### **M 2: Student Evaluation**

Source of Evidence: Academic direct measure of learning - other  
Supervisor in family setting will rate student satisfactory (80%) or above on ECE125 on Field Experience evaluation regarding this criteria.

**Achievement Target:**

Supervisor will score "nanny" student 80% or above on Field Experience evaluation

**Findings (2010-2011) - Achievement Target: Met**

(Spring 2009) No "nanny only" (Spring 2010). One "nanny" student enrolled in ECE 125, Student did not complete the course. (Spring 2011) One "nanny" student enrolled in ECE125, supervisor scored (80%) or above using Field Experience evaluation USE OF RESULTS: Continue effectiveness and meet individual student needs as they arise.

**O 3: Health/Safety Practices**

Demonstrate and apply appropriate health and safety needs for young children as well as handle minor accident and emergency situations.

**Related Measures:**

**M 3: Academic Direct**

Source of Evidence: Academic direct measure of learning - other  
Proof of First Aid and CPR Certification

**Achievement Target:**

100% of students enrolled in ECE125 will have American Red Cross first aid and CPR certification.

**Findings (2010-2011) - Achievement Target: Met**

(Spring 2009) No students currently enrolled in ECE125 (Spring 2010) One student currently enrolled in ECE125, student did not complete course (Spring 2011) One nanny student enrolled in ECE125 - This student had on file with the Program Coordinator certification verification of American Red Cross first aid and CPR. USE OF RESULTS: Maintain student files.

**O 4: CDA 13 Functional Areas**

Demonstrate competency in the National Association for the Education of Young Children CDA (Child Development Associate) thirteen functional areas.

**Related Measures:**

**M 4: Portfolio**

Source of Evidence: Academic direct measure of learning - other  
Program instructor will evaluate Field Experience notebook/project for inclusion of the criteria regarding the CDA 13 functional areas based on content and validity in regards to young children. 95% of students will score 75% or above.

**Achievement Target:**

95% of students will score 75% or above on their Field Experience notebook

**Findings (2010-2011) - Achievement Target: Met**

(Spring 2009) No current students completing ECE125- Field Experience (Spring 2010) No "nanny" student completing ECE125- Field Experience (Spring 2011) One nanny graduate, student received a score of 75% or above on their Field Experience notebook/project. USE OF RESULTS: Implement a mid-term checklist, maintain project, and update as needed.

**O 5: Employment**

Graduates seeking employment in the field will be gainfully employed.

**Related Measures:**

**M 5: Academic Direct**

Source of Evidence: Academic direct measure of learning - other  
Contact will be made with student's regarding employment status in the early childhood field in respect to the "Nanny" field.

**Achievement Target:**

Nanny graduates will be gainfully employed.

**Findings (2010-2011) - Achievement Target: Not Reported This Cycle**

Contact with 2008 graduates reveal one student is currently employed as a "nanny". Phone contact with employer reveals 100% satisfaction with current employee. Contact with 2005 Nanny graduate regarding employment status indicated current employment. Contact in 2006 indicates student still employed in the Nanny Field. (Spring 2009) No "nanny" graduates. (Spring 2010) No "nanny" graduates. (Spring 2011) One "nanny" graduate, currently looking for employment USE OF RESULTS: Will update Early Childhood Facility and Nanny Directory of potential employees and inform student to remain in contact with Career Planning Placement and Program office.

**O 6: Employer Satisfaction**

Employers will be satisfied with the training graduates received at Lake Land College.

**Related Measures:**

**M 6: Employer Survey**

Source of Evidence: Academic direct measure of learning - other  
Employers will rate students' performance as satisfactory or above on the Lake Land College Employer Follow-Up Survey.

**Achievement Target:**

100% of "nanny" graduates will receive satisfactory ratings on LLC employer follow-up survey.

### Findings (2010-2011) - Achievement Target: Not Reported This Cycle

Employer indicated satisfactory ratings on student's performance as a nanny in (2008/09) Employer indicated satisfactory ratings on student's performance as a nanny in 2006. (Spring 2010) Employer contact not initiated due to no graduates in the "nanny" program. (Spring 2011) Recent graduate looking for employment. USE OF RESULTS: Re-evaluate program based on strengths and weaknesses indicated.

### Analysis Answers

#### **How are you using your results?**

Use of Results 1: Write performance improvement plans as needed. Use of Results 2: Continue effectiveness and meet individual student needs as they arise. Use of Results 3: Maintain student files. Use of Results 4: Implement a mid-term checklist, maintain project, and update as needed. Use of Results 5: Will update Early Childhood Facility and Nanny Directory of potential employees and inform student to remain in contact with Career Planning Placement and Program office. Use of Results 6: Re-evaluate program based on strengths and weaknesses indicated.



CTE PROGRAM REVIEW REPORT FOR 2011

6-digit CIP	13.1501
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Degree Type	CRT
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Program Titles	Paraprofessional Educator
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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 program is designed to provide students with the knowledge base and practical skills necessary for assisting with children and teachers in a public school setting. The certificate option is the first year of the two-year Associate in Applied Science Degree in Paraprofessional Education. Students are encouraged to check with their local school district on specific college education requirements needed in the field of paraprofessional education. The certificate is beneficial for students who already hold an associates degree in another field, but want to be more qualified and marketable to be a teacher aide.

Employment opportunities for individuals completing this program include paraprofessional/teacher aide positions in the public school system and Head Start organizations. Adding the transferable courses as recommended through the state curriculum model allows the individual a path to continue their educational career if desired.

The Paraprofessional Educator program began as an offering to students FY05.

CRT.PRPRO

2006	2007	2008	2009	2010
3	2	2	5	4

Enrollment has enrollment has been low in the certificate track, but remains steady. Coursework for the Paraprofessional Educator program consists of coursework used for other career programs, therefore no additional costs to the college were incurred, yet students have appropriate training for the career workforce.

**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)**

**Detailed Assessment Report**  
**2010-2011 Paraprofessional Education-Teacher Aide CRT.PRPRO**

**Goals**

**G 1: Program 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.

**Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 1: Employment**

Graduates with a Paraprofessional Certificate will successfully obtain employment in the field.

**Related Measures:**

**M 1: Exit Interviews**

Source of Evidence: Academic direct measure of learning - other  
75% of graduates with a Paraprofessional Certificate will be successfully employed in the field.

**Achievement Target:**

Graduate will be gainfully employed in career field.

**Findings (2010-2011) - Achievement Target: Not Met**

(Spring 2007) No Paraprofessional graduates as students elected to take the two year AAS Degree instead of the Certificate option. (Spring 2008) graduates chose the AAS Degree instead of the Certificate option. Revised curriculum beginning Spring 2004 to meet new ICCB recommended guidelines. Added two educational options - one a certificate and the other an AAS degree. All Spring 2008 graduates chose the AAS Degree instead of the Certificate option. Revised curriculum beginning Spring 2004 to meet new ICCB recommended guidelines. Added two educational options - one a certificate and the other an AAS degree. (Spring 2009) No Paraprofessional Majors in Field Experience USE OF RESULTS: Evaluate current employment status and/or identify educational needs. (Spring 2010) No Paraprofessional Majors in Field Experience, student chose AAS degree over certificate. (Spring 2011) No Paraprofessional Majors in Field Experience, students chose AAS degree over certificate.

**O 2: Employer Satisfaction**

Employers of the Paraprofessional Certificate graduates will be satisfied with the education received by their employees.

**Related Measures:**

**M 2: Employer Survey**

Source of Evidence: Academic direct measure of learning - other  
Surveys to employers of the Paraprofessional Certificate graduates will show a 70% or higher degree of satisfaction.

**Achievement Target:**

Graduates with a Paraprofessional Certificate will be gainfully employed.

**Findings (2010-2011) - Achievement Target: Not Met**

(Spring 2007) No graduates to assess employer satisfaction. (Spring 2008) No graduates to assess employer satisfaction. (Spring 2009) No graduates to assess employer satisfaction. (Spring 2010) No graduates to assess employer satisfaction. (Spring 2011) No graduates to assess employer satisfaction. USE OF RESULTS: Continue monitoring and tracking information annually. Curriculum changes will be adjusted as needed.

**O 3: Diverse Populations**

Work successfully with culturally, ethnically, and disability-related populations

**Related Measures:**

**M 3: Comprehensive**

Source of Evidence: Academic direct measure of learning - other  
All students will receive a score of 70% or above on The EDU 190 final examination in the area of special populations.

**Achievement Target:**

Passing score of 70% or above on EDU190 final exam.

**Findings (2010-2011) - Achievement Target: Not Met**

(Spring 2007) No Paraprofessional Certificate Majors enrolled in EDU190 (Spring 2008) No Paraprofessional Certificate Majors enrolled in EDU190 (Spring 2009) No Paraprofessional Certificate Majors enrolled in EDU190 (Spring 2010) No Paraprofessional Certificate Majors enrolled in EDU190 (Spring 2011) No Paraprofessional Certificate Majors enrolled in EDU190 . USE OF RESULTS: Additional critical thinking exercises will be added as embedded activities to the course.

**O 4: Comprehensive**

95% of students will score 75% or above on the ECE 095 comprehensive final examination.

**Related Measures:**

**M 4: Comprehensive**

Source of Evidence: Academic direct measure of learning - other  
95% of students will score 75% or above on the ECE 095 comprehensive final examination.

**Achievement Target:**

A score of 75% or above on the ECE 095 comprehensive final examination

**Findings (2010-2011) - Achievement Target: Not Met**

(Spring 2007) No Paraprofessional Education Certificate Majors in ECE095 Course  
(Spring 2008) No Paraprofessional Education Certificate Majors in ECE095 Course  
(Spring 2009) No Paraprofessional Education Certificate Majors in ECE095 Course  
(Spring 2010) No Paraprofessional Education Certificate Majors in ECE095 Course  
(Spring 2011) No Paraprofessional Education Certificate Majors in ECE095 Course  
USE OF RESULTS: A study guide will be given to students to assist in preparing for the comprehensive final exam.

