Lake Land College

ICCB PROGRAM REVIEW REPORT

FISCAL YEAR 2012

Section 1

Contact Information:

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Section 2

Career and Tech Ed Programs

6-digit CIP	090701

Degree Type	03 – AAS
	20 – Certificates > 30
	30 – Certificates < 30

Program Titles	Radio/TV Broadcasting (AAS);
	Broadcast Announcing (Certificate<30 hours);
	Radio Broadcasting (Certificate>30 hours);
	TV Field/Studio Production (Certificate<30 hours)

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 Radio/TV Broadcasting program continues to fulfill its objectives. Goals for the program include providing students with a sequence of courses which will enable them to gain employment in the field or to transfer to a four year school. Enrollment remains strong, while unit costs appear to be at or below state averages. Graduation rates could be improved. However, a low number of graduates can partially be attributed to two factors: a number of students accept full-time employment at local radio and television stations prior to completing all requirements for graduation; and some students transfer to a four year university after completing the program, but do not apply for formal graduation from Lake Land College. Specific information regarding employer and student satisfaction; as well as assessment of skills and learning can be found in the Assessment Report at the end of this document.

The statewide job outlook through 2014 shows limited growth in most areas. Local broadcasters continue to be committed to hiring graduates of the program. In addition, Radio/TV faculty and students are active in both the Illinois Broadcasters Association and the Wisconsin Broadcasters Association, which broadens the employer base for graduates.

Physical facilities and equipment are currently more than sufficient for the needs of the program. Likewise, radio stations are slowly switching to digital broadcast systems. Equipment

has been purchased to allow students to gain experience using digital television and radio gear that is used in large market broadcast facilities.   Changes to digital have also necessitated some curriculum updates in order to keep pace with the new technologies.

An immediate challenge during the last review was staffing. The director of Radio/TV retired after many years at the college.   He was an integral part of the program and well known in the Illinois broadcast industry. An added challenge occurred when the other full-time instructor, who had several years of experience, resigned   However, the replacement of the director has several years of experience in commercial broadcasting and now has been at the college for six years to allow for a seamless transition.   In addition, another full-time instructor with RTV experience has been hired since the last report and he has worked well with students and the director.

Despite some concerns regarding future changes to the industry, the Radio/TV program curriculum continues to evolve in order to meet student needs. The following is just one example of program innovation and improvement.   In fact, students from the department continue to represent Lake Land College in the annual Illinois Broadcasters Association student awards contest. Lake Land College is the only two year public college in the state to garner state recognition in the contest the last five years. In many cases, 1st and 2nd year students are displaying skills similar to or better than those at a 4 year institution.

In summary, the Radio/TV program at Lake Land College remains a viable vehicle for training students for positions within the field. The program will continue to meet the needs of its students and will remain one of the premier community college radio/TV programs in the state and country.

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 applicable.

Lake Land College

Detailed Assessment Report
2011-2012 Broadcast Announcing CRT.RTVAN
(Includes Budget Amount Requested for One-Time, Recurring, No Request.)

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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Program Outcome 1

Completers of the Broadcast Announcing Certificate who choose to be employed as an announcer at a small market radio station will be prepared to do so.

Related Measures:

M 1:Program Outcome Method 1

Employment rate will be assessed by personal contact with graduates.

Source of Evidence: Academic direct measure of learning - other

Target:

Upon graduation, 90% of all graduates not continuing their education and who choose to work at a small market radio station will be employed.

Findings (2011-2012) - Target: Met

Through personal contact it was found that 100% of students seeking jobs in the field have employed.

Findings (2010-2011) - Target: Not Met

na

SLO 2:Program Outcome 2

Completers of the Broadcast Announcing Certificate will be proficient broadcast announcers.

Related Measures:

M 2:Program Outcome Method 2

Hour accumulation is assessed through station logs.

Source of Evidence: Academic direct measure of learning - other

Target:
Upon completion of the certificate 100% of students will operate as radio on-air announcers for over 130 hours.

Findings (2011-2012) - Target: <u>Met</u>
According to station logs, 100% of graduating students completed over 130 hours of on-air work.

Findings (2010-2011) - Target: <u>Not Met</u>
na

SLO 3:Program Outcome 3
Completers of the Broadcast Announcing Certificate will be able to compose broadcast quality promos using a digital audio editor.

Related Measures:
M 3:Program Outcome Method 3
Graduates will compose an "audio portfolio" during their final semester contains two :60 second promos two :30 second promos and three minutes of announcing. This "audio portfolio" will be graded using a rubric.

Source of Evidence: Academic direct measure of learning - other

Target:
100% of students will complete this project. 90% of graduating students will pass with a 70% or above.

Findings (2011-2012) - Target: <u>Met</u>
100% of graduating students will pass with a 70% or above.

Findings (2010-2011) - Target: <u>Not Met</u>
na

SLO 4:Program Outcome 4
Completers of the Broadcast Announcing Certificate will be able to explain the basic laws and regulations set forth by the FCC pertaining to on-air operations.

Related Measures:
M 4:Program Outcome Method 4
Students will be assessed by tests and quizzes in RTV165 and in RTV150. .

Source of Evidence: Academic direct measure of learning - other

Target:
90% will score a 70% or better on the FCC regulations exams and quizzes.

Findings (2011-2012) - Target: <u>Met</u>
100% of students received a final score of 70% or better.

Findings (2010-2011) - Target: <u>Not Met</u>
na

SLO 5:Program Outcome 5

Employers of Completers of the Broadcast Announcing Certificate will be satisfied with the training received.

Related Measures:

M 5:Program Outcome Method 5
Through personal contact employers will be surveyed on the training of their employees.

Source of Evidence: Academic direct measure of learning - other

Target:
90% of employers are satisfied with the training of their employees.

Findings (2011-2012) - Target: <u>Met</u>
100% of employers were satisfied with the training of their employees.

Findings (2010-2011) - Target: <u>Not Met</u>
na

SLO 6:Program Outcome 6

Completers of the Broadcast Announcing Certificate will be able to write broadcast style scripts.

Related Measures:

M 6:Program Outcome Method 6
Students will complete three news scripts for radio and two for television in RTV165.

Source of Evidence: Academic direct measure of learning - other

Target:
90% of students will receive a 70% cumulative grade for these scripts.

Findings (2011-2012) - Target: <u>Met</u>
100% of students received a 70% cumulative grade for these scripts.

Findings (2010-2011) - Target: <u>Not Met</u>
na

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.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 1:Program Outcome 1

Completers of the Radio Broadcasting Certificate who choose to be employed in a small market radio station will be prepared to do so.

Related Measures:

M 1:Program Outcome Method 1

Employment rate will be assessed by personal contact with graduates.

Source of Evidence: Academic direct measure of learning - other

Target:

Upon graduation, 90% of all graduates not continuing their education and who choose to work at a small market radio station will be employed.

Findings (2011-2012) - Target: Met

100% of all graduates not continuing their education and who choose to work at a small market radio station are employed.

Findings (2010-2011) - Target: Not Met

Through personal contact it was found that no students are continuing their education while 50% have found employment in the field. 50% of students seeking jobs in the field have been employed.

O/O 2:Program Outcome 2

Completers of the Radio Broadcasting Certificate will be proficient broadcast announcers.

Related Measures:

M 2:Program Outcome Method 2

Hour accumulation will be assessed through station logs.

Source of Evidence: Academic direct measure of learning - other

Target:
Upon completion of the program 100% of students will operate as radio on-air announcers for over 130 hours.

> **Findings (2011-2012) - Target: <u>Met</u>**
> 100% of students completed over 130 hours of on-air work.

> **Findings (2010-2011) - Target: <u>Not Met</u>**
> According to station logs 100% of graduating students completed over 130 hours of on-air work. 2b. 100% of students passed the test with a 70% or better.

O/O 3:Program Outcome 3

Completers of the Radio Broadcasting Certificate program will be able to compose broadcast quality promos using a digital audio editor.

Related Measures:

M 3:Program Outcome Method 3

Graduates will compose an "audio portfolio" during their final semester that contains two :60 second promos two :30 second promos and three minutes of announcing. This "audio portfolio" will be graded using a rubric.

Source of Evidence: Academic direct measure of learning - other

> **Target:**
> 100% of students will complete this project. 90% of graduating students will pass with a 70% or above.

> > **Findings (2011-2012) - Target: <u>Met</u>**
> > 100% of students completed the portfolio with a 70% or better.

> > **Findings (2010-2011) - Target: <u>Not Met</u>**
> > 100% completed the portfolio with a 70% or better.

O/O 4:Program Outcome 4

Completers of the Radio Broadcasting Certificate will be able to explain the basic laws and regulations set forth by the FCC pertaining to radio station operations.

Related Measures:

M 4:Program Outcome Method 4

Students will be assessed by tests and quizzes in RTV 165 and in RTV150.

Source of Evidence: Academic direct measure of learning - other

> **Target:**
> 90% will score a 70% or better on these exams and quizzes.

Findings (2011-2012) - Target: Met
100% received a score a 70% or better on these exams and quizzes.

Findings (2010-2011) - Target: Not Met
100% received a final score of 70% or above.

O/O 5:Program Outcome 5

Employers of completers of the Radio Broadcasting Certificate will be satisfied with the training received by their employees.

Related Measures:

M 5:Program Outcome Method 5
Through personal contact employers will be surveyed on the training of their employees.

Source of Evidence: Academic direct measure of learning - other

Target:
90% of employers will be very satisfied with the training of their employees.

Findings (2011-2012) - Target: Met
100% of employers were very satisfied with the training of their employees.

Findings (2010-2011) - Target: Not Met
Of those employers contacted 100% were very satisfied with the training of their employees. 5b. Advisory board was very satisfied with current training. It was suggested students receive more hands-on training in basic engineering.

O/O 6:Program Outcome 6

Completers of the Radio Broadcasting Certificate will be able to explain the business of broadcasting, including such topics as broadcast management, ratings, economics and responsibility to society.

Related Measures:

M 6:Program Outcome Method 6
Students will be assessed through quizzes, tests and term papers in RTV 150.

Source of Evidence: Academic direct measure of learning - other

Target:
90% will score a 70% average on these assignments.

Findings (2011-2012) - Target: Not Met
80% of students received a score of 70% or better for these assignments.

Findings (2010-2011) - Target: <u>Not Met</u>
50% of students received a final score of 70% or better.

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

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

Increase scores for these topic areas
Established in Cycle: 2011-2012
Time for review sessions will be increased before each test.

O/O 7:Program Outcome 7

Completers of the Radio Broadcasting Certificate will be able to discuss the fundamentals of how radio works including the elements of an AM and FM station.

Related Measures:

M 7:Program Outcome Method 7
Students will be assessed through quizzes, tests and practical laboratory during RTV 160.

Source of Evidence: Academic direct measure of learning - other

Target:
90% of students will receive a final score of 70% or better.

Findings (2011-2012) - Target: <u>Met</u>
100% of students received a final score of 70% or better.

Findings (2010-2011) - Target: <u>Not Met</u>
100% of students received a final score of 70% or better.

O/O 8:Program Outcome 8

Completers of the Radio Broadcasting Certificate will be able to write broadcast style scripts.

Related Measures:

M 8:Program Outcome Method 8
Students will complete three news scripts for radio and two for television in RTV 165.

Source of Evidence: Academic direct measure of learning - other

Target:
90% of students will receive a 70% cumulative grade for these scripts.

Findings (2011-2012) - Target: <u>Met</u>
100% of students will receive a 70% cumulative grade for these scripts.

Findings (2010-2011) - Target: Not Met
100% of students received a cumulative grade of 70% or better.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Increase scores for these topic areas
Time for review sessions will be increased before each test.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Program Outcome Method 6 | **Outcome/Objective:** Program Outcome 6

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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Employment Rate

Graduates of the Radio/Television Broadcasting program who choose to be employed in a small market radio station will be prepared to do so.

Related Measures:

M 1:Employment Rate

Employment rate will be assessed by personal contact with graduates.

Source of Evidence: Academic direct measure of learning - other

Target:

Upon graduation, 90% of all graduates not continuing their education and who choose to work at a small market radio station will be employed. .

Findings (2011-2012) - Target: Met

Through personal contact it was found that 60% of students are continuing their education while 15% have found employment in the field. 80% of students seeking jobs in the field have been employed.

Findings (2010-2011) - Target: Met

Through personal contact it was found that 75% of students are continuing their education while 20% have found employment in the field. 85% of students seeking jobs in the field have been employed.

SLO 2:Broadcast Announcing Proficiency

Graduates of the Radio/Television program will be proficient broadcast announcers.

Related Measures:

M 2:Broadcast Announcing Proficiency

Hour accumulation will be assessed through station logs.

Source of Evidence: Academic direct measure of learning - other

Target:
Upon completion of the program, 100% of students will operate as radio on-air announcers for over 130 hours.

Findings (2011-2012) - Target: <u>Met</u>
According to station logs, 100% of graduating students completed over 130 hours of on-air work.

Findings (2010-2011) - Target: <u>Not Met</u>
According to station logs 100% of graduating students completed over 130 hours of on-air work.

SLO 3:TV Studio and Field Production
Graduates of the Radio/Television Broadcast program will be able to proficiently use studio and field television production techniques and equipment.

Related Measures:
M 3:TV Studio and Field Production
Students are assessed through hands on tests of video production equipment in RTV 180.

Source of Evidence: Academic direct measure of learning - other

Target:
90% of students will pass the tests with a 70% or better.

Findings (2011-2012) - Target: <u>Met</u>
95% of students passed hands-on exams with a 70% or better.

Findings (2010-2011) - Target: <u>Not Met</u>
95% of students passed the test with a 70% or better. 35% passed the test with an 80% or better.

SLO 4:Digital Audio Editing
Graduates of the Radio/Television Broadcast program will be able to compose broadcast quality production using a digital audio editor.

Related Measures:
M 4:Digital Audio Editing
Graduates will compose an "audio portfolio" during their final semester consisting of two :60 second promos; two :30 second promos, and three minutes of announcing.

Source of Evidence: Academic direct measure of learning - other

Target:
100% of students will complete the audio portfolio. 90% of graduating students will pass with a 70% or above.

Findings (2011-2012) - Target: Met
100% of students completed the portfolio. 95% completed the portfolio with a 70% or better.

Findings (2010-2011) - Target: Not Met
87% of the students received 70% or better on the tests.

SLO 5:FCC Rules and Regulations
Graduates of the Radio/Television Broadcast program will be able to explain the basic laws and regulations set forth by the FCC pertaining to radio station operations.

Related Measures:
M 5:FCC Rules and Regulations
Students will be assessed by tests and quizzes in RTV 150.

Source of Evidence: Academic direct measure of learning - other

Target:
90% of students will score a 70% or better on FCC regulations exam.

Findings (2011-2012) - Target: Met
92% of students received a final score of 70% or better.

Findings (2010-2011) - Target: Not Met
75% of students received a grade of 80% or better on the project.

SLO 6:Employer Satisfaction
Employers of Radio/Television Broadcast program graduates will be satisfied with the training received by their employees.

Related Measures:
M 6:Employer Satisfaction
Through personal contact, employers will be surveyed on the training of their employees.

Source of Evidence: Academic direct measure of learning - other

Target:
90% of employers will be satisfied with the training of their employees who are graduates of the LLC RTV program.

Findings (2011-2012) - Target: <u>Met</u>
Of those employers contacted, 100% were very satisfied with the training of their employees.

Findings (2010-2011) - Target: <u>Not Met</u>
75% completed the portfolio with 70% or better.

SLO 7:The Business of Broadcasting
Graduates of the Radio/Television Broadcast program will be able to explain the business of broadcasting, including such topics as broadcast management, ratings, economics and responsibility to society.

Related Measures:
M 7:The Business of Broadcasting
Students will be assessed through quizzes, tests and oral presentations in RTV150.

Source of Evidence: Academic direct measure of learning - other

Target:
90% will score a 70% average on these assignments.

Findings (2011-2012) - Target: <u>Not Met</u>
74% of students received a score of 70% or better for these assignments.

Findings (2010-2011) - Target: <u>Not Met</u>
75% received a final score of 70% or above.

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

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

Increase scores for these topic areas
Established in Cycle: 2011-2012
Time for review sessions will be increased before each test.

SLO 8:How Radio Works Fundamentals
Graduates of the Radio/Television Broadcast program will be able to discuss the fundamentals of how radio works including the elements of an AM and FM station.

Related Measures:
M 8:How Radio Works
Students will be assessed through quizzes, tests and practical laboratory during RTV 160.

Source of Evidence: Academic direct measure of learning - other

Target:
90% of students will receive a final score of 70% or better on these assignments.

Findings (2011-2012) - Target: <u>Met</u>
95% of students received a final score of 70% or better on these assignments.

Findings (2010-2011) - Target: <u>Not Met</u>
Of those employers contacted 100% were very satisfied with the training of their employees. 6b. Advisory Board was very satisfied with current training. It was suggested students receive more hands-on training in Basic Engineering.

SLO 9:Broadcast Selling Principles
Graduates of the Radio/Television Broadcast program will be able to discuss the basic principles of broadcast selling and understand the role and duties of a broadcast account executive.

Related Measures:
M 9:Broadcast Selling Principles
Students will be assessed through a national exam administered by the Radio Advertising Bureau.

Source of Evidence: Academic direct measure of learning - other

Target:
100% of students will receive a final score of 70% or better. .

Findings (2011-2012) - Target: <u>Met</u>
100% of students received a final score of 70% or better, which represents a passing grade to receive the Radio Marketing Professional Certificate.

Findings (2010-2011) - Target: <u>Not Met</u>
DACUM results were presented to RTV faculty.

SLO 10:Broadcast Writing
Graduates of the Radio/Television Broadcast program will be able to write broadcast style scripts.

Related Measures:
M 10:Broadcast Writing
Students will complete three news scripts for radio and two for television for RTV 160.

Source of Evidence: Academic direct measure of learning - other

Target:
90% of students will receive a 70% cumulative grade for these broadcast scripts.

Findings (2011-2012) - Target: Met
93% of students received a cumulative grade of 70% or better on these scripts.

Findings (2010-2011) - Target: Not Met
91% of students received a final score of 70% or better.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Increase scores for these topic areas
Time for review sessions will be increased before each test.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: The Business of Broadcasting | **Outcome/Objective:** The Business of Broadcasting

Projected Completion Date: 12/13/2012
Budget Amount Requested: $0.00 (no request)

SUMMARY REPORT OF REVIEW RESULTS
  CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

   Program Identification Information

6-digit CIP	100303

Program Title	Desktop Publishing Graphic Design

Degree Type	03 – AAS
	20 – Certs 30ch >
	30 – Certs <30ch

Action
☒ **Continued with minor improvements**
☐ **Significantly modified**
☐ **Discontinued/Eliminated**
☐ **Placed on inactive status**
☐ **Scheduled for further review**
☐ **Other, please specify:_____**

Improvements & Rationale for Action
 A brief description of the improvements made since the last review or reasons for other program decisions, proposed action plan for future improvements and an estimated timeline.

The Desktop Publishing Graphic Design program continues to meet its objectives. When reviewing enrollment trends over a ten year period, the number of students has remained steady with a high of 42 students in 2010 and a low of 10 students in 2001, with enrollment averaging in the low-30's. The statewide job outlook through 2018 shows a predicted increase of 9%, while the LLC district projects a 3.5% increase.

The program makes use of an active advisory council comprised of individuals employed in the field. Specific assessment of skills can be found in the attached Assessment Report. Overall, the Desktop Publishing Graphic Design 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
☐ Student 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
2011-2012 Desktop Publishing Graphic Design(AAS.DPGD)

Goals

G 1:Desktop Publishing Degree 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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Presentation Software
Create a presentation using a presentation software.

Related Measures:
M 1:Presentation Software
90% (prior to 2009 it was 80%) of the students will earn an 80% (prior to 2009 it was 70%) or better on a presentation created and presented in the capstone class.

Source of Evidence: Capstone course assignments measuring mastery

Target:
90% (prior to 2009 it was 80%) of the students will earn an 80% (prior to 2009 is was 70%) or better on a presentation created and presented in the capstone class. Continue to have several presentation projects in various program classes. Monitoring for continuous improvement

Findings (2011-2012) - Target: Met
90% of the students earned an 80% or better on a presentation created and presented in the capstone class.

Findings (2010-2011) - Target: Met
90% received at least a 90% for 10/11. 90% received a 90% or better for 09/10. 100% received a 90% or better for 08/09. 90% received a 90% or better for 07/08. 95% received a 90% or better for 06/07. 100% received a 90% or better for 05/06. 90% of the students received a 90% or better on their presentation for 04/05.

SLO 2:Communicate Effectively
Communicate effectively and professionally through proper use of communication techniques.

Related Measures:
M 2:Communications Section
80% of students will receive a satisfactory rating on the communications section of the capstone class.

Source of Evidence: Capstone course assignments measuring mastery

Target:
80% of students will receive a satisfactory rating on the communications section of the capstone class. Continue to monitor this area.

Findings (2011-2012) - Target: Met
80% of students received a satisfactory rating on the communications section of the capstone class.

Findings (2010-2011) - Target: Met
90% received at least a satisfactory rating for 10/11. 90% received a satisfactory rating or better for 09/10. 90% received a satisfactory rating or better for 08/09. 95% received a satisfactory rating or better for 07/08. 95% received a satisfactory rating or better for 06/07. 90% received a satisfactory rating or better for 05/06. 90% of the students received a satisfactory rating or better on communications for 04/05.

SLO 3:Design techniques Quark, InDesign, Photoshop, Publisher, Illustrator
Demonstrate principles of graphic design and apply design techniques using QuarkXpress, InDesign, Photoshop, Publisher, and Illustrator.

Related Measures:
M 3:Desktop Publishing Document Creation
90% of the students will earn a 80% (prior to 2009 it was 70%) or better on at least 3 desktop publishing documents in the capstone class.

Source of Evidence: Capstone course assignments measuring mastery

Target:
90% of the students will earn a 80% (prior to 2009 it was 70%) or better on at least 3 desktop publishing documents in the capstone class. Monitoring for continuous improvement

Findings (2011-2012) - Target: Met
100% of the students earned an 80% or better on at least 3 desktop publishing documents in the capstone class.

