

Lake Land College - District #51701



ICCB PROGRAM REVIEW REPORT

FISCAL YEAR 2013

Section 1

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Section 2

Career and Tech Ed Programs

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Lake Land College
District Number: 517

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP 15.0201	
Career Cluster Technology	
Career Pathway Engineering	
Program of Study Civil Engineering Technology	
Community College Program Title Civil Engineering Technology	Degree Type 03

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

X Continued with minor improvements

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

Lake Land College - District #51701

Improvements & Rationale for Action

Summarize the college's local findings.

Address the minimum of program need, cost-effectiveness and quality. Include any additional information that supports your Action taken.

Describe any programmatic improvements achieved since the last review period and any planned before the next period.

Describe how this program is meets the minimum requirements of a Program of Study according to Perkins IV.

The Outcomes Assessment Plan for the Civil Engineering Technology program indicates that all of the Intended Outcomes and Objectives have been met.

Enrollment in the Civil Engineering Technology program is relatively steady. Job placement has remained very good for graduates of the Civil Engineering Technology program. Most graduates find employment in their field of study with government agencies, consultant engineering firms and heavy/highway contractors. The need for these graduates remains strong. We currently have twice the number of job opportunities than graduates of this program.

The Civil Engineering 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 heavy / highway construction community.

The co-op version of this degree is suffering from the recent State budget quandary. Budget constraints at the Illinois Department of Transportation have essentially removed opportunities for the students to complete a Supervised Occupational Experience with a State agency.

The program has aligned coursework so that secondary students have a course map that outlines the non-duplicated academic and technical coursework that would lead a student, beginning as early as the 9th grade to complete a Civil Engineering Technology degree program.

Advanced and dual credit options are noted.

Certifications and career opportunities are noted, as well as baccalaureate options where, at minimum, 2+2 agreements are in place.

Curriculum is discussed yearly at joint advisory committee meetings for the program which builds upon an earlier DACUM.

Lake Land College

Detailed Assessment Report

As of: 5/20/2013 06:15 AM CENTRAL

2012-2013 Civil Engineering Technology AAS.CET

(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, Evidences, and Action Plans

SLO 1:Graduates of the CET Program will be employable in the Civil Technology field.

Graduates of the CET Program will be employable in the Civil Technology field.

Related Measures:

M 1: Graduates of the CET Program will be employable in the Civil Technology field.

80 % of graduates of the program will report employment in the Civil Engineering field upon graduation in Mid-June

Source of Evidence: Academic direct measure of learning - other

Target:

80 % of graduates of the program will report employment in the Civil Engineering field upon graduation in Mid-June

Evidences (2012-2013) - Target: Met

April 2013 Graduating Class. 100% of graduating class could have jobs. I have several companies have called for graduates. Jobs in some cases are 100 to 200 miles away. It is a good year to be a graduate again this year.

Evidences (2011-2012) - Target: Met

April 2012 Graduating Class. 100% of graduating class could have jobs. I have several companies have called for graduates. Jobs in some cases are 100 to 200 miles away. It is a good year to be a graduate.

Evidences (2010-2011) - Target: Met

A) May 2001 graduating class - 96% of graduating class had jobs in mid June B)

Lake Land College - District #51701

May 2002 graduating class - 96% of graduating class had jobs C) May 2003 graduating class - 85% of graduating class had jobs D) May 2004 graduating class - 43% of graduating class had jobs E) June 2005 graduating class - 87% of graduating class had jobs F) June 2006 Graduating class. 100% of class had jobs or refused to leave home to accept job. G) June 2007 Graduating Class. 90% of graduating class had jobs. (H) June 2008 Graduating Class. 95% of graduating class had jobs or are continuing education. (I) June 2009 Graduating Class. 85% of graduating class had jobs or are continuing education. (J) June 2010 Graduating Class. 82% of graduating class had jobs or are continuing education. I did have 3 employers call me wanting to hire graduates after graduation- mid summer. After notifying the unemployed graduates, non were willing to relocate (approximately 100 miles on each case) to accept employment. If the students would have relocated, the employment rate would have been over 90%.

SLO 2:Proper preparation of written reports

Entry-level graduates with Associate of Applied Science degrees in Civil Engineering Technology will be able to: Communicate effectively and professionally in the construction environment through proper preparation of written reports.

Related Measures:

M 2:Proper preparation of written reports

80% of students in Soils class each fall will achieve a score of 75% or better on a written report following a prescribed format.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement.

Evidences (2012-2013) - Target: **Met**

80% of students in Soils class each fall will achieve a score of 75% or better on a written report following a prescribed format. Fall 2012 - 87% of class scored better than 75%. No changes made.

Evidences (2011-2012) - Target: **Met**

80% of students in Soils class each fall will achieve a score of 75% or better on a written report following a prescribed format. Fall 2011 - 94% of class scored better than 75%. No changes made.

Evidences (2010-2011) - Target: **Met**

A) 70% of students, fall 2001 obtained a minimum 75% on the written report. This is below standard achievement. B) 85% of students, fall 2002 obtained a

Lake Land College - District #51701

score of 75% or better. C) 92% of students, fall 2003 obtained a score of 75% or better. D) 83% of students, fall 2004 obtained a score of 75% or better. E) 87% of students, fall 2005 obtained a score of 75% or better. F) 90% of students, Fall 2006 obtained a score of 75% or better. G) 92% of student, Fall 2007 obtained a score of 75% or higher. H) 85% of student, Fall 2008 obtained a score of 75% or higher. I) 89% of student, Fall 2009 obtained a score of 75% or higher. J) 87% of student, Fall 2010 obtained a score of 75% or higher.

SLO 3: Apply mathematical skills in using analytical problem solving methods

Apply mathematical skills in using analytical problem solving methods

Related Measures:

M 3: Apply mathematical skills in using analytical problem solving methods

80% of students in Strength of Materials class will achieve a score of 75% or better for final exam grade each spring semester. Grades will be compiled the following Fall semester.t.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement.

Evidences (2012-2013) - Target: Met

80% of students in Strength of Materials class will achieve a score of 75% or better for final exam grade each spring semester. Grades will be compiled the following Fall semester Fall 2012 -78% of students achieved a score of 75% or better. No changes made at this time.

Evidences (2011-2012) - Target: Met

80% of students in Strength of Materials class will achieve a score of 75% or better for final exam grade each spring semester. Grades will be compiled the following Fall semester Fall 2011 - 83% of students achieved a score of 75% or better. No changes made at this time.

Evidences (2010-2011) - Target: Met

A) 83% of students, spring 2003 obtained a score of 75% or better. B) 81% of students, spring 2004 obtained a score of 75% or better. C) 81% of students, spring 2005 obtained a score of 75% or better. D) 84% of students, Spring 2006 obtained a score of 75% or better. E) 88% of students, Spring 2007 obtained a score of 75% or better. F) 78% of students, Spring 2008 obtained a score of 75% or better. G) 82% of students, Spring 2009 obtained a score of 75% or better. H) 80% of students, Spring 2010 obtained a score of 75% or better.

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SLO 4: Demonstrate a thorough knowledge of common civil construction materials- both in their production and placement.

Demonstrate a thorough knowledge of common civil construction materials- both in their production and placement.

Related Measures:

M 4: Demonstrate a thorough knowledge of common civil construction materials- both in their production and placement.

80% of students in Civil Construction II will achieve a score of 75% or greater on creating a cost analysis and critical path diagram of a civil project. Project is due fall semester and results will be posted the following spring semester.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement.

Evidences (2012-2013) - Target: Met

80% of students in Civil Construction II will achieve a score of 75% or greater on creating a cost analysis and critical path diagram of a civil project. Project is due fall semester and results will be posted the following spring semester. Fall 2012 - 100% of students earned a 75% or better. No changes made at this time.

Evidences (2011-2012) - Target: Met

80% of students in Civil Construction II will achieve a score of 75% or greater on creating a cost analysis and critical path diagram of a civil project. Project is due fall semester and results will be posted the following spring semester. Fall 2011 - 92% of students earned a 75% or better. No changes made at this time.