**Analysis Answers**

**How are you using your results?**

Use of Results 1: Evaluate current employment status and/or identify educational needs. Use of Results 2: Continue monitoring and tracking information annually. Curriculum changes will be adjusted as needed. Use of Results 3: Additional critical thinking exercises will be added as embedded activities to the course. Use of Results 4: A study guide will be given to students to assist in preparing for the comprehensive final exam.

CTE PROGRAM REVIEW REPORT FOR 2011

6-digit CIP	470603
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Degree Type	30 – Certificate < 30
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Program Titles	Auto Body Repair
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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 last review this program has been expanded to an additional correctional facility. Based on that expansion enrollment has increased for the program and completion rates can be expected to rise. The majority of intended outcomes are being met. Updated equipment will be needed at the new program site and funding is being pursued to provide this equipment. Unit cost data is not available but the program is offered through a contract with the Illinois Department of Corrections which underwrites the cost. The program remains cost effective to the college.*

*Staff is well trained and motivated. Lack of verifiable employment data from the Department of Corrections remains a concern. As noted above equipment updates at Vienna will be necessary as we proceed.*

*Currently the program remains an asset to the college and student.*

**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, developments in disciplines or modifications to university transfer policies.***

As with all Department of Corrections related programs funding remains a key issue for the future. Since the program is not financed on the local level this issue cannot be handled locally.

CTE PROGRAM REVIEW REPORT FOR 2011

6-digit CIP	47604
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Degree Type	30 – Certificate < 30
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Program Titles	Basic Auto Certificate I
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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 time of the last review Enrollment has remained stable, as has completion rate. The program has been established at two additional correctional facilities but has been eliminated at two others resulting in enrollment remaining stable. Equipment concerns exist at one of the new locations and funding is being sought to offset this problem.*

*Unit cost information is not available for this program but it is offered through a contract with the Illinois Department of Corrections which underwrites the cost. The program remains cost effective to the college.*

*Staff is well trained and motivated. As with all DOC funded programs verifiable employment data is not available due to DOC policy. At the current time most equipment is adequate but as time passes can be expected to become obsolete.*

*Currently the program remains an asset to the college, Corrections and the students.*

**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, developments in disciplines or modifications to university transfer policies.***

As noted with all DOC funded programs, funding remains a concern.

CTE PROGRAM REVIEW REPORT FOR 2011

6-digit CIP	470604
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Degree Type	30 – Certificate < 30
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Program Titles	Basic Auto Certificate II
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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 this program has been discontinued at two of our correctional facilities and added at two others. The enrollment and completion rates can be expected to remain stable. Minor equipment upgrades are needed and funding is being sought to provide these upgrades.*

*Unit cost information is not available but the program is offered through a contract with the Illinois Department of Corrections which underwrites the cost. The program remains cost effective for the college.*

*Staff is well trained and motivated. Employment data is lacking due to DOC policy that does not allow for follow up on released students by the college.*

*Currently the program remains an asset to the college, Corrections and the students. Upgrades in equipment as technology changes will become the major issue for the future.*

**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, developments in disciplines or modifications to university transfer policies.***

As with all Correctional Education programs funding at the state level will remain a concern into the future.

CTE PROGRAM REVIEW REPORT FOR 2011

<b>6-digit CIP</b>	470604
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<b>Degree Type</b>	Certificate
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<b>Program Titles</b>	Automotive Mechanic
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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 Outcomes Assessment Plan for the Automotive Mechanic program indicates that half of the Student Learning Outcomes have been met. Action plans have been developed for the Learning Outcomes that did not meet their achievement target (see attached).

Enrollment in the Automotive Mechanic program is fairly consistent (mean = 8.4, median = 8, mode = 7, 8, 12) with slight variations and job placement is excellent (IDES reports show 21 annual average job openings in the Lake Land College district for Automotive Service Technicians). Graduates of this program have great success procuring employment in this field at auto dealers, auto parts stores, auto mechanic shops and self employment in the automotive repair business. The technology associated with the automotive repair industry is changing very rapidly (alternative fuels). Mechanics are required to have a vast amount of training to keep current with technology.

Students who wish to continue their automotive education can easily transfer from the Automotive Mechanic program into the Automotive Technician program and complete an Associate's degree. No unique courses are necessary for this program.

The Automotive Mechanic program has a higher unit cost than the college average. This largely due to the equipment needs associated with the program. However the unit cost for this program is lower than the statewide program average.

The National Automotive Technicians Education Foundation (NATEF) provides the college with the minimum ASE skills standards acceptable for a graduate of the Automotive programs. These standards are continuously reviewed and updated by NATEF. Our Automotive programs are being evaluated for reaccreditation next year.

The Automotive advisory committee meets twice each academic year. These meetings keep the Automotive Department abreast of any new topics related to the industry and allow the members of the committee to have input on curriculum changes and equipment purchases made.

The staff is highly skilled and educated in their field. Both full-time instructors in the Automotive program are "Master ASE Certified". They also have considerable amounts of field experience and they are dedicated to insuring students obtain a relevant and current education.

The software is updated on a regular basis and lab equipment is fairly current.

#### **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:**

#### **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.***

None noted.

# Lake Land College

## Detailed Assessment Report 2010-2011 Automotive Mechanic CRT.AUTO

### Mission/Purpose

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.

### Goals

#### **G 1: Program 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.

### Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

#### **O 1: Program Outcome 1**

Entry-level graduates with a certificate in Automotive Mechanic (981) will be able to communicate effectively and professionally in the automotive environment through proper use of verbal and written techniques.

#### Related Measures:

##### **M 1: Program Outcome Method 1**

Source of Evidence: Academic direct measure of learning - other  
80% of the students shall successfully role play in a customer/service writer situation with a fictional problem.

#### **Achievement Target:**

Monitoring for continuous improvement

#### **Findings (2010-2011) - Achievement Target: Not Met**

75%

#### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**Adjust time**

*Established in Cycle:* 2010-2011

An extra hour will be added to the customer service role playing exercise.  
An outside speaker will be invited to talk about the s...

**O 2: Program Outcome 2**

Apply mathematical skills in automotive problem solving.

Related Measures:

**M 2: Program Outcome Method 2**

Source of Evidence: Academic direct measure of learning - other  
80% of the students shall correctly answer an OHMS law question embedded in the Electrical 1 final.

**Achievement Target:**

Monitoring for continuous improvement

Findings (2010-2011) - Achievement Target: **Met**

81% answered correctly.

**O 3: Program Outcome 3**

Apply logical and concise problem solving techniques while analyzing automotive test data.

Related Measures:

**M 3: Program Outcome Method 3**

Source of Evidence: Academic direct measure of learning - other  
80% of the students shall correctly answer an ASE engine performance question embedded in the computer diagnostic chapters in the Engine Performance 1 class

**Achievement Target:**

Monitoring for continuous improvement

Findings (2010-2011) - Achievement Target: **Not Met**

78%

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Details* section of this report.

**Adjust case study time in computer diagnostics**

*Established in Cycle:* 2010-2011

the EP1 class will spend some more time analyzing ASE questions related to computer diagnostic.

**O 4: Program Outcome 4**

Understand the laws and regulations concerning the handling and storage of hazardous materials used in the automotive repair field.

**Related Measures:**

**M 4: Program Outcome Method 4**

Source of Evidence: Academic direct measure of learning - other  
80% of the Intro to Auto Technology class shall be certified with S/P2.org.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Met**

90%

**O 5: Program Outcome 5**

Perform the task as listed in the NATEF (National Automotive Technicians Education Foundation) automotive program standards task list for: - Engine repair - Brakes - Electronic systems (50% of the task) - Engine performance (40% of the task)

**Related Measures:**

**M 5: Program Outcome Method 5**

Source of Evidence: Academic direct measure of learning - other  
Students shall be assigned and shall receive an average competency score of 70% for the NATEF labs.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Met**

75%

**O 6: Program Outcome 6**

Be proficient in the use of modern diagnostic equipment to repair automotive systems consisting of mechanical, electrical and hydraulic systems.

**Related Measures:**

**M 6: Program Outcome Method 6**

Source of Evidence: Academic direct measure of learning - other  
90% of the students shall perform a job sheet satisfying NATEF task "8-B3" retrieving OBD2 trouble codes.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Not Met**

95%



**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**Edit measure**

*Established in Cycle:* 2010-2011

it had 100% target. That is very difficult to achieve because of students that quit coming or are failing and do not try to com...

**O 7: Program Outcome 7**

Graduates of the Automotive Technology Program will be capable of being successfully employed in the automotive field.

**Related Measures:**

**M 7: Program Outcome Method 7**

Source of Evidence: Academic direct measure of learning - other  
60 percent of the graduates of the Automotive Technology Program will report employment in the field on the recent Alumni Survey distributed one year after graduation.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Not Reported This Cycle**

No responses

**Action Plan Details for This Cycle (by Established cycle, then alpha)**

**Adjust case study time in computer diagnostics**

The EP1 class will spend some more time analyzing ASE questions related to computer diagnostic

**Established in Cycle:** 2010-2011

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Program Outcome Method 3 | **Outcome/Objective:** Program Outcome 3

**Adjust time**

An extra hour will be added to the customer service role playing exercise an outside speaker will be invited to talk about the skills needed to be a service writer.