Findings (2010-2011) - Target: Met
100% received an 80% on better on at least 3 documents for 10/11. 100% received an 80% or better on at least 3 documents for 09/10. 100% received an 80% or better on at least 3 documents for 08/09. 90% received an 80% or better on at least 3 documents for 07/08. 90% received a 90% or better for 06/07. 100% of the students received a 90% or better on at least 3 documents created for 05/06. 90% of the students received a 90% or better on at least 3 desktop publishing documents created for 04/05.

SLO 4:Student Portfolio
Create a portfolio of desktop publishing documents to demonstrate student's abilities to a potential employer

Related Measures:

M 4:Portfolio

90% of the students will earn a satisfactory rating or better on their completed portfolio for the capstone class. Increased this goal to 90% of the students for 06/07.

Source of Evidence: Capstone course assignments measuring mastery

Target:

90% of the students will earn a satisfactory rating or better on their completed portfolio for the capstone class. Increased this goal to 90% of the students for 06/07. Monitoring for continuous improvement

Findings (2011-2012) - Target: Met

90% of the students earned a satisfactory rating or better on their completed portfolio for the capstone class.

Findings (2010-2011) - Target: Met

100% earned an above average or higher for 10/11. 100% earned an above average or higher for 09/10. 100% earned an above average or higher for 08/09. 100% earned an above average or higher for 07/08. 100% earned an above average or higher for 06/07. 100% of the students earned an above average rating on their portfolios for 05/06. 100% of the students earned an above average rating or better on their completed portfolio for 04/05.

SLO 6:Create Website

Understand the latest web page design trends; create a web site using a web editor program.

Related Measures:

M 6:Web Site

90% of the students will earn a satisfactory rating or better on their completed web site for the capstone course.

Source of Evidence: Capstone course assignments measuring mastery

Target:

90% of the students will earn a satisfactory rating or better on their completed web site for the capstone course. Monitoring for continuous improvement

Findings (2011-2012) - Target: Met

90% of the students earned a satisfactory rating or better on their completed web site for the capstone course. Some students still struggled with the web page concepts and more work in earlier courses is needed to help with this area.

Findings (2010-2011) - Target: Met

90% earned a satisfactory rating for 10/11 (several students struggled with this project due to the transition of web class contents. That situation should be resolved for future semesters). 90% earned a satisfactory rating for 09/10. 90% earned a satisfactory rating for 08/09. 90% earned a satisfactory rating for 07/08. 90% of the students earned an above average rating or better on their completed web site for

06/07. 90% of the students earned an above average rating or better on their completed web site for 05/06. 100% of the students earned an above average rating or better on their completed web site for 04/05.

SLO 7:Current Trends in Desktop Publishing Field
Keep up to date with current trends in the desktop publishing field.

Related Measures:
M 7:up to date with desktop trends
90% of former desktop publishing students who participate in the advisory committee meetings will show they have kept up to date with current trends.

Source of Evidence: Advisory board or community feedback on program

Target:
90% of former desktop publishing students who participate in the advisory committee meetings will show they have kept up to date with current trends. Monitoring for continuous improvement

Findings (2011-2012) - Target: Met
100% of advisory committee members encouraged us to continue to upgrade to new desktop software and continue giving more hands-on Mac experience to our students. The ability to use printing techniques and apply them to a print shop situation was also brought up and those printing concerns are being addressed by increasing our 2 credit Adv. Desktop Skills course to a 3 credit hour course that will include printing some projects in the print shop.

Findings (2010-2011) - Target: Met
10/11: 100% of advisory committee members encouraged us to upgrade to CS5 software and continue giving more hands-on Mac experience to our students. 09/10 100% of former desktop publishing students who attended the advisory committee meeting suggested changes that the program needed based on their experiences and continued education in the field. 08/09 we have new CS3 versions of software for 07/08 and need new books to go with that software. 06/07 keeping up to date with new software versions was a concern. 05/06: An area of concern was limited "printer" training regarding advanced printer settings. 100% of former desktop publishing students who attended the advisory committee meeting suggested changes that the program needed based on their experiences and continued education in the field. 04/05: Lack of "graphic" designing experience was one area of concern and lack of Macintosh computer experience was another.

SLO 8:Good Work Ethics and Attendance
Demonstrate good work ethics and attendance.

Related Measures:
M 8:Work Ethic/Attendance
90% of students will receive a satisfactory rating on the work ethic/attendance section of the capstone class. (Prior to 2009 it was 80%.)

Source of Evidence: Capstone course assignments measuring mastery

Target:
90% of students will receive a satisfactory rating on the work ethic/attendance section of the capstone class. (Prior to 2009 it was 80%.) Monitoring for continuous improvement

Findings (2011-2012) - Target: Met
90% of students received a satisfactory rating on the work ethic/attendance section of the capstone class.

Findings (2010-2011) - Target: Met
90% of the students received an Excellent rating on work ethic/attendance for 10/11. We will continue to stress the importance of these topics in every class. 90% of the students received an Excellent rating on work ethic/attendance for 09/10. 100% of the students received an Excellent rating on work ethic/attendance for 08/09. 90% of the students received an Excellent rating on work ethic/attendance for 07/08. 90% of the students received an Excellent rating on work ethic/attendance for 06/07. 100% of the students received an Excellent rating on work ethic/attendance for 05/06. 90% of the students received an Excellent rating on work ethic/attendance during 04/05.

SLO 9:Employable in desktop field
Students will have the computer skills needed to be employable in the desktop publishing field upon successful graduation

Related Measures:
M 9:employable
100% of graduates will have the required computer skills needed to gain employment in the desktop publishing field on the capstone class "exit survey"

Source of Evidence: Capstone course assignments measuring mastery

Target:
100% of graduates will have the required computer skills needed to gain employment in the desktop publishing field on the capstone class "exit survey". Monitoring for continuous improvement

Findings (2011-2012) - Target: Met
100% of graduates for 11/12 indicated they had the computer skills needed to be employable.

Findings (2010-2011) - Target: Met
100% of graduates for 10/11 indicated they had the computer skills needed to be employable. 100% of graduates for 09/10 indicated they had the computer skills needed to be employable. 100% of graduates for 08/09 indicated they had the computer skills needed to be employable. The addition of a Mac computer has allowed more hands-on training on this piece of technology and made graduates more employable 06/07. Lack of Macintosh experience is still a problem 05/06. While most graduates are finding employment, lack of Macintosh computer experience was a common concern. Practically every desktop publishing position required that the applicant have Macintosh experience (04/05).

SUMMARY REPORT OF REVIEW RESULTS
   CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

6-digit CIP	110401

Program Title	Information Technology

Degree Type	03 – AAS
	20 – Certs 30ch >
	30 – Certs <30ch

Action
☒ **Continued with minor improvements**
☐ **Significantly modified**
☐ **Discontinued/Eliminated**
☐ **Placed on inactive status**
☐ **Scheduled for further review**
☐ **Other, please specify:_____**

Improvements & Rationale for Action
  A brief description of the improvements made since the last review or reasons for other program decisions, proposed action plan for future improvements and an estimated timeline.

The Information Technology program continues to meet its objectives. Students have four specializations from which to choose: computer applications, network administration, programming, and web technology. When reviewing enrollment trends over a ten year period, the number of students has remained steady with a high of 166 students in 2001 and a low of 101 students in 2007, with enrollment from 2001-2011 averaging 143.7 students. The statewide job outlook through 2018 shows a projected 12.6% increase, while the LLC district projects level employment with a very slight decrease of .13%.

The program makes use of an active advisory council comprised of individuals employed in the field. Specific assessment of skills can be found in the attached Assessment Report. Overall, the Information Technology 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
☐ Student surveys
☒ Analysis of enrollment, demographic and cost data
☒ Other, please specify: See attached assessment reports.

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.

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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Written and Oral Communication

Express ideas effectively through written and oral communication.

Related Measures:

M 1:IT Seminar Presentation

Students will write documents and give presentations in the IT Seminar course.

Source of Evidence: Presentation, either individual or group

Target:

Eighty percent of IT students will score 80% or better on documents and presentations required in the IT Seminar course.

Findings (2011-2012) - Target: Met

100% in Sp '12.

Findings (2010-2011) - Target: Met

100 % of IT students tested in Sp '04 and Sp '05 scored 80% or better on documents and presentations required in the IT Seminar course. 100% in Sp '06. 100% in Sp '07. 100% in Sp '08. 100% in Sp '09. 93% in Sp '10. 94% in Sp '11.

SLO 2:Computer Fundamentals

Demonstrate the knowledge of computer hardware components and terminology.

Related Measures:

M 2:IT Seminar Exit Exam

Students will take an exit exam on hardware/computer terminology given in the IT Seminar course.

Source of Evidence: Standardized test of subject matter knowledge

Target:

Seventy-five percent of the IT students will earn an 80% or better on the hardware/computer terminology section of an exit exam given in the IT Seminar course. An item analysis will be used to identify strengths and weaknesses.

Findings (2011-2012) - Target: Met

83% in Sp '12.

Findings (2010-2011) - Target: Met
75% percent in Sp '04 and 92% in Sp '05 of the IT students tested earned an 80% or better on the hardware/computer terminology section of an exit exam given in the IT Seminar course. An item analysis will be used to identify strengths and weaknesses. 75% in Sp '06. 82% in Sp '07. 77% in Sp '08. 79% in Sp '09. 79% in Sp '10. 82% in Sp '11.

SLO 3:Internet
Possess basic skills of using a web browser and demonstrate knowledge of internet terminology.

Related Measures:
M 3:IT Seminar Exit Exam
Students will take an exit exam on internet section given in the IT Seminar course.

Source of Evidence: Standardized test of subject matter knowledge

Target:
Seventy-five percent of the IT students will earn an 80% or better on the internet section of an exit exam given in the IT Seminar course. An item analysis will be used to identify strengths and weaknesses.

Findings (2011-2012) - Target: Met
92% in Sp '12.

Findings (2010-2011) - Target: Met
50% in Sp '04 and 100% in Sp '05 of the IT students tested earned an 80% or better on the internet section of an exit exam given in the IT Seminar course. An item analysis will be used to identify strengths and weaknesses. 63% in Sp '06. 59% in Sp '07. 85% in Sp '08. 85% in Sp '09. 85% in Sp '10. 83% in Sp '11.

SLO 4:Programming Language
Demonstrate a proficiency in the basic skills of computer programming and be knowledgeable in Visual Basic language.

Related Measures:
M 4:Visual Basic Program
Students will write a Visual Basic program in CIS 052.

Source of Evidence: Project, either individual or group

Target:
Seventy-five percent of students will score 80% or better on a Visual Basic program in CIS 052.

Findings (2011-2012) - Target: Met
91% in Fall '11.

Findings (2010-2011) - Target: Met
100% in Spring '03 and 100% in Spring '04 of students scored 80% or better on a

Visual Basic program in CIS 052. No class in Sp '05. 100% in Sp '06. 92.8% in Sp '07. 100% in Sp '08. 100% in Sp '09. Not offered in Sp '10. 100% in Fall '10.

SLO 5:HTML and Web Design
Command knowledge of basic html coding and principles of web page design and create a web site using html coding.

Related Measures:
M 5:Web Site
Students will design a web site they created using basic html coding in CIS 099.

Source of Evidence: Project, either individual or group

Target:
Seventy-five percent of students will score 80% or better on a web site they created using basic html coding in CIS 099. A rubric is used to evaluate student performance and identify strengths and weaknesses.

Findings (2011-2012) - Target: Met
76% in Fall '11.

Findings (2010-2011) - Target: Met
Seventy-three percent of students in Fall '02 and 66% in Fall '03 scored 80% or better on a web site they created using basic html coding in CIS 099. 67% in Fall '04. 58.5% in Fall '05. 94% in Fall '06. 93.3% in Fall '07. 86.7% in Fall '08. 90% in Fall '09. 78% in Fall '10.

SLO 6:Web Design Program
Understand the latest web page design trends; create a web site using a web editor program.

Related Measures:
M 6:Web Site
Students will design a web site they created using a web editor program in CIS 100.

Source of Evidence: Project, either individual or group

Target:
Seventy-five percent of students will score 80% or better on a web site they created using a web editor program in CIS 100. A rubric is used to evaluate student performance and identify strengths and weaknesses.

Findings (2011-2012) - Target: Met
75% in Fall '11.

Findings (2010-2011) - Target: Met
100% of students in Fall '02 and 90% in Fall '03 scored 80% or better on a web site they created using a web editor program in CIS 100. 75% in Fall '04. 58.3% in Fall '05. 85% in Fall '06. 85% in Fall '07. 100% in Fall '08. 93% in Fall '09. 86% in Fall '10.

SLO 7:Software Applications
Demonstrate the ability to use a suite of software applications to create business documents.

Related Measures:
M 7:IT Seminar Exit Exam
Students will take an exit exam on a software applications section given in the IT Seminar course.

Source of Evidence: Standardized test of subject matter knowledge

Target:
Seventy-five percent of the IT students will earn an 80% or better on the software applications section of an exit exam given in the IT Seminar course. An item analysis will be used to identify strengths and weaknesses.

Findings (2011-2012) - Target: Met
92% in Sp '12.

Findings (2010-2011) - Target: Met
85% in Sp '04 & 100% in Sp '05 of the IT students tested earned an 80% or better on the software applications section of an exit exam given in the IT Seminar course. An item analysis will be used to identify strengths and weaknesses. 94% in Sp '06. 100% in Sp '07. 77% in Sp '08. 95% in Sp '09. 79% in Sp '10. 91% in Sp '11.

SLO 8:Networked Environment
Demonstrate a basic understanding of a networked computer environment.

Related Measures:
M 8:IT Seminar Exit Exam
Students will take an exit exam on the network section given in the IT Seminar course.

Source of Evidence: Standardized test of subject matter knowledge

Target:
Seventy-five percent of the IT students will earn an 80% or better on the network section of an exit exam given in the IT Seminar course. An item analysis will be used to identify strengths and weaknesses.

Findings (2011-2012) - Target: Not Met
73% in Sp '12.

Findings (2010-2011) - Target: Met
80% in Sp '04 & 85% in Sp '05 of the IT students tested earned an 80% or better on the network section of an exit exam given in the IT Seminar course. 38% in Sp '06. 82% in Sp '07. 92% in Sp '08. 84% in Sp '09. 84% in Sp '10. 86% in Sp '11.

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

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

Network
Established in Cycle: 2011-2012
Cover protocols more in depth.

SLO 9:Employment

Graduates of this program will be successfully employed in a computer-related field.

Related Measures:
M 9:Lake Land's Occupational Follow-up Study
Graduates are employed in a computer-related job upon graduation.

Source of Evidence: Academic direct measure of learning - other

Target:
Seventy-five percent of graduates who choose to be employed will have a computer-related job upon graduation as reported by Lake Land's Occupational Follow-up Study.

Findings (2011-2012) - Target: Not Reported This Cycle
No data available in 2011.

Findings (2010-2011) - Target: Not Reported This Cycle
No graduates yet. Unable to measure results at this time. No graduates responded in Spring '03. No graduates responded in Spring '04. No graduates responded in Spring '05. 2 graduates responded in Spring '06 - 100% employed. 1 graduate responded in Spring '07 - 100% employed. 1 response in Spring '08 - 100% employed. No data available in 2009. No data available in 2010.

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

Network
Cover protocols more in depth.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
    Measure: IT Seminar Exit Exam | **Outcome/Objective:** Networked Environment

Analysis Questions and Analysis Answers
How are you using your results?
Use of Results 1: Continue same practice. Use of Results 2: Results somewhat higher than previous year. Strengths in topologies and weaknesses in protocols and RAM. Continue to cover protocols and RAM more in depth. Use of Results 3: Results higher than previous year. Strengths in browsers and weaknesses in HTML. Cover HTML more in depth. Use of Results 4: Results somewhat lower than previous year. Concentrate more on logic than syntax. Use of Results 5: Results somewhat lower than previous year. Concentrate more on frames and cascading style sheets. Use of Results 6: Results somewhat lower than previous year. Concentrate more on cascading style sheets. Use of

Results 7: Results somewhat higher than previous year. Strengths in Word and PowerPoint. Weaknesses in Excel and Access. Spend more time on functions in Excel and Access databases. Use of Results 8: Results lower than previous year. Strengths in topologies and weaknesses in protocols. Cover protocols in more depth. Use of Results 9: No results.

Program Identification Information

6-digit CIP	150303

Degree Type	03 – AAS Electronics Engineering Technology, Electronic Systems Specialist, Electronic Control Technology, Instrumentation & Control Technology 20 – Certs 30ch > 30 – Certs <30ch

Action

☒ **Continued with minor improvements**
☐ **Significantly modified**
☐ **Discontinued/Eliminated**
☐ **Placed on inactive status**
☐ **Scheduled for further review**
☐ **Other, please specify:_____**

Improvements & Rationale for Action

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

The Outcomes Assessment Plans for the Electronics programs indicate that the Intended Outcomes and Objectives have been met or partially met. In the areas where the Objectives have not been met, the results are just slightly below the expectation and "use of results" suggests clearly defined proposals to achieve more desirable results.

Enrollment in the Electronics programs has remained steady over the last several years. The enrollment documentation indicates a significant number of "continuing" students when compared to "new" students.

Current unit costs information for the Electronics programs are not available.

The staff is highly skilled and educated in their field. Instructors are dedicated to insuring students obtain a relevant and current education. The software is updated on a regular basis and other associated equipment used in the delivery of this curriculum is fairly current.

The Electronics programs continue to be an asset to the Lake Land College District training graduates in a specific skill set that is widely sought after throughout the manufacturing and energy production communities. Many other degree and certificate programs rely on academic support from the Electronics Department.

Recent course development in our EET Department includes a series of new courses in Wind Technology, Photovoltaics, and other Renewable Energies.

Principle Assessment Methods Used in Quality Assurance for this Program

☒ 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)

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

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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Graduates of the Electronic Engineering Technology Program will be capable of being employed in the field
Graduates of the Electronic Engineering Technology Program will be capable of being employed in the field.

Related Measures:
M 1:80% of Electronic Engineering Technology graduates will report employment in a related field based
80% of Electronic Engineering Technology graduates who are looking for employment will report employment in a related field

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: Not Reported This Cycle
Changing our method of getting student data

Findings (2010-2011) - Target: Not Met
Of the one student who responding to a college-wide occupational follow-up survey 100% reported full-time employment in their field of study.

SLO 2:Demonstrate the ability to develop and produce electronic schematics.
Demonstrate the ability to develop and produce electronic schematics.

Related Measures:
M 2:90% of student will create, professional level electronic schematics in electronics projects class.
90% of student will create, professional level electronic schematics in electronics projects class.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: <u>Met</u>

Student work from EET048 Digital Circuits was gathered and examined. 100% of students created acceptable electronic schematics.

Findings (2010-2011) - Target: <u>Not Met</u>

Student work from EET054 Drafting & Fabrication was gathered and examined. Those students with computer skills (CAD, WORD, etc) appeared to score higher on the assessment

SLO 3: Apply basic understanding of soldering tools and techniques.

Apply basic understanding of soldering tools and techniques.

Related Measures:

M 3: 90% of student will build a circuit and demonstrate proper solder procedures

90% of student will build a circuit and demonstrate proper solder procedures.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Findings (2011-2012) - Target: <u>Met</u>

Student samples we gathered from EET 80 Radio Frequency Electronics. 100% demonstrate proper solder procedures

Findings (2010-2011) - Target: <u>Not Met</u>

All students were able to demonstrate proper solder procedures. 54% of the students passed a written soldering exam.

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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Graduates of the Electronic System Specialist Program will be capable of being employed in the field.

Graduates of the Electronic System Specialist Program will be capable of being employed in the field.

Related Measures:

M 1:80% of Electronic System Specialist graduates who sre seeking employment will report employment in a related field.

80% of Electronic System Specialist graduates who are seeking employment will report employment in a related field.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous imporvement

Findings (2011-2012) - Target: Not Reported This Cycle

No data was collected since student employment surveys are no longer being sent out by the college. The method to collect data will be changed. Informal polling of students showed that all of the students actively looking for employment, with one exception, had either received a job offer, or was still a still in the interview process.

Findings (2010-2011) - Target: Not Met

Of the one student who responding to a college-wide occupational follow-up survey 0% reported full-time employment in their field of study.

SLO 2:Demonstrate the ability to develop and produce electronic schematics.

Demonstrate the ability to develop and produce electronic schematics.

Related Measures:

M 2:90% of student will create acceptable professional electronic schematics as part of Electronic Project class.

90% of student will create acceptable professional electronic schematics as part of Electronic Project class.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: Met
Student work from EET048 Digital Circuits was gathered and examined. 100% of students created acceptable electronic schematics.

Findings (2010-2011) - Target: Not Met
Student work from EET054 Drafting & Fabrication was gathered and examined. Those students with computer skills (CAD, WORD, etc) appeared to score higher on the assessment, than those students who used hand drawings and/or copy machines

SLO 3:Demonstrate knowledge of computer hardware.
Demonstrate knowledge of computer hardware.

Related Measures:
M 3:Student will pass EET060 with a grade of "C" or better or pass the A+ exam.
90% of students will pass EET060 with a grade of "C" or better or pass the A+ exam.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: Not Reported This Cycle
Tracking for this objective is being changed.

SLO 4:Apply basic understanding of soldering tools and techniques.
Apply basic understanding of soldering tools and techniques.

Related Measures:
M 4:Student will build a circuit and demonstrate solder procedures.
Student will build a circuit and demonstrate solder procedures.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: Met
All of the students showed acceptable solder techniques, however, one was only marginal.

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

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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Graduates of the ECT Program will be employable in the Electronics Technology field

Graduates of the ECT Program will be employable in the Electronics Technology field

Related Measures:

M 1:Employment data will be gathered from student exit interviews

Employment data will be gathered from student exit interviews

Source of Evidence: Exit interviews with grads/program completers

Target:

80% of students who are actively looking will find employment in the field.

Findings (2011-2012) - Target: Not Reported This Cycle

Not reported this cycle. No Students in this program

SLO 2:Apply mathematical skills in using analytical problem solving methods

Apply mathematical skills in using analytical problem solving methods

Related Measures:

M 2:Students will calculate the slew rate and frequency response of an op amp amplifier in a formal lab report.