Evidences (2010-2011) - Target: Met

A) No current data available at this time. Criteria have been established as of fall 2002. B) 87% of students, fall 2003 obtained a score of 75% or better. C) 100% of students, fall 2004 obtained a score of 75% or better. D) 78% of students, fall 2005 obtained a score of 75% or better. E) 83% of students, Fall 2006 obtained a score of 75% or better. F) 87% of students, Fall 2007 obtained a score or 75% or better. G) 83% of students, Fall 2008 obtained a score or 75% or better. H) 91% of students, Fall 2009 obtained a score or 75% or better. I) 89% of students, Fall 2010 obtained a score or 75% or better.

SLO 5: Be proficient in the use of surveying equipment.

Be proficient in the use of surveying equipment.

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Related Measures:

M 5:Be proficient in the use of surveying equipment.

80% of students in Surveying II class will achieve a score of 75% or better for a field proficiency exam each fall semester. Grades will be compiled the following spring semester.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement.

Evidences (2012-2013) - Target: Met

80% of students in Surveying II class will achieve a score of 75% or better for a field proficiency exam each fall semester. Grades will be compiled the following spring semester. Fall 2012 - 83% of class scored a 75% or better. No changes made.

Evidences (2011-2012) - Target: Met

80% of students in Surveying II class will achieve a score of 75% or better for a field proficiency exam each fall semester. Grades will be compiled the following spring semester. Fall 2011 - 95% of class scored a 75% or better. No changes made.

Evidences (2010-2011) - Target: Met

A) 95% of students, fall 2002 obtained a score of 75% or better. B) 93% of students, fall 2003 obtained a score of 75% or better. C) 91.4% of students, fall 2004 obtained a score of 75% or better. D) 87% of students, fall 2005 obtained a score of 75% or better. E) 94% of students, Fall 2006 obtained a score of 75% or better. F) 86% of students, Fall 2007 obtained a score of 75% or better. G) 93% of students, Fall 2008 obtained a score of 75% or better. H) 88% of students, Fall 2009 obtained a score of 75% or better. I) 89% of students, Fall 2010 obtained a score of 75% or better.

SLO 6:Be proficient in concepts related to classifying and testing soils with respect to load carrying capacities in civil application

80% of students in Soils class will achieve a 75% or better final grade.

Related Measures:

M 6:Be proficient in concepts related to classifying and testing soils with respect to load carrying capacities in civil application

80% of students in Soils class will achieve a 75% or better final grade.

Source of Evidence: Academic direct measure of learning - other

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Target:

Monitoring for continuous improvement.

Evidences (2012-2013) - Target: Met

80% of students in Soils class will achieve a 75% or better final grade. Fall 2012
- 100% of students achieved a 75% or better final grade. No changes made.

Evidences (2011-2012) - Target: Met

80% of students in Soils class will achieve a 75% or better final grade. Fall 2011
- 82% of students achieved a 75% or better final grade. No changes made.

Evidences (2010-2011) - Target: Not Met

A) 85% of students in achieved a 75% or better final grade. B) 83% of students in achieved a 75% or better final grade. C) 86% of students in achieved a 75% or better final grade. D) 88% of students in achieved a 75% or better final grade. E) 92% of students in achieved a 75% or better final grade. F) 82% of students in achieved a 75% or better final grade. G) 76% of students in achieved a 75% or better final grade. H) 88% of students in achieved a 75% or better final grade. I) 72% of students in achieved a 75% or better final grade.

Action Plan: I will review for final exam in more depth next year.

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CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Lake Land College
District Number: 517

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP XX.XXXX 1 CIP per template 43.0203	
Career Cluster Allied Health	
Career Pathway Emergency Services	
Program of Study Fire Science Technology	
Community College Program Title Associate Degree – Fire Science Technology	Degree Type 03

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (*ONE Action per template*)

- X Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify: pursuit of Accreditation through CoAEMSP

Improvements & Rationale for Action

<p><i>Summarize the college's local findings.</i></p> <p><i>Address the minimum of program need, cost-effectiveness and quality. Include any additional information that supports your Action taken.</i></p> <p><i>Describe any programmatic improvements achieved since the last review period and any planned before the next period.</i></p> <p><i>Describe how this program is meets the minimum requirements of a Program of Study according to Perkins IV.</i></p>
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Lake Land College - District #51701

The Fire Science Technology program continues to meet its objectives. Enrollment is moderately low, but consistent.

Projected employment rates through 2018, both locally and state wide are between 0.7 to 0.87%.

The majority of our district community fire departments are volunteer. Through collaboration with our advisory board, area fire departments have been made aware of our program and direct volunteers to us. This has assisted in keeping our enrollment consistent.

Principle Assessment Methods:

Standardized assessment

Certificate and Licensure test results

Assessment report and Advisory Board input

Lake Land College

Detailed Assessment Report

As of: 6/17/2013 11:33 AM CENTRAL

2012-2013 Fire Science Technology AAS.FST

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Goals

G 1:Career education

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

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

SLO 1:Perform skills of a firefighter.

Perform skills necessary as a firefighter.

Relevant Associations:

Standard Associations:

NCA - HLC 2013* The Criteria for Accreditation (with Core Components)

4.1.1 The institution maintains a practice of regular program reviews.

Related Measures:

M 1:Completion of program

Students must successfully complete program course requirements

Source of Evidence: Standardized test of subject matter knowledge

Target:

75% of attendees will complete the program.

Evidences (2012-2013) - Target: Met

95% completion rate

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

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

Update program to meet FESHE standards

Established in Cycle: 2012-2013

Review and update program courses, according to FESHE standards. Meet with advisory board to review needed updates quarterly.

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

Update program to meet FESHE standards

Review and update program courses, according to FESHE standards. Meet with advisory board to review needed updates quarterly.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: completion of program | **Outcome/Objective:** Perform skills of a firefighter.

Implementation Description: this process is ongoing to maintain Fire and Emergency Services Higher Education (FESHE) standards.

Projected Completion Date: 12/05/2013

Responsible Person/Group: David Budde and Fire Science Technology Advisory Board.

Additional Resources Requested: none

Budget Amount Requested: \$38,000.00 (recurring)

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CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Lake Land College
District Number: 517

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP XX.XXXX 51.0602 Dental Hygiene (i.e. 51.3801)	
Career Cluster Allied Health	
Career Pathway Healthcare	
Program of Study Dental Hygiene	
Community College Program Title AAS in Dental Hygiene	Degree Type 03AAS , 30Cert, or 20Cert) (i.e. 03)

NOTE: Add lines for multiple program titles included in the same review.

Identify the specific Degree Type for each program title listed.

Action (**ONE** Action per template)

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

Improvements & Rationale for Action

<p><i>Summarize the college's local findings.</i></p> <p><i>Address the minimum of program need, cost-effectiveness and quality. Include any additional information that supports your Action taken.</i></p> <p><i>Describe any programmatic improvements achieved since the last review period and any planned before the next period.</i></p> <p><i>Describe how this program is meets the minimum requirements of a Program of Study according to Perkins IV.</i></p>
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Lake Land College - District #51701

The Dental Hygiene program continues to meet its objectives and goals. It is a rigorous program designed to prepare graduates as entry level dental hygienists in compliance with The American Dental Association Standards.

State and local employment projections equally show a 6% increase in jobs through 2018. Our dedicated advisory board and faculty confer in an ongoing process to identify needed updates and changes for the programs.

Currently the focus for improvement includes improved student experience in technological advances used in dentistry, especially with electronic records and digital radiography. The necessary equipment has been purchased and installed. Faculty either has or is in the process of incorporating the new technology into courses. These improvements will better prepare students for future practice as Registered Dental Hygienists.

Principle Assess Methods:

- Standardized assessments
- Certification and licensure examination results
- Portfolio evaluation
- Course embedded questions
- Analysis of enrollment, demographic, and cost data
- Other: Advisory Council Review, Assessment Report

Lake Land College

Detailed Assessment Report

As of: 5/20/2013 06:34 AM CENTRAL

2012-2013 Dental Hygiene AAS.DH

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

To assess and track the appropriateness of course material and determine the success of the course in meeting the goals set by the Instructor.

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, Evidences, and Action Plans

SLO 1:Safe, Competent Care

Graduates of the Dental Hygiene Program will be prepared to perform competent, safe dental hygiene care.