**Established in Cycle:** 2010-2011

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Program Outcome Method 1 | **Outcome/Objective:** Program Outcome 1

**Edit measure**

It had 100% target. That is very difficult to achieve because of students that quit coming or are failing and do not try to complete all of the required task. I have changed the measure from 100% to 90%

**Established in Cycle:** 2010-2011

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Program Outcome Method 6 | **Outcome/Objective:** Program Outcome 6

**Analysis Answers**

**How are you using your results?**

Use of Results 1: Guest speakers involving customer relations will be contacted.  
Use of Results 2: a new method for teaching ohms law has been started. Scores have improved some. We will continue to adjust. Use of Results 3: there was an improvement from the last 2 years, no changes at this time. Use of Results 4: no changes at this time. Use of Results 5: we will continue to monitor the job sheet database to make sure we are in compliance. Use of Results 6: We will look into additional scan tool equipment to see if there is anything else we could do to help. Use of Results 7: try again next year.

CTE PROGRAM REVIEW REPORT FOR 2011

6-digit CIP	490205
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Degree Type	Certificate
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Program Titles	Commercial Truck Driver 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**

*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.*

Improvements made:

- 1) Addition of \$150,000 L3 Communications Driving Simulator. Provides improved initial truck shifting and traffic management skills prior to live driving with reduced risk to public safety, improved equipment maintenance and reduced damage potential.
- 2) Addition of GPS enabled camera in primary road truck to record both roadway and driver activities in real-time during driving.
- 3) Addition of 40' short trailer to facilitate testing at small Illinois Secretary of State testing facilities.
- 4) Completed a DACUM chart for commercial driver occupation and prioritized core driver duties and tasks.
- 5) Improved training media during first week of class which includes Illinois Secretary of State permit and trip planning information.
- 6) Expanded program to include classroom and training yard facilities in both Mattoon and Effingham, IL.
- 7) Established practices and policies to achieve compliance with Federal Department of Transportation random drug testing regulations.
- 8) Established FACTS funding option for non-grant eligible participants.
- 9) Performed all routine and scheduled equipment maintenance to ensure participant and public safety.

Future improvements:

- 10) Sell/salvage two existing yard trucks to provide funding for purchase of a newer model yard truck.

**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: Employment %

**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.***

None at this time.

# Commercial Driver - Semi Tractor-Trailer

**Working Definition:** Professional Semi Tractor-Trailer Drivers operate Class A vehicles under a variety of conditions, ensuring public safety and on time delivery of transported goods.

**Statement Stem:** *To be successful in this occupation, the Professional Driver will:*



Duty Areas ↓	Tasks						
Complete Logs & Records	Retain & file shipping documents	Read & interpret shipping documents	Complete & process daily logs	Complete & process fuel records & receipts	Keep & process purchase receipts		
Plan Trips & Routes	Plan for personal travel needs (food, clothing, \$, medical, etc)	Communicate trip information to dispatch	Communicate with receiving agent re; special site instructions	Calculate speed/distance/time for on-time arrival	Plan daily runs including fueling & stop points	Read maps and interpret map information & data	
Perform Pre-trip Truck Inspections	Perform routine walk-down truck inspection & housekeeping	Check/drain air-dryers & tank	Verify truck regist., safety, & insurance compliance	Inspect suspension	Inspect lights (interior & exterior)	Inspect drive line components	Inspect air tanks, chambers & hoses
	Perform tire & wheel inspections	Inspect mechanical components under hood	Check belts (under hood)	Check truck fluid levels (under hood)	Perform an overall visual truck inspection		
Perform Pre-trip Trailer Inspection	Verify trailer registration, safety, & insurance compliance	Inspect suspension	Inspect trailer structural components	Inspect landing gear			
Perform In-cab Inspections	Perform brake check	Check city & air horn operations	Check wiper/washer function	Check gauges & switches	Check seat & seat belts components	Check pedal operations-brake, clutch, acceleration	Check steering components & operation
Perform Backing Maneuvers	Perform 100' straight back	Perform 45° backing maneuvers	Perform 90° backing maneuvers	Parallel park a tractor-trailer	Perform a serpentine back maneuver	Spot trailers into docks	
Operate a Class A Vehicle	Remove ice & snow buildup from truck-trailer	Recognize hazards of changing road surfaces & grades	Transport passenger with approval only	Observe vehicle length, width, height, & weight restrictions	Observe all state & federal "Rules of the Road"	Observe road rules for emergency vehicles & work zones	Observe correct use of signals & flashers
Couple & Uncouple	Hook & unhook umbilical (air & electric)	Unstick frozen trailer brakes	Dolly-down & verify support				

<b>Load &amp; Secure Cargo</b>	Inspect loads for height restriction	Install tarps & load covers	Inspect & clean-out trailers as needed	Apply door locks & seals	Recognize types & risks of hazardous materials	Install placards as needed	Inspect/check cargo for load accuracy or damage
<b>Refuel</b>	Properly position truck in island (during & after fueling)	Visually inspect tank level against gauge reading	Perform dual-tank fueling	Perform post-fueling truck inspection	Read and follow fuel island pump instructions		
<b>Recognize Common Class A Vehicle Malfunctions</b>	Troubleshoot basic fuel system malfunctions	Troubleshoot basic exhaust system malfunctions	Troubleshoot basic 5th wheel malfunctions	Recognize problems in steering & alignment	Monitor & analyze changes in dash gauges	Recognize common tire wear & damage problems	Troubleshoot electrical system malfunctions
<b>Respond to Weigh Stations &amp; Inspections</b>	Respond to weigh station signage and posted instructions	Follow Pre-pass onboard instructions	Obey scale traffic lights	Respond/report to scale master	Complete log as required following D.O.T. inspection	Follow-up on repairs as required following inspection	
<b>Perform Truck Housekeeping</b>	Clean windshield, side windows, and mirrors	Dispose of all trash at each stop	Sweep or vacuum seats & floor	Store & organize personal items	Secure loose items- TV's, refrig., coolers, etc		
<b>Perform Accident Procedures</b>	Take accident pictures	Provide emergency response as appropriate	Notify police or request police notification	Set out warning devices	Complete accident reports & obtain related information		
<b>Exhibit Professionalism</b>	Take action to reduce noise in residential areas	Observe highway space management guidelines	Refer delivery problems to dispatcher	Avoid conflict with receiving agents	Avoid sharing information about load contents	Avoid aggressive behavior with other drivers & the public	Courteously position vehicle to avoid interference with others

CTE PROGRAM REVIEW REPORT FOR 2011

6-digit CIP	520701
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Degree Type	Certificate
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Program Titles	Entrepreneurship
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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 Entrepreneurship program continues to meet its objectives. It is a short-term, 18-credit hour certificate program designed to complement a management or marketing degree or to prepare students for starting a small business. Enrollment in the program is low, but steady, with enrollment ranging over the last ten years from 2-7 students per year, with an average enrollment of 3.8 students. Current enrollment for Fall 2010 at 10-day is 3 students. No unique courses are necessary for this certificate, so unit costs are negligible. The statewide job outlook through 2016 shows a predicted increase of 5.7%, while the LLC district projects a slight decrease of 2.5%.

This 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 Entrepreneurship 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)**

***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.***

None noted.



# Lake Land College

## Detailed Assessment Report 2010-2011 Entrepreneurship(NDP.ENTRE)

### Goals

#### **G 1: Program Goal**

Prepare students for careers as entrepreneurs or small business managers.

### Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

#### **O 1: Management Functions and Entrepreneurship**

Demonstrate knowledge of the basic Management functions of planning, organizing, leading, and controlling and how each function fits into the entrepreneurship process.

#### Related Measures:

##### **M 1: Management Functions and Entrepreneurship**

Source of Evidence: Academic direct measure of learning - other  
Students will develop a retailing plan (using a format provided by the instructor) for a proposed or existing establishment. A rubric will be developed to assess how well students addressed the following areas of their retailing plan: forecasting sales, calculating expenses, developing marketing strategies and planning for environmental forces impacting the business. 80% of the students will earn a score of at least 8 out of 10 on each of these four elements of the strategy.

#### **Achievement Target:**

Students will develop a retailing plan (using a format provided by the instructor) for a proposed or existing establishment. A rubric will be developed to assess how well students addressed the following areas of their retailing plan: forecasting sales, calculating expenses, developing marketing strategies and planning for environmental forces impacting the business. 80% of the students will earn a score of at least 8 out of 10 on each of these four elements of the strategy.

#### **Findings (2010-2011) - Achievement Target: Met**

1, 2, 3, 4, 5 2010 Results: In summer 2010, 85 percent scored 8 out of 10 or higher in each of the four evaluated areas. 1, 2, 3, 4, 5 2009 Results: In summer 2009, 75 percent scored 8 out of 10 or higher in each of the four evaluated areas. 2008 Results: In summer 2008, 85 percent scored a "B" or higher in all categories. 2007 Results: In summer 2007, 80 percent scored a "B" or higher in all categories. 2006 Results: In summer 2006, 90 percent scored a "B" or higher in all categories.

## **O 2: Retail Strategy**

Possess the needed skills to develop an effective retail strategy.

### **Related Measures:**

#### **M 2: Retail Strategy**

Source of Evidence: Academic direct measure of learning - other  
Students will develop a retail strategy (using a format provided by the instructor) for a proposed or existing establishment. Student will be required to complete exercises throughout the semester in Principles of Retailing that assess their ability to forecast sales, calculate expenses, develop marketing strategies and plan for environmental forces impacting the business. 80% of the students will earn at least a B or better on each of these four elements of the strategy.

#### **Achievement Target:**

Students will develop a retail strategy (using a format provided by the instructor) for a proposed or existing establishment. Student will be required to complete exercises throughout the semester in Principles of Retailing that assess their ability to forecast sales, calculate expenses, develop marketing strategies and plan for environmental forces impacting the business. 80% of the students will earn at least a B or better on each of these four elements of the strategy.