Students will calculate the slew rate and frequency response of an op amp amplifier in a formal lab report.

Source of Evidence: Portfolio, showing skill development or best work

Target:

80% of students will calculate the slew rate and frequency response of an op amp amplifier in a formal lab report correctly.

Findings (2011-2012) - Target: Not Reported This Cycle

No data reported this cycle

SLO 3:Demonstrate a thorough knowledge of basic electronic control devices and applications

Demonstrate a thorough knowledge of basic electronic control devices and applications

Related Measures:
M 4:Student will create a circuit that functions as a stop light using discreet digital logic, PLC logic, and micro controller logic
Student will create a circuit that functions as a stop light using discreet digital logic, PLC logic, and micro controller logic

Source of Evidence: Portfolio, showing skill development or best work

Target:
80% of students will create a circuit that functions as a stop light using discreet digital logic, PLC logic, and micro controller logic correctly.

Findings (2011-2012) - Target: Not Reported This Cycle
No data reported

SLO 4:Be proficient in the use of basic electronic test equipment.
Be proficient in the use of basic electronic test equipment.

Related Measures:
M 3:Students will calculate and measure the slew rate and frequency response of an op amp amplifier in a formal lab report.
Students will measure the slew rate and frequency response of an op amp amplifier in a formal lab report.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
80% of students will measure the slew rate and frequency response of an op amp amplifier in a formal lab report correctly.

Findings (2011-2012) - Target: Not Reported This Cycle
Not reported this cycle

Lake Land College

Detailed Assessment Report
2011-2012 Instrumentation & Control Technology AAS.ICT
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Employment in The Field of ICT

Graduates of the Instrumentation & Control Technology Program will be employable.

Related Measures:

M 1:Student Exit Interviews

Employment data will be gathered from student exit interviews.

Source of Evidence: Exit interviews with grads/program completers

Target:
80% of students (who are actively seeking) will find employment in the field.

Findings (2011-2012) - Target: Not Reported This Cycle
2008 - 2012 data: No findings to report as there are no students in this program of study.

SLO 2:Mathematical Skills/Problem Solving

Students will apply mathematical skills in using analytical problem solving methods.

Related Measures:

M 2:Portfolio Lab Report

Slew rate and frequency response of an op amp amplifier in a formal lab report portfolio.

Source of Evidence: Portfolio, showing skill development or best work

Target:
80% of students will calculate the slew rate and frequency response of an op amp amplifier in a formal portfolio lab report correctly.

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SLO 3:Electronic Control Device Applications
Students will demonstrate a thorough knowledge of basic electronic control devices and
applications.

Related Measures:
M 3:Circuit Creation
Create a circuit that functions as a stop light using discreet digital logic, PLC logic and
micro controller logic.

Source of Evidence: Project, either individual or group

Target:
80% of students will create a circuit that functions as a stop light using discreet
digital logic, PLC logic and micro controller logic correctly.

Findings (2011-2012) - Target: Not Reported This Cycle
2008 - 2012 data: No findings to report as there are no students in this
program of study.

SLO 4:Basic Electornic Test Equipment
Students will be proficient in the use of basic electronic test equipment.

Related Measures:
M 4:Calculation Lab Report Performance
Calculate and measure the slew rate and frequency response of an op amp amplifier
in a formal lab report.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
80% of students will measure the slew rate and frequency response of an op
amp amplifier in a formal portfolio lab report.

Findings (2011-2012) - Target: Not Reported This Cycle
2008 - 2012 data: No findings to report as there are no students in this
program of study.

Program Identification Information

6-digit CIP	151303

Degree Type	03 – AASBuilding Construction Technology 20 – Certs 30ch > 30 – Certs <30ch

Action
☒ **Continued with minor improvements**
☐ **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 Building Construction Technology program indicates that some of the Intended Outcomes and Objectives have been met. In the areas where the Objectives have not been met, the results are just slightly below the expectation and "use of results" suggests clearly defined proposals to achieve more desirable results.

Enrollment in the Building Construction Technology program is steady and job placement is excellent.

Although the residential market seems to be slow at this time the "green" building industry is booming, therefore the need for these graduates remains strong. We currently have several more job opportunities than graduates of this program. We have developed a great relationship with Morton Buildings. They employ several students each summer in our Supervised Occupational Experience program.

Unit costs information for the Building Construction Technology program is not available.

The staff is highly skilled and educated in their field. Instructors are dedicated to insuring students obtain a relevant and current education. The software is updated on a regular basis and other equipment is fairly current. Our Building Construction Technology curriculum provides the students with skills that are far above the performance skill levels outlined in the Illinois Occupational Skills Standards. We recently completed a DACUM for this program that identified courses and equipment revisions/upgrades. A new Surveying/Building Layout course

has been developed and we plan to include the new course to the curriculum next fall semester.
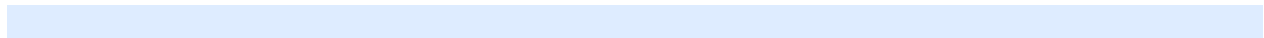

Principle Assessment Methods Used in Quality Assurance for this Program

☒ 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)

  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
2011-2012 Building Construction Technology AAS.BCT

Mission / Purpose

The mission of the Building Construction Technology program is to provide the education needed to ensure that the BCT students are successfully gainfully employed upon graduation or soon after. We intend to accomplish this by maintaining a good relationship with the local construction industry, and constantly monitoring the needs of the local workforce. Curriculum and teaching methods will modified as needed to stay current.

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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Employment

Graduates of the Building Construction Technology Program will be capable of being successfully employed in the construction industry.

Related Measures:
M 1:Employment

The majority of graduates of B.C.T. report employment offers or existing jobs in the construction field or plan to continue their education. Results are compiled from exit polls of graduates in early-May prior to graduation.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2010-2011) - Target: Met

There will be 6 graduates in May of 2007. As of April 20, 2007, 3 (50%) have work in the construction industry, 2 (33%) are actively seeking employment and 1 (17%) has not started seeking employment. There will be 6 graduates in May of 2008. As of April 20, 2008, 2 (33%) have work in the construction industry, 3 (50%) are continuing their education and 1 (17%) has not started seeking employment. No statics were documented for 2009. In May of 2010 there will be 4 graduates. As of April 28, 2010 one graduate has a job in construction (25%), one is looking (25%) and two are continuing their (50%) education. Update...all students found employment with local contractors or continued their education at a four year University with in 2 weeks of graduation. All 2011 graduates were gainfully employed within one week after graduation or continued their education at a University or LLC. The one student who

continued their education at LLC decided to go into pre-engineering and then transfer to the University of Illinois.

SLO 2:Math Skills
Students will demonstrate the ability perform appropriate level math in order to perform duties in the construction industry.

Related Measures:
M 2:Math Skills
Graduates must complete at least four basic math courses, and two physics related courses in order to graduate from the program.

Source of Evidence: Academic direct measure of learning - other

Target:
100% of the graduates will complete all of the courses

Findings (2011-2012) - Target: Met
All graduates successfully completed at least four basic math courses, and two physics related courses.

Findings (2010-2011) - Target: Met
The last B.C.T. class which completed requirements in Spring of 2008 - 100% of which had a greater evaluation than 75%.

SLO 3:Construction Materials
Demonstrate basic knowledge of materials used in building construction and their method of application.

Related Measures:
M 3:Construction Materials
Students must be able to identify various materials used during construction, and explain their function.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Students must answer test questions, and build a wall to demonstrate their understanding of various construction materials.

Findings (2011-2012) - Target: Met
Students demonstrated the ability to identify various materials, and showed an understanding of their use by building a wall, and answering test questions.

Findings (2010-2011) - Target: Met
Reports show understanding of their topics.

SLO 4:Estimating
Demonstrate a working knowledge of building construction cost estimating.

Related Measures:
M 4:Estimating
Provide a copy of their final estimate for a portfolio

Source of Evidence: Academic direct measure of learning - other

Target:
At least 80% of the students will achieve a score of 75% or better on the estimating project.

Findings (2010-2011) - Target: Met
Estimates show a good understanding of the estimating procedure.

SLO 5:Structural Steel Shop Drawings
Demonstrate a working knowledge of structural steel shop drawings

Related Measures:
M 5:Structural Steel Shop Drawings
Provide a copy of drawings for a portfolio

Source of Evidence: Academic direct measure of learning - other

Target:
Students will successfully complete Structural Steel Shop Detail drawings. The average score for the completed drawings will be 75% or above for the class.

Findings (2010-2011) - Target: Met
Drawings & computations (where applicable) show understanding in areas measured. Additionally two students were hired by a steel manufacturer, Cives Steel, and the employer has reported that they are very happy with the students and would like to hire more of our BCT graduates.

SLO 6:Working Drawings for Residential Construction
Draw full sets of working drawings for residential construction.

Related Measures:
M 6:Working Drawings for Residential Construction
Provide a copy of drawings for a portfolio

Source of Evidence: Academic direct measure of learning - other

Target:
Students will complete a set of residential drawings including the following drawings: site plan, foundation plan, floor plan, stair detail, wall section detail, foundation detail and house elevation.

SUMMARY REPORT OF REVIEW RESULTS
   CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

   Program Identification Information

6-digit CIP	151302

Degree Type	03 – AASComputer Aided Design Technology 20 – Certs 30ch > 30 – Certs <30ch

Action
☒ **Continued with minor improvements**
☐ **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 Computer Aided Design Technology program indicates that all of the Intended Outcomes and Objectives have been met.

Enrollment in the Computer Aided Design Technology program has increaseded in recent years. The enrollment has tripled from AY 2002 to AY 2009. The enrollment documentation indicates a significant number of "continuing" students when compared to "new" students.

Unit costs information for the Computer Aided Design Technology program is not available.

The staff is highly skilled and educated in their field. Instructors are dedicated to insuring students obtain a relevant and current education. The software is updated on a regular basis and other associated equipment used in the delivery of this curriculum is fairly current.

The Computer Aided Design Technology program continues to be an asset to the Lake Land College District training graduates in a specific skill set that is widely sought after throughout the manufacturing and construction communities.

Recent course development in our CAD Department includes a new course in Solidworks (a CAD platform that is becoming more popular with local manufacturing industry) and a Wind Energy Design course (students will design and build wind turbines and test their performance in a wind tunnel).

Principle Assessment Methods Used in Quality Assurance for this Program

☒ 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)

  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
2011-2012 Computer-Aided Design AAS.CAD

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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Program Outcome 1
Graduates of the CAD A.A.S. Degree Program will be employable in an entry-level position as a CAD operator or CAD Designer.

Related Measures:
M 1:Program Outcome Method 1
80% OF CAD A.A.S. Degree students will complete a performance test based on employment skills and achieve a a score of 70% or better.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Monitoring for continuous improvement.

Findings (2011-2012) - Target: Met
72% of CAD degree students scored 70% or better on a series of 3 performance tests.

Findings (2010-2011) - Target: Met
90% of CAD degree students scored 70% or better on a series of 3 performance tests.

SLO 2:Program Outcome 2
CAD graduates will be able to use multiple CAD programs.

Related Measures:
M 2:Program Outcome Method 2
90% of CAD degree students will successfully complete advanced courses using AutoCAD, Mastercam and Inventor CAD systems.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Monitoring for continuous improvement.

Findings (2011-2012) - Target: Met
There was a 91% successful completion rate among CAD degrees students of advanced courses in AutoCAD, Mastercam and Inventor.

Findings (2010-2011) - Target: Met
There was a 94.9% successful completion rate among CAD degrees students of advanced courses in AutoCAD, Mastercam and Inventor.

SLO 3:Program Outcome 3

Communicate effectively and professionally in the engineering environment through proper use of verbal, written and graphic techniques.

Related Measures:
M 3:Program Outcome Method 3
100% of graduating CAD Degree students will create a Portfolio presentation in 3D Parametric Design class to demonstrate their communications skills at a score of 70% or better.

Source of Evidence: Portfolio, showing skill development or best work

Target:
Monitoring for continuous improvement.

Findings (2011-2012) - Target: Met
85% of graduating CAD Degree students created a Portfolio to demonstrate their communications skills and learning outcomes in various courses with a score of 90% or better.

Findings (2010-2011) - Target: Met
100% of graduating CAD Degree students created a Portfolio to demonstrate their communications skills and learning outcomes in various courses with a score of 90% or better and a average score of 97.0%

SLO 4:Program Outcome 4

Apply analytical and geometric skills to complete a 3D assembly model while working together as a team.

Related Measures:
M 4:Program Outcome Method 4
90% of graduating CAD Degree students will successfully complete a 3D parametric modeling and assembly group project.

Source of Evidence: Project, either individual or group

Target:
Monitoring for continuous improvement.

Findings (2011-2012) - Target: Met
100% of graduating CAD Degree students successfully completed a 3D assembly group project.

Findings (2010-2011) - Target: Met
100% of graduating CAD Degree students successfully completed a 3D assembly group project with an average score of 95.0%.

SLO 5:Program Outcome 5

Demonstrate the ability to develop and produce technical drawings and designs in the architectural, electronic, mechanical and civil engineering disciplines with a computer-aided drafting (CAD) system.

Related Measures:

M 5:Program Outcome Method 5

90% of graduating CAD Degree students will successfully complete at least one Civil, Architectural, Electronic and Mechanical CAD drawing.

Source of Evidence: Project, either individual or group

Target:
Monitoring for continuous improvement.

Findings (2011-2012) - Target: Met
99% of graduating CAD Degree students successfully completed at least one Civil, Architectural, Electronic and Mechanical CAD drawing.

Findings (2010-2011) - Target: Met
92.3% of graduating CAD Degree students successfully completed at least one Civil, Architectural, Electronic and Mechanical CAD drawing.

SLO 6:Program Outcome 6

Demonstrate innovative and creative design ability.

Related Measures:

M 6:Program Outcome Method 6

90% of graduating students will demonstrate innovative and creative ability by designing a product within given parameters.

Source of Evidence: Project, either individual or group

Target:
Develop more challenging projects.

Findings (2011-2012) - Target: Met
100% of graduating CAD students designed and protyped a card holder with a score of 80% or better.

Findings (2010-2011) - Target: Met
100% of graduating CAD students designed and protyped a card holder with a score of 80% or better.

Program Identification Information

6-digit CIP	150403

Degree Type	03 – AASMechanical Electrical Technology 20 – Certs 30ch > 30 – Certs <30ch

Action

☒ **Continued with minor improvements**
☐ **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 Mechanical Electrical Technology program indicates that three of the six Intended Outcomes and Objectives have been met. In the areas where the Objectives have not been met, the results are just slightly below the expectation and "use of results" suggests clearly defined proposals to achieve more desirable results.

Enrollment in the Mechanical Electrical Technology program has remained steady over the last several years. The enrollment documentation indicates a significant number of "continuing" students when compared to "new" students.

Current unit costs information for the Mechanical Electrical Technology program is not available.

The staff is highly skilled and educated in their field. Instructors are dedicated to insuring students obtain a relevant and current education. The software is updated on a regular basis and other associated equipment used in the delivery of this curriculum is fairly current.

The Mechanical Electrical Technology program continues to be an asset to the Lake Land College District training graduates in a specific skill set that is widely sought after throughout the manufacturing and energy production communities.

Recent course development in our MET Department includes a series of new courses in Wind Technology.

Principle Assessment Methods Used in Quality Assurance for this Program

☒ 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)

  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
2011-2012 Mechanical Electrical Technology AAS.MET

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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Program Outcome 1
Graduates of the Mechanical-Electrical Technology Program will be capable of successful employment in mechanical and/or electrical related jobs.

Related Measures:
M 1:Program Outcome Method 1
Mechanical-Electrical Technology graduates will report successful employment in their field following their graduation.

Source of Evidence: Academic direct measure of learning - other

Target:
75% of MET graduates will find employment related to their degree.

Findings (2011-2012) - Target: Met
75% of MET graduates (2011) found employment related to their degree.

Findings (2010-2011) - Target: Not Met
A) Of those responding to a college-wide occupational follow-up survey 100% reported full-time employment in their field of study. (2 responses to follow-up survey). B) More job openings in this career field are listed with the Placement Office than there are graduates.

SLO 2:Program Outcome 2
Employers of Mechanical-Electrical Technology graduates will be satisfied with their performance.

Related Measures:
M 2:Program Outcome Method 2
Employment of Mechanical-Electrical Technology graduates will indicate that the employers are satisfied with the education and skills of their mechanical-electrical employees.

Source of Evidence: Academic direct measure of learning - other

Target:
75% of the MET graduates will find jobs related to their degree.

Findings (2011-2012) - Target: <u>Met</u>
75% of the MET graduates found jobs that relates to their degree.

Findings (2010-2011) - Target: <u>Not Met</u>
100% of Employers indicated above average satisfaction with the education and skills of their mechanical-electrical employees. Survey indicated problem solving skills could be improved.

SLO 3:Program Outcome 3

Entry-level graduates with Associates of Applied Science degrees in Mechanical-Electrical Technology will be able to: Communicate effectively and professionally in the manufacturing environment through proper use of verbal and written techniques.

Related Measures:
M 3:Program Outcome Method 3
Student will complete a written project #1 according to an assigned format while enrolled in Fluid Power.

Source of Evidence: Academic direct measure of learning - other

Target:
75% of the students will score 75% or better on the written project.

Findings (2011-2012) - Target: <u>Met</u>
90% of the students scored over 75% on the written project.

Findings (2010-2011) - Target: <u>Not Met</u>
100% of graduating MET students met the criteria for written communication skills.

SLO 4:Program Outcome 4

Apply mathematical skills to solve analytical problems.

Related Measures:
M 4:Program Outcome Method 4
Project #2 in fluid power will require the use of mathematical skills to complete.

Source of Evidence: Academic direct measure of learning - other

Target:
75% of the students will achieve 13 out of 18 total points on the mathematical skills section of project #2 in fluid power.

Findings (2011-2012) - Target: <u>Met</u>
80% of the MET students scored over 13 of 18 points on applying mathematical skills.

Findings (2010-2011) - Target: <u>Not Met</u>
64% of graduating MET students met the criteria for applying mathematical skills to a fluid power project.

SLO 5:Program Outcome 5
Demonstrate the ability to develop and produce technical drawings and designs with a computer-aided drafting system.

Related Measures:
M 5:Program Outcome Method 5

Students will create technical drawings for design project in Technical Mechanisms.

Source of Evidence: Academic direct measure of learning - other

Target:
75% of the students will achieve 80% of the available points on the technical drawing for the design project in Technical Mechanisms.

Findings (2011-2012) - Target: Met
87% of the students scored higher than 80% on the technical drawing portion of the design project.

Findings (2010-2011) - Target: Not Met
60% of the graduating MET students met the criteria for developing and producing drawings with a computer aided drafting system.

SLO 6:Program Outcome 6
Understand the principles of fluid power in the control of automated manufacturing equipment.

Related Measures:
M 6:Program Outcome Method 6

Students will answer a question about the method of fluid control. It is a discussion question included in project#2 in Fluid Power.

Source of Evidence: Academic direct measure of learning - other

Target:
90% of the students will achieve 4 or above on the method of fluid control. Discussion question included in project#2 Fluid Power.

Findings (2011-2012) - Target: Met
90% of the students scored 4 or higher on the method of fluid control.

Findings (2010-2011) - Target: Not Met
82% of the graduating MET students met the criteria for understanding the principles of fluid power in the control of equipment.

Program Identification Information

6-digit CIP	150411

Degree Type	03 – AASComputer Integrated Manufacturing Technology 20 – Certs 30ch > 30 – Certs <30ch

Action

☒ **Continued with minor improvements**
☐ **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 Computer Integrated Manufacturing Technology degree program indicates that five out of the six Intended Outcomes and Objectives have been met. In the area where the Objectives have not been met, the results are just slightly below the expectation.

Enrollment in the Computer Integrated Manufacturing Technology degree program has declined in recent years but seems to be on the rebound. The enrollment documentation indicates a significant number of "continuing" students when compared to "new" students.

Current unit costs information for the Computer Integrated Manufacturing Technology degree program is not available.

The staff is highly skilled and educated in their field. Instructors are dedicated to insuring students obtain a relevant and current education. The software is updated on a regular basis and other associated equipment used in the delivery of this curriculum is fairly current. We have developed a new course in Wind Energy Design and plan to offer it for the first time next fall.

The Computer Integrated Manufacturing Technology program continues to be an asset to the Lake Land College District training graduates in a specific skill set that is widely sought after throughout the manufacturing community.

Principle Assessment Methods Used in Quality Assurance for this Program

☒ 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)
 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
2011-2012 Computer Integrated Manufacturing Technology AAS.CIM
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

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 in advanced manufacturing skills.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Program Outcome 1

Graduates of the Computer Integrated Manufacturing Technology Program will be capable of successful employment in the automated manufacturing field.

Related Measures:

M 1:Program Outcome Method 1

At least 75% of Computer Integrated Manufacturing Technology graduates will have successful employment in their field or continued their education.

Source of Evidence: Job placement data, esp. for career/tech areas

Target:
Monitoring for continuous improvement.

Findings (2011-2012) - Target: Met
75% of all Computer Integrated Manufacturing Technology graduates found employment in thier field of study or continued their education as of 4/16/2012

Findings (2010-2011) - Target: Met
75% of CIM Graduates found employment in a Computer Integrated Manufacturing related field or decided to continue their education as of 4/6/2011.

SLO 2:Program Outcome 2

Employers of Computer Integrated Manufacturing Technology graduates will be satisfied with the education received by their employees.

Related Measures:

M 2:Program Outcome Method 2

At least 75% of Computer Integrated Manufacturing Technology employers will indicate that they are satisfied with the education and skills of their CIM employees.

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Source of Evidence: Student satisfaction survey at end of the program

Target:
Assist students in successful factory layout design.

Findings (2011-2012) - Target: Met
Two employers were interviewed and they expressed satisfaction with Computer Integrated Manufacturing Technology graduates and would hire more graduates in the future. Two other employers expressed a need for Computer Integrated Manufacturing graduates if they were available.

Findings (2010-2011) - Target: Met
Three employers were interviewed and they expressed satisfaction with Computer Integrated Manufacturing Technology graduates and would hire more graduates in the future.