Related Measures:

M 1:Program Outcome Method 1

100% of the graduating students will pass the Dental hygiene national board on the first attempt. Assessed annually by program director from composite results provided by test agency.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2011-2012) - Target: Met

Spring 2012- All students from the 2011 Class passed their National Board on the first attempt.

Evidences (2010-2011) - Target: Not Met

A) 2003 School pass rate: 96% (first attempt) A) 2003 graduates pass rate in 2004 100%. A) 2004 School pass rate: 100% A) 2005 school pass rate: 100%

SLO 2:Employment Settings

Graduates of the Dental Hygiene Program will be prepared to be employed in a variety of settings.

Lake Land College - District #51701

Related Measures:

M 2:Program Outcome Method 2

100% of all graduates who choose to be employed as a dental hygienist will be employed.
Faculty review the annual occupational follow-up survey.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2010-2011) - Target: Not Met

Fall 2003 occupational follow-up survey report: 93% employed; 80% full time; 13% part time; 7% seeking.

SLO 3:Critical Thinking Skills

The graduates will be able to demonstrate critical thinking skills.

Related Measures:

M 3:Program Outcome Method 3

100% of the students will complete treatment and evaluate a case-based patient meeting the established grading criteria.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2010-2011) - Target: Not Met

3A) 2003: 100% of the students completed a case-based patient. Faculty evaluated students performance and written analysis. 3B) 2004: 100% of the students completed a case based patient. Faculty evaluated student performance and written analysis using the rubric developed for the assignment. Faculty found that further requirement of the rubric was needed. Faculty also discovered that students were weak in treatment and planning multiple appointments according to established protocol. 3C) 2005: Faculty found that students had difficulty including a detailed description of gingival characteristic and their direct correlation with soft tissue disease. Students were inconsistent in the inclusion of other pertinent information such as patient's oral habits, prior dental history etc.

Lake Land College - District #51701

SLO 4:Effective Communication

The graduates will demonstrate effective communication skills.

Related Measures:

M 4:Program Outcome Method 4

A) Students are required to complete competencies with embedded patient communication components, with expected level of performance at 75% in Pre- clinic, 80% in Clinic I, 85% in Clinic II, and 90% in Clinic III B) Appropriateness of patient education objective reviewed yearly by faculty in May.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2012-2013) - Target: **Met**

Spring 2013-All students are required to pass skill evaluations and competencies that include an effective communication component. Not all passed successfully on the first attempt, but did so by the end of the semester.

Evidences (2010-2011) - Target: **Not Met**

2003: 100% of students pass competencies within the outlined criteria. Some of these students take more than one attempt to pass. 2006: Faculty determined smoking cessation not adequately addressed in clinical component of curriculum.

SLO 5:Functioning within The Profession's Legal Standards

Graduates of the Dental Hygiene Program will be able to function within the profession's legal and ethical standards.

Related Measures:

M 5:Program Outcome Method 5

5A) 2003: Students will answer embedded test questions concerning legal mandates and ethical standards at 80% or higher. 5B) 2004: Presentation of the Dental Practice Act was scored by rubric. Students must receive a minimum of 20/25. 5C). Critical thinking exercise to solve ethical dilemmas. 5D) Rubric for DPA and case studies in ethic. 5E) Professional interview portfolios were required and evaluated average is no less than 80%.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2010-2011) - Target: **Not Met**

5A) 2003: Ethics embedded questions answered correctly 95% Jurisprudence question 91% 5B) 2004: Dental Practice Act (DPA) - mean score 23 out of 25 points or 92%. 5C) Case studies for ethical decision making and problems solving 100%. 5D) DPA 99% Case studies 100%. 5E) Portfolios 91%

Lake Land College - District #51701

SLO 6:Service & Professional Associations

Graduates will be able to advance the Dental Hygiene profession through service activities and professional associations.

Related Measures:

M 6:Program Outcome Method 6

6A) 100% membership in SAHDA 6B) Rubric for the evaluation of the planning of a Community Dental Health Project and rubric of 30 points for the implemental project. The students should achieve 85% or higher on each rubric. 6C) Professional role parameters examined yearly in November as part of Curriculum Review Procedure.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2012-2013) - Target: Partially Met

Spring 2013-Second Year students 100% SAHDA membership and First Year students 50% SAHDA membership Fifteen second year students participated in a volunteer dental mission trip to Pigeon Forge, TN to provide care to those in need. Fifteen second year students participated in a Health Fair with Lake View Nursing.

Evidences (2010-2011) - Target: Not Met

A) 2003 SADHA members - 21 2004 SADHA members - 14 2005 SADHA members - 7 at 10/05/05 Fall memberships have not been paid. 6B) Completed project spring 2003 - 91% 2004 - 96% 2005 - 91% 6C) 2005: Faculty determined students not effectively involved in quality assurance.

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

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

SADHA Membership

Established in Cycle: 2012-2013

Mandatory Membership in SAHDA for both classes

SLO 7:Program Outcome 7

NA

Related Measures:

M 7:Practical exam

B) Dental hygiene practical examination pass rate will be at 100%. Assessed annually by program director from composite results provided by test agency.

Source of Evidence: Academic direct measure of learning - other

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Target:

Monitoring or continuous improvement

Evidences (2012-2013) - Target: Not Met

Spring 2013-96% pass rate on the 2012 NERB exam

Evidences (2010-2011) - Target: Not Met

B) 2003 NERB pass rate: 100% 1b. 2003 CRDTS pass rate: 100% 2b) 2003 SRТА pass rate: 100% 3b) 2004 CRDTS pass rate: 100% 2004 NERB pass rate: 100% 2004 SRТА pass rate: 100% 4b) 2005 NERB pass rate: 95%. Individual state board pass rate (Indiana):100%. S.R.T.A pass rate: 100%

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

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

Slide Review

Established in Cycle: 2012-2013

Incorporate more slide review within Perio, Path, Radiology and Board Review. Encourage students to do online board and slide ...

SLO 8:Program Outcome 8

NA

Related Measures:

M 8:Program Outcome Method 8

C) Dental hygiene graduates will receive a mean of 2.0 or higher on the technical ability characteristic of the employer follow up survey. Career Planning and Placement conducts this survey annually. Faculty will review results when published.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2010-2011) - Target: Not Met

C) Employer follow-up survey demonstrated a mean of 2.90 on 4.0 scale.

SLO 9:Program Outcome 9

NA

Related Measures:

M 9:Program Outcome Method 9

D) Annual meetings with the Advisory Committee provides input as to desired outcomes of graduates working in the private sector.

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Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2012-2013) - Target: Met

2012-2013-Acquired more digital sensors and incorporated a higher quota for Digital films in an effort to prepare students technologically

Evidences (2010-2011) - Target: Not Met

D) Professionals from the Advisory Committee are generally satisfied with the skills of graduates. Familiarizing students with computerized dental equipment was pinpointed as one area needed.

SLO 10:Program Outcome 10

NA

Related Measures:

M 10:Program Outcome Method 10

E) Chart audit will reveal use of complete dental hygiene process. Assessed biennially by Quality Assurance Committee

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2010-2011) - Target: Not Met

E) Fall 2005 Audit revealed Step 2 in the dental hygiene process was inadequately reflected in the majority of the charts

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

SADHA Membership

Mandatory Membership in SAHDA for both classes

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Program Outcome Method 6 | **Outcome/Objective:** Service & Professional Associations

Lake Land College - District #51701

Projected Completion Date: 09/29/2013

Slide Review

Incorporate more slide review within Perio, Path, Radiology and Board Review. Encourage students to do online board and slide reviews prior to exams Have an Instructor Calibration focusing on an online slide board review

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Practical exam | **Outcome/Objective:** Program Outcome 7

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Lake Land College
District Number: 517

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP XX.XXXX 1 CIP per template 51.0904	
Career Cluster Allied Health	
Career Pathway Emergency Medical Services	
Program of Study Emergency Medical Technician & Paramedical Services	
Community College Program Title EMT –Cert./ AAS – Paramedical Services	Degree Type EMTcertificate/ Paramedic 03

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (***ONE Action per template***)

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- X Other, please specify: pursuit of Accreditation through CoAEMSP

Improvements & Rationale for Action

Lake Land College - District #51701

*Summarize the college's local findings.
Address the minimum of program need, cost-effectiveness and quality. Include any additional information that supports your Action taken.
Describe any programmatic improvements achieved since the last review period and any planned before the next period.
Describe how this program is meets the minimum requirements of a Program of Study according to Perkins IV.*

The Paramedical Services Program continues to meet its objectives. Enrollment remains steady. The statewide and Lake Land College district job projections both show only a modest growth of 2% through 2018.