#### **Findings (2010-2011) - Achievement Target: Met**

1, 2, 3, 4, 5 2010 Results: In summer 2010, 85 percent scored 8 out of 10 or higher in each of the four evaluated areas. 1, 2, 3, 4, 5 2009 Results: In summer 2009, 75 percent scored 8 out of 10 or higher in each of the four evaluated areas. 2008 Results: In summer 2008, 85 percent scored a "B" or higher in all categories. 2007 Results: In summer 2007, 80 percent scored a "B" or higher in all categories. 2006 Results: In summer 2006, 90 percent scored a "B" or higher in all categories.

## **O 3: Legal Environment**

Understand the legal environment of business when owning a small business.

### **Related Measures:**

#### **M 3: Legal Environment**

Source of Evidence: Academic direct measure of learning - other  
Students will develop a retail strategy (using a format provided by the instructor) for a proposed or existing establishment. Student will be required to complete exercises throughout the semester that assess their ability to forecast sales, calculate expenses, develop marketing strategies and plan for environmental forces impacting the business. 80% of the students will earn at least a B or better on each of these four elements of the strategy.

#### **Achievement Target:**

Students will develop a retail strategy (using a format provided by the instructor) for a proposed or existing establishment. Student will be required to complete

exercises throughout the semester that assess their ability to forecast sales, calculate expenses, develop marketing strategies and plan for environmental forces impacting the business. 80% of the students will earn at least a B or better on each of these four elements of the strategy.

**Findings (2010-2011) - Achievement Target: Met**

1, 2, 3, 4, 5 2010 Results: In summer 2010, 85 percent scored 8 out of 10 or higher in each of the four evaluated areas. 1, 2, 3, 4, 5 2009 Results: In summer 2009, 75 percent scored 8 out of 10 or higher in each of the four evaluated areas. 2008 Results: In summer 2008, 85 percent scored a "B" or higher in all categories. 2007 Results: In summer 2007, 80 percent scored a "B" or higher in all categories. 2006 Results: In summer 2006, 90 percent scored a "B" or higher in all categories.

**O 4: Retailing Aspects**

Apply and demonstrate the principles, methods, and techniques of retailing as they apply to entrepreneurial business.

**Related Measures:**

**M 4: Retailing Aspects**

Source of Evidence: Academic direct measure of learning - other  
Students will develop a retail strategy (using a format provided by the instructor) for a proposed or existing establishment. Student will be required to complete exercises throughout the semester that assess their ability to forecast sales, calculate expenses, develop marketing strategies and plan for environmental forces impacting the business. 80% of the students will earn at least a B or better on each of these four elements of the strategy.

**Achievement Target:**

Students will develop a retail strategy (using a format provided by the instructor) for a proposed or existing establishment. Student will be required to complete exercises throughout the semester that assess their ability to forecast sales, calculate expenses, develop marketing strategies and plan for environmental forces impacting the business. 80% of the students will earn at least a B or better on each of these four elements of the strategy.

**Findings (2010-2011) - Achievement Target: Met**

1, 2, 3, 4, 5 2010 Results: In summer 2010, 85 percent scored 8 out of 10 or higher in each of the four evaluated areas. 1, 2, 3, 4, 5 2009 Results: In summer 2009, 75 percent scored 8 out of 10 or higher in each of the four evaluated areas. 2008 Results: In summer 2008, 85 percent scored a "B" or higher in all categories. 2007 Results: In summer 2007, 80 percent scored a "B" or higher in all categories. 2006 Results: In summer 2006, 90 percent scored a "B" or higher in all categories.

**O 5: Marketing the Entrepreneurial Firm**

Understand marketing methods and institutions, including the marketing mix and how they apply to an entrepreneurial business.

### Related Measures:

#### **M 5: Marketing the Entrepreneurial Firm**

Source of Evidence: Academic direct measure of learning - other  
Students will develop a retail strategy (using a format provided by the instructor) for a proposed or existing establishment. Student will be required to complete exercises throughout the semester that assess their ability to forecast sales, calculate expenses, develop marketing strategies and plan for environmental forces impacting the business. 80% of the students will earn at least a B or better on each of these four elements of the strategy.

#### **Achievement Target:**

Students will develop a retail strategy (using a format provided by the instructor) for a proposed or existing establishment. Student will be required to complete exercises throughout the semester that assess their ability to forecast sales, calculate expenses, develop marketing strategies and plan for environmental forces impacting the business. 80% of the students will earn at least a B or better on each of these four elements of the strategy.

#### **Findings (2010-2011) - Achievement Target: Met**

1, 2, 3, 4, 5 2010 Results: In summer 2010, 85 percent scored 8 out of 10 or higher in each of the four evaluated areas. 1, 2, 3, 4, 5 2009 Results: In summer 2009, 75 percent scored 8 out of 10 or higher in each of the four evaluated areas. 2008 Results: In summer 2008, 85 percent scored a "B" or higher in all categories. 2007 Results: In summer 2007, 80 percent scored a "B" or higher in all categories. 2006 Results: In summer 2006, 90 percent scored a "B" or higher in all categories.

### Analysis Answers

#### **How are you using your results?**

Outcome Use 1: 1, 2, 3, 4, 5 Summer 2010: Summer 2009 was the first year we used the "Retailing Plan" project to assess these four areas instead of individual assignments. The "Marketing Strategies" section scores fell short of expectations; therefore, Retailing students will receive a handout to better explain the expectations for this area to see if it improves the scores in summer 2010. Summer 2009: 1, 2, 3, 4, 5 The past five sections of the Principles of Retailing course (i.e., summer 2004, 2005, 2006, 2007, and 2008) have focused more lecture time on the cost accounting area. This emphasis was designed to help students better recognize the differences between fixed and variable costs. The students understand the differences, but are not always comfortable with cost accounting calculations. During the summer 2009 semester, students will complete at least two additional in-class, spreadsheet assignments to enhance comprehension of using spreadsheets to analyze accounting data. In addition, 2009 Principles of Retailing students will view a DVD presentation focusing on how to build an effective business plan for a small enterprise.

## **Section 3**

### **Academic Disciplines**

#### **Social Science and Education**

## 2011 ICCB Report Social Science/Education Division

The Social Science and Education division at Lake Land College encompasses many academic areas that include six different social science disciplines as well as teacher education, child care, human services, law enforcement, physical education, recreation and health studies. The division courses offered service students in a variety of disciplines both transfer and non-transfer. Our many social science offerings provide a variety of opportunities for students completing their general education requirements. Our courses are offered in a variety of delivery methods and at different locations to serve the needs of our students. We have traditional, online, distance learning, and hybrid course offering both on the main campus and at our extension sites. During the course of a year we average 75 courses offered with 256 sections per semester serving approximately 4400 students on average.

Over the past few years, our teacher education programs have undergone the most changes. We have added courses that were not available to Freshman and Sophomore students in the past at LLC. These additional courses have allowed our education students to streamline the transfer process and articulate our curriculum with that of our four year partners. The courses were added with the advisement and suggestions from our four year partners. Course standards were used to align the courses to meet NCATE standards. Our students tend to do as well as or better than native students at the four year institutions.

Courses that were added or modified include: Introduction to Special Education, Diversity in Schools, Educational Psychology, Educational Technology, and enhancements to our field experiences.

Our Criminal Justice program continues to grow in popularity. The general outlook for employment in this field continues to be strong. We are in the process of researching new and unique ideas to better serve our students. Currently, we are investigating the idea of an internship program for our criminal justice majors. Our faculty is working closely with local law enforcement agencies to assess the program and add new courses as needed.

The most significant strength of the Social Science and Education Division as a whole is the diverse backgrounds of our faculty, the expertise they have in their subject matter, innovation, and the autonomy they have in the classroom. Each area of our division also has its own unique challenges as well. They include:

- Consistency of outcomes and course policies across sections of a given course.
- The use of and development of critical thinking skills

Until recently, Lake Land College did not assess courses, but assessment consisted of program evaluation. This has been addressed, and the college is now assessing individual courses as well as programs. This system will be very beneficial in aligning courses and providing consistency across the board. The process began last Fall, and we are using the data that we gather each semester to improve the consistency and equality of the courses we teach. Our division has a large number of adjunct faculty teaching courses in our disciplines. As far as course policies, we

continue to work with our adjunct faculty to share ideas to help support the equitable nature and consistency of our courses. Lake Land has also employed a director to assist the adjunct instructors. A website has been developed that contains many useful resources and policy to assist the adjunct instructor. A system of adjunct peer evaluation is also in the works which will help by providing positive feedback and the sharing of ideas. Course assessment will be beneficial in this area as well.

The area of critical thinking abilities of the students is an ongoing issue. While we are not able to solve the issue alone, we are incorporating more writing and questioning techniques in the classroom that will develop and hone those critical thinking skills. This is a topic that we discuss at our division meetings and ideas are shared among faculty. We will continue to look for methods to enable us to lessen this difficult area.

The division continues to be a strong division offering a variety of courses for a diverse group of students. The division members are committed to excellence in education, innovation, and collaboration.

## **SECTION 4**

### **Cross-Disciplinary Review**



## CROSS-DISCIPLINARY REVIEW REPORT

### SUMMARY REPORT OF REVIEW RESULTS - CROSS-DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2011

General Education, Adult Education, Remedial/Developmental Programs, Vocational Skills, Transfer Programs and Functions, and the AGS degree Program

<b>Cross-Disciplinary Program</b>	Transfer Programs and Functions – AA, AS, AES, ALS
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### Improvements or Rationale for Action

The Mission of the Transfer Function/Program at Lake Land College is to ensure that any student who earns an associate degree in a baccalaureate-oriented program at Lake Land College shall enter Illinois public universities with a junior standing, having fulfilled all lower division general education requirements of the respective senior institution. Lake Land College transfer programs include the Associate in Arts (AA), the Associate in Science (AS), the Associate in Engineering Science (AES), and the Associate in Liberal Studies (ALS).