SLO 3:Program Outcome 3
Entry-level graduates with an Associate of Applied Science degree in Computer Integrated Manufacturing Technology will be able to: Communicate effectively and professionally in the manufacturing environment through proper use of verbal, written and graphic techniques.

Related Measures:
M 3:Program Outcome Method 3
100% of graduating CIM students will create a Computer Integrated Manufacturing portfolio to showcase communications skills and document overall technical skills gained during their educational experience.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement.

Findings (2011-2012) - Target: Met
100% of graduating CIM students successfully completed a Computer Integrated Manufacturing portfolio.

Findings (2010-2011) - Target: Met
100% of graduating CIM students successfully completed a Computer Integrated Manufacturing portfolio.

SLO 4:Program Outcome 4
Students will be able to apply mathematical skills in algebra, trigonometry, and applied physics, using analytical problem solving methods.

Related Measures:
M 4:Program Outcome Method 4
90% of graduating CIM students will successfully complete a math project in Intro to CNC class which applies math to CNC related problems with a 70% grade of better.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Monitoring for continuous improvement.

Findings (2011-2012) - Target: Met
82.3% of graduating CIM students completed a math project in CNC class to demonstrate their ability to apply math to CNC problems with a score of 70% or better.

Findings (2010-2011) - Target: Met
100% of graduating CIM students completed a math project in CNC class to demonstrate their ability to apply math to CNC problems at an average of 85%

SLO 5:Program Outcome 5
Students will be able to demonstrate the ability to develop and produce technical drawings and designs with a computer-aided drafting system

Related Measures:
M 5:Program Outcome Method 5
90% of graduating CIM students will successfully complete a factory design project using a CAD system.

Source of Evidence: Project, either individual or group

Target:
Monitoring for continuous improvement.

Findings (2011-2012) - Target: Met
83% of graduating CIM students completed a factory design project using a CAD system at 93% level or better.

Findings (2010-2011) - Target: Not Met
83% of graduating CIM students completed a factory design project using a CAD system at 100% level.

SLO 6:Program Outcome 6
Students will be able to demonstrate an ability to setup, operate and program computer numerical controlled machines and integrate with robotics and other automation.

Related Measures:
M 6:Program Outcome Method 6
90% of graduating CIM students will successfully complete a Computer Integrated Project using CNC machines, Robotics, PLC's and other automation.

Source of Evidence: Project, either individual or group

Target:
Monitoring for continuous improvement.

Findings (2011-2012) - Target: Met
100% of CIM graduates completed four automation projects with a 70% level or better.

Findings (2010-2011) - Target: Met
100% of CIM graduates completed four automation projects

SUMMARY REPORT OF REVIEW RESULTS
   CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

   Program Identification Information

6-digit CIP	220301

Program Title	Administrative Assistant-Legal

Degree Type	03 – AAS
	20 – Certs 30ch >
	30 – Certs <30ch

Action
☒ **Continued with minor improvements**
☐ **Significantly modified**
☐ **Discontinued/Eliminated**
☐ **Placed on inactive status**
☐ **Scheduled for further review**
☐ **Other, please specify:_____**

Improvements & Rationale for Action
  A brief description of the improvements made since the last review or reasons for other program decisions, proposed action plan for future improvements and an estimated timeline.

The Administrative Assistant-Legal program continues to meet its objectives. When reviewing enrollment trends over a ten year period, the number of students has remained steady with a high of 21 students in 2010 and a low of 7 students in 2005. The statewide job outlook through 2018 shows a predicted increase of 13%, while the LLC district projects a 4% increase.

The program makes use of an active advisory council comprised of individuals employed in the field. Specific assessment of skills can be found in the attached Assessment Report. Overall, the Administrative Assistant-Legal 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
☐ Student surveys
☒ Analysis of enrollment, demographic and cost data
☒ Other, please specify: <u>See attached assessment report.</u>

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
2011-2012 Administrative Assistant-Legal(AAS.AALEG)

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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Keyboarding
Keyboard from straight copy material at a minimum speed of 52 words per minute for five minutes with five errors or less.

Related Measures:
M 1:Keyboarding
Sixty percent of the graduates will have demonstrated keyboarding speed of at least 52 wpm with no more than five errors on a five-minute timing on average copy material.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: Met
2012: 81% of the students (n=37) demonstrated keyboard speeds of at least 52 wpm with not more than 5 errors on a 5-minute timed writing on average copy material. (data collected from su11 and sp12 bus115)

Findings (2010-2011) - Target: Not Met
2010: Seventy-eight percent (N=40) of the students demonstrated keyboarding speed of at least 52 wpm with not more than five errors on a five-minute timing on average copy material. 2009: Eighty-four percent (N=31) of the students demonstrated keyboarding speed of at least 52 wpm with no more than five errors on a five-minute timing on average copy material. 2008: Sixty percent (N=30) of the graduates demonstrated keyboarding speed of at least 52 wpm with no more than five errors on a five-minute timing on average copy material. 2007: Sixty-nine percent (N=36) of the graduates demonstrated keyboarding speed of at least 52 wpm with no more than five errors on a five-minute timing on average copy material.

Findings (2010-2011) - Target: Met
2011: Data collected from BUS115 summer 10 and spring 2011. Sixty percent (n=53) of the students demonstrated keyboarding speeds of at least 52 wpm with not more than five errors on a five-minute timing. 2010: Seventy-eight percent (N=40) of the students demonstrated keyboarding speed of at least 52 wpm with not more than

five errors on a five-minute timing on average copy material. 2009: Eighty-four percent (N=31) of the students demonstrated keyboarding speed of at least 52 wpm with no more than five errors on a five-minute timing on average copy material. 2008: Sixty percent (N=30) of the graduates demonstrated keyboarding speed of at least 52 wpm with no more than five errors on a five-minute timing on average copy material. 2007: Sixty-nine percent (N=36) of the graduates demonstrated keyboarding speed of at least 52 wpm with no more than five errors on a five-minute timing on average copy material.

M 4:duplicate--delete
Sixty percent of the graduates will have demonstrated keyboarding speed of at least 52 wpm with no more than five errors on a five-minute timing on average copy material.

Source of Evidence: Academic direct measure of learning - other

SLO 2:Notetaking
Take notes using an alphabetic shorthand system to produce mailable documents.

Related Measures:
M 2:Notetaking
A) Sixty percent of the graduates will have demonstrated a minimum shorthand speed of 70 wpm for three minutes with 95 percent accuracy. B) Seventy percent of the graduates will have demonstrated minimum proficiency standards in producing seven mailable letters and memos.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: Met
2012: A)73% (n=37) of the students demonstrated a minimum shorthand speed of 70 wpm for 3 minutes with 95% accuracy. B)84% (n=37) of the students demonstrated a minimum proficiency standard in producing 5 mailable letters with 100% accuracy.

Findings (2010-2011) - Target: Met
2011: A) Sixty-one percent (N=46) of the students demonstrated a minimum shorthand speed of 70 wpm for three minutes with ninety five percent accuracy. B) Seventy-eight percent (N=46) of the students demonstrated a minimum proficiency standards in producing five mailable letters and memos. 2010: A) Fifty-six percent (N=32) of the students demonstrated a minimum shorthand speed of 70 wpm for three minutes with ninety-five percent accuracy. B) Fifty-nine percent of the students demonstrated minimum proficiency standards in producing seven mailable letters and memos. 2009: A) Forty-six percent (N=26) of the students demonstrated a minimum shorthand speed of 70 wpm for three minutes with 95 percent accuracy. B) Eighty-eight percent (N=26) of the students demonstrated minimum proficiency standards in producing seven mailable letters and memos. 2008: A) Sixty-eight percent (N=22) of the graduates demonstrated a minimum shorthand speed of 70 wpm for three minutes with 95 percent accuracy. B) Sixty-eight percent (N=22) of the graduates demonstrated minimum proficiency standards in producing seven mailable

letters and memos. 2007: A) Forty-three percent (N=23) of the graduates demonstrated a minimum shorthand speed of 70 wpm for three minutes with 95 percent accuracy. B) Ninety-five percent (N=23) of the graduates demonstrated minimum proficiency standards in producing seven mailable letters and memos.

SLO 3:Communication
Communicate effectively and professionally through proper use of communication techniques.

Related Measures:
M 3:Communication
Eighty percent of the students will earn 70% or better on a comprehensive test covering English grammar, vocabulary and mechanics.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: Met
2012: Data collected from fall 2011 and spring 2012. 80% percent (n=69) of students earned 70% or better on a comprehensive test covering English grammar, vocabulary, and mechanics.

Findings (2010-2011) - Target: Not Met
2011: Seventy-eight percent (n=78) of the students earned 70% or better on a comprehensive test covering English grammar, vocabulary, and mechanics. 2010: Ninety-eight percent (N=23) of the students earned 70% or better on a comprehensive test covering English grammar, vocabulary, and mechanics. 2009: Eighty-nine percent (N=18) of the students earned 70 percent or better on a comprehensive test covering English grammar, vocabulary, and mechanics. 2008: Eighty percent (N=150) of the students earned 70% or better on a comprehensive test covering English grammar, vocabulary, and mechanics. 2007: Eighty-seven percent (N=77) of the students earned 70 percent or better on a comprehensive test covering English grammar, vocabulary, and mechanics.

SLO 4:Transcribe
Transcribe legal correspondence.

Related Measures:
M 5:Transcription
Eighty percent of the students will score an 80% or higher on a midterm exam.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: Not Met
2012: 75% of students (n=4) achieved an 80% or higher on a midterm exam. Data collected from fall 2011 and spring 2012 in Legal Transcription (BUS062).

Findings (2010-2011) - Target: <u>Not Met</u>

2011: Seventy-five percent (n=4) achieved an 80% or higher on a midterm exam.
2010: Eighteen percent (n=11) achieved an 80% or higher on a midterm exam. 2009:
Zero percent of the students (N=6) produced a minimum of two error-free
transcription documents. 2008: Sixty percent (N=5) produced a minimum of two
error-free documents. 2007: One hundred percent (N=1) produced a minimum of two
error-free documents.

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

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

Monitor for continuous improvement
Established in Cycle: 2010-2011
Although the goal was not achieved, the sample size was much smaller.
Issues with the new textbook made data from fall 2010 unav...

SLO 5:Internship
Demonstrate professional and interpersonal human relations skills.

Related Measures:
M 6:Internship
Ninety-five percent of the students will earn an average or above on the Employer Evaluation
completed by the employer at the conclusion of the internship period.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: <u>Met</u>
2012:One hundred percent of students earned an average or above on the Employer
Evaluation completed by the employer at the conclusion of the internship period.

Findings (2010-2011) - Target: <u>Met</u>
2011:One hundred percent of students earned an average or above on the Employer
Evaluation completed by the employer at the conclusion of the internship period.
2010: One hundred percent of students earned an average or above on the
Internship Rating Sheet completed by the employer at the conclusion of the
internship period. 2009: One hundred percent of the students earned an average or
above on the Internship Rating Sheet completed by the employer at the conclusion of
the internship period. 2008: One hundred percent of the students earned an average
or above on the Internship Rating Sheet completed by the employer at the conclusion
of the internship period. 2007: One hundred percent of the students earned an
average or above on the Internship Rating Sheet completed by the employer at the
conclusion of the internship period.

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

Monitor for continuous improvement

Although the goal was not achieved, the sample size was much smaller. Issues with the new textbook made data from fall 2010 unavailable. The instructor will continue to evaluate and emphasize the importance of proofreading.

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

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

SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

6-digit CIP	510716

Program Title	Administrative Assistant-Medical

Degree Type	03 – AAS
	20 – Certs 30ch >
	30 – Certs <30ch

Action
☒ **Continued with minor improvements**
☐ **Significantly modified**
☐ **Discontinued/Eliminated**
☐ **Placed on inactive status**
☐ **Scheduled for further review**
☐ **Other, please specify:_____**

Improvements & Rationale for Action
A brief description of the improvements made since the last review or reasons for other program decisions, proposed action plan for future improvements and an estimated timeline.

The Administrative Assistant-Medical program continues to meet its objectives. When reviewing enrollment trends over a ten year period, the number of students has remained steady with a high of 66 students in Fall 2010 and a low of 16 students in Fall 2001, with enrollment averaging in the mid-30's. The statewide job outlook through 2018 shows a predicted increase of 26%, while the LLC district projects a 24% increase.

The program makes use of an active advisory council comprised of individuals employed in the field. Specific assessment of skills can be found in the attached Assessment Report. Overall, the Administrative Assistant-Medical 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
☐ Student 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.

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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Keyboarding Skill
Keyboard from straight copy material at a minimum speed of 52 words per minute for five minutes with five errors or less.

Related Measures:
M 1:Keyboarding
Sixty percent of the graduates will have demonstrated keyboarding speed of at least 52 wpm with no more than five errors on a five-minute timing on average copy material.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: Met
2012: Eighty-0ne percent (N=37) of the students demonstrated keyboard speeds of at least 52 wpm with not more than 5 errors on a five-minute timed writing on average copy material. (Data collected from SU11 and SP12 BUS 115)

Findings (2010-2011) - Target: Not Met
2011: Fifty-eight percent (N=55) of the students demonstrated keyboarding speed of at least 52 wpm with not more than five errors on a five-minute timing on average copy material. (Data Collected from SU10 SP 11 Bus 115 students) 2010: Seventy-eight percent (N=40) of the students demonstrated keyboarding speed of at least 52 wpm with not more than five errors on a five-minute timing on average copy material. 2009: Eighty-four percent (N=31) of the students demonstrated keyboarding speed of at least 52 wpm with no more than five errors on a five-minute timing on average copy material. 2008: Sixty percent (N=30) of the graduates demonstrated keyboarding speed of at least 52 wpm with no more than five errors on a five-minute timing on average copy material. 2007: Sixty-nine percent (N=36) of the graduates demonstrated keyboarding speed of at least 52 wpm with no more than five errors on a five-minute timing on average copy material.

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

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

Keyboarding speed
Established in Cycle: 2010-2011
This assessment criteria was not met this year. It fell below the required 52 wpm. All but 2 students were able to pass the re...

SLO 2:Notetaking
Take notes using an alphabetic shorthand system to produce mailable documents.

Related Measures:
M 2:Notetaking
A) Sixty percent of the graduates will have demonstrated a minimum shorthand speed of 70 wpm for three minutes with 95 percent accuracy. B) Seventy percent of the graduates will have demonstrated minimum proficiency standards in producing five mailable letters and memos.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: Met
2012: A.)Seventy-three percent (N=37) of the students demonstrated a minimum shorthand speed of 70 wpm for three minutes with ninety five percent accuracy. B.) Eighty-four percent (N=37) of the students demonstrated a minimum proficiency standard in producing five mailable letters, with 100% accuracy.

Findings (2010-2011) - Target: Met
2011: A) Sixty-one percent (N=46) of the students demonstrated a minimum shorthand speed of 70 wpm for three minutes with ninety five percent accuracy. B) Seventy-eight percent (N=46) of the students demonstrated a minimun proficiency standards in producing five mailable letters and memos. 2010: A) Fifty-six percent (N=32) of the students demonstrated a minimum shorthand speed of 70 wpm for three minutes with ninety five percent accuracy. B) Fifty-nine percent of the students demonstrated a minimum proficiency standards in producing seven mailable letters and memos. 2009: A) Forty-six percent (N=26) of the students demonstrated a minimum shorthand speed of 70 wpm for three minutes with 95 percent accuracy. B) Eighty-eight percent (N=26) of the students demonstrated minimum proficiency standards in producing seven mailable letters and memos. 2008: A) Sixty-eight percent (N=22) of the graduates demonstrated a minimum shorthand speed of 70 wpm for three minutes with 95 percent accuracy. B) Sixty-eight percent (N=22) of the graduates demonstrated minimum proficiency standards in producing seven mailable letters and memos. 2007: A) Forty-three percent (N=23) of the graduates demonstrated a minimum shorthand speed of 70 wpm for three minutes with 95 percent accuracy. B) Ninety-five percent (N=23) of the graduates demonstrated minimum proficiency standards in producing seven mailable letters and memos.

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

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

Notetaking
Established in Cycle: 2010-2011
Although this criteria was achieved, emphasis will still be placed on the subject matter. More timed dictations and more mailab...

SLO 3:Communication

Communicate effectively and professionally through proper use of communication techniques.

Related Measures:

M 3:Communication

Eighty percent of the students will earn 70% or better on a comprehensive test covering English grammar, vocabulary and mechanics.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Findings (2011-2012) - Target: Met

2012: Eighty percent (N=69) of students earned 70% or better on a comprehensive test covering English grammar, vocabulary, and mechanics. (Data collected from Fa 11, Sp 12)

Findings (2010-2011) - Target: Met

2011: Seventy-eight percent (N-78) of students earned 70% or better on a comprehensive test covering English, grammar, vocabulary and mechanics. (data collected from fall 2010 and spring 2011.) 2010: Ninety-eight percent (N=23) of the students earned seventy percent or better on a comprehensive test covering English, grammar, vocabulary, mechanics. 2009: Eighty-nine percent (N=18) of the students earned 70 percent or better on a comprehensive test covering English grammar, vocabulary, and mechanics. 2008: Eighty percent (N=150) of the students earned 70% or better on a comprehensive test covering English grammar, vocabulary, and mechanics. 2007: Eighty-seven percent (N=77) of the students earned 70 percent or better on a comprehensive test covering English grammar, vocabulary, and mechanics.

SLO 4:Internship

Demonstrate professional and interpersonal human relations skills.

Related Measures:

M 4:Internship

Ninety-five percent of the students will earn an average or above on the Internship Rating Sheet completed by the employer at the conclusion of the internship period.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Findings (2011-2012) - Target: <u>Met</u>
2012: Ninety four percent (N=17) of the students earned an average or above on the Internship Rating sheet completed by the employer at the conclusion of the internship. (Data from Su11, Fa11, Sp12)

Findings (2010-2011) - Target: <u>Met</u>
2011: Ninety-six percent (N=28) of the students earned an average or above on the Internship Rating Sheet completed by the employer at the conclusion of the internship period. 2010: One hundred percent of the students earned an average or above on the Internship Rating Sheet completed by the employer at the conclusion of the internship period. 2009: One hundred percent of the students earned an average or above on the Internship Rating Sheet completed by the employer at the conclusion of the internship period. 2008: One hundred percent of the students earned an average or above on the Internship Rating Sheet completed by the employer at the conclusion of the internship period. 2007: One hundred percent of the students earned an average or above on the Internship Rating Sheet completed by the employer at the conclusion of the internship period.

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

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

Internship
Established in Cycle: 2010-2011
Very few students have ever earned below average on the Internship rating Sheet completed by the employer. The internship instr...

SLO 5:Medical Transcription
Demonstrate knowledge of medical vocabulary, transcription techniques, and equipment.

Related Measures:
M 5:Medical Transcription
Ninety percent of the students will produce a minimum of two medical transcription documents earning an A or better.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: <u>Not Met</u>
2012: Seventy-six percent of the students (N=105) produced a minimum of two medical transcription documents earning ninety percent or better. (Data from Su11, Fa11, Sp12, BUS063 and BUS084 classes)

Findings (2010-2011) - Target: <u>Not Met</u>
2011: Fifty-eight percent of the students (N=44) produced a minimum of two medical transcription documents earning ninety percent or better. (data from Su 10, Fa 10 and SP 11 (BUS 063 and BUS 084)) 2010: Eighty-two percent of the students (N=49) produced a minimum of two medical transcription documents earning ninety percent

or better. 2009: Zero percent of the students (N=19) produced a minimum of two error-free transcription documents. 2008: Fifty-eight percent (N=19) produced a minimum of two error-free transcription documents in advanced medical transcription. 2007: Thirty-five percent (N=26) produced a minimum of two error-free transcription documents in advanced medical transcription.

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

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

Medical Transcription
Established in Cycle: 2010-2011
The structure of the transcription classes are still changing. All tests are now being offered online. We are really going to s...

SLO 6:Medical Insurance & Coding
Demonstrate knowledge of medical insurance and coding procedures.

Related Measures:
M 6:Medical Insurance & Coding
Ninety percent of the graduates will attain an 70% or above on locally developed tests and quizzes in the Medical Insurance and Coding course.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: Met
2012: Ninety-three percent (N=29) of the students earned 70% and above on locally developed tests and quizzes. (data collected from Fall 2011 and Spring 2012)

Findings (2010-2011) - Target: Met
2011: Ninety percent of the students (N=25) earned 70% and above on locally developed tests and quizzes. (see med trans cert) 2010: Eighty-five percent of the students (N=62) were able to code procedures and modifiers with 100 percent accuracy. 2009: Ninety-six percent of the students (N=27) earned 70% and above on locally developed tests and quizzes. 2008: Seventy-eight percent (N=37) earned 70% and above on locally developed tests and quizzes. 2007: Eighty-six percent (N=44) earned 70% and above on locally developed tests and quizzes.

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

Internship
Very few students have ever earned below average on the Internship rating Sheet completed by the employer. The internship instructor will continue to stay abreast of any difficulties a student may encounter during the internship to avoid a student not succeeding during this important phase of her/his education. I did have one student who was not able to complete her internship

because of illness. She will be retaking this summer 2011

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

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

Keyboarding speed

This assessment criteria was not met this year. It fell below the required 52 wpm. All but 2 students were able to pass the required 46 words per minute which was up from previous years. We will continue to provide additional lessons and exercises and develop additional drill work to achieve the goal for next year.

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

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

Medical Transcription

The structure of the transcription classes are still changing. All tests are now being offered online. We are really going to start stressing the importance of basic English skills, keyboarding skills, and medical terminology skills before the student enrolls in this course. We will be developing more samples of transcription exercises so students will better understand format.

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

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

Notetaking

Although this criterion was achieved, emphasis will still be placed on the subject matter. More timed dictations and more mailable letters will be provided in the future. Students will be awarded for completing daily homework assignments.

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

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

SUMMARY REPORT OF REVIEW RESULTS
   CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

   Program Identification Information

6-digit CIP	100303

Program Title	Desktop Publishing Graphic Design

Degree Type	03 – AAS
	20 – Certs 30ch >
	30 – Certs <30ch

Action
☒ **Continued with minor improvements**
☐ **Significantly modified**
☐ **Discontinued/Eliminated**
☐ **Placed on inactive status**
☐ **Scheduled for further review**
☐ **Other, please specify:_____**

Improvements & Rationale for Action
  A brief description of the improvements made since the last review or reasons for other program decisions, proposed action plan for future improvements and an estimated timeline.