Several of the district Fire departments require their firefighters to be licensed paramedics. We maintain a strong collegial and teaching relationship with our area hospitals, adding to the program credibility.

Due to future changes in testing requirements for licensure, the program has begun the process of acquiring CoAEMSP accreditation. The program advisory committee has been involved and supportive in the pursuit of accredited status.

Principle Assessment Methods:

Standardized assessment

Certificate and Licensure test results

Assessment report and Advisory Board input

Lake Land College

Detailed Assessment Report

As of: 6/18/2013 06:03 AM CENTRAL

2012-2013 Paramedical Services AAS.PS

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

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, Evidences, and Action Plans

SLO 1:Skills

Perform all skills required of a licensed EMT-Paramedic.

Related Measures:

M 1:Licensure testing

Results of state and/or national testing will reveal an initial attempt pass rate of 80% on the written and satisfactory completion of practical evaluations.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement. 100% pass rate first attempt

Evidences (2012-2013) - Target: **Not Met**

88% pass rate for 2012. Previous reported results were not updated (2006).

Evidences (2010-2011) - Target: **Not Met**

2006 graduate results revealed an initial attempt pass rate of 99% on the written and satisfactory completion of practical evaluations.

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

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

Licensure exam results

Established in Cycle: 2012-2013

review of student successes/failures, testing reattempts, and program content.

Lake Land College - District #51701

Reporting

Established in Cycle: 2012-2013

exam results to be reported to program administration annually - spring semester.

SLO 2:Communication

Communicate effectively utilizing verbal, written, and/or electronic means.

Related Measures:

M 2:Communication

Students will successfully complete 70% of the radio communication, IPCR documentation, and verbal report criteria when given case scenarios during Paramedic skills II.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2012-2013) - Target: **Not Reported This Cycle**

tracking of student successes and failures to evaluate needed updates/revisions/advising

Evidences (2010-2011) - Target: **Not Met**

Results will be collected from summer 2007 class and evaluated during Fall 2007.

SLO 3:Role function

Function in the role of EMT-Paramedic at the paid, part-paid, and/or volunteer level.

Related Measures:

M 3:Employment

Graduate exit interviews and/or follow-up surveys will reveal that 70% of students completing this program will be/are functioning at the paid, part-paid, and/or volunteer level.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2012-2013) - Target: **Not Reported This Cycle**

outcomes and assessment tracking

Evidences (2010-2011) - Target: **Not Met**

To be conducted May 2007 and results reported in summer 2007

SLO 4:Continuing education

Seek appropriate continuing education.

Lake Land College - District #51701

Related Measures:

M 4:Continuing education

Graduate exit interviews and/or follow-up surveys : Interviews and/or surveys will reveal that 70% of graduates are participating in continuing education.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2012-2013) - Target: Not Met

tracking of student continuing education requirements through exit interviews

Evidences (2010-2011) - Target: Not Met

To be conducted May 2007 and report on results in summer 2007

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

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

exit interviews

Established in Cycle: 2012-2013
implementation of exit interviews.

SLO 5:Interpersonal communication

Use knowledge of interpersonal communications to function within the EMT-Paramedic role.

Related Measures:

M 5:Interpersonal skills

Graduate exit interviews and/or follow-up surveys Interviews and/or surveys will reveal that 70% of students are able to utilize inter-personal skills, learned throughout the program, in their functioning as an EMT- Paramedic.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2010-2011) - Target: Not Met

To be conducted May 2007 and report on results in summer 2007

SLO 6:Ethics and Legal

Practice within the profession's ethical and legal framework.

Related Measures:

M 6:Ethics and legal

Lake Land College - District #51701

Graduate exit interviews and/or follow-up surveys will reveal that 100% of students have been provided with the ethical and legal framework needed to function as an EMS professional.

Source of Evidence: Academic direct measure of learning - other

Target:

100% of students have been informed of ethical and legal behavior within the parameters of paramedical services scope of practice.

Evidences (2012-2013) - Target: Not Met

Tracking has not been implemented. will begin July 2013.

Evidences (2010-2011) - Target: Not Met

To be conducted May 2007 and report on results in summer 2007.

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

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

Ttracking implementation

Established in Cycle: 2012-2013

Unmet goals will begin implementation July 2013.

SLO 7:Critical thinking

Use critical thinking as a basis for EMT-Paramedic practice within system protocol.

Related Measures:

M 7:Patient assessment of students

All students will receive a satisfactory rating on their final Patient Contact Form in EMS059.

Source of Evidence: Academic direct measure of learning - other

Target:

Patient assessment of student surveys development and tracking

Evidences (2010-2011) - Target: Not Met

Data to be collected May 2007 and report on results in summer 2007.

SLO 8:Delegation of duties

Delegate resources and personnel appropriate to their level of licensure, education, experience and preparation.

Related Measures:

M 8:Graduate surveys

Graduate exit interviews and/or follow-up surveys will reveal that 100% of students were provided adequate cognitive knowledge, psycho-motor skills, and continuing education

Lake Land College - District #51701

opportunities to function as a valued member of the EMS team.

Source of Evidence: Academic direct measure of learning - other

Target:

graduate surveys and tracking of results.

Evidences (2012-2013) - Target: Met

graduate survey has been developed

Evidences (2010-2011) - Target: Not Met

Data to be collected May 2007 and report on results in summer 2007.

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

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

Implementation of graduate survey

Established in Cycle: 2012-2013

the graduate survey has been developed but not implemented as yet.

Implementation will begin summer 2013.

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

Exit interviews

Implementation of exit interviews.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: continuing education | **Outcome/Objective:** Continuing education

Implementation Description: survey has been completed but not implemented.

Implementation will begin July 2013

Projected Completion Date: 07/01/2013

Responsible Person/Group: SBLHC, David Budde, Jane Slaughter

Implementation of graduate survey

The graduate survey has been developed but not implemented as yet. Implementation will begin summer 2013.

Established in Cycle: 2012-2013

Implementation Status: Planned

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Priority: High

Relationships (Measure | Outcome/Objective):

Measure: graduate surveys | **Outcome/Objective:** Delegation of duties

Implementation Description: the graduate survey will begin distribution in July 2013. Tracking of results will begin as surveys return. tracking will be ongoing with subsequent classes. the information will be used to assess and improve program outcomes.

Projected Completion Date: 08/07/2013

Responsible Person/Group: SBLHC faculty, David Budde, Jane Slaughter

Licensure exam results

Review of student successes/failures, testing reattempts, and program content.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: licensure testing | **Outcome/Objective:** Skills

Implementation Description: tracking of test scores and review of student successes/failures during the program will begin July 2013. the intent is to compare licensure test results and improve program success rates.

Projected Completion Date: 12/05/2013

Responsible Person/Group: SBLHC faculty, David Budde, Jane Slaughter

Reporting

Exam results to be reported to program administration annually - spring semester.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: licensure testing | **Outcome/Objective:** Skills

Implementation Description: a tracking system comparing yearly board passage rates will be developed July 2013. Yearly reports to be submitted to program coordinator and division chair.

Projected Completion Date: 05/29/2014

Responsible Person/Group: SBLHC faculty, David Budde, Jane Slaughter

Tracking implementation

Lake Land College - District #51701

Unmet goals will begin implementation July 2013.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: ethics and legal | **Outcome/Objective:** Ethics and Legal

Implementation Description: exit surveys and program accreditation standards will be tracked beginning July 2013. Monthly meetings with faculty and program administrators will assist with data collection and assessment.

Responsible Person/Group: SBLHC faculty, David Budde, Jane Slaughter

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Lake Land College
District Number: 517

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP XX.XXXX 1 CIP per template (i.e. 51.3801) 52.0204	
Career Cluster (i.e. Health Sciences) Business, Management, Marketing & Related Supportive Services	
Career Pathway (i.e. Therapeutic Services) Business Administration, Management and Operations	
Program of Study (i.e. Nursing) Office Management & Supervision	
Community College Program Title (i.e. Associate Degree in Nursing-ADN) Associate Degree in Office Management (AAS.OFMGT)	Degree Type (03AAS, 30Cert, or 20Cert) (i.e. 03) 20 Cert.