Students are encouraged to complete the AA, AS, AES, or ALS prior to transferring to a four year baccalaureate degree granting institution.

Students who opt not to complete these degrees are advised to complete the Illinois Articulation Initiative General Education Core Curriculum. This option assures students that when they transfer to a senior institution they will have met all lower division general education requirements. Students transferring without completing the AA, AS, AES, or ALS and who have not completed the General Education Core Curriculum will have their transfer credits evaluated on a course by course basis. Also, these students will be required to meet the general education requirements of the institution to which they transfer.

In accordance with the Illinois Board of Higher Education and the Illinois Community College Board; and in conjunction with the Illinois Transfer Coordinators Association, Lake Land College is an active, participating member of the Illinois Articulation Initiative (IAI) which “helps ease the transfer of students among Illinois public and independent, associate and bachelor’s degree granting institutions” (IBHE, 2011.) Please note that Lake Land College adheres to the intent of the IAI which is to “foster seamless transfer among more than 100 participating institutions through the development of a general education core curriculum and establishment of

faculty panels to articulate courses that prepare students for work in specific majors” (IBHE, 2011).

Lake Land College certifies and uses a unique IAI marker on the transcripts of students who complete an AA, AS, AES, ALS and complete the General Education Core Curriculum to assist them with transferring to a baccalaureate institution. In addition through a transcript audit, Lake Land College certifies and uses a unique IAI marker on the transcripts of transfer students who do not complete an AA, AS, AES, ALS; however, they complete the General Education Core Curriculum. Again, the college does so in order to assist students with the transfer process. See additional information following regarding the LLC transfer program.

**Principle Assessment Methods Used in Quality Assurance for this Discipline-Area**

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

**Statewide Program Issues (if applicable)**

**N/A**

1. Number of students graduating with transfer degrees:

Degree	2006	2007	2008	2009	2010
AA	171	164	172	156	131
AES		9	8	3	4
ALS	50	215	242	166	74
AS	241	221	217	212	226

2. Transfer report:

Lake Land College compiles a transfer follow-up report that provides information regarding the success of the college’s transfer students at Illinois public four year institutions. This report was originally compiled every two years; however, has been produced every year since 2009. Attached is the most recent LLC Transfer follow-up report indicating success for students who transfer to Illinois public four year institutions – in particular indicating success for LLC students who transfer to EIU – the nearest public four year institution.

3. Transfer curricula –Following is a listing of all transfer curricula at Lake Land College. There has been no significant change in the number of transfer curricula / majors over the past several years.

AA.ART <a href="#">Art</a>	AS.ECHED <a href="#">Early Childhood Education</a>
AA.CJS <a href="#">Criminal Justice/Law Enforcement</a>	AS.EASC <a href="#">Earth Science (Geology-Geography)</a>
AA.ENG <a href="#">English</a>	AS.ECO <a href="#">Economics</a>
AA.HIS <a href="#">History</a>	AS.ELED <a href="#">Elementary Education</a>
AA.LAS <a href="#">Liberal Arts</a>	AS.ENSC <a href="#">Environmental Science</a>
AA.PS <a href="#">Political Science</a>	AS.HEAED <a href="#">Health Education</a>
AA.PSY <a href="#">Psychology</a>	AS.MATH <a href="#">Mathematics</a>
AA.SSW <a href="#">Sociology/Social Work</a>	AS.MAED <a href="#">Mathematics Education</a>
AA.SPCH <a href="#">Speech Communication</a>	AS.PHYED <a href="#">Physical Education</a>
AA.UND Undecided (see <a href="#">Liberal Arts</a> )	AS.PHYS <a href="#">Physics</a>
AES.ENGR <a href="#">Engineering</a>	AS.PCHI <a href="#">Pre-Chiropractic</a>
ALS.LIB <a href="#">Associate Degree in Liberal Studies</a>	AS.PDEN <a href="#">Pre-Dentistry</a>
AS.AGR <a href="#">Agriculture</a>	AS.PENG <a href="#">Pre-Engineering</a>
AS.BIOL <a href="#">Biological Science (Non-Teaching)</a>	AS.PMED <a href="#">Pre-Medicine</a>
AS.BA <a href="#">Business Administration</a>	AS.PNUR <a href="#">Pre-Nursing</a>
AS.BE <a href="#">Business Education</a>	AS.PPHM <a href="#">Pre-Pharmacy</a>
AS.CHEM <a href="#">Chemistry</a>	AS.PPTH <a href="#">Pre-Physical Therapy</a>
AS.CLS <a href="#">Clinical Laboratory Science (Pre-Medical Laboratory Technology)</a>	AS.PVET <a href="#">Pre-Veterinary Medicine</a>
AS.CONSF <a href="#">Conservation - Pre-Forestry</a>	AS.REC <a href="#">Recreation</a>
AS.CONSW <a href="#">Conservation - Pre-Wildlife</a>	AS.SCED <a href="#">Science Education</a>
	AS.SPED <a href="#">Special Education</a>

4. The Process used to Develop Transfer Courses at LLC

Lake Land College faculty follow a rigorous curriculum process when developing all courses at LLC including those that are transfer level. Currently, transfer level courses can be identified via an alpha-numeric system with transfer courses having course numbers of 100 or higher (ENG 120, SPE 111, BIO 100, etc.) Faculty meet with their respective division chairs prior to the development of new transfer curricula with curricula development being a direct result of assessment activities throughout campus.

Once the need has been determined and a course outline has been developed, formal, appropriate documentation is submitted to the campus Curriculum Committee for review. The documentation is reviewed and is distributed throughout campus for feedback, during which time Curriculum Committee members are expected to provide appropriate comment. The respective curriculum is then submitted for formal approval to the Committee. Once approved internally, LLC begins the process of meeting all ICCB/IBHE/IAI requirements. Upon receipt of notification from ICCB that the course has received all appropriate and necessary approvals, the transfer course is readied for offering in subsequent semesters.

5. Lake Land College is an active member of the Transfer Coordinator of Illinois Colleges and Universities, participates in all Illinois Articulation Activities, participates in U-Select activities, and participates with all I-Transfer activities.
6. Though I-Transfer and the IAI agreement (including the GECC) are used by Lake Land College for all transfer students within the state of Illinois, Lake Land College highlights several specific articulation agreements with institutions where the majority of LLC transfer students attend:

Eastern Illinois University AS Agriculture Speech Communication Corporate Communication

Eastern Illinois University AS Biological Science (Non-Teaching) BS Biological Science

Eastern Illinois University AS Biological Science (Non-Teaching) BS Environmental Biological Science

Eastern Illinois University AS Business Administration BS Business (Accounting, Computer, Information Systems, Finance, Management, Marketing)

Eastern Illinois University AS Criminal Justice BA Sociology

Eastern Illinois University AS Economics BA Economics

Eastern Illinois University AS Geography BS Geography

Eastern Illinois University AS Earth Science BS Geology

Eastern Illinois University ALS Liberal Studies BS Career and Organizational Studies

Eastern Illinois University AA Psychology BS Communication Disorders and Services

Eastern Illinois University AA Liberal Arts BS Family and Consumer Sciences (Dietetics Option) Eastern Illinois University AS Physical Education BS Physical Education with

Teacher Certification Option K-12

Indiana State University AS Business Administration BS Business Administration

Indiana State University AS Criminal Justice BS Criminology

Indiana State University AA English BS English Indiana State University AS Health Education BS Community Health Indiana State University AS Pre Pharmacy BS Environmental Health Science

Millikin University AS Business Administration BS Business

Lake Land College  
Transfer Student Report  
2010

Office of Institutional Research

October 2010

M. Lynn Breer, PhD  
Director of Institutional Research

This report is prepared annually to help determine how well Lake Land College students do academically when they transfer to public universities in Illinois. Although Lake Land students transfer to multiple colleges and universities, the data presented in this report are based on information received from seven Illinois universities where the majority of Lake Land students transfer. The universities include Eastern Illinois University, Illinois State University, Northern Illinois University, Southern Illinois University at Carbondale, University of Illinois at Urbana/Champaign, and Western Illinois University.<sup>1</sup> The universities provide the information in a variety of formats and for different timelines. These differences are noted in the tables.

Each university provides the most recent data available in the format in which it is stored. This leads to a diversity of data sets from the universities, since they do not store and report this data in the same way. For example, all of the universities with the exception of the University of Illinois at Urbana Champaign (UIUC) supplied the number of Lake Land transfer students by major. UIUC provided the number of credit hours taken by transfer students by major/program, which is why UIUC is absent from Table 3.

Lake Land College dual credit classes offered at high schools has further complicated analyzing data received from universities. This is due to the fact that universities consider dual credit students who enroll immediately after high school graduation transfer students. As a result, these students are included in their transfer reports. Since identifying information (names, social security numbers, etc.) are no longer included in the reports from the universities, it is not possible for Lake Land's student transfer reports to separate dual credit transfer students from transfer students who have graduated from Lake Land or attended Lake Land for a period of time before transferring.

Although a number of factors influence where a student chooses to complete their four year degree, location seems to be a major factor for Lake Land students. The vast majority of students from Lake Land (79%) transfer to Eastern Illinois University. Southern Illinois Universities at Carbondale is the next most popular transfer sites at 16 percent. Students can choose from a large number of majors at each university. To simplify reporting, all of these majors have been combined into thirteen different majors. For example, business majors would include accounting, business administration, marketing, management, and any other major in the business field. Majors that do not fall in the first twelve categories are included in the unknown or other category. A summary of the breakdown of transfer students by majors by universities can be found in Table 3.