The Desktop Publishing Graphic Design program continues to meet its objectives. When reviewing enrollment trends over a ten year period, the number of students has remained steady with a high of 42 students in 2010 and a low of 10 students in 2001, with enrollment averaging in the low-30's. The statewide job outlook through 2018 shows a predicted increase of 9%, while the LLC district projects a 3.5% increase.

The program makes use of an active advisory council comprised of individuals employed in the field. Specific assessment of skills can be found in the attached Assessment Report. Overall, the Desktop Publishing Graphic Design 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
☐ Student 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.

Goals

G 1:Desktop Publishing Certificate

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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Work Ethics and attendance

Demonstrate good work ethic and attendance.

Related Measures:

M 1:Work Ethic and Attendance

90% of students will receive a satisfactory rating on the work ethic/attendance portion of an evaluation given in the Advanced Desktop Skills course.

Source of Evidence: Capstone course assignments measuring mastery

Target:

90% of students will receive a satisfactory rating on the work ethic/attendance portion of an evaluation given in the Advanced Desktop Skills course. Monitoring for continuous improvement

Findings (2011-2012) - Target: Met

90% of students received a satisfactory rating on the work ethic/attendance portion of an evaluation given in the Advanced Desktop Skills course.

Findings (2010-2011) - Target: Met

90% of the students received a satisfactory rating on this portion of the desktop skills class. We need to continue to stress the importance of this area. 90% of the students received the same score for 09/10. 90% of the students received the same score for 08/09. 90% of the students received the same score for 07/08. 90% of the students received the same score for 06/07. 90% of the students received the same score for 05/06. 90% of students received at least a satisfactory rating on the work ethic/attendance portion of evaluation tool during 04/05.

SLO 2:Quark and Indesign

Demonstrate principles of graphic design and apply design techniques using QuarkXpress or Indesign.

Related Measures:

M 2:Quark and Indesign

80% of the students will earn an 80% or better on a final project in Advanced Desktop Skills course using QuarkXpress or Indesign software.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students will earn an 80% or better on a final project in Advanced Desktop Skills course using QuarkXpress or Indesign software. Monitoring for continuous improvement

Findings (2011-2012) - Target: <u>Met</u>
80% of the students earned an 80% or better on a final project in Advanced Desktop Skills course using QuarkXpress or Indesign software.

Findings (2010-2011) - Target: <u>Met</u>
90% received an 80% or better for 10/11. 100% received an 80% or better for 09/10. 90% received an 80% or better for 08/09. 90% received an 80% or better for 07/08. 90% received a 90% or better for 06/07. 90% received an 80% or better for 05/06. 85% of the students received an 80% or above on a final project for 04/05.

SLO 3:Web Page Design
Demonstrate principles of web page design and apply design techniques to create a web site.

Related Measures:
M 3:Web Site from Designing Web Graphics class
80% of the students in the Designing Web Graphics class will receive an 80% or above on a final web site project effective Spring 2011 due to the changing contents of the web classes. Prior to that 80% of students in the Advanced Web Page Design class will receive an 80% or above on a final web site project.

Source of Evidence: Project, either individual or group

Target:
80% of the students in the Designing Web Graphics class will receive an 80% or above on a final web site project effective Spring 2011 due to the changing contents of the web classes. Prior to that 80% of students in the Advanced Web Page Design class will receive an 80% or above on a final web site project. Monitoring for continuous improvement

Findings (2011-2012) - Target: <u>Met</u>
80% of the desktop publishing students in the Designing Web Graphics class received an 80% or above on a final web site project

Findings (2010-2011) - Target: <u>Met</u>
This is a transition year due to changing this requirement being measured in the Adv. Web class during fall semesters and the Designing Web Graphics class spring semester. However, it appears that at least 80% of the students received an 80% or higher for 10/11 between the two courses. 80% of students received an 80% or better for 09/10. 80% of students received an 80% or better for 08/09. 75% of students received an 80% or better for 07/08. 80% of students received an 80% or better for 06/07. 90% of students received an 80% or better for 05/06. 80% of students in the Advanced Web Page Design class received an 80% or better on their final web site project for 04/05.

SLO 4:Communication
Communicate effectively and professionally through proper use of communication techniques.

Related Measures:
M 4:Communications section
80% of students will earn a "satisfactory" rating or above on the communications section of the Advanced Desktop Skills class.

Source of Evidence: Capstone course assignments measuring mastery

Target:
80% of students will earn a "satisfactory" rating or above on the communications section of the Advanced Desktop Skills class. Monitoring for continuous improvement

Findings (2011-2012) - Target: Met
80% of students earned a "satisfactory" rating or above on the communications section of the Advanced Desktop Skills class.

Findings (2010-2011) - Target: Met
80% of students earned a "satisfactory" rating or above on the communications section for 10/11. Need to continue stressing the importance of good communication skills 90% of students earned a "satisfactory" rating or above on the communications section for 09/10. 90% of students earned a "satisfactory" rating or above on the communications section for 08/09. 85% of students earned a "satisfactory" rating or above on the communications section for 07/08. 90% of students earned a "satisfactory" rating or above on the communications section for 06/07. 95% of students earned a "satisfactory" rating or above on the communications section for 05/06. 85% of students earned a "satisfactory" rating or above on the communications section for 04/05.

SLO 5:Illustrator and PhotoShop
Students will be proficient in the use of Illustrator and Photoshop software programs

Related Measures:
M 5:Illustrator and Photoshop Software
80% of the Students will earn an 80% or better on a project using the Illustrator and Photoshop software programs in the Advanced Desktop Skills Course

Source of Evidence: Capstone course assignments measuring mastery

Target:
80% of the Students will earn an 80% or better on a project using the Illustrator and Photoshop software programs in the Advanced Desktop Skills Course. Continue to monitor this area

Findings (2011-2012) - Target: Met
80% of the students earned an 80% or better on a project using the Illustrator and Photoshop software programs

<u>Findings</u> (2010-2011) - Target: <u>Met</u>

80% of the students earned an 80% or better on a project using the Illustrator and Photoshop software programs (10/11). Need to continue to work on designing logos using these software programs.

Program Identification Information

6-digit CIP	150303

Degree Type	03 – AAS 20 – Certs 30ch >Electronic Communication Technician 30 – Certs <30ch

Action
☒ **Continued with minor improvements**
☐ **Significantly modified**
☐ **Discontinued/Eliminated**
☐ **Placed on inactive status**
☐ **Scheduled for further review**
☐ **Other, please specify:_____**

Improvements & Rationale for Action
  A brief description of the improvements 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 Electronic Communication Technician program includes a realistic program goal and objectives.

Enrollment data for the Electronic Communication Technician program is not available.

Current unit costs information for the Electronic Communication Technician program are not available.

The staff is highly skilled and educated in their field. Instructors are dedicated to insuring students obtain a relevant and current education. The software is updated on a regular basis and other associated equipment used in the delivery of this curriculum is fairly current.

The Electronic Communication Technician program continue to be an asset to the Lake Land College District training graduates in a specific skill set that is widely sought after throughout the telecommunications community.

Principle Assessment Methods Used in Quality Assurance for this Program
☒ 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)
  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

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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Graduates of the Electronic Communication Technician Program will be employable in the electronic communications field.

Graduates of the Electronic Communication Technician Program will be employable in the electronic communications field.

Related Measures:

M 1:80% of the students who are actively seeking employment will report they are employed in the field.

80% of the students who are actively seeking employment will report they are employed in the field.

Source of Evidence: Exit interviews with grads/program completers

Target:

80% of the students who are actively seeking employment will report they are employed in the field.

Findings (2011-2012) - Target: Not Reported This Cycle

Not reported this cycle. Changing our method of getting student data

SLO 2:Apply mathematical skills in using analytical problem solving methods

Apply mathematical skills in using analytical problem solving methods

Related Measures:

M 2:Students will calculate the slew rate and frequency response of an op amp amplifier in a formal lab report.

Students will calculate the slew rate and frequency response of an op amp amplifier in a formal lab report.

Source of Evidence: Portfolio, showing skill development or best work

Target:

80% of the students will correctly calculate the slew rate and frequency response.

Findings (2011-2012) - Target: Not Reported This Cycle

Not reported this cycle.

SLO 3:Be proficient in the use of basic electronic measuring and test equipment equipment.

Be proficient in the use of basic electronic measuring and test equipment equipment.

Related Measures:

M 3:Students will measure the slew rate and frequency response of an op amp amplifier in a formal lab report.

Students will measure the slew rate and frequency response of an op amp amplifier in a formal lab report.

Source of Evidence: Performance (recital, exhibit, science project)

Target:

80% of students will measure the slew rate and frequency response of an op amp amplifier correctly.

Findings (2011-2012) - Target: Not Reported This Cycle

Not reported this cycle

SUMMARY REPORT OF REVIEW RESULTS
   CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

6-digit CIP	151202

Degree Type	03 – AAS 20 – Certs 30ch >Computer Technician 30 – Certs <30ch Computer Troubleshooting

Action

☒ **Continued with minor improvements**
☐ **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 Computer Technician/Troubleshooting certificate programs include a realistic program goal and objectives.

Enrollment data for the Computer Technician/Troubleshooting certificate programs indicates a decline in the number of students pursuing these certificates.

Current unit costs information for the Computer Technician/Troubleshooting certificate programs are not available.

The staff is highly skilled and educated in their field. Instructors are dedicated to insuring students obtain a relevant and current education. The software is updated on a regular basis and other associated equipment used in the delivery of this curriculum is fairly current.

The Computer Technician/Troubleshooting certificate programs continue to be an asset to the Lake Land College District training graduates in a specific skill set that is widely sought after throughout the electronics community.

Principle Assessment Methods Used in Quality Assurance for this Program
☒ 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)
 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

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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Graduates of the Computer Technician Certificate Program will be capable of being successfully employed in the field.

Graduates of the Computer Technician Certificate Program will be capable of being successfully employed in the field.

Related Measures:

M 1:Computer Technician Certificate graduates will report employment in a related field

80% of Computer Technician Certificate graduates will report employment in a related field based on a survey conducted by the college Placement Office during the fall semester of the school year following graduation.

Source of Evidence: Academic direct measure of learning - other

Target:

80% of Computer Technician Certificate graduates will report employment in a related field

Findings (2011-2012) - Target: Not Reported This Cycle

The reporting method is being changed.

SLO 2:Describe the principles of operating system software.

Describe the principles of operating system software.

Related Measures:

M 2:Student will correctly identify the hardware and ports on a quiz in EET 060 Computer Hardware

Student will correctly identify the hardware and ports on a quiz in EET 060 Computer Hardware

Source of Evidence: Standardized test of subject matter knowledge

M 3:Grade in CET 079 Client Operating Systems

Grade in CET 079 Client Operating Systems

Source of Evidence: Standardized test of subject matter knowledge

Target:
Student will score 70% or better in CET 079 Client Operating Systems

Findings (2011-2012) - Target: Met
100%

SLO 3:Demonstrate knowledge of computer hardware.
Demonstrate knowledge of computer hardware.

SLO 4:Demonstrate an ability to setup and operate computer systems.
Demonstrate an ability to setup and operate computer systems.

Related Measures:
M 4:Instructor will evaluate the ability to set up and operate a computer
Instructor will evaluate the ability to set up and operate a computer

Source of Evidence: Performance (recital, exhibit, science project)

Target:
80% of students evaluated be determined to be able to setup and operate a computer system.

Findings (2011-2012) - Target: Not Reported This Cycle
No student data broken out by program available. Changing the way the data is collected.

Lake Land College

Detailed Assessment Report
2011-2012 Computer Troubleshooting NDP.CT
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Student will pass the A+ exam
Student will pass the A+ exam

Related Measures:
M 1:Student will pass national computer trouble shooting exam
Student will pass national computer trouble shooting exam

Source of Evidence: Exit interviews with grads/program completers

Target:
80% of students will pass the A+ exam on the first try.

Findings (2011-2012) - Target: Not Met
No students responded.

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

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

Our evaluation method need to be reconsidered.
Established in Cycle: 2011-2012
There is no real incentive for students to report if they passed and if they passed the first time. Our evaluation method need t...

M 2:Student will pass Net + exam
Student will pass Net + exam

Source of Evidence: Exit interviews with grads/program completers

Target:
80% of student s will pass the Net+ exam on the first try

Findings (2011-2012) - Target: Not Met
No students responded.

<u>**Related Action Plans (by Established cycle, then alpha):**</u>

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

The data collection method need to be changed.
Established in Cycle: 2011-2012
The data collection method need to be changed. Students have no real incentive to report if they passed or not and how many time...

<u>Details of Action Plans for This Cycle (by Established cycle, then alpha)</u>

Our evaluation method need to be reconsidered.

There is no real incentive for students to report if they passed and if they passed the first time. Our evaluation method need to be reconsidered.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Student will pass national computer trouble shooting exam |
Outcome/Objective: Student will pass the A+ exam

The data collection method need to be changed.

The data collection method need to be changed. Students have no real incentive to report if they passed or not and how many times they have tried. Even if they did this data might not be accurate. A new method of data collections need to be considered. Mr. Lindley suggest a different nationally standardized test that could be administered on campus.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Student will pass Net + exam | **Outcome/Objective:** Student will pass the A+ exam

SUMMARY REPORT OF REVIEW RESULTS
  CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

    Program Identification Information

6-digit CIP	470103

Degree Type	03 – AAS 20 – Certs 30ch > 30 – Certs <30ch Programmable Logic Controllers

Action

☒ **Continued with minor improvements**
☐ **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 Programmable Logic Controllers certificate program includes a realistic program goal and objectives.

The Programmable Logic Controller certificate is offered in both a traditional classroom setting and also on-line. Offering this certificate on-line has allowed us to reach students from other geographical regions of the world.

Enrollment data for the Programmable Logic Controllers certificate program indicates a slight increase in the number of students pursuing this certificate. Many students complete the PLC certificate as a supplement to their degree.

Current unit costs information for the Programmable Logic Controllers certificate program are not available.

The staff is highly skilled and educated in their field. Instructors are dedicated to insuring students obtain a relevant and current education. The software is updated on a regular basis and other associated equipment used in the delivery of this curriculum is fairly current.

The Programmable Logic Controllers certificate program continue to be an asset to the Lake Land College District training graduates in a specific skill set that is widely sought after throughout the manufacturing and industrial communities.

Principle Assessment Methods Used in Quality Assurance for this Program

☒ 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)

  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

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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Graduates of the Programmable Logic Control Program will be employable in the Electronic/Electrical controls field.

Graduates of the Programmable Logic Control Program will be employable in the Electronic/Electrical controls field.

Related Measures:

M 1:Employment data will be gathered by exit interview

Employment data will be gathered by exit interview

Source of Evidence: Exit interviews with grads/program completers

Target:

80% of students who are actively looking will find employment in the field.

####### Findings (2011-2012) - Target: Not Reported This Cycle

Not reported this cycle.

SLO 2:Demonstrate a thorough knowledge of common PLC bit level and logical instructions

4: Demonstrate a thorough knowledge of common PLC bit level and logical instructions

Related Measures:

M 2:Students will successfully compete the garage door or positioning system simulation

Students will successfully compete the garage door or positioning system simulation

Source of Evidence: Performance (recital, exhibit, science project)

Target:

80% of students.

####### Findings (2011-2012) - Target: Met

93% Fall 2011

SLO 3:Understand the basics of variable tags as it relates to size, (Discrete, Word, Floating point) and location (Memory, I/O)

Understand the basics of variable tags as it relates to size, (Discrete, Word, Floating point) and location (Memory, I/O)

Related Measures:
M 3:No unused tags will be present in the Human Machine Interface lab final
No unused tags will be present in the Human Machine Interface lab final, all of the used tags will be of the proper type.

Source of Evidence: Project, either individual or group

Target:
80% of the students will have 1 or less unused tags and zero incorrect tags types

Findings (2011-2012) - Target: Not Reported This Cycle
Not reported this cycle

SLO 4:Proficient with basic HMI programming; Animation, Alignment, Tag structure, and linking to an OPC
Proficient with basic HMI programming; Animation, Alignment, Tag structure, and linking to an OPC

Related Measures:
M 4:Human Machine Interface final lab will show understanding of linking to an OPC.
Human Machine Interface final lab will show understanding of linking to an OPC.

Source of Evidence: Project, either individual or group

Target:
80% of students will properly link to the OPC

Findings (2011-2012) - Target: Met
83% Spring 2012

M 5:Human Machine Interface final lab will show understanding of basic animation
Human Machine Interface final lab will show understanding of basic animation

Source of Evidence: Project, either individual or group

Target:
80%

Findings (2011-2012) - Target: Not Reported This Cycle
Not recorded this cycle

SLO 5:Understand basic PLC addressing
Understand basic PLC addressing

M 6:Students will successfully compete the PLC addressing Test

Students will successfully compete the PLC addressing Test

Source of Evidence: Standardized test of subject matter knowledge

Target:

80% of students will score 80% or higher on the PLC addressing quiz.

Findings (2011-2012) - Target: Not Reported This Cycle

Not reported this cycle

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

6-digit CIP	110401

Program Title	Information Technology

Degree Type	03 – AAS
	20 – Certs 30ch >
	30 – Certs <30ch

Action
☒ **Continued with minor improvements**
☐ **Significantly modified**
☐ **Discontinued/Eliminated**
☐ **Placed on inactive status**
☐ **Scheduled for further review**
☐ **Other, please specify:_____**

Improvements & Rationale for Action
   A brief description of the improvements made since the last review or reasons for other program decisions, proposed action plan for future improvements and an estimated timeline.

The Information Technology certificate program continues to meets its objectives. Students can choose from specializations in computer applications, computer game development, digital media, network administration, programming, and web technology. The certificates are designed to compliment an existing IT degree or for working adults wishing to retrain or expand on existing skills. Enrollment has remained steady with an average of 34.5 students between 2001 and 2011. Since no unique courses are necessary for this certificate, unit costs are negligible. The statewide job outlook through 2018 shows a projected 12.6% increase, while the LLC district projects level employment with a very slight decrease of .13%.

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 Information Technology certificate 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
☐ Student surveys
☒ Analysis of enrollment, demographic and cost data
☒ Other, please specify: See attached assessment reports.

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
2011-2012 Information Technology-Computer Applications(CRT.ITAPS)

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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Written and Oral Communication

Express ideas effectively through written and oral communication.

Related Measures:

M 1:CAS Internship

Students will write an Internship report required in ITT-040 Internship and demonstrate oral and written communication skills.

Source of Evidence: Performance (recital, exhibit, science project)

Target:

1a.80% of all IT students will score 80% or better on an Internship report required in ITT-040 Internship. 1b. 80% of Internship supervisors will rate student's oral and written communication skills at average or higher.

Findings (2011-2012) - Target: Not Reported This Cycle

No students enrolled in this internship in Sp '12.

Findings (2010-2011) - Target: Met

1a. 100% of students in Sp '05 scored 80% or better. 100% in Sp '06. No students in Sp '07. 100% in Fall '07. No students in Fall '08. 100% in Sp '10. 100% on Sp '11. 1b. 100% of students in Sp '05 scored 80% or better. 100% in Sp '06. No students in Sp '07. 100% in Fall '07. No students in Fall '08. 100% in Sp '10. 100% in Sp '11.

SLO 2:Programming Language

Demonstrate proficiency in a programming language.

Related Measures:

M 2:Computer Logic Project

Students will write a business-oriented program in CIS 156.

Source of Evidence: Project, either individual or group

Target:

80% of the students will successfully write a business-oriented program in CIS 156 and an analysis will be done to determine strengths and weaknesses.

Findings (2011-2012) - Target: Not Reported This Cycle

No students enrolled in CIS-156 in this major for Sp '12.

Findings (2010-2011) - Target: Met

100% in Sp '05-'07; 100% in Fall '07-'08. 100% in Sp '10; 100% in Sp '11.

SLO 3:HTML and Web Design

Command knowledge of basic html coding and principles of web page design and create a web site using html coding.

Related Measures:

M 3:Web Site

Students will design a web site they created using basic html coding in CIS 099.

Source of Evidence: Project, either individual or group

Target:

Seventy-five percent of students will score 80% or better on a web site they created using basic html coding in CIS 099. A rubric is used to evaluate student performance and identify strengths and weaknesses.

Findings (2011-2012) - Target: Met

75% in Fall '11.

Findings (2010-2011) - Target: Met

67% of students in Fall '04 scored 80% or better. 58.3% in Sp '06. 94% in Fall '06. 93.3% in Fall '07. 86.7% in Fall '08. 90% in Fall '09. 78% in Fall '10.

SLO 4:Software Applications

Demonstrate the ability to use a suite of software applications to create business documents

Related Measures:

M 4:IT Seminar Exit Exam

Students will take an exit exam over software applications section given in the IT Seminar course.

Source of Evidence: Standardized test of subject matter knowledge

Target:

Seventy-five percent of the IT students will earn an 80% or better on the software applications section of an exit exam given in the IT Seminar course. An item analysis will be used to identify strengths and weaknesses.

Findings (2011-2012) - Target: Met

92% in Sp '12.

Findings (2010-2011) - Target: Met

100% of IT students tested in Sp '05 earned 80% or better. 94% in Sp '06. 100% in Sp '07. 77% in Sp '08. 95% in Fall '08. 95% in Fall '09. 91% in Sp '11.

Analysis Questions and Analysis Answers

How are you using your results?

Use of Results 1: No results. Use of Results 2: No results. Use of Results 3: Results slightly lower than previous year. Strengths in browsers and weaknesses in HTML. Cover HTML more in depth. Use of Results 4: Results slightly lower than previous year. Strengths in Word and PowerPoint. Weaknesses in Excel and Access. Spend more time on functions in Excel and Access databases.