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (***ONE Action per template***)

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

Lake Land College - District #51701

Improvements & Rationale for Action

Summarize the college's local findings.

Address the minimum of program need, cost-effectiveness and quality. Include any additional information that supports your Action taken.

Describe any programmatic improvements achieved since the last review period and any planned before the next period.

Describe how this program is meets the minimum requirements of a Program of Study according to Perkins IV.

The Office Management degree program continues to meet its objectives. A review of enrollment trends over a ten year period shows the number of students has remained steady with a high of 14 students in 2003 and a low of 3 students in 2008 and an average over the last ten years of 7.82 students. Current enrollment for Fall 2012 at 10-day is 9 students.

This 67 credit program blends curriculum from the Office Technology Administrative Assistant Executive degree program and the Management degree program. Thus, there are no unique courses necessary solely for this degree, so unit costs are negligible.

The statewide job outlook through 2018 for Office & Administrative Support Occupations shows a predicted increase of 5%, while the LLC district projects a very slight decrease of .3%.

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 Office Management degree program remains a strong program successfully preparing graduates for positions within the field.

Lake Land College

Detailed Assessment Report

As of: 6/05/2013 06:14 AM CENTRAL

2012-2013 Office Management(AAS.OFMGT)

(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, Evidences, and Action Plans

SLO 1:Keyboarding

Keyboard from straight copy material at a minimum speed of 46 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 46 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

Evidences (2012-2013) - Target: Met

75% of students typed an average on 46 wpm or higher. Data collected from Advanced Formatting.

Evidences (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)

Evidences (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

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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: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

Evidences (2012-2013) - Target: **Met**

2013: A.)Eighty-eight percent (N=21\24) of the students demonstrated a minimum shorthand speed of 70 wpm for three minutes with ninety five percent accuracy. B.) Eighty-eight percent (N=21/24) of the students demonstrated a minimum proficiency standard in producing five mailable letters, with 100% accuracy. (Data collected from FA2012 BUS123)

Evidences (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.

Evidences (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

Lake Land College - District #51701

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

The average on a comprehensive test covering English grammar, vocabulary and mechanics will be a C or better.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2012-2013) - Target: **Met**

2013: The average score on a comprehensive test covering English grammar, vocabulary, and mechanics was 78%. Data collected from Business English.

Evidences (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.

Evidences (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.

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

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

Lake Land College - District #51701

Monitor for continuous improvement

Established in Cycle: 2010-2011

Although this criteria was not met and was lower than last year, the new instructor and new textbook are using higher expectat...

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 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

Evidences (2012-2013) - Target: Met

2013: 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.

Evidences (2011-2012) - Target: Met

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.

Evidences (2010-2011) - Target: Met

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.

SLO 5: Transcription

Transcribe office correspondence.

Related Measures:

Lake Land College - District #51701

M 5:Transcribe

The average on an exam will be a B or better.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2012-2013) - Target: Met

2013: The average on a midterm exam was an 82%. Data collected from Office Transcription (BUS061).

Evidences (2011-2012) - Target: Not Met

2012: 40% of students (n=5) achieved an 80% or higher on a midterm exam. Data collected from fall 2011 and spring 2012 in Office Transcription (BUS061).

Evidences (2010-2011) - Target: Not Met

2011: Fifty-nine percent (n=22) achieved an 80% or higher on a midterm exam. 2010: Thirty percent (N=20) achieved an 80% or higher on a midterm exam. 2009: Thirty-eight percent of the students (N=29) produced a minimum of two error-free transcription documents. 2008: Eighty-eight percent of the students (N=17) produced a minimum of two error-free transcription documents. 2007: Ninety-three percent of the students (N=14) produced a minimum of two error-free transcription documents.

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

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

Monitor for continued improvement

Established in Cycle: 2010-2011

Although the criteria were not met, it is a significant improvement from last year. The instructor will continue to evaluate a...

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

Monitor for continuous improvement

Although this criteria was not met and was lower than last year, the new instructor and new textbook are using higher expectations which is important to students long-term understanding of the content. The instructor will continue to reinforce and emphasize difficult areas.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Lake Land College - District #51701

Relationships (Measure | Outcome/Objective):

Measure: Communication | **Outcome/Objective:** Communication

Monitor for continued improvement

Although the criteria were not met, it is a significant improvement from last year. 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: Transcribe | **Outcome/Objective:** Transcription

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Lake Land College
District Number: 517

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP XX.XXXX 1 CIP per template (i.e. 51.3801) 12.0409	
Career Cluster (i.e. Health Sciences) Personal & Culinary Services	
Career Pathway (i.e. Therapeutic Services) Cosmetology & Related Personal Grooming Services	
Program of Study (i.e. Nursing) Cosmetology/Cosmetologist, General	
Community College Program Title (i.e. Associate Degree in Nursing-ADN) Certificate in Esthetics (CRT.ESTH)	Degree Type (03AAS, 30Cert, or 20Cert) (i.e. 03) 20 Cert.

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (***ONE Action per template***)

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

Lake Land College - District #51701

Improvements & Rationale for Action

Summarize the college's local findings.

Address the minimum of program need, cost-effectiveness and quality. Include any additional information that supports your Action taken.

Describe any programmatic improvements achieved since the last review period and any planned before the next period.

Describe how this program is meets the minimum requirements of a Program of Study according to Perkins IV.

The Esthetics certificate program continues to meet its objectives. It is a 37-credit hour certificate program designed to prepare students for a career as an esthetician. In each year of 2006 through 2010 and 2013, the pass rate of graduates taking the State of Illinois Esthetics exam was 100%. The pass rate in 2011 was 91%.

Enrollment in the program is low, but steady, with enrollment ranging from 2005-2012 from 5-9 students, with an average of 7.4 students. This is a special admissions program and candidates have to apply and go through an interview process for acceptance. The maximum number of students who can be accepted in the program per the State Department of Financial and Professional Regulation is ten.

The statewide job outlook in this field through 2018 shows a predicted increase of 18%, while the LLC district projects a 14% increase.

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 Esthetics certificate program remains a strong program successfully preparing graduates for positions within the field.

Lake Land College

Detailed Assessment Report

As of: 5/20/2013 06:43 AM CENTRAL

2012-2013 Esthetics(CRT.ESTH)

(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, Evidences, and Action Plans

SLO 1:Sanitation procedures

Graduates of the Esthetics program will be able to demonstrate and apply decontamination procedures for the health, safety, and welfare of the customer and themselves.

Related Measures:

M 1:Sanitation procedures

100% of the students will obtain a satisfactory score on the decontamination evaluation, which is done in Mod I.

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

Target:

Students receive sanitation points for correct procedures.

Evidences (2012-2013) - Target: Not Reported This Cycle

Due to low enrollment, the 2012 - 2013 Esthetics class was cancelled.

Evidences (2011-2012) - Target: Met

2012: 85% of students demonstrated proficiency in relation to sanitation procedures (SP 2012)

Evidences (2010-2011) - Target: Met

2011: The average score for the 2010 graduates was 91%. 2010: The average score for the 2009 graduates was 93%. 2009: The average score for the 2007 graduates was 90% 2008: The average score for the 2007 graduates was 90% 2007: The average score was 94.75% which was 9.75% above the satisfactory score of 85.

Lake Land College - District #51701

SLO 2: Professional behavior

Graduates of the Esthetics program will exhibit professional and ethical behavior while providing client services.

Related Measures:

M 2: Professionalism

95% of client surveys returned will agree with the statement that the student exhibited professional and ethical behavior.

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

Target:

Continue with client surveys to update results.

Evidences (2012-2013) - Target: **Not Reported This Cycle**

Due to low enrollment, the 2012 - 2013 Esthetics class was cancelled.

Evidences (2011-2012) - Target: **Met**

2012: Client surveys returned resulted in 99% of student professionalism (SP 2012)

Evidences (2010-2011) - Target: **Met**

2011: 98% of client surveys returned agreed that the student exhibited professional behavior. 2010: 98% of client surveys returned agreed that the student exhibited professional behavior. 2009: 98% of client surveys returned agreed that the student exhibited professional behavior. 2008: 98% of client surveys returned agreed that the student exhibited professional behavior.