One approach to measuring the success of Lake Land transfer students is to compare their GPAs at each university with other community college transfers and native students. As shown in Table 2, Lake Land students had higher GPA's than other community college transfers and native students at all of the reported transfer university except for Illinois State. Given that 97 percent of Lake Land transfers had higher GPA's than both other community college transfers

<sup>1</sup> Normally, Southern Illinois University at Edwardsville (SIUE) and the University of Illinois at Springfield (UIS) are included in this report. However, SIUE no longer provides the student transfer report to Lake Land College, and UIS has had some changeover in staff which has made the delivery of their transfer report extremely delayed.

and native students, it seems that former Lake Land Students are doing very well after transferring.

### **Eastern Illinois University**

During the fall 2009 semester, 1,288 former Lake Land students attended EIU, constituting 79 percent of all student transfers from Lake Land included in this report. These former Lake Land students had an average GPA of 3.03 while other community college transfers had an average GPA of 3.00 and native students had a 2.74 average. The majority of these transfer students chose an education major (317 students or 24.6 percent). Social Sciences were the next favored majors at 16.5 percent closely followed by business at 14.4 percent and humanities and communication at 10.9 percent. Almost 93 percent of Lake Land transfers were in good academic standing, 3.7 percent had academic warnings, 1.0 percent was on probation and 2.6 percent had dismissals.

### **Illinois State University**

During the spring 2010 semester, ISU had 42 Lake Land transfer students. Of the Lake Land transfer students attending one of the five universities in this report, 3 percent transferred to ISU. Native ISU students and other community college transfer students had GPA's higher than Lake Land transfer students. Native ISU students had an average GPA of 3.09, other community college transfer students' average GPA was 3.01, and Lake Land transfer students' average GPA was 2.90. Of the 42 transfer students, almost 29% chose Agriculture as a major. The next most popular majors included business (14.3%), social sciences/services (14.3%) and technical careers (9.5%). Over 95 percent of Lake Land transfers to ISU were in good academic standing, which is a little less than native students but slightly higher than transfers from other community colleges.

### **Southern Illinois University-Carbondale**

After EIU, SIU at Carbondale is the second most popular choice for Lake Land transfers. 265 former Lake Land students attended SIUC in the fall of 2009. Lake Land transfers seem to do well at SIUC. On average their GPA (3.02) is higher than both other community college transfers (2.94) as well as native students (2.65). A higher percentage of Lake Land transfers are in good academic standing when compared to native students, but other community college transfer students have a slightly higher percentage of students in good standing (93.6% compared to 92.3% and 94.4% respectively). Almost 24 percent of Lake Land transfers chose majors in math and sciences. The next most popular choice for Lake Land transfers is business (12.8%), social sciences (10.6%), health (9.8%), agriculture (8.7%), engineering (7.5%), humanities/communication (7.5%), and technology (4.9%).

### **University of Illinois-Urbana/Champaign**

Twenty eight former Lake Land students had transferred to UIUC in the fall of 2009. The average GPA for Lake Land transfer students (3.44) was higher than the average GPA of native students (3.19) and other community college transfers (3.42). Eighty nine percent of former Lake Land students were in good academic standing and 11 percent (3 students) were on probation. Instead of providing information on the number of former Lake Land students by major, UIUC provided information related to the number of credit hours taken by major. The most credit hours were taken in agriculture (143). The number of credit hours dropped to under fifty for the remaining majors including engineering (46), physical science (37), business (30), biological and

biomedical sciences (27), social science (21), math and statistics (16), technology education (16),and education (15).

**Western Illinois University**

Only 16 students were attending WIU during the fall 2009 term. On average, former Lake Land students at WIU had higher GPAs (3.14) than other community college transfers (2.96) and native students (2.93). All of the Lake Land College transfer students were in either good academic standing. In fact, 31 percent had semester honors. Only 17 percent of other community college transfers and 18.8 percent of native students had semester honors. Almost one-third of Lake Land transfers majored in agriculture, around 19 percent majored in social sciences, 19 percent in humanities/communication, and 13 percent in math and sciences.

**TABLE 1  
FORMER LAKE LAND STUDENTS ENROLLED  
AT PUBLIC SENIOR INSTITUTIONS**

<b>Institution</b>	<b>Term/Academic Year</b>	<b>n</b>	<b>%</b>
Eastern	Fall 2009	1,288	79%
Illinois State	Spring 2010	42	3%
Southern-Carbondale	Fall 2009	265	16%
U of I Champaign	Fall 2009	28	2%
Western	Fall 2009	16	1%
<b>Total</b>		<b>1,639</b>	

**TABLE 2  
AVERAGE CUMMULATIVE GRADE POINT AVERAGES FALL**

<b>Institution</b>	<b>Lake Land Transfers</b>		<b>Other CC Transfers</b>		<b>Native or All Other Students</b>	
	<b>n</b>	<b>GPA</b>	<b>n</b>	<b>GPA</b>	<b>n</b>	<b>GPA</b>
Eastern	1,288	3.03	6,121	3.00	3,397	2.74
Illinois State	42	2.90	4,386	3.01	11,213	3.09
Southern-Carbondale	265	3.02	5,745	2.94	6,271	2.65
U of I Urbana-Champaign	28	3.44	596	3.42	6,188	3.19
Western	16	3.14	3,199	2.96	5,709	2.93

All GPA's represent average cumulative GPA's for fall 2009 student groups with the exception of ISU. ISU GPAs represent average cumulative GPAs for spring 2010.



**TABLE 3  
PERCENT OF LLC TRANSFER STUDENTS BY MAJOR AT EACH UNIVERSITY**

Major	EIU		ISU		SIUC		WIU	
	n	% of EIU	n	% of ISU	n	% Of SIUC	n	% of WIU
Agriculture	0	0.0%	12	28.6%	23	8.7%	5	31.2%
Business	186	14.4%	6	14.3%	34	12.8%	1	6.3%
Humanities/Communication	140	10.9%	2	4.8%	20	7.5%	3	18.8%
Computer Science	20	1.5%	0	0.0%	8	3.0%	1	6.3%
Education	317	24.6%	3	7.1%	8	3.0%	0	0%
Engineering	6	0.5%	0	0.0%	20	7.5%	0	0%
Family/Consumer Science	66	5.1%	0	0.0%	3	1.1%	0	0%
Fine Arts	36	2.8%	1	2.4%	10	3.8%	0	0%
Health	62	4.8%	2	4.8%	26	9.8%	0	0%
Math and Sciences	109	8.5%	3	7.1%	63	23.8%	2	12.5%
Social Science/Services	199	16.5%	6	14.3%	28	10.6%	3	18.8%
Technical Careers	43	3.3%	4	9.5%	13	4.9%	0	0%
Other or Unknown	104	8.1%	3	7.1%	9	3.4%	1	6.3%
<b>Total</b>	<b>1,288</b>		<b>42</b>		<b>265</b>		<b>16</b>	

**TABLE 4  
ACADEMIC STANDING FOR TRANSFER AND NATIVE STUDENTS**

Institution	Lake Land Transfers		Other CC Transfers		Native or All Other Students	
	n	%	n	%	n	%
Eastern	1,288		6,121		3,397	
Good Standing	1,194	92.7%	5,679	92.8%	2,966	87.3%
Warning	48	3.7%	236	3.9%	293	8.6%
Probation	13	1.0%	81	1.3%	47	1.4%
Dismissal	33	2.6%	125	2.0%	53	1.6%
Illinois State	42		4,386		11,213	
Good Standing	40	95.2%	4,159	94.8%	10,901	97.2%
Probation	2	4.8%	122	2.8%	138	1.2%
Suspension	0	0.0%	105	2.4%	174	1.6%
Southern-Carbondale	265		4,096		6,273	
Good	248	93.6%	3,867	94.4%	5,792	92.3%
Probation	13	4.9%	190	4.6%	361	5.8%
Suspension	4	1.5%	39	1.0%	120	1.9%
U of I Champaign	28		596		6,188	
Clear	25	89%	504	85%	5,738	93%
Drop	0	0%	3	1%	43	1%
Probation	3	11%	73	12%	352	6%
Withdrawn	0	0%	15	3%	53	1%
Undetermined	0	0%	1	0%	1	>1%
Western	16		3,199		5,709	
Semester Honors	5	31%	547	17%	1,075	18.8%
Good Standing	11	69%	2,313	72%	4,094	71.7%
Academic Warning	0	0%	131	4%	231	4.0%
Probation	0	0%	114	4%	234	4.1%
Dismissal	0	0%	3	>1%	1	>1%
Suspension	0	0%	91	3%	74	1.3%

Represents the academic standing of LLC transfer students, other community college students, and native university students for term indicated in Table 1.

## **SECTION 5**

# **STUDENT & ACADEMIC SUPPORT SERVICES**

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

<b>Service Area</b>	<b>Counseling Services</b>
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**Major Findings and Improvements/Modifications**

The mission of counseling services is to promote student development theory and practice. Counselors provide free and confidential assistance with educational and career development, crisis intervention and referral, Lake Land College degrees and transfer requirements and strategies to enhance life and academic skills. The counseling services team consists of seven full-time academic counselors, one full-time administrative assistant, one part-time student services professional and one graduate assistant.

The roles of each team member in counseling services are organized to provide maximum support for the overall goals of the college. Each counselor is responsible for program development in a specific area of student/campus support: judicial affairs advisement/behavioral intervention, success courses, advisement of athletes, retention initiatives, orientation programs, student accommodations (for students with a documented disability) and advising initiatives. Counselors provide leadership in their assigned focus area, collaborating with colleagues to identify and implement policies and practices that are related to their focus with the goal of promoting student success. Additionally, a counselor is assigned to each academic division on campus to facilitate the sharing of curricular, transfer and other information that impacts student advising. All counselors serve on campus committees to represent the student services division and to contribute a student development perspective to the work of the College. All counselors advise students at orientation and have an assigned academic counseling load each semester. Counselors also advise all new and readmitting students and students on academic probation, suspension and dismissal.