SUMMARY REPORT OF REVIEW RESULTS
   CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

6-digit CIP	510708

Program Title	Medical Transcriptionist

Degree Type	03 – AAS
	20 – Certs 30ch >
	30 – Certs <30ch

Action
☒ **Continued with minor improvements**
☐ **Significantly modified**
☐ **Discontinued/Eliminated**
☐ **Placed on inactive status**
☐ **Scheduled for further review**
☐ **Other, please specify:_____**

Improvements & Rationale for Action
  A brief description of the improvements made since the last review or reasons for other program decisions, proposed action plan for future improvements and an estimated timeline.

The Medical Transcriptionist program continues to meet its objectives. The 37 credit certificate program has maintained steady enrollment since its inception in 2001 with 8 students and 16 students at 10-day in Fall 2011. The highest number of students was 36 in 2005 and the ten year average was 29.5. The statewide job outlook through 2018 shows a predicted increase of 26%, while the LLC district projects a 24% increase.

The program makes use of an active advisory council comprised of individuals employed in the field. Specific assessment of skills can be found in the attached Assessment Report. Overall, the Medical Transcriptionist 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
☐ Student 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
2011-2012 Medical Transcriptionist(CRT.MDTRN)

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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Keyboarding Speed
Keyboard from straight copy material at a minimum speed of 52 words per minute for five minutes with five errors or less.

Related Measures:

M 1:Keyboarding Speed
Sixty percent of the graduates will have demonstrated keyboarding speed of at least 52 wpm with no more than five errors on a five-minute timing on average copy material.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: Met
2012: (data collected from BUS 115, Su 11 and Sp 12) Eighty percent (32 out of 40) students demonstrated keyboarding speeds of at least 52 WPM with not more than five errors on a five-minute timed writing on average copy material.

Findings (2010-2011) - Target: Met
2011: (data collected from BUS 115, Su 10 and Sp 11) Sixty percent (N - 53) of the students demonstrated keyboarding speeds of at least 52 WPM with not more than five errors on a five-minute timed writing on average copy material. 2010: Seventy-eight percent (N=40) of the students demonstrated keyboarding speed of at least 52 wpm with not more than five errors on a five-minute timing on average copy material. 2009: Eighty-four percent (N=31) of the students demonstrated keyboarding speed of at least 52 wpm with no more than five errors on a five-minute timing on average copy material. 2008: Sixty percent (N=30) of the graduates demonstrated keyboarding speed of at least 52 wpm with no more than five errors on a five-minute timing on average copy material. 2007: Sixty-nine percent (N=36) of the graduates demonstrated keyboarding speed of at least 52 wpm with no more than five errors on a five-minute timing on average copy material.

SLO 2:Medical Terms
Demonstrate knowledge of medical terms, prefixes, suffixes, and word roots.

Related Measures:
M 2:Medical Terms
Students will earn a 75 percent or better on a comprehensive OPAC test covering medical terminology.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: Not Met
2012: (Data collected from BUS060 Spring 2012 OPAC Test) Students completed the Medical Terminology portion of the OPAC testing with an average of 67% accuracy.

Findings (2010-2011) - Target: Met
2011: Eighty percent (N = 58) of the students in a capstone class earned 95 percent or above. (Data from 2010-2011 OPAC Tests) 2010: Eighty-six percent (N=31) of the students in a capstone class earned 95 percent or above. 2009: Ninety percent (N=10) of the students in a capstone class earned 95 percent or above. 2008: Seventy percent of the students in a capstone class (N=10) earned 95 percent and above. 2007: Ninety-seven percent of the students in a capstone class (N=12) earned 95 percent and above.

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

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

Medical Terms
Established in Cycle: 2010-2011
Students are encouraged to score ninety-five percent or better on the medical terminology tests and are given more than one oppo...

SLO 3:Communication Techniques
Communicate effectively and professionally through proper use of communication techniques.

Related Measures:
M 3:Communication Techniques3
Eighty percent of the students will earn 70% or better on a comprehensive test covering English grammar, vocabulary and mechanics.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: Met
2012: Eighty percent (N=69) of students earned 70% or better on a comprehensive test covering English grammar, vocabulary, and mechanics. (Data collected from Fa 11 and Sp 12)

Findings (2010-2011) - Target: Met
2011: Seventy-seven percent (N = 52) of the students earned seventy percent or better on a comprehensive test covering English grammar, vocabulary and mechanics. (Data: Fall 2010 Bus Eng class) 2010: Ninety-eight percent (N=23) of the students earned seventy percent or better on a comprehensive test covering English, grammar, vocabulary, mechanics. 2009: Eighty-nine percent (N=18) of the students earned 70 percent or better on a comprehensive test covering English grammar, vocabulary, and mechanics. 2008: Eighty percent (N=150) of the students earned 70% or better on a comprehensive test covering English grammar, vocabulary, and mechanics. 2007: Eighty-seven percent (N=77) of the students earned 70 percent or better on a comprehensive test covering English grammar, vocabulary, and mechanics.

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

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

Communication Techniques
Established in Cycle: 2010-2011
Although this criteria was achieved, emphasis will still be placed on the subject matter. A new instructor taught this course fo...

SLO 4:Professional Skills
Demonstrate professional and interpersonal human relations skills.

Related Measures:
M 4:Professional Skills
Ninety-five percent of the students will earn an average or above on the Internship Rating Sheet completed by the employer at the conclusion of the internship period.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: Partially Met
2012: (Data Summer 2011,Fall 2011. Spring 2012) (16 out of 17) or 94% of the students earned an average or above on the Internship Rating Sheet completed by the employer at the conclusion of the internship period.

Findings (2010-2011) - Target: Met
2011: One hundred percent of the students earned an average or above on the Internship Rating Sheet completed by the employer at the conclusion of the internship period (Data Summer 2011,Fall 2010. Spring 2011) 2010: One hundred percent of the students earned an average or above on the Internship Rating Sheet completed by the employer at the conclusion of the internship period 2009: One

hundred percent of the students earned an average or above on the Internship Rating Sheet completed by the employer at the conclusion of the internship period. 2008: One hundred percent of the students earned an average or above on the Internship Rating Sheet completed by the employer at the conclusion of the internship period. 2007: One hundred percent of the students earned an average or above on the Internship Rating Sheet completed by the employer at the conclusion of the internship period.

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

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

Professional Skills
Established in Cycle: 2010-2011
Very few students have ever earned below average on the Internship Rating Sheet completed by the internship site supervisor. Th...

SLO 5:Transcription Technique
Demonstrate knowledge of medical vocabulary, transcription techniques, and equipment.

Related Measures:

M 5:Transcription Technique
Ninety percent of the students will produce a minimum of two medical transcription documents earning an A or better.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: Not Met
2012: (data from Summer 11, Fall 11, Spring 2012 BUS063 and BUS084) Seventy-six percent of the students (N = 105) produced a minimum of two medical transcription documents earning ninety percent or better.

Findings (2010-2011) - Target: Not Met
2011: Fifty-four percent of the students (N = 144) produced a minimum of two medical transcription documents earning ninety percent or better. (data) Su10, Fa10, sp11 bus 063 and bus 084) 2010: Eighty-two percent of the students (N=49) produced a minimum of two medical transcription documents earning ninety percent or better. 2009: Zero percent of the students (N=19) produced a minimum of two error-free transcription documents. 2008: Fifty-eight percent (N=19) produced a minimum of two error-free transcription documents. 2007: Thirty-five percent (N=26) produced a minimum of two error-free transcription documents.

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

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

Transcription Technique
Established in Cycle: 2010-2011
Students did not meet the recommended requirements for this class.
Students will be introduced to more applications using engli...

SLO 6:Medical Coding
Demonstrate knowledge of medical insurance and coding procedures.

Related Measures:
M 6:Medical Insurance and Coding
Ninety percent of the graduates will attain an 80% or above on locally developed tests and quizzes in the Medical Insurance and Coding course.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: Met
2012: Ninety-three percent of the students (N-29) earned a 70% or above on locally developed tests and quizzes. (Data collected from Fa11, SP12)

Findings (2010-2011) - Target: Met
2011: Ninety percent of the students (N = 25) earned 70% or above on locally developed tests and quizzes. (Final grades Sp 11) 2010: Seventy-eight percent of the students (N=64) earned 70% and above on locally developed tests and quizzes. 2009: Ninety-six percent of the students (N=27) earned 70% and above on locally developed tests and quizzes. 2008: Seventy-eight percent (N=37) earned 70% and above on locally developed tests and quizzes. 2007: Eighty-six percent (N=44) earned 70% and above on locally developed tests and quizzes.

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

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

Medical Insurance and Coding
Established in Cycle: 2010-2011
The students exceeded the objective of ninety-percent. the instructors have worked hard to challenge the students and will cont...

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

Communication Techniques
Although this criteria was achieved, emphasis will still be placed on the subject matter. A new instructor taught this course for the first time in Fall 2010 and these are those results. Plans are to

adopt a new textbook to better align this course with other in the program.

> **Established in Cycle:** 2010-2011
> **Implementation Status:** Planned
> **Priority:** High
>
> **Relationships (Measure | Outcome/Objective):**
> **Measure:** Communication Techniques3 | **Outcome/Objective:** Communication Techniques

Medical Insurance and Coding

The students exceeded the objective of ninety-percent. The instructors have worked hard to challenge the students and will continue to work to improve the scores.

> **Established in Cycle:** 2010-2011
> **Implementation Status:** Planned
> **Priority:** High
>
> **Relationships (Measure | Outcome/Objective):**
> **Measure:** Medical Insurance and Coding | **Outcome/Objective:** Medical Coding

Medical Terms

Students are encouraged to score ninety-five percent or better on the medical terminology tests and are given more than one opportunity to accomplish this goal. This year's class scored only eighty percent which is lower than last year. We will encourage the students to retest if they do not meet the goal of 95%.

> **Established in Cycle:** 2010-2011
> **Implementation Status:** Planned
> **Priority:** High
>
> **Relationships (Measure | Outcome/Objective):**
> **Measure:** Medical Terms | **Outcome/Objective:** Medical Terms

Professional Skills

Very few students have ever earned below average on the Internship Rating Sheet completed by the internship site supervisor. The internship instructor will continue to stay abreast of any difficulties a student may encounter during the internship to avoid a student not succeeding during this important phase of his/her education.

> **Established in Cycle:** 2010-2011
> **Implementation Status:** Planned

Priority: High

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

Transcription Technique

Students did not meet the recommended requirements for this class. Students will be introduced to more applications using English skills, keyboarding skills, proofreading skills and medical terminology skills before enrolling in this course.

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

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

SUMMARY REPORT OF REVIEW RESULTS
   CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

   Program Identification Information

6-digit CIP	510713

Program Title	Medical Coding Specialist

Degree Type	03 – AAS
	20 – Certs 30ch >
	30 – Certs <30ch

Action

☒ **Continued with minor improvements**
☐ **Significantly modified**
☐ **Discontinued/Eliminated**
☐ **Placed on inactive status**
☐ **Scheduled for further review**
☐ **Other, please specify:_____**

Improvements & Rationale for Action
  A brief description of the improvements made since the last review or reasons for other program decisions, proposed action plan for future improvements and an estimated timeline.

The Medical Coding Specialist program continues to meet its objectives. The 41 credit certificate program was launched in Fall 2007 with 10 students enrolled. Enrollment has continually grown with a high of 112 students in Fall 2010 and 72 students at 10-day in Fall 2011. The statewide job outlook through 2018 shows a predicted increase of 26%, while the LLC district projects a 24% increase.

The program makes use of an active advisory council comprised of individuals employed in the field. Specific assessment of skills can be found in the attached Assessment Report. Overall, the Medical Coding Specialist 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
☐ Student 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.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Analyze medical reports
Analyze medical reports and charts to apply CPT approved codes.

Related Measures:
M 1: Analyze Medical Reports
a. Eighty-five percent (85%) of the students will be able to code operative notes and medical charts with 95% accuracy on a comprehensive test upon completion of the program. b. Eighty-five percent (85%) of the students will be able to code progress notes and office visits with 95% accuracy on a comprehensive test upon completion of the program.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: Partially Met
2012 - Target #1 - Eighty-seven percent (N=37) of students were able to code operative notes and medical charts with 95% accuracy on a comprehensive test upon completion of the program. (Data collected from FA 11 and SP12) 2012 - target #2 - Eighty-one percent (N=37) of students were able to code progress notes and office visits with 95% accuracy on a comprehensive test upon completion of the program. (Data collected from FA 11 and SP12)

Findings (2010-2011) - Target: Partially Met
2011: A) Seventy percent of the students (N=42) earned a 95% or higher on the comprehensive exam covering procedures for coding operative notes and medical charts . (Data from Fall 2010) B) Ninety-two percent of the students (N=42) earned a 95% or higher on the comprehensive exam covering procedures for coding progressive notes and office visits. 2010: A) Sixty-six percent of the students (N=62) earned a 95% or higher on the comprehensive exam covering procedures for coding operative notes and medical charts. B) Sixty-six percent of the students (N=62) earned a 95% or higher on the comprehensive exam covering procedures for coding progressive notes and office visits. 2009: A) Seventy-nine percent of the students (N=53) earned a 95% or higher on the comprehensive exam covering procedures for coding operative notes and medical charts. B) Seventy-nine percent of the students (N=53) earned a 95% or higher on the comprehensive exam covering procedures for coding operative notes and medical charts.

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

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

Analyze Medical Reports
Established in Cycle: 2010-2011
2011: A) The students fell short of the goal. To improve upon these scores, additional study exercises and group discussions w...

SLO 2:Apply CPT codes and modifiers

Apply CPT codes and modifiers accurately using CPT approved codes.

Related Measures:
M 2:Apply CPT codes and modifiers

Eighty-five percent (85%) of the students will be able to code procedures and modifiers with 100% accuracy on a comprehensive test upon completion of the program.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: Met
2012 - Ninety percent of the students (N=15) were able to code procedures and modifiers with 100% accuracy on a comprehensive test upon completion of the program. (Data collected from Fa11 and SP12)

Findings (2010-2011) - Target: Met
2011: One hundred percent of the students (N = 48) were able to code procedures and modifiers with 100 percent accuracy. (Data from Fall 2010) 2010: Eighty-five percent of the students (N=62) were able to code procedures and modifiers with 100 percent accuracy. 2009: Eighty-eight percent of the students (N=20) were able to code procedures and modifiers with 100 percent accuracy.

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

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

Apply CPT codes and modifiers
Established in Cycle: 2010-2011
Although this number meets our goal, we will continue to provide students with more coding scenarios that include coding with mo...

SLO 3:apply ICD-9-CM approved codes

Analyze medical reports to apply ICD-9-CM approved codes.

Related Measures:
M 3:Apply ICD-9-CM Approved codes

a. Eighty-five percent (85%) of the students will be able to code pathology reports with 100% accuracy on a comprehensive test upon completion of the program. b. Eighty-five percent (85%) of the students will be able to explain specifics of each body system morbidities with 100% accuracy on a comprehensive test upon completion of the program.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: Met
2012 - Target #1 - Ninety-one percent (N=34) of the students were able to code pathology reports with 100% accuracy on a comprehensive test upon completion of the program. (Data collected from FA11 and SP12) 2012 - Target #2 - Ninety-seven percent (N=34) of the students were able to explain specifics of each body system morbidities with 100% accuracy on a comprehensive test upon completion of the program. (Data collected from FA11 and SP12)

Findings (2010-2011) - Target: Met
2011: A) Ninety-two percent of the students (N = 41) earned a 95% or higher on the comprehensive exam covering coding pathology reports (Data from Fall 2010) B) Ninety-five percent of the students (N = 36) were able to explain specifics of each body system morbidities with 100% accuracy on a comprehensive test. 2010: : A) Seventy-seven percent of the students (N=62) earned a 95% or higher on the comprehensive exam covering coding pathology reports. B) Ninety-seven percent of the students (N=57) were able to explain specifics of each body system morbidities with 100% accuracy on a comprehensive test. 2009: A) Seventy-nine percent of the students (N=53) earned a 95% or higher on the comprehensive exam covering coding pathology reports. 2009: B) Thirty-seven percent of the students (N=21) earned an A in this class. This leads us to believe that only thirty-eight percent of the students were able to explain specifics of each body system morbidities with 100% accuracy on a comprehensive test.

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

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

Apply ICD-9-CM Approved Codes
Established in Cycle: 2010-2011
Although this number meets our goal,, we will continue to improve these scores by further breaking down the more difficult modifiers

SLO 4: Apply ICD-9-CM codes accurately
Apply ICD-9-CM codes accurately using ICD-9-CM approved codes.

Related Measures:
M 4: Apply ICD-9-CM Codes Accurately
Eighty-five percent (85%) of the students will be able to code using ICD-9-CM codes to the fifth digit with 100% accuracy on a comprehensive test upon completion of the program.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: <u>Met</u>

2012 Ninety-two percent (N=14) of the students were able to code using ICD-9-CM codes to the fifth digit with 100% accuracy on a comprehensive test upon completion of the program. (Data collected from FA11 and SP12)

Findings (2010-2011) - Target: <u>Met</u>

2011: Ninety-two percent of the students (N = 31) were able to code using ICD-9-CM codes to the fifth digit with 100% accuracy. (Data Fall 2010) 2010: Eighty-one percent of the students (N=57) were able to code using ICD-9-CM codes to the fifth digit with 100% accuracy. 2009: Eighty-one percent of the students (N=26) were able to code using ICD-9-CM codes to the fifth digit with 100% accuracy.

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

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

Apply ICD-9-CM Codes Accurately
Established in Cycle: 2010-2011
The students improved from last years results. We will continue to improve upon these scores, additional fifth digit codes will...

SLO 5:Healthcare reimbursement

Understand healthcare reimbursement methodologies.

Related Measures:

M 5:Healthcare Reimbursement
Eighty-five percent (85%) of the students will be able to name reimbursement requirements for selected government and non-government sponsored insurance companies with 100% accuracy on a comprehensive test upon completion of the program.

Source of Evidence: Academic direct measure of learning - other

Target:
Monitoring for continuous improvement

Findings (2011-2012) - Target: <u>Met</u>

2012 - Ninety percent (N=20) students were able to name reimbursement requirements for selected government and non-government sponsored insurance companies. (Data collected from FA11 and SP12)

Findings (2010-2011) - Target: <u>Not Met</u>

2011: Fifty percent of the students (N = 24) were able to name reimbursement requirements with 100% were able to name reimbursement requirements with 100% accuracy on a comprehensive test upon completion of the program. (Data Summer 10 and Fall 10) 2010: Eighty-five percent of the students (N=62) were able to name reimbursement requirements with 100% accuracy on a comprehensive test upon completion of the program. 2009: Eighty-three percent of the students (N=18) were able to name reimbursement requirements with 100% accuracy on a comprehensive test upon completion of the program.

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

Healthcare Reimbursement
Established in Cycle: 2010-2011
This number does not meet our goal so we will continue to improve upon these scores. Additional papers will be added to the cou...

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

Analyze Medical Reports

2011: A) The students fell short of the goal. To improve upon these scores, additional study exercises and group discussions will be added to the course. Students had difficulties deciding what to code from operative notes. The instructor will focus on breaking down the operative notes.
2011: B) The students were able to obtain this goal.

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

Relationships (Measure | Outcome/Objective):
   Measure: Analyze Medical Reports | **Outcome/Objective:** Analyze medical reports

Apply CPT codes and modifiers

Although this number meets our goal, we will continue to provide students with more coding scenarios that include coding with modifiers. This will better prepare them for their exams.

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

Relationships (Measure | Outcome/Objective):
   Measure: Apply CPT codes and modifiers | **Outcome/Objective:** Apply CPT codes and modifiers

Apply ICD-9-CM Approved Codes

Although this number meets our goal, we will continue to improve these scores by further breaking down the more difficult modifiers. We had a new instructor for this course and we felt like specifics were taught in much greater detail. The instructor will continue to provide students with additional exercises to expand information on body system morbidities.

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

Relationships (Measure | Outcome/Objective):
   Measure: Apply ICD-9-CM Approved codes | **Outcome/Objective:** apply ICD-9-CM approved codes

Apply ICD-9-CM Codes Accurately

The students improved from last years results. We will continue to improve upon these scores, additional fifth digit codes will be added to the curriculum. Of further note, students did not have any difficulty coding to the 4th digit, inaccuracies were only noted in the 5th digit.

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

Relationships (Measure | Outcome/Objective):
   Measure: Apply ICD-9-CM Codes Accurately | **Outcome/Objective:** Apply ICD-9-CM codes accurately

Healthcare Reimbursement

This number does not meet our goal so we will continue to improve upon these scores. Additional papers will be added to the course to prompt students to further research insurance companies Most students struggled with the different aspects of the plans and the enrollment process.

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

Relationships (Measure | Outcome/Objective):
   Measure: Healthcare Reimbursement | **Outcome/Objective:** Healthcare reimbursement

Program Identification Information

6-digit CIP	51.3501.

| Degree Type | 03 – AAS
20 – Certs 30ch >X **Massage Therapy**
30 – Certs <30ch |
|---|---|

Action
☒ **Continued with minor improvements**
☐ **Significantly modified**
☐ **Discontinued/Eliminated**
☐ **Placed on inactive status**
☐ **Scheduled for further review**
☐ **Other, please specify:_____**

Improvements & Rationale for Action
The Massage Therapy Program continues to meet its objectives. It is a rigorous program designed to prepare the graduate to pass one of the national board exams and prepares the graduate for the workforce. At this time, the massage therapy program is focused on improvement of professional self development. The alumni in the pass have had a difficult time participating in continuing education close to home. Lake Land College is in the process of being an approved site for massage therapist to earn their continuing education hours. The faculty are dedicated in moving graduates in the direction of lifelong learning.

Principle Assessment Methods Used in Quality Assurance for this Program
☒ 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)
The demand for massage therapy services has grown over the past 10 years. The industry has continued to add more therapists and created a wider range of options where consumers can receive a massage. The employment opportunities for massage therapist are likely to increase at a fast-than-average rate when compared to the growth rates of other occupations. Job opportunities are predicted to increase 21 to 35% by 2012, but massage therapy training programs have declined for the first time since 2009. The enrollment in massage therapy training programs peaked in 2004/2005, and has leveled off since then. It was predicted in

2009 that the numbers would decline, due to a combination of economic trends and the natural adjustment to demand following the previous boom years in the field.

Lake Land College

Detailed Assessment Report
2011-2012 Massage Therapy CRT.MT

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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Perform skills required
Graduates of the Massage Therapy Program will: perform all skills required of a certified/licensed Massage Therapist.