SLO 3: Technical skills

Graduates of the Esthetics program will demonstrate proficient technical skills of skin services taught.

Related Measures:

M 3: Exit examination

All students will demonstrate a score of 75% or above on exit examinations and practical procedures. Students will have a passing score on each service.

Source of Evidence: Standardized test of subject matter knowledge

Target:

Practical exams are continually updated to improve student skills.

Evidences (2012-2013) - Target: **Not Reported This Cycle**

Due to low enrollment, the 2012 - 2013 Esthetics class was cancelled.

Evidences (2011-2012) - Target: **Not Met**

2012: The next exit examination results will be August 2012 (SP 2012)

Lake Land College - District #51701

Evidences (2010-2011) - Target: Met

2011: All students scored 85% or above on the exit examination. 2010: All students scored 80% or above on the exit examination. 2009: All students scored 80% or above on the exit examination. 2008: Although all students met this criteria, there were 3 scores out of 9 that were extremely low.

SLO 4:Communication

Graduates of the Esthetics program will communicate effectively with peers, clients, and the general public.

Related Measures:

M 4:Communication

2011: Students will demonstrate a score of 80% or higher in Professional Image. 90% of employee surveys returned will agree with the statement that "the graduates hired can communicate effectively." 2010: Students will demonstrate a score of 80% or higher in Professional Image. 90% of employee surveys returned will agree with the statement that "the graduates hired can communicate effectively." 2008: Students will have a "C" or above in Human Relations. 90% of employee surveys returned will agree with the statement that "the graduates hired can communicate effectively."

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

Target:

Students Professional Image scores are continually monitored.

Evidences (2012-2013) - Target: Not Reported This Cycle

Due to low enrollment, the 2012 - 2013 Esthetics class was cancelled.

Evidences (2011-2012) - Target: Partially Met

2012: Students scored C or above in chapter area. Employee surveys are not yet available, next graduating class is August 2012 (SP 2012)

Evidences (2010-2011) - Target: Met

2011: Students scored C or above in chapter area. 100% of employee surveys indicated graduates communicated effectively. 2010: Students scored C or above in chapter area. 100% of employee surveys indicated graduates communicated effectively. 2009: Students scored C or above in chapter area. 100% of employee surveys indicated graduates communicated effectively. 2008: Students scored C or above in chapter area. 100% of employee surveys indicated graduates communicated effectively.

SLO 5:Computer technology

Graduates of the Esthetics program will use computer technology in Esthetics practice.

Related Measures:

M 5:Computer application course

Lake Land College - District #51701

85% of students will receive a "C" or above in the Computer Application course.

Source of Evidence: Academic direct measure of learning - other

Target:

Students are continually monitored by business instructor teaching the course.

Evidences (2012-2013) - Target: Not Reported This Cycle

Due to low enrollment, the 2012 - 2013 Esthetics class was cancelled.

Evidences (2011-2012) - Target: Not Met

2012: Next graduating class will be August 2012, no result available yet (SP 2012)

Evidences (2010-2011) - Target: Met

2011: All students received a C or better. 2010: All students received a C or better.

2009: All students received a C or better. 2008: All students received a C or better.

SLO 6:Competent services

Graduates of the Esthetics program will be prepared to perform competent, safe services after completion of Illinois State Board Exam.

Related Measures:

M 6:State exam

All students will demonstrate a score of 75% or above on exit examination and practical procedures. 100% of our graduates' first attempt pass rate will be at or above state level and with a score of 75% or better. Assessed when testing company distributes test results.

Source of Evidence: Certification or licensure exam, national or state

Target:

Students are continually monitored for improvement.

Evidences (2012-2013) - Target: Not Reported This Cycle

Due to low enrollment, the 2012 - 2013 Esthetics class was cancelled.

Evidences (2011-2012) - Target: Not Met

2012: Next graduating class will be August 2012, no results available yet (SP 2012)

Evidences (2010-2011) - Target: Met

2011: The lowest score received on exit examination was 83 and practical procedures was an 84. 2010: The lowest score received on exit examination was 85 and practical procedures was an 86. All students passed first attempt with a 82% or better. 2009: The lowest score received on exit examination was 85 and practical procedures was an 86. All students passed first attempt with a 75% or better. 2008: The lowest score received on exit examination was 85 and practical procedures was an 86. All students passed first attempt with a 75% or better. 2007: The lowest score received on exit

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examination was 85 and practical procedures was an 86. All students passed first attempt with a 75% or better.

SLO 7:Employment preparation

Graduates of the Esthetics program will be prepared to be employed in a variety of settings.

Related Measures:

M 7:Graduates employment

100% of the graduates who choose to be employed, will obtain employment.

Source of Evidence: Academic direct measure of learning - other

Target:

Recent graduates are contacted through email to monitor employment.

Evidences (2012-2013) - Target: **Not Reported This Cycle**

Due to low enrollment, the 2012 - 2013 Esthetics class was cancelled.

Evidences (2011-2012) - Target: **Partially Met**

2012: The Esthetics graduates from August 2010 & 2011 have employment is they choose to work in the Skin care industry. Next graduating class will be August 2012. (SP 2012)

Evidences (2010-2011) - Target: **Met**

2011: The 2009 graduates all are employed in the Esthetic industry if they choose to be. 2010: The 2007 graduates all are employed in the Esthetic industry if they choose to be. 2009: The 2007 graduates all are employed in the Esthetic industry if they choose to be. 2008: Eight of nine graduates are employed. The ninth graduate has chosen to stay home and explore part-time employment.

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

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

Follow-up on August 2012 class

Established in Cycle: 2011-2012

Follow up on August 2012 graduating class in late Fall 2012

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

Follow-up on August 2012 class

Follow up on August 2012 graduating class in late Fall 2012

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

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Relationships (Measure | Outcome/Objective):

Measure: Graduates employment | **Outcome/Objective:** Employment preparation

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Lake Land College
District Number: 517

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP XX.XXXX 1 CIP per template (i.e. 51.3801) 12.0410	
Career Cluster (i.e. Health Sciences) Personal & Culinary Services	
Career Pathway (i.e. Therapeutic Services) Cosmetology & Related Personal Grooming Services	
Program of Study (i.e. Nursing) Nail Technician/Specialist and Manicurist	
Community College Program Title (i.e. Associate Degree in Nursing-ADN) Certificate in Cosmetology – Nail Technician (NDP.NAIL)	Degree Type (03AAS, 30Cert, or 20Cert) (i.e. 03) 30 Cert.

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (***ONE Action per template***)

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

Lake Land College - District #51701

Improvements & Rationale for Action

Summarize the college's local findings.

Address the minimum of program need, cost-effectiveness and quality. Include any additional information that supports your Action taken.

Describe any programmatic improvements achieved since the last review period and any planned before the next period.

Describe how this program is meets the minimum requirements of a Program of Study according to Perkins IV.

The Nail Technology certificate program continues to meet its objectives. It is an 8-credit hour short-term certificate program designed to prepare students for entry-level nail technician positions. The pass rate for students taking the State of Illinois Nail Technicians exam in was 90% in 2003; 90% in 2004; 100% in 2005; no students took the exam in 2006; 88% in 2007; 100% in 2008; 92% in 2009; and 100% in 2010, 2011 & 2012.

Enrollment in the program is low, but steady, with enrollment ranging over the last ten years from 2-9 students per year, with an average enrollment of 5.9 students. The maximum number of students who can be accepted into this program, based on the State Department of Financial & Professional Regulation is 10.

The statewide job outlook in this field through 2018 shows a predicted increase of 18%, while the LLC district projects a 14% increase.

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 Nail Technology certificate program remains a strong program successfully preparing graduates for positions within the field.

Lake Land College

Detailed Assessment Report

As of: 5/20/2013 06:49 AM CENTRAL

2012-2013 Cosmetology Nail Technology(NDP.NAIL)

(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, Evidences, and Action Plans

SLO 1:Competent graduates

Graduates of Nail Technology will be prepared to perform competent, safe services after completion of Illinois State Board Exam

Related Measures:

M 1:State exam results

A. Students will demonstrate a score of 85% or above on examination and practical procedures. Students will complete 90% of task cards. Faculty will review and discuss. B. Graduate first attempt pass rate will be at or above state level. Assessed when testing company distributes test results. Director responsible for collecting statistics after state notification of individual scores. Faculty will review and discuss. C. 95% of the students will demonstrate a score of 75% or above on the final examination in preparation for the state board examination. Areas of strengths and weaknesses will be identified by items analysis.