Adequate counselor support is essential to the effectiveness of Counseling Services. The part-time student services professional position supports the technical needs of the counseling department; the person in this position assists with the details of program development and materials development so that academic counselors are free to focus on providing direct services and leading retention and success initiatives. The graduate assistant position provides additional technical support, specifically in the area of student accommodations and orientation. The full-time administrative assistant performs key support functions as well and is responsible for appropriately directing students to the correct academic counselor or campus resource to meet their needs.

In recent years, counseling services has increased focus on initiatives and collaboration to promote student retention. The department has implemented a college-wide retention alert system, LEAP (Lake Land Early Advantage Program). This program provides all instructors with the opportunity to electronically refer struggling students to an academic counselor or other support resource for assistance addressing challenges that are impacting academic success. The same philosophy that promoted the development and implementation of LEAP has led the department to adopt the habit of intentionally approaching expansion in other areas – advising, orientation, success courses, behavioral intervention, etc – from a retention and success perspective. This will continue to be a focus of counseling services in upcoming years.

**Statewide Programmatic Issues**

There are several statewide issues that impact the work of our department. The academic under-preparedness of many students and accompanying need for developmental coursework present some

barriers to retention and persistence. This population of students is more likely to become discouraged when they struggle in a class and when they become aware of the additional coursework that will be required due to developmental placement. Our challenge is to encourage these students and continually engage them in promoting their own academic success. The current financial situation of the state also presents challenges for student success and retention. As more individuals look to our institutions for education and retraining, decreasing state funds charge us to advise, orient and support the success and retention of a higher number of students with fewer resources. Additionally, when students turn to counseling services for support regarding their specific struggles related to state budget issues – decreases in financial aid availability, child care resource, agency support, etc – we are challenged to support student retention and success while having few alternatives to which we can refer students.

# ICCB PROGRAM REVIEW AY 2011

April 26, 2011

**SERVICE AREA:**        **Library Services**

## **Major Findings and Improvements/Modifications**

The Lake Land College Library is housed in the Virgil H. Judge Learning Resource Center, located in the center of the main classroom building complex on campus. At present, the Library houses approximately 30,000 print volumes, 140 print journal subscriptions, and includes over 1800 audio and video titles. The Library is open 7 days a week, for a total of 78 hours per week during the Fall and Spring semesters, and operates on a reduced schedule of 56 hours Monday-Thursday during the Summer Term. When classes are not in session, the Library is open from 8AM-5PM on weekdays. Library staff includes 2 library faculty librarians, 3 full-time Library Assistants, and 5 part-time Library Assistants.

The primary mission of the Library is to provide information resources and services to all of the students of the College, as well as to the faculty and staff, to support the academic mission of the College. Part of that mission includes serving as the source of instruction on the use of information resources for the students of the College, conducted through sessions offered to College classes. In order to expand our reach in this particular area, Library staff created a credit-bearing Information Literacy class. The class content has been made available on the Library's website in order to allow individual instructors to utilize sections of the course content that are appropriate for their classes. We have also encouraged individual students to work through the modules as they have come to the library seeking assistance in understanding how to apply this knowledge to their own academic activities. The Library welcomes high school classes in for similar instructional activities. The increased number of dual-credit course offerings has also increased the use of instructional support resources by students at the high school level.

The Library has completed the primary stages of reviewing and assessing its print collection, a project that has been underway for the past several years. The collection, designed to provide general support to the College's academic programs, has always been on the smaller side for an academic library, due to budget limitations and physical space limitations. But while staff have routinely looked at specific areas of the collection each year to identify weaknesses, the last major systematic examination of the library collection occurred in the mid-to-late 1980's. The most recent effort, which began in 2007 and lasted nearly 2 years, resulted in the elimination of over 7,500 volumes that were judged to be obsolete or no longer useful as support materials for our students. That amounted to approximately 20% of the overall print collection. It is anticipated that we will be conducting such large-scale systematic reviews on a 7-10 year timeline in future.

A major contributing factor to the timing of this activity was the announcement that the building the Library is housed in would be undergoing renovations to include it in the campus' geothermal energy system. It was also decided that the existing interior ceiling would be removed in order to remove the encapsulated asbestos, which would result in an extended

shutdown of the building. It was judged to be an opportune time to address long-standing issues with the building's use as a library, which included poor lighting, serious noise problems, and the lack of up-to-date spaces for study. The newly renovated space facility features a redesigned roof and upper floor, which provides both noise dampening and the addition of 4 group study rooms and two conference rooms. In addition, the "new" library now includes a lounge space where students may eat and drink as well as dramatically improved lighting in the stacks area and a seating area on the main floor that is designed to provide a more casual atmosphere. The student response to the renovations has been largely positive, and building use seems to be picking up again after the extended location in temporary quarters. The addition and rapid expansion of distance learning offerings in the form of Internet classes has forced a re-examination of the resources that we offer. This has led to the growing emphasis upon expenditures on electronic resources compared to the traditional print collections. As of the current fiscal year, the Library spends approximately \$2 on electronic information resources for every \$1 spent on print resources. Electronic resource expenditures have been funded through student fees since FY 1996, and the student fee has been increased twice since that time (the last time about 4 years ago). The Library now offers a variety of electronic resources, which include the full text of approximately 900 reference books, and well over 25,000 periodicals, ranging from popular titles to scholarly peer-reviewed resources. The electronic resources are theoretically available to all Lake Land students, faculty, and staff 24/7/365 from any location where they have an Internet connection. This provides distance learning students with a wide variety of resources that can be accessed wherever they are enrolled, and permits traditional students to access research materials at times that are most convenient to them, not strictly limited to hours when the physical library is open. These services are quite popular with students, and were especially well-utilized by students when the physical library was far less accessible to them, with the 3 main online services registering over 300,000 searches last year, roughly double the number of searches conducted just two years ago. The professional staff review the databases offered each year to determine if we are providing an appropriate mix of resources to support our program offerings.

### **Statewide Programmatic Issues:**

At a time when students are exposed at younger and younger ages to technology in various forms, there is a corresponding assumption that mastery of that technology corresponds with that use. Nowhere is that assumption more widely made than with the Internet. Students (and most everyone else) assume that "growing up digital" confers a mastery of the use of the Internet to obtain and process information, and yet the experience of many librarians and faculty working with these students tends to refute this.

The recognition of the importance of the knowledge base often referred to as information literacy or competency continues to be a concern. Libraries in the state have been holding Information Literacy "Summits" for a number of years, in order to share knowledge and best practices, and there is an increasing recognition of the important role that this plays as a student progresses in their academic career and beyond.

While more campuses are focusing on the importance of elements of information literacy – including critical thinking - it is to be hoped that the state can play a role in helping to develop the partnerships between librarians and teaching faculty from an early point in a student's

educational career to insure that students are acquiring this knowledge and applying it throughout their educational experiences, in school and beyond.



# **STUDENT & ACADEMIC SUPPORT SERVICES REPORT**

## **SUMMARY REPORT OF REVIEW RESEULTS FOR ACADEMIC YEAR 2010**

<b>Service Area</b>	<b>Office of Student Accommodations</b>
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### Overview

The Office of Student Accommodations at Lake Land College currently has 1.5 employees. This includes the Counselor/Coordinator and the Graduate Assistant. The Counselor/Coordinator of the Office of Student Accommodations assists with managing the academic support services for the students it serves. The Graduate Assistant also assists with academic support services as well as organizing and updating the student database. Both individuals work with students to register them with the office, and to discuss and review accommodations. During the 2010-2011 academic year, there were 388 students with a documented disability enrolled in the Office of Student Accommodations. The office provides accommodations such as books on CD, which is provided by an off-campus resource, note takers, extended time for testing, extended time for assignments, accessible seating and more. The Office of Student Accommodations also collaborates with other agencies and resources, both on campus, as well as within our community, such as TRIO (federally funded educational programs), Perkins Program, Lake Land Counseling Department and community school districts. This allows the office to outreach to more students.

### **Who We Serve**

The Office of Student Accommodations at Lake Land College specifically works with students who have a documented disability. This is determined by a recent IEP (Individualized Education Program) 504 Plan, psychological evaluation or a letter from a physician describing the disability. In addition to documentation, the Office of Student Accommodations requires an application and intake to be filled out to complete the student's file.

The Office of Student Accommodations is in connection with the Lake Land College Counseling department. As part of the Counseling Department, the Counselor/ Coordinator and graduate assistant aid in advisement and academic counseling to Lake Land College students with and without disabilities.

During the 2010-2011 year, the Office of Student Accommodations provided accommodations to a higher number of students from the previous year. In order to serve this large number of students effectively, the Office of Student Accommodations strives to build rapport with each student and supports open communication during their time at Lake Land College while receiving accommodations.

Throughout the year, the office has been invited to 53 area school exit or transitional IEP (Individualized Education Program) meetings. Of those 53, 31 (58%) have registered at the Lake Land College. The schools that invited the Office of Student Accommodations during the 2010-2011 academic year were: Effingham, Shelbyville, Taylorville, Stewardson-Strasburg, Paris Co-

op, Charleston, Kansas, Neoga, and Sullivan. This allows the Office of Student Accommodations to provide information about the application process and services to both the student and parents or guardians at the meetings, as well as update the special education teachers and high school guidance counselors about the office and updated accommodations that are offered to the students.