Related Measures:

M 1:National Board Exam
Students will pass the National Board exam. Director responsible for collecting statistics from the students. Faculty will review and discuss in the Spring Semester or when test results are collected.

Source of Evidence: Certification or licensure exam, national or state

Target:
Students will pass the National Board exam

Findings (2011-2012) - Target: Met
Class of May 2011 - National Board Exam: 100% of the students passed the exam. Class of Dec 2011 - National Board Exam: 100% of the students who took the exam passed (4 out of 4) and 2 additional students have yet to take the exam. USE OF RESULTS: Faculty will continue to review the passing rates and will continue to address the areas of the exam. Students will now have the opportunity to take 3 different exams in the state of IL. All Board exam test will be review.

Findings (2010-2011) - Target: Met
Class of May 2009 - National Board Exam 100% of the students who have taken the test and passed. (Total of 6 students - 5 have taken the exam and passed Class of December 2009 - National Board Exam 100% of the students who have taken the exam and passed. (5 out of 5) Class of May 2010 - National Board Exam 100% of the students who have taken the exam and passed. (Total of 4 students - 2 have taken the exam and passed) Class of December 2010 - National Board Exam 100% of the students who have taken the exam and passed. (Total of 3 students - 1 has taken the exam and passed) USE OF RESULTS: Faculty will continue to review the passing rates and will continue to address the areas of the exam. National Certification Board for Therapeutic Massage and Bodywork School Report will be review. Will continue to offer the review course and will continue to revise as needed.

M 2: Advisory Committee

Advisory Committee Members input regarding graduate performances discussed at annual meeting. Yearly Advisory Committee to be held each Spring Semester.

Source of Evidence: Advisory board or community feedback on program

Target:
Monitoring for Continuous Improvement

Findings (2011-2012) - Target: Met
Committee members met this spring in April to discussed each course content and to revise where needed. The booklist was revised and new edition of a book was ordered. Members were informed of the students who had taken the board exam and the results. Members happy with the results. The school physical was not added for the class of 2011, but will be added for the fall 2012 class. The faculty will continue to review and address the passing rates and will continue to address course content and how to improve them. Book rentals will be reviewed yearly and new editions will be ordered as needed.

Findings (2010-2011) - Target: Met
Committee members agreed on changing course content and discussed the arrangement of the courses. USE OF RESULTS: Lay Advisory Committee Meeting was well in the Spring Semester 2011. Members were informed of the students who had taken the board exam and the results. Members happy with the results. Each course content was reviewed and books were updated to the new edition. A student physical was added to the program. The physical will be completed prior to entrance into the program. The faculty will continue to review and address the passing rates and will continue to have a review course offered to the students. The faculty will continue to address course content and how to improve them. Book rentals will be reviewed yearly and new editions were ordered.

M 3: NBE Student Survey

100% of the students will rate the program at a excellent to good rating for overall preparedness to take the National Board Exam on the LLC 2010 Student Survey. This survey is mailed out 6 months after the May graduation date and is reviewed and discussed each spring by the director and the faculty.

Source of Evidence: Certification or licensure exam, national or state

Target:
100% of the students ranked the program as excellent or good rating.

Findings (2011-2012) - Target: Met
Surveys from the Class of May/December 2011- 100% of the students ranked the program as excellent or good rating. See surveys for the strongest and weakest areas. USE OF RESULTS: The faculty will continue to emphasize the importance of implementing a comprehensive program. The faculty will discuss and review the areas of strength and weakness and will work on enhancing weaker areas. Additional

books, videos, and guest lectures were added to the program. Verbal comments from the students have been favorable.

Findings (2010-2011) - Target: Met
Surveys from the Class of May/December 2009 and May/December 2010 - 100% of the students ranked the program as excellent or good rating. See surveys for the strongest and weakest areas. USE OF RESULTS: The faculty will continue to emphasize the importance of implementing a comprehensive program. The faculty will discuss and review the areas of strength and weakness and will work on enhancing weaker areas. Additional books and videos were added to the program. Verbal comments from the students have been favorable.

SLO 2:Cultural competent and appropriate relationships
Establish and maintain culturally-competent and age appropriate relationship with their clients.

Related Measures:
M 4:Program Employer Survey Question #1
100% of the employers will rate the MT at a strongly agree or an agree rating for the employer/employee relationship behavior on the LLC 2010 MT Program Employer Survey, Question #1. The survey is mailed out 6 months after the May graduation date. The survey will be reviewed and discussed in the Spring Semester, by the director and faculty.

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
100% of the employers strongly agreed that the graduate established and maintains a culturally-competent and age-appropriate relationship with clients.

Findings (2011-2012) - Target: Met
Surveys for the Classes of May 2011 - 100% of the employers strongly agreed that the graduate established and maintains a culturally-competent and age-appropriate relationship with clients. USE OF RESULTS: The faculty continue to emphasize the importance of establishing an appropriate relationship with clients. This is address in all of the Massage classes, including the Ethics and the Small Business class

Findings (2010-2011) - Target: Met
Surveys for the Classes of May 2010 - 100% of the employers strongly agreed that the graduate established and maintains a culturally-competent and age-appropriate relationship with clients. USE OF RESULTS: The faculty continue to emphasize the importance of establishing an appropriate relationship with clients. This is address in all of the Massage classes, including the Ethics and the Small Business class.

M 5:Student Clinic Evaluation Question #10
100% of the clients will agreed that the massage therapy students had an appropriate relationship behavior on the LLC 2010 MT Program Student Clinic Evaluation. (Question #10.) The surveys are completed during the Massage Clinic II class. The surveys will be reviewed and discussed with the student and faculty.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
100% of the clients will agreed that the massage therapy students had an appropriate relationship behavior

Findings (2011-2012) - Target: <u>Met</u>
Evaluation Forms from the Class May 2011 - 100% of the clients agreed that the student had an appropriate relationship with them. (Question 10). USE OF RESULTS: The faculty will continue to emphasize and stress the importance of have the appropriate relationship with the clients. This is addressed in all Massage classes and in Ethics

Findings (2010-2011) - Target: <u>Met</u>
Evaluation Forms from the Class May 2010 - 100% of the clients agreed that the student had an appropriate relationship with them. (Question 10). USE OF RESULTS: The faculty will continue to emphasize and stress the importance of have the appropriate relationship with the clients. This is addressed in all Massage classes and in Ethics.

SLO 3:Communicate verbally and written
Communicate effectively with employees, clients, family members, and the public via verbal, written, and electronic means.

Related Measures:
M 6:Employer Survey Question #2
100% of the employers will rate the MT at a strongly agree or an agree rating for appropriate communication behavior on the LLC 2010 MT Program Employer Survey, Question #2. The survey is mailed out 6 months after the May graduation date. The survey will be reviewed and discussed in the Spring Semester, by the director and faculty.

Source of Evidence: Employer survey, incl. perceptions of the program

Target:
100% of the employers will rate the MT at a strongly agree or an agree rating for appropriate communication behavior.

Findings (2011-2012) - Target: <u>Met</u>
Surveys from the May 2011Classes - 100% of the employers strongly agreed that the graduate demonstrates good communication skills with the employees and clients. USE OF RESULTS: The faculty will continue to emphasize and stress the importance of have the good communication skills with employees, clients and family members. Students receive reinforcement of this area in all Massage classes, Ethics, Small Business and Clinic I & II.

Findings (2010-2011) - Target: <u>Met</u>
Surveys from the May 2010 Classes - 100% of the employers strongly agreed that the graduate demonstrates good communication skills with the employees, clients, and family members. USE OF RESULTS: The faculty will continue to emphasize and stress the importance of have the good communication skills with employees, clients and family members. Students receive reinforcement of this area in all Massage classes, Ethics, Small Business and both clinics.

M 7:Program Client Survey Question #6

100% of the clients will agree that the MT student had appropriate communication skills on the LLC 2010 MT Program Client Survey, Question #6. The surveys are completed during the Massage Clinic II class. The surveys will be reviewed and discussed with the student and faculty.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
100% of the clients will agree that the MT student had appropriate communication skills.

Findings (2011-2012) - Target: Met
Surveys from the Class of 2011 - 100% of the clients agreed that the student had appropriate communication skills. (Question 6). USE OF RESULTS: The faculty will continue to emphasize and stress the importance of have the appropriate communication skills. This is reinforced during the clinics and at special out of house events.

Findings (2010-2011) - Target: Met
Surveys from the Class of 2010 - 100% of the clients agreed that the student had appropriate communication skills. (Question 6). USE OF RESULTS: The faculty will continue to emphasize and stress the importance of have the appropriate communication skills. This is reinforced during the clinics and at special out of house events.

SLO 4:Professional self development
Demonstrate responsibility for professional self-development and continued life-long learning.

Related Measures:
M 8:Program Employer Survey Question #3

100% of the employers will rate the MT at a strongly agree or an agree rating for continual life long learning and development behavior on the LLC 2010 MT Program Employer Survey, Question #3. The survey is mailed out 6 months after the May graduation date. The surveys will be reviewed and discussed in the Spring Semester, by the director and faculty.

Source of Evidence: Employer survey, incl. perceptions of the program

Target:
100% of the employers will rate the MT at a strongly agree or an agree rating for continual life long learning and development behavior.

Findings (2011-2012) - Target: Met
Surveys from the Classes 2011 - 100% of the employers strongly agreed the graduate demonstrates responsibly for professional self-development and continued life-long learning. USE OF RESULTS: The faculty will continue to emphasize the importance of professional self-development and life long learning. This is addressed in all of the massage classes. The massage therapy program is working with LLC - Community & Professional Program department. Paper work has been sent to the state of IL for LLC to be able to host CE courses for the massage therapist. The guest speaker and course

content has been picked. The first massage therapy CE course will be hosted at LLC in 2012.

Findings (2010-2011) - Target: Met
Surveys from the Classes 2010 - 100% of the employers strongly agreed the graduate demonstrates responsibly for professional self-development and continued life-long learning. USE OF RESULTS: The faculty will continue to enhance the importance of professional self-development and life long learning. This is addressed in all of the Massage classes. The program is considering the possibilities of hosting continuing education courses at the college in the near future.

M 9:Program Student Survey Question #11
100% of the students will have documented they have continued with life long learning activities on the LLC 2010 MT Program Student Survey, Question#11. The survey will be mailed out 6 months after the May graduation date. The surveys will be reviewed and discussed in the Spring Semester, by the director and faculty.

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
100% of the students will have documented they have continued with life long learning activities.

Findings (2011-2012) - Target: Partially Met
Surveys from the 2011 Classes - 100% of the students reported they have read articles pertaining to massage but they have not attended any continuing education (CE) courses at this time. License massage therapist must attend continuing education hours to be eligible to renew ones license. They reported they are planning on attended CE seminars in the near future. USE OF RESULTS: The Massage Therapy Program is continuing to work with the Community and Professional Program Director to be able to offer CE courses at the LLC. Faculty will continue to focus on the importance of the student's professional self-development and continued life long learning throughout the program. The low % of students attending CE courses is due to the short amount of time the alumni have from receiving their license and receiving the survey. Faculty will continue to encourage the students to become a member of one of the national organizations. Assignments are given to encourage journal reading throughout the program.

Findings (2010-2011) - Target: Met
Survey from the 2010 Classes - 100% of the students reported they have read articles pertaining to massage but not all have attended continuing education (CE) courses at this time. They reported they are planning on attended CE seminars in the near future. USE OF RESULTS: The Massage Therapy Program is working with the Community and Professional Program Director to start offering CE courses at the college. Faculty will continue to focus on the importance of the student's professional self-development and continued life long learning throughout the program. Faculty believe the low % was due to the short amount of time the alumni have from receiving their license and receiving this survey. Faculty will continue to encourage the students to become a member of one of the national organizations and the

students are given application forms. Assignments are given to encourage journal reading throughout the program.

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

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

Life Long Learning - CE
Established in Cycle: 2011-2012
New objective - 100% of the students reported they have read articles pertaining to massage. License massage therapist must atte...

SLO 5:Ethical and legal framework
Practice within the profession's ethical and legal framework.

Related Measures:
M 10:Program Employer Survey Question #4
100% of the employers will rate the MT at a strongly agree or an agree rating for continual practice within the profession's ethical and legal framework behavior on the LLC 2010 MT Program Employer Survey, Question #4. The survey is mailed out 6 months after the May graduation date. The survey will be reviewed and discussed in the Spring Semester, by the director and faculty.

Source of Evidence: Employer survey, incl. perceptions of the program

Target:
100% of the employers will rate the MT at a strongly agree or an agree rating for continual practice within the profession's ethical and legal framework behavior

Findings (2011-2012) - Target: Met
Surveys for the 2011 Classes - 100% of the employer strongly agreed that the graduate practices within a professional, ethic and legal framework. USE OF RESULTS: Faculty will continue to focus on the importance of being professional, ethical and working in a legal framework. This is address in the all Massage classes, Ethics, and the Small Business class.

Findings (2010-2011) - Target: Met
Surveys for the 2010 Classes - 100% of the employer strongly agreed that the graduate practices within a professional, ethic and legal framework. USE OF RESULTS: Faculty will continue to focus on the importance of being professional, ethical and working in a legal framework. This is address in the all Massage classes, Ethics, and the Small Business class.

M 11:Program Client Survey Question #1
100% of the clients will agree the MT practiced within the profession's ethical framework on the LLC 2010 MT Program Client Survey, Question #1. The surveys are completed during the Massage Clinic II class. The surveys will be reviewed and discussed with the student and faculty.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
100% of the clients will agree the MT practiced within the profession's ethical framework

Findings (2011-2012) - Target: Met
Surveys from the Class of May 2010 - 100% of the clients agreed that the student practiced within the profession's ethical framework. (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 all of the Massage classes, Ethics, and in Small Business.

Findings (2010-2011) - Target: Met
Surveys from the Class of May 2010 - 100% of the clients agreed that the student practiced within the profession's ethical framework. (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 all of the Massage classes, Ethics, and in Small Business.

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

Life Long Learning - CE
New objective - 100% of the students reported they have read articles pertaining to massage. License massage therapist must attend continuing education hours to be eligible to renew ones license.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Program Student Survey Question #11 | **Outcome/Objective:** Professional self development

Program Identification Information

6-digit CIP	430102

Degree Type	03 – AAS Corrections --Parole Officer 20 – Certs 30ch > 30 – Certs <30ch

Action

☒ **Continued with minor improvements**
☐ **Significantly modified**
☐ **Discontinued/Eliminated**
☐ **Placed on inactive status**
☐ **Scheduled for further review**
☐ **Other, please specify:_____**

Improvements & Rationale for Action
This program is a partnership developed between ICCB and the Illinois Department of Corrections (IDOC).   New and current Illinois Department of Corrections employees can expand educational and career ladders by participating in this partnership. This AAS in Corrections--Parole Officer builds on the knowledge, skills, and specialized training IDOC recruits receive at the Department's Training Academy and that current employees receive through annual continuing education. Students are awarded 15.5 semester hours for completion or the IDOC training. The remaining credit hours for the completion of the AAS in Corrections--Parole Officer are courses offered in other programs at Lake Land College.

Principle Assessment Methods Used in Quality Assurance for this Program

☒ 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)
  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.

Program Identification Information

6-digit CIP	430110

Degree Type	03 – AAS Corrections -- Corrections Officer/Youth Supervisor 20 – Certs 30ch > 30 – Certs <30ch

Action

☒ **Continued with minor improvements**
☐ **Significantly modified**
☐ **Discontinued/Eliminated**
☐ **Placed on inactive status**
☐ **Scheduled for further review**
☐ **Other, please specify:_____**

Improvements & Rationale for Action
This program is a partnership developed between ICCB and the Illinois Department of Corrections (IDOC).   New and current Illinois Department of Corrections employees can expand educational and career ladders by participating in this partnership. This AAS in Corrections--Corrections Officer/Youth Supervisor builds on the knowledge, skills, and specialized training IDOC recruits receive at the Department's Training Academy and that current employees receive through annual continuing education. Students are awarded 15.5 semester hours for completion or the IDOC training. The remaining credit hours for the completion of the AAS in Corrections--Corrections Officer/Youth Supervisor are courses offered in other programs at Lake Land College.

Principle Assessment Methods Used in Quality Assurance for this Program

☒ 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)
  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.

SUMMARY REPORT OF REVIEW RESULTS
  CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

6-digit CIP	430102

Degree Type	03 – AAS Corrections
	20 – Certs 30ch >
	30 – Certs <30ch

Action
☐ **Continued with minor improvements**
☐ **Significantly modified**
☐ **Discontinued/Eliminated**
☒ **Placed on inactive status**
☐ **Scheduled for further review**
☐ **Other, please specify:_____**

Improvements & Rationale for Action
Lake Land College is currently working on the inactivation/withdrawal of SSE 056 via the process set up by the college's Curriculum Committee.

Principle Assessment Methods Used in Quality Assurance for this Program
☐ 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

Program Identification Information

6-digit CIP	430107

Degree Type	03 – AAS Law Enforcement 20 – Certs 30ch > 30 – Certs <30ch

Action
- [ ] **Continued with minor improvements**
- [ ] **Significantly modified**
- [ ] **Discontinued/Eliminated**
- [x] **Placed on inactive status**
- [ ] **Scheduled for further review**
- [ ] **Other, please specify:_____**

Improvements & Rationale for Action
Lake Land College is currently working on the inactivation/withdrawal of SSE 053 via the process set up by the college's Curriculum Committee.

Principle Assessment Methods Used in Quality Assurance for this Program
- [ ] 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

Program Identification Information

6-digit CIP	110103

Degree Type	03 – AAS Administrative Information Systems 20 – Certs 30ch > 30 – Certs <30ch

Action
☐ **Continued with minor improvements**
☐ **Significantly modified**
☐ **Discontinued/Eliminated**
☒ **Placed on inactive status**
☐ **Scheduled for further review**
☐ **Other, please specify:_____**

Improvements & Rationale for Action
Lake Land College is currently working on the inactivation/withdrawal of BUS 084 via the process set up by the college's Curriculum Committee.

Principle Assessment Methods Used in Quality Assurance for this Program
☐ 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

Section 3

Academic Disciplines

Written & Oral Communication

Written and Oral Communication

Written and oral communication skills are foundational building blocks for student success. The basic writing and communication courses are imbedded in the Humanities Division at Lake Land College. Over the course of the last five years there have been changes made to increase student success in writing and oral communication skills.

The college realized there would be an advantage in pursuing a change in placement testing based on assessment and faculty feedback. The test used for years in student placement was Acuplacer, but through extensive committee work, the college decided to change to Compass, which is a test more widely used among colleges and universities. The decision to make this change was not made easily nor quickly. A task force was formed to consider all ramifications of changing the placement test.

At the same time the task force was considering placement test changes it was also working on creating a prerequisite system for student enrollment in writing courses. Given the complexities of our management system Datatel, establishing a prerequisite catch in the system to properly place students into writing levels based on placement testing was challenging. Compass placement testing and prerequisite requirements were piloted in academic year 2010-2011. Both changes have increased proper placement of students into writing levels.

Another change occurred in 2008 with the creation of an additional developmental writing level. The English department had one developmental writing course, Composition Skills. With the decision to eliminate tutoring writing courses in the Tutoring Center and create an additional developmental level, below the existing course, the developmental writing program was officially established in the Humanities Division.

At the same time, the developmental reading program was moved to the Humanities Division to form two-thirds of the developmental program at Lake Land College. A new faculty position titled Developmental Writing and Reading Director/Instructor was granted to the division for the purpose of improving student success in all writing courses at the college.

By academic year 2011-2012, the number of developmental writing sections significantly increased based on the success of the placement test change and systemic prerequisite enforcement. Our English faculty report students entering Composition I are more accurately placed based on their skill level.

The online learning companion, APLIA, was implemented in academic year 2011-2012 for use by Composition Skills' students. Also, Composition Skills instructors continue to use portfolios and team grading to determine students' final grades. This was established based on a Title II project and piloted in Fall 2003. It continues to be an effective approach to grading the highest level of developmental writing.

Another improvement has been course assessment across college curriculum. Our writing and oral communication courses have benefitted by not only annual program assessment but now semester course assessment. English and Communication faculty assessment is showing accurate results in assessment projections. The innovation of adopting the planning management software WEAVEonline in fall 2010 allows all instructors to enter learning outcomes and measurement strategies, review results and develop action plans for course and program assessment. There is also the ability to link this information with general education goals.

Ongoing efforts include the rotation of textbook changes in the college's rental system. Faculty members continue to supplement textbooks with course materials and technology in the classrooms. Because technology has been a high priority at Lake Land College for nearly two decades, the college's Administration supports innovative ideas for enhancing classroom instruction.

Faculty members also have the continued responsibility to provide instruction on proper research methods and documentation styles. The writing courses teach Modern Language Association (MLA) documentation while the oral communication courses teach American Psychological Association (APA) format. It is an ever-challenging responsibility to instruct students on the importance of proper documentation of source materials in all courses requiring research. Since many of our students will continue their education at a four-year institution, we place high value on documentation in their academic endeavors. This is one of the most popular topics discussed among faculty in our division.

The foundational writing courses at Lake Land College are Composition I and Composition II. The basic communication course is titled Introduction to Speech Communication. These writing and communication courses meet general education requirements of the Illinois Articulation Initiative (IAI). As well, the college offers other writing courses, such as Introduction to Fiction and Introduction to Poetry, and Speech courses, such as Interpersonal Communication, Small Group Communication and Persuasion. Students in both transfer associate and vocational programs enroll in these various courses to improve writing and communication skills.

While the number of sections offered reflects student population, courses are linked to some college programs and even contextualized if requested. The basic Speech course, Introduction to Speech Communication, has been offered as a contextualized section for the John Deere Ag Tech Program, and Interpersonal Communication is currently offered as a contextualized course for the Cosmetology and Nail Tech Programs every semester, including summer.

Writing and Oral Communication courses continue to teach students foundational skills for all fields of academe. Composition and Communication faculty continually look for innovative ways to increase interest and improve our course offerings. Composition courses often require oral communication assignments in their curriculum, and Communication courses always require the use of secondary materials and documentation as well as writing assignments to accompany presentations.