Source of Evidence: Certification or licensure exam, national or state

Target:

All students will receive a 75% or higher on the State exam

Evidences (2012-2013) - Target: Not Reported This Cycle

Due to low enrollment, the 2012 - 2013 Nail technology class was cancelled.

Evidences (2011-2012) - Target: Met

2011: A. Students exiting the Nail Technology program scored above the 85% on both the theory examination and practical procedures. Students not completing 90% of the task cards did so before a grade was assigned. B. According to State records, graduates scored 86% or higher. C. The students' average score was 86% 2012: A. Students exiting the Nail Technology program scored above the 85% on both the theory examination and practical procedures. Students not completing 90% of the

Lake Land College - District #51701

task cards did so before a grade was assigned. B. State Board results will not be determined for Spring 2012 graduates until after June 1, 2012.

Evidences (2010-2011) - Target: Met

2010: A. Students exiting the Nail Technology program scored above the 85% on both the theory examination and practical procedures. Students not completing 90% of the task cards did so before a grade was assigned. B. According to State records, graduates scored 86% or higher. C. The students' average score was 86%. 2009: A. Students exiting the Nail Technology program scored above the 85% on both the theory examination and practical procedures. Students not completing 90% of the task cards did so before a grade was assigned. B. According to State records, graduates scored 85% or higher. C. The students' average score was 85%. 2008: A. Students exiting the Nail Technology program scored above the 85% on both the theory examination and practical procedures. Students not completing 90% of the task cards did so before a grade was assigned. B. According to State records, graduates scored 85% or higher. C. The students' average score was 85%. 2007: A. Students exiting the Nail Technology program scored above the 85% on both the theory examination and practical procedures. Students not completing 90% of the task cards did so before a grade was assigned. B. According to State records, graduates' first attempt rate was above the average. C. Results will be available after the final exam is given May 2006. All students received a 75% or higher on the State exam. May 2010 results entered by PStrange

SLO 2:Employment preparation

Graduates of the Nail Technology program will be prepared to be employed in a variety of settings.

Related Measures:

M 2:Graduates employed

A. Employers responding to employer survey will identify graduate achievement at or above average in each area. Surveys completed in one year following graduation. Director and Nail Technology instructor responsible for completing and summarizing survey. B. All graduates who choose to be employed will obtain employment.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

All students will be employed if they choose to be

Evidences (2012-2013) - Target: Not Reported This Cycle

Due to low enrollment, the 2012 - 2013 Nail technology class was cancelled.

Evidences (2011-2012) - Target: Met

2011: A. Of the surveys returned, employers believe that Nail Technology students are successful.

Evidences (2010-2011) - Target: Met

2010: A. Of the surveys returned, employers believe that Nail Technology students

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are successful. B. 2009 graduates of the Nail Technology program are employed if they choose to be. 2009: A. Of the surveys returned, employers believe that Nail Technology students are successful. B. 2007 graduates of the Nail Technology program are employed if they choose to be. 2008: A. Of the surveys returned, employers believe that Nail Technology students are successful. B. 2007 graduates of the Nail Technology program are employed if they choose to be. 2007: A. No employer surveys were returned. This is possibly due to the fact that many nail technology graduates are self-employed or employed part-time. B. Employment survey for the Nail Technology class of eight students that graduated October 2005: 4 are currently working as nail technicians, 1 is in the Cosmetology program and plans to be employed as a nail technician when she finishes the current program, 1 student graduated but disappeared and did not take the State Board examination. Two graduates are employed in non-related professions. One of those plans to work as a nail technician in a spa that will open this summer. All student graduates are employed as Nail Techs

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Lake Land College
District Number: 517

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP XX.XXXX 1 CIP per template (i.e. 51.3801) 12.0401	
Career Cluster (i.e. Health Sciences) Personal & Culinary Services	
Career Pathway (i.e. Therapeutic Services) Cosmetology & Related Personal Grooming Services	
Program of Study (i.e. Nursing) Cosmetology/Cosmetologist, General	
Community College Program Title (i.e. Associate Degree in Nursing-ADN) Certificate in Cosmetology (CRT.COS)	Degree Type (03AAS, 30Cert, or 20Cert) (i.e. 03) 20 Cert.

NOTE: Add lines for multiple program titles included in the same review.

Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Lake Land College - District #51701

Improvements & Rationale for Action

Summarize the college's local findings.

Address the minimum of program need, cost-effectiveness and quality. Include any additional information that supports your Action taken.

Describe any programmatic improvements achieved since the last review period and any planned before the next period.

Describe how this program is meets the minimum requirements of a Program of Study according to Perkins IV.

The Cosmetology certificate program continues to meet its objectives. It is a 43-credit hour certificate program designed to prepare students for a career in cosmetology. The pass rates for cosmetology graduates taking the State of Illinois cosmetology exam were: 97% in 2002; 94% in 2003; 90% in 2004; 83% in 2005; 95% in 2006; 97% in 2007; 100% in 2008; 96% in 2009; 97% in 2010; and 100% in 2011 & 2012.

Enrollment in the program has ranged over the last ten years from 36-124 students per year, with an average enrollment of 57.64 students. In 2004, the college began using a cosmetology-track program, which is the major students would declare while waiting to be accepted into the cosmetology program.

By the State Department of Financial & Professional Regulation, only 25 students maximum can be accepted in the program during the fall and 25 students accepted during the spring. Prior to 2005, the students were admitted on a first-come, first-serve basis. Then, in 2005, cosmetology was converted to a special admissions program; candidates have to apply and go through an interview process for acceptance in the program.

The statewide job outlook in this field through 2018 shows a predicted increase of 18%, while the LLC district projects a 14% increase.

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 Cosmetology certificate program remains a strong program successfully preparing graduates for positions within the field.

Lake Land College

Detailed Assessment Report

As of: 6/05/2013 10:22 AM CENTRAL

2012-2013 Cosmetology(CRT.COS)

(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, Evidences, and Action Plans

SLO 1:Competent graduates

Graduates of Cosmetology will be prepared to perform competent, safe services after completion of the Illinois State Board Exam.

Related Measures:

M 1:Competent graduates

2011: A. All students will demonstrate a score of 75% or above on exit examination and practical procedures. B. 85% of our graduates' first attempt pass rate will be at or above state level. Assessed when testing company distributes test results. C. 90% of LLC students who take the state exam will have a score above the state passing score of 75%
2010: A. All students will demonstrate a score of 75% or above on exit examination and practical procedures. B. 85% of our graduates' first attempt pass rate will be at or above state level. Assessed when testing company distributes test results. C. 90% of LLC students who take the state exam will have a score above the state passing score of 75%
2009: A. All students will demonstrate a score of 75% or above on exit examination and practical procedures. B. 85% of our graduates' first attempt pass rate will be at or above state level. Assessed when testing company distributes test results. C. 90% of LLC students who take the state exam will have a score above the state passing score of 75%
2008: A. All students will demonstrate a score of 75% or above on exit examination and practical procedures. B. 85% of our graduates' first attempt pass rate will be at or above state level. Assessed when testing company distributes test results. C. 90% of LLC students who take the state exam will have a score above the state passing score of 75%

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

Target:

Monitoring for continuous improvement.

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Evidences (2012-2013) - Target: Met

2013: A. 100% of the students scored above 75% with the average being 86%. B. According to State records, graduates' first attempt rate was 86% on average. C. The students' average score was 86%

Evidences (2011-2012) - Target: Not Met

Next graduating Cosmetology class is August 2012

Evidences (2010-2011) - Target: Met

2011: A. 95% of the students scored above 75% with the average being 86%. B. According to State records, graduates' first attempt rate was 86% on average. C. The students' average score was 86%
2010: A. 95% of the students scored above 75% with the average being 86%. B. According to State records, graduates' first attempt rate was 86% on average. C. The students' average score was 86%.
2009: A. 85% of the students scored above 75% with the average being 80%. B. According to State records, graduates' first attempt rate was 87% on average. C. The students' average score was 87%.
2008: A. 85% of the students scored above 75% with the average being 80%. B. According to State records, graduates' first attempt rate was 85% on average. C. The students' average score was 85%.
2007: A. 90% of the students scored above 75%, with the average being 85%. B. According to State records, graduates' first attempt rate was above average at 88%, the average being 85%. C. The students' average score was 88%.