Likewise, the Office of Student Accommodations also welcomes high schools to visit the Lake Land College campus. Area schools can request to bring seniors or students near graduation to attend a brief presentation about utilizing accommodations and receive a campus tour. The presentation provides useful information about how to access accommodations and make a better transition into college. Besides providing crucial information the students need concerning accommodations and requesting services, the Office of Student Accommodations also takes students on campus tours, where they meet instructors, and other campus resource individuals. This year, a total of 35 students from the following schools took advantage of this opportunity: Okaw Valley, Effingham Fresh Start, Sullivan, Humboldt TLC, Neoga and Shelbyville. Based on an anonymous evaluation at the end of each visit, the results have consistently indicated that every student appreciated the visit and the information that they received. Each student expressed the satisfaction of making an immediate connection with Lake Land College due to the brief time they spent with us. In addition to high schools coming to Lake Land College, the Office of Student Accommodations visits high school special education students. This year the Office of Student Accommodations traveled to two area high schools, as well as to Lincoln's Challenge Academy, where the coordinator and graduate assistant provided both curricular and accommodations-based information.

Lastly, the Office of Student Accommodations is involved with other organizations and events that support the campus community, as well as the global community that surrounds our college campus. One of which, the Counselor/Coordinator of the office is involved in is the TPC (Transition Planning Committee). This community resource committee provides services concerning all forms of transition for students with disabilities of all ages. For example, this could be transitioning from high school to college or college to career.

Lake Land College has also seen a resurgence of a campus organization specifically for students with disabilities. The Students Creating Change Club seeks to increase disability awareness and provide a supportive network for students with disabilities. The Counselor/ Coordinator of the Office of Student Accommodations is the advisor of this club.

In November 2010, the Office of Student Accommodations participated in the Disabilities Awareness Day. Lake Land College was host to a workshop titled, Kaleidoscope, at the Workforce Development Center in Mattoon, IL. This was open to special education instructors, K-12 teachers, counselors, future teachers and service providers who wanted to gain more information about working with students with disabilities. The Counselor/ Coordinator of the Office of Student Accommodations facilitated a parent session at the workshop. On April 6<sup>th</sup>, the Office of Student Accommodations assisted with the Lake Land College Health fair. This event included over 30 vendors to inform people about prevention, wellness and beauty services.

Whereas the office and its staff have continued to raise awareness of living and learning with disabilities and providing accommodations, we will still face some challenges in the future. In the coming year, we predict that the office will see more challenges that can affect students at Lake Land College who require accommodations. One concern the Office of Student Accommodations presently faces is the ratio of staff to students who the office serves and the lack of trained interpreters accessible in the area. With a small staff of 1.5 employees, it is a concern that as the number of students with disabilities increases, this ratio will not be sufficient. Also, in regards to the students who are deaf or hearing impaired, there has been a challenge to find interpreters in close proximity that can provide their services to the students at Lake Land College.

Although the Office of Student Accommodations sees some of the challenges on the horizon and recognizes that there might be an increase in student population coming to college who will require accommodations, in conjunction with the counseling department and campus agencies, the Office of Students Accommodations will have another beneficial year. The act of providing accommodations for students with disabilities is more than a request, it is a necessity for a student to excel, to develop his/her skills of becoming a self-advocate, and to help them achieve the best educational potential.

## **SECTION 6**

### **BEST PRACTICES**

In December of 2010, Lake Land College implemented WEAVEonline Assessment Software. This software addresses the need to develop and maintain continuous improvement processes for both the academic and administrative structures within our institution. It guides and provides for the alignment of multiple processes, including assessment, planning, accreditation, budgeting and institutional priorities. WEAVE is used for ICCB Program Review, Program Assessment, Course Assessment and Institutional Assessment. This focus on and investment in centralizing College-wide assessment has undoubtedly furthered LLC's advances in student outcomes assessment in best practices.

## **SECTION 7**

# **RESULTS FROM PRIOR REVIEWS**

**No major program changes in AY 10-11**

## **SECTION 8**

### **College 5-year Program Review Schedule**

## ICCB 5-Year Program Review Schedule

### Academic Disciplines

#### FIVE-YEAR SCHEDULE

Academic Discipline Reviews		
	Year	
1	2011	Social & Behavioral Sciences
2	2012	Written & Oral Communications
3	2013	Mathematics
4	2014	Physical & Life Sciences
5	2015	Humanities & Fine Arts

### Cross-Disciplinary Curricula

#### FIVE-YEAR SCHEDULE

Cross-Disciplinary Reviews		
	Year	
1	2011	Transfer Functions and Programs including the AA, AS, AES, AFA, AAT, and the AGS degree programs
2	2012	General Education ( <i>all transferable</i> )
3	2013	Adult Education and ESL
4	2014	Remedial/Developmental
5	2015	Vocational Skills

## Student and Academic Support Services

### FIVE-YEAR SCHEDULE

Student and Academic Support Services					
	11	12	13	14	15
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	Associate in Applied Science				
		11	12	13	14	15
040	Paraprofessional Educator (131501)	x				
051	Child & Family Services(190709)	x				
052	Early Childhood Care & Education(190709)	x				
091	Radio-TV Broadcasting(090701)		x			
028	Desktop Publishing Graphic Design(100303)		x			
084	Administrative Information Systems(110103)		x			
097	Information Technology(110401)		x			
011	Ag Machinery Sales(010101)					x
012	Agriculture Business & Supply (010103)					x
014	Agriculture Production & Management(010301)					x
020	Ag Professional Custom Applications(010301)					x
ALAG	Alternative Agriculture Production(010304)					x
018	Horticulture(010601)					x
089	Civil Engineering Technology(150201)			x		
094	CET/Advanced Technical Studies(150201)			x		
086	Electronics Engineering Technology(150303)		x			
096	Electronics Systems Specialist(150303)		x			
098	Electronic Control Technology(150303)		x			
ICT	Instrumentation & Control Technology(150303)		x			
064	Mechanical-Electrical Technology(150403)		X			
085	Computer Integrated Manufacturing Tech.(150411)		x			
095	Computer Aided Design Technology(151302)		x			
082	Building Construction Technology(151303)		x			
027	Administrative Assistant-Legal(220301)		x			
037	Parole Officer(430102)		X			
056	Corrections(430102)		X			
053	Law Enforcement(430107)		X			
038	Corrections Officer/Youth Supervisor(430110)		x			
EMS	Fire Science Technology(430203)			x		
060	Human Services(440701)	x				
081	Automotive Technology(470604)	x				
072	Dental Hygiene(510602)			x		
023	Administrative Assistant-Medical(510716)		x			
087	Physical Therapist Assistant(510806)	x				

Curr. #	Program	Associate in Applied Science				
		11	12	13	14	15
075	Paramedical Services(510904)			x		
077	Associate Degree Nurse(511601)					x
029	Office Management(520204)			x		
024	Management(521803)					x
030	Marketing(521804)					x

Curr. #	Program	Certificate				
		11	12	13	14	15
957	Paraprofessional Educator (131501)	x				
939	Custodial Maintenance(190699)				x	
904	Improving Family Circumstances (190704)	x				
952	Nanny Child Care Provider (190709)	x				
973	Radio Broadcasting(090701)		x			
976	TV Field/Studio Broadcasting(090701)		x			
993	Broadcast Announcing (090701)		x			
928	Desktop Publishing Graphic Design(100303)		x			
997	Information Technology(110401)		x			
949	Esthetics(120401)			X		
992	Cosmetology(120401)			X		
958	Cosmetology-Nail Technician(120410)			X		
994	Cosmetology Teacher(120413)			x		
FS	Food Service(120507)			x		
912	Ag Business(010101)					x
918	Livestock Production(010302)					x
914	Crop Production(010304)					x
946	Introduction to GIS(010304)					x
948	Vector Certificate(010304)					x
919	Horticulture(010601)					x
HRT	Horticulture(010601)					x
ECT	Electronic Communication Technician(150303)		x			

Curr. #	Program	Certificate				
		11	12	13	14	15
916	Water Plant Operator(150506)					x
917	Wastewater Operator(150506)					x
969	Computer Troubleshooting(151202)		x			
996	Computer Technician(151202)		x			
988	Computer-Aided Drafting(151302)			x		
936	Construction Operations(460000)					x
932	Industrial Maintenance(460401)			x		
979	Programmable Logic Controllers(470103)		x			
HVAC	HVACR Technology(470201)				x	
985	Auto Body Repair(470603)	X				
980	Basic Auto Body Certificate I (470604)	X				
982	Basic Auto Body Certificate II(470604)	X				
981	Auto Mech(470604)	X				
931	Small Engine Repair(470606)	x				
972	Dog Grooming Assistant (010504)					x
971	Helping Paws Dog Training(010505)					x
990	Welding Technology(480508)				x	
960	Commercial Truck Driving Training(490205)	x				
941	Medical Transcriptionist(510708)		x			
MCS	Medical Coding Specialist(510713)		x			
975	Emergency Medical Services(510904)			x		
977	Practical Nursing(511613)					x
978	Basic Nurse Assisting(511614)					x
965	Massage Therapy(513501)		x			
910	Management(520201)			X		
940	Business Management(520201)			X		
EMKT	E-Commerce Marketing(520208)			x		
922	Accounting(520301)				x	
924	Office Technology Skills Certificate(520401)			X		
911	Computer Applications Specialist(520407)			X		
991	Computer Technology(520407)			X		
998	Computer Technology I (520407)			X		
999	Computer Technology II (520407)			X		

Curr. #	Program					
	Certificate	11	12	13	14	15
927	Office Assistant/Receptionist (520408)			X		
WDP	Warehousing & Distribution Specialist(520409)			x		
908	Entrepreneurship(520701)	x				
909	Professional Sales(521804)					X
968	Marketing(521804)					X
0899	VOC Marketing Course Enrollees(521899)					X
1604	VOC Skills in Market & Distribution(521899)					x