SECTION 4

Cross-Disciplinary Review

General Education (all transferable)

Review of Cross-Disciplinary Curricula
General Education

The college's mission statement indicates that Lake Land College creates an "effective learning environment for the lifelong education needs of the diverse communities we serve." Two of the communities specified are students in university transfer education and students in technical and career education. The general education curriculum at Lake Land College is the foundation of every degree program in these areas. Through this curriculum students learn essential information from a broad range of academic disciplines. Students also develop the essential skills of communication, critical thinking, and problem solving.

Students pursuing the A.A.S. degree must complete at least six credit hours in courses representing two different disciplines. Transfer students have a much larger general education requirement, with 37 or 38 of the 64 credit hours required for graduation coming from the general education curriculum. Prior to 2010, the College's general education goals were designed and assessed with transfer students in mind. Following a study of the goals, however, as part of an extensive process of revision beginning in January 2009, faculty members at Lake Land College determined that every student completing a degree at the College should meet these goals and outcomes:

Communication
Students will communicate professionally and effectively through
   a. Reading
   b. Listening/Observing
   c. Speaking
   d. Writing

Critical Thinking
Students will apply critical thinking skills through
   a. Locating information
   b. Evaluating sources
   c. Analyzing data and arguments
   d. Interpreting initial results
   e. Transferring insights to new contexts

Problem Solving
Students will demonstrate scientific and quantitative problem-solving skills through
   a. Applying the scientific method
   b. Performing mathematical operations
   c. Interpreting tables and graphs
   d. Applying percentages, ratios, and averages

Diversity
Students will recognize the unique characteristics of others through
   a. Understanding diverse cultural contributions
   b. Understanding multiple economic, geographical, or historical perspectives

    c.   Understanding the values and actions of diverse populations

Citizenship
Students will demonstrate civic responsibility by
    a.   Understanding the impact of human actions on society
    b.   Understanding their role in a global society

Foundational Knowledge
Students will demonstrate foundational knowledge in the liberal arts and sciences.

This decision significantly impacted the assessment of these goals, as we now include both transfer and career/tech students in the random samples selected to participate in assessment activities such as standardized tests and essay prompts. We also include both transfer and career/tech instructors in discussions about strategies to improve the results.   This has been a positive development for the General Education program. Faculty members acknowledge the common thread that runs through the College curricula.

General education courses are woven into the various degree programs offered at Lake Land College. While some degree programs treat the general education courses as electives and allow the students to follow their own path, other degree programs specify or recommend specific general education courses deemed particularly relevant. For example, students pursuing the Associates in Science degree in Agriculture take POS160, American National Government, recognizing that the field of agriculture is subject to many government regulations. Therefore, it is important for an Agriculture major to understand the structure and function of the federal government and its branches. Similarly, the Associate in Arts Degree in Criminal Justice program lists SOC280, Introduction to Sociology, as a recommended course, since careers in criminal justice involve interaction with people of different races, ethnicities and social class, topics addressed in SOC280.
All general education courses offered at Lake Land College meet the requirements of the Illinois Articulation Initiative (IAI), and students who graduate from Lake Land College with an A.A. or A.S. successfully transfer to a range of baccalaureate institutions both within the state. In addition, many students transfer to private four-year institutions, demonstrating that Lake Land's curriculum meets their needs as first-year and sophomore students. As listed in the College catalog, Lake Land students transfer to colleges and universities such as Eastern Illinois University, University of Illinois, Indiana State University, Lakeview College of Nursing, Millikin University, Greenville College, and Illinois State University, among others.

Closely linked with the adoption of a new set of General Education goals and outcomes in January 2012 was the adoption of a new set of assessment activities. Assessment of the General Education curriculum follows a three-year cycle. Activities include the CAAP (Collegiate Assessment of Academic Proficiency) test—a standardized test broken down by subject—written essay prompts, lab reports, and short answer responses to an oral presentation. In 2011, students took the CAAP tests on critical thinking and science; in 2012, students were tested in reading and mathematics. Lake Land College students scored at the national mean on all four exams. The Task Force hopes to compare incoming students' ACT scores with their

scores on the CAAP test, since both tools are part of the ACT organization and ACT offers linkage reports.

Other general education learning outcomes are assessed using essay prompts developed by Lake Land College faculty members. The essays are scored both for their success in addressing the subject of the prompt and for the quality, organization, and structure of the written work that is submitted.   A prompt addressing the goal on citizenship were administered in February 2012 and will be scored over the summer.

The Task Force on General Education is piloting an initiative titled "A Path to Improvement" with the goal of using the information gathered through assessment activities. This project involves brainstorming among instructors in each academic division to collect teaching strategies and techniques that have proven successful; compiling and disseminating the list of strategies, encouraging instructors to adopt new approaches in the classroom; and surveying instructors one year later about the results they achieved. The pilot began in fall semester 2010, so we have no results to report at this time.

Another pilot involves the development of a test measuring foundational knowledge, defined as "knowledge fundamental to intellectual growth and a mature understanding of the world and the human condition" (Cronk, 2004).[1] A rigorous search indicated that no nationally-normed instrument of this type is available. Therefore, the Task Force decided to develop its own "homegrown" tool. Test questions will be divided into four categories:
1. Mathematics, including physical sciences
2. Science, including life and earth sciences and geography
3. Humanities, including communications and fine arts
4. Social Sciences, including behavioral sciences, civics, and political science
Members of the Task Force convened Lake Land instructors seeking their input in January 2012, and are presently at work writing questions for the test, which will be administered in February 2013. This is both an innovative and cost-effective project, taking advantage of the talent and initiative of Lake Land College faculty members.

One innovation with a positive impact on general education at Lake Land College was the adoption of WEAVEonline planning management software in summer 2010. Instructors enter their learning outcomes, measurement strategies, results, and action plans for both course and program assessment into the WEAVEonline software, which serves as a convenient online repository. It also generates reports in a clear and concise format. Most significantly for general education, WEAVEonline includes a mapping function which will allow us to evaluate the coverage of general education goals and outcomes in courses across the curriculum. We will be able to determine, for example, the number of courses in which students participate in activities designed to increase their understanding of the values and actions of diverse populations (goal on Diversity, outcome c). Instructors who teach general education classes

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[1] Cronk, G. (2004, March). *Definitions and systems of general education.* Retrieved from Bergen Community College website: http://www.bergen.edu/gened/df_gened.pdf

have been asked to indicate which outcomes are relevant to their particular course and make an association by checking a box in the software program. We are just beginning to explore the mapping function, but we anticipate that it will give us a much clearer idea of the reach of the general education curriculum at Lake Land College.

SECTION 5

STUDENT & ACADEMIC SUPPORT SERVICES

STUDENT & ACADEMIC SUPPORT SERVICES REVIEW REPORT TEMPLATE
SUMMARY REPORT OF REVIEW RESULTS - STUDENT AND ACADEMIC SUPPORT SERVICES
REVIEWED IN ACADEMIC YEAR 2011

Service Area: Health Services

Major Findings and Improvements/Modifications

The mission of Health Services is to provide a wide variety of free, confidential health services to students and staff. Health Services is staffed by one full-time College Nurse. The services offered to students and staff include: dispensing over the counter medications, first aid, wound care and suture removal, blood pressure checks, blood sugar checks, allergy injections (under conditions), assistance with obtaining appointments with health care providers in the immediate area, educational materials, a confidential place to discuss your health care issues, and assistance with obtaining health insurance for students. Health Services has an open door policy to encourage students and staff to come with their health care needs, along with a focus on preventative health care promoting healthy life choices through health education and programs.

The Health Services nurse is a member of ACHA/MACHA, American College Health Association/Mid-America College Health Association as well as an Affiliate of IHEC, Illinois Higher Education Center. She attends as many of their trainings as possible for continuing education and networking opportunities.

In accordance with federal requirements the Core Alcohol and Drug survey has been completed on the even years with the assistance of IHEC. Lake Land College started this surveying in 2006 previously the National Drug and Alcohol was completed. Since the implementation of the Core survey student participation has increased and a social norms campaign was completed following the 2006 survey which is still used for various campus events.

Health Services receives, reviews, and organizes all athletic physicals for all athletic teams on campus. The physicals remain on file in the Health Services office. The college nurse works with the athletic trainer to be available for all athletic events on campus when needed. Health Services works with Carle Foundation Physician Services to obtain athletics physicals for student athletes as needed. Health Services also works with the athletes regarding insurance claims due to injuries obtained while participating in athletics. During the fall semester the required drug and alcohol prevention training is conducted for all athletes using the educational tool Alcohol 101.

In maintaining a safe and healthy work environment Health Services monitors and stocks first aid boxes, eye wash stations and AEDs throughout the campus.   Accident/Incident reports are available through the Heath Services office as well as the Health Services website.

Health Services works with the Allied Health Division receiving, reviewing, and organizing all physicals, immunizations, lab tests, and CPR certification for the ADN, PN, and Dental Hygiene programs. The records remain on file in the Health Services office as long as the student is enrolled in the program.

Health Services provides health-related information through various events including, Welcome Day, Spring Carnival, International Student Orientation, Parent Orientation, New Student Celebration, Great American Smokeout, National Collegiate Alcohol Awareness Week, World Aids Day, Sexual Responsibility Week, Safe Spring Break, Discovery Lake Land College, and the Annual Health Fair. Health Services partners with the Student Activity Board as needed to sponsor events for students on campus. Health Services is a member of the Diversity Education Task Force, Health Insurance Committee, Safety Committee, College Security Committee, and Student Services Scholarship Committee.

Health Services has an ongoing association with multiple health agencies in the area, Sarah Bush Lincoln Health Center, Carle Foundation Physician Services, Coles County Community Health Center and the Coles County Health Department which our used for a variety health care needs of the student population. SBLHC is the local hospital offering numerous health care services. Carle Foundation Physician Services offers numerous physicians and a convenient care option for students along with being the consulting physician for Lake Land College Health Services. The Coles Co Community Health Center is an income based health care facility. The Coles County Health Department is utilized for many different services throughout the year. TB skin testing was completed for any staff or student during October. Flu shots were administered for staff and students on campus during December. The Family Planning department supplies birth control supplies free of charge. The Coles County Health Department assists students and staff with numerous health care issues.

Lake Land College is fortunate to be able to provide free and confidential Health Services for students. The Health Services Office is centrally located on campus and many students stop-in to ask a question or receive health care assistance. Staff across the college are aware of the services available and frequently refer students who may need information or assistance in obtaining medical care.

Statewide Programmatic Issues

One issue Health Services has is helping uninsured students obtain access to affordable health care. Many students are no longer eligible for their parents insurance and lack funding to purchase their own insurance. Also the non-traditional age student who has returned to school to further their education due to downsizing or termination of their previous employment lack funding to purchase affordable health insurance.

Obtaining evidence based alcohol and drug prevention programming for the community college population is an issue. There are numerous programs available but they are not always best practice, affordable, or relevant to the community college population.

STUDENT & ACADEMIC SUPPORT SERVICES REVIEW REPORT
SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC YEAR 2012

Service Area	Student Life

Major Findings and Improvements/Modifications

The mission of the Office of Student Life is to increase student participation and support retention by encouraging students to be active on campus and in their community. The Office of Student Life has two full-time employees, a full-time Director of Student Life and a full-time Administrative Assistant. Both employees serve on various college committees and task forces. The office oversees the development and implementation of the following areas: Student Government, Student Activities, Student Publications, Student Clubs, Volunteerism and Leadership Initiatives. The Director of Student Life serves as advisor to the Student Government Association, the Student Activity Board, Serve Your Community Program, and *The Navigator News*. The office also provides student leadership and development training through workshops and teambuilding sessions.

Clubs and organizations open students to experiences outside of the classroom. Students have an opportunity to hold leadership positions, create relationships with LLC staff and give back to their community. There are currently over 20 active clubs on campus. The clubs receive their charter and funding from the Student Government Association. Each club is required to have a faculty member as their advisor. The Office of Student Life manages and supports this process.

The Student Government Association (SGA) is the official student voice of Lake Land College. The SGA listens and acts upon student concerns, represents the students on college committees and provides community service. The SGA meets for 1 hour each week. The SGA consists of 17 elected members, 9 sophomores and 8 freshmen. Freshmen elections are held in the early Fall semester and Sophomore elections are held in the Spring semester. The SGA hosts a High School Student Leadership Conference each Fall and invites district high schools to send student leaders. SGA members are responsible for planning the event and providing leadership development sessions to the students. The SGA also holds two Red Cross Blood Drives per year to promote community service.

The Student Activity Board (SAB) provides social and cultural entertainment to the student body. The SAB consists of 13 members. Interested students apply and are interviewed at the beginning of each semester. The SAB meets for 1 hour each week to plan programming for the campus. Events are held each Wednesday at 11:00 AM during the "Activity Period." The Activity Period is held every Wednesday from 11:00 AM-1:00 PM at which time no classes are held to allow students to take advantage of campus activities and hold club meetings. These activities provide students an opportunity to relax, meet new people, and have fun. The SAB constantly strives to increase attendance at events, and through their efforts, attendance has continued to increase. SAB, along with the Lake Land College Print Shop, and Communications and Creative Services, creates large full-color posters to inform students about upcoming events displayed in kiosks in each building on campus. The SAB also distributes, "The Monthly Stall," which is a flyer with important campus events and dates that is placed in each bathroom stall on campus. The SAB also holds monthly events at the Kluthe Center in Effingham, Illinois. The Kluthe Center is one of LLC's extension centers. The SAB strives to collaborate with other campus offices to provide co-curricular programming to the student body. Examples include the annual Health Fair, Job Fair, Transfer Day, and Spring Carnival events.

The Navigator News is LLC's student-run newspaper housed in the Office of Student Life. From writing to production, the paper is exclusively run by eight student editors. Students at large are encouraged to contribute as writers. This is an opportunity for all LLC students, regardless of

major, to learn skills in writing, management, layout and design, ethics, and journalism. The newspaper is published monthly. In addition the Navigator staff attends professional development sessions and workshops offered by the Illinois Community College Journalism Association (ICCJA) and the College Media Association. The staff enters and often wins awards in journalism from the ICCJA. The staff always starts the fall semester with three days of training in which they learn about ethics, news writing, interviewing, and layout and design.

An on-going initiative out of the Student Life Office is the "Serve Your Community Program." The students can complete community service and have it documented on their transcript. Students who enroll in this program earn community learning credit based on hours volunteered: 7.5 hours = .5 credits. Students can earn a maximum of 2.5 credit hours. The Student Life Office also offers teambuilding and other leadership and student development based workshops to the student body and the students who are members of the groups they advise.

The Student Life Office participates in the "On-Track" assessment initiative for the Student Services division. As a part of this process, the office is planning to conduct a survey of the students who participate in the SAB activities to determine which programs and activities will best serve the student body. This survey will take place during the Fall 2012 semester.

Service Area	Athletics

Major Findings and Improvements/Modifications

The athletic program at Lake Land College provides an opportunity for students to further develop their athletic talents, while also providing those students with a quality academic experience. We strive to recruit student-athletes who will succeed not only in athletics, but in the classroom as well. We anticipate that the combination of academics and athletics helps prepare solid, well-rounded individuals who will enter our society as leaders with strong ethics.

The college's athletic facilities reflect the success of the athletic programs. New Championship, All-American, and Hall of Fame banners hang neatly in the Field House and the Athletic Hall of Fame plaques adorn the entry wall. Athletes can complete their sport-specific workouts in the athletic weight room as well as utilize the college's state-of-the-art student fitness center. Both men's and women's locker rooms have individual shower stalls, new flooring, and a totally new appearance. The baseball and softball diamonds are now at the top of the line in the GRAC conference with the baseball infield receiving a complete renovation in the Fall. Both diamonds have stadium seating for the comfort of the fans, brick dugouts, and concrete walkway areas from dugout to dugout. The baseball and softball diamonds have new playing surfaces and are truly at the top in the conference.

Funds and opportunities are equally divided among male and female students and our program remains exemplary relating to Title IX requirements, as documented by the annual Equity in Athletics Report. We have five intercollege sports and maintain academic focus while also experiencing success in all of our athletic programs.

Men		Women	
Basketball	18	Volleyball	12
Baseball	21	Basketball	13
		Softball	17
		Cheerleading	17

In conjunction with athletic competition, the Lakers for Learning Program, implemented over the past several years, provides services to and works with many area children, schools, and organizations. Among these activities this year were baseball, basketball, volleyball, softball, cheer and dance camps and competitions for area youth, and All-Star games. At Lake Land College we also believe strongly in the family concept. The Lake Land College motto of "6 Sports/ 1 Team" is one that we strive to achieve on a daily basis.

The Athletic Department is staffed by three full-time staff: Athletic Director, Athletic Trainer and Administrative Assistant. The head coach and assistant coach positions are all part-time assignments paid by stipend. Two of the head coach positions are currently held by full-time faculty at the college; all others are part-time appointments only. A full-time academic counselor serves as the academic advisor for all student athletes. The Athletic staff is highly committed to the success of the student athletes and collaborates across teams and across college departments to ensure that success. The coaches implement peer mentoring assignments, require student participation in monitored study tables and monitor student academic progress throughout the semester. Reflecting their commitment to academic success, the teams compete each semester to earn the highest team GPA.

Each year, the athletic teams are recognized with individual player and team awards. An example of the awards received the past year include:

Volleyball
Individual Awards: Great Rivers Athletic Conference Volleyball 1st Team, Great Rivers Athletic Conference Volleyball 2nd Team (2), and NJCAA All Region XXIV Volleyball Team

Women's Basketball
Team Award: NJCAA Region 24 Tournament Champions
Individual Awards: NJCAA All-American 1st Team (2) and Great Rivers Athletic All Conference 1st Team
Coaching Awards: NJCAA District Coach of the Year, IBCA Coach of the Year

Men's Basketball
Team Award: NJCAA Region 24 Tournament Runner-Up
Individual Awards: NJCAA All-American, Great Rivers Athletic Conference 1st Team (2), and Great Rivers Athletic Conference 2nd Team (2).
Coaching Award: Great Rivers Athletic Conference Coach of the Year

Softball
Team Awards: 2012 NJCAA Division One Region 24 Tournament Champions
Individual Awards: 2012 NJCAA Division One Region 24 Player of the Year, 2012 NJCAA Division One Region 24 All Tournament Team (5)
Coaching Award: 2012 NJCAA Division One Region 24 Coach of the Year

Baseball
Individual Awards: NJCAA Player of the Year, NJCAA Division I Region 24 Designated Hitter of the Year, and All-Great Rivers Athletic Conference honorable-mention, All-GRAC, All-Region 24 catcher as well as honorable-mention All-GRAC, GRAC Freshman of the Year and an All-Region 24 infielder

Lake Land College became a member of the National Junior College Athletic Association at the Division I level in 2005 and began play in the Great Rivers Athletic Conference (GRAC). We are very proud of the success of our athletic teams both on and off the field. We continue to emphasize the student first of student/athlete. Our goal is to provide a four-year atmosphere in a two-year environment. We look forward to making positive strides in the athletic program at Lake Land College and encourage everyone to attend as many events as possible.
Statewide Programmatic Issues

Following are challenges and issues related to Athletics at Lake Land College that may be common at other community colleges throughout the state:

1. Funding Challenges – Funding for athletics, including providing the resources needed for students, operational costs and travel for competition can be challenging, especially in times of funding challenges for our colleges. The rewards of being a part of a college athletic program are very positive and add to the college experience for the student/athlete as well as the student body as a whole. We feel this experience is

valuable to student success as reflected by the Lake Land College student/athletes continued overall GPA of 2.80 or higher over the past five years.

2. Division I vs Division II status – It is increasingly difficult to maintain the financial resources necessary to compete at the NJCAA D-I level. While many of the downstate colleges currently offer Division I opportunities, funding challenges are necessitating consideration for changing to Division II. Even to compete at the D-II level would require adequate resources for travel and team expenses. Of course, D-I status adds the additional financial challenge of room and board expenses. Even with these obstacles our athletic teams at LLC have been able to achieve success both on and off the athletic venue as well as in the classroom.

3. Coaches – Lake Land College coaching positions are part-time stipend positions. A part-time stipend does not provide adequate income for many individuals interested in coaching at the college level. To help overcome this challenge, some part-time coaches supplement their positions with additional responsibilities; however, the pool of potential coaches is limited and hiring successful coaches can be challenging. So far, at Lake Land College, we have been successful in meeting this challenge and have been very successful in all of our sports and our coaches have received numerous awards.

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.

The Assessment web site debuted in July of 2011. This web site conveys a great deal of information that supports the college's assessment system and enhances student learning.

In addition, on January 9th, 2012 the Lake Land College Board of Trustees approved a resolution to deem February of each year as Assessment Month. An Assessment Week was also implemented to insure a college-wide effort to increase awareness and involvement of students. By promoting assessment dialogue to students and staff, Lake Land College continues to build a culture of assessment that revolves around the student.

SECTION 7

RESULTS FROM PRIOR REVIEWS

No major program changes in AY 11-12

SECTION 8

College 5-year Program Review Schedule

ICCB 5-Year Program Review Schedule

Academic Disciplines

FIVE-YEAR SCHEDULE

	Academic Discipline Reviews	
	Year	
1	2012	Written & Oral Communications
2	2013	Mathematics
3	2014	Physical & Life Sciences
4	2015	Humanities & Fine Arts
5	2016	Social & Behavioral Sciences

Cross-Disciplinary Curricula

FIVE-YEAR SCHEDULE

	Cross-Disciplinary Reviews	
	Year	
1	2012	General Education *(all transferable)*
2	2013	Adult Education and ESL
3	2014	Remedial/Developmental
4	2015	Vocational Skills
5	2016	Transfer Functions and Programs including the AA, AS, AES, AFA, AAT, and the AGS degree programs

Student and Academic Support Services

Student and Academic Support Services					
	12	**13**	**14**	**15**	**16**
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	**12**	**13**	**14**	**15**	**16**
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) **INACTIVE**	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	**12**	**13**	**14**	**15**	**16**
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	**12**	**13**	**14**	**15**	**16**
957	Paraprofessional Educator (131501)					X
939	Custodial Maintenance(190699)			X	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	12	13	14	15	16
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	12	13	14	15	16
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	