SLO 2:Practicals skills

Graduates of the Cosmetology program will have the skills necessary to be successfully employed in the Cosmetology industry.

Related Measures:

M 2:Employed graduates

A. 85% or more of all Cosmetology graduates who choose to be employed, will obtain employment. B. Full-time instructor will review the Cosmetology Department Graduate Survey sent out to salon owners in the surrounding communities.

Source of Evidence: Academic direct measure of learning - other

Target:

2012: The Cosmetology department has established a social media Facebook page for current & potential employers and current & alumni Cosmetology students to post employment opportunities, student success in salons etc.

Evidences (2012-2013) - Target: Met

The Facebook page has been a success for current students & salon owners for networking purposes. Several past students post where they are currently working and how they love the industry. (SP 2013)

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Evidences (2011-2012) - Target: **Met**

The Facebook page has been a success for current students & salon owners for networking purposes. (SP 2012)

SLO 3:CE requirements for State of Illinois

Graduates will be able to identify the licensing and renewal requirements of the Illinois Department of Professional Regulation pertaining to Cosmetology.

Related Measures:

M 3:CE requirements

2011: A. 80% of Cosmetology V students will correctly answer questions pertaining to IDPR requirements on the licensing and renewal survey. B. 85% of students will agree with the statement that "the program of learning prepared me to identify the licensing and renewal requirements of the IDPR." 2010: A. 80% of Cosmetology V students will correctly answer questions pertaining to IDPR requirements on the licensing and renewal survey. B. 85% of students will agree with the statement that "the program of learning prepared me to identify the licensing and renewal requirements of the IDPR." 2009: A. 80% of Cosmetology V students will correctly answer embedded questions pertaining to IDPR licensing and renewal requirements on the comprehensive final exam. B. 85% of students will agree with the statement that "the program of learning prepared me to identify the licensing and renewal requirements of the IDPR."

Source of Evidence: Standardized test of subject matter knowledge

Target:

Monitoring for continuous improvement.

Evidences (2012-2013) - Target: **Met**

2013: A. Over 80% of Cosmetology V students answered IDPR requirements correctly on their licensing and renewal survey. B. As indicated on the Student Survey, 85% of students can identify the IDPR requirements.

Evidences (2011-2012) - Target: **Not Met**

Next Cosmetology V final written exam will be August 2012

Evidences (2010-2011) - Target: **Met**

2011: A. Over 80% of Cosmetology V students answered IDPR requirements correctly on their licensing and renewal survey. B. As indicated on the Student Survey, 85% of students can identify the IDPR requirements. 2010: A. Over 80% of Cosmetology V students answered IDPR requirements correctly on their licensing and renewal survey. B. As indicated on the Student Survey, 85% of students can identify the IDPR requirements. 2009: A. Over 80% of graduating students answered IDPR requirements correctly on their final exit examination. B. As indicated on the Student Exit Survey, 85% of students can identify the IDPR requirements. 2008: A. Over 80% of graduating students answered IDPR requirements correctly on their final exit examination. B. As indicated on the Student Exit Survey, 85% of students can identify the IDPR requirements.

Lake Land College - District #51701

SLO 4: Sanitation requirements

Be able to demonstrate and apply decontamination procedures for the health, safety, and welfare of the customer.

Related Measures:

M 4: Sanitation skills

100% of the students will obtain a satisfactory score on the decontamination evaluation, which is done in Mod I.

Source of Evidence: Project, either individual or group

Target:

Monitoring for continuous improvement.

Evidences (2012-2013) - Target: Met

2013: 95% of students are able to demonstrate how to mix disinfectant solutions correctly and apply the use of disinfectants toward the welfare of the client. (SP 2013)

Evidences (2011-2012) - Target: Met

2012: 95% of students are able to demonstrate how to mix disinfectant solutions correctly and apply the use of disinfectants toward the welfare of the client. (SP 2012)

Evidences (2010-2011) - Target: Met

2011: According to the exit survey, 95% of students are able to demonstrate how to mix disinfections solutions correctly and apply the use of disinfectants toward the welfare of the client. 2010: According to the exit survey, 90% of students are able to demonstrate how to mix disinfections solutions correctly and apply the use of disinfectants toward the welfare of the client. 2009: According to the exit survey, 90% of students are able to demonstrate how to mix disinfections solutions correctly and apply the use of disinfectants toward the welfare of the client. 2008: According to the exit survey, 90% of students are able to demonstrate how to mix disinfections solutions correctly and apply the use of disinfectants toward the welfare of the client.

SLO 5: Hands-on practical skills

Demonstrate proficient technical skills in hands-on application such as hair shaping, permanent waving, hair coloring, and chemical relaxing.

Related Measures:

M 5: Technical skills

A. All students will demonstrate a score of 75% or above on practical procedures. B. Students will have a satisfactory score on each Mod Card (I through V). C. All Cosmetology instructors will evaluate student progress on a scale of 1 to 10, on technical skills in their area of teaching.

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

Lake Land College - District #51701

Target:

Students will be proficient in technical skills

Evidences (2012-2013) - Target: Met

2013: A. 95% of students scored above 75%. B. According to Mod Card grades (I through V) students are performing satisfactory practical skills. C. According to instructor evaluations 85% of current Cosmetology students are average with their technical skills. (SP 2013) [Preview Formatting]

Evidences (2011-2012) - Target: Partially Met

2012: A. 95% of students scored above 75%. B. According to Mod Card grades (I through V) students are performing satisfactory practical skills. C. According to instructor evaluations 85% of current Cosmetology students are average with their technical skills. (SP 2012)

Evidences (2010-2011) - Target: Met

2011: A. 95% of students scored above 75%. B. According to Mod Card grades (I through V) students are performing satisfactory practical skills. C. According to instructor evaluations 85% of current Cosmetology students are average with their technical skills. 2010: A. 90% of students scored above 75%. B. According to Mod Card grades (I through V) students are performing satisfactory practical skills. C. According to instructor evaluations 83% of current Cosmetology students are average with their technical skills. 2009: A. 90% of students scored above 75%. B. According to Mod Card grades (I through V) students are performing satisfactory practical skills. C. According to instructor evaluations 83% of current Cosmetology students are average with their technical skills. 2008: A. 90% of students scored above 75%. B. According to Mod Card grades (I through V) students are performing satisfactory practical skills. C. According to instructor evaluations 83% of current Cosmetology students are average with their technical skills.

SLO 6:Communication

Communicate effectively with peers, clients, and the general public.

Related Measures:

M 6:Communication

A. Students will have a "C" or above in Human Relations or Psychology. B. 90% of employee surveys returned will agree with the statement that "the graduates hired can communicate effectively."

Source of Evidence: Academic direct measure of learning - other

Target:

Students will be proficient in communication skills

Evidences (2012-2013) - Target: Met

2013: A. 85% of students will have a "C" or above in Human Relations/Psychology

Lake Land College - District #51701

upon graduating. B. According to the Employer Survey, over 85% of LLC students hired are proficient in communicating with clients.

Evidences (2011-2012) - Target: Met

2012: A. 85% of students will have a "C" or above in Human Relations/Psychology upon graduating. B. According to the Employer Survey, over 90% of LLC students hired are proficient in communicating with clients.

Evidences (2010-2011) - Target: Met

2011: A. 85% of students will have a "C" or above in Human Relations/Psychology upon graduating. B. According to the Employer Survey, over 90% of LLC students hired are proficient in communicating with clients. 2010: A. 90% of students will have a "C" or above in Human Relations/Psychology upon graduating. B. According to the Employer Survey, over 90% of LLC students hired are proficient in communicating with clients. 2009: A. 90% of students will have a "C" or above in Human Relations/Psychology upon graduating. B. According to the Employer Survey, over 90% of LLC students hired are proficient in communicating with clients. 2008: A. 90% of students will have a "C" or above in Human Relations/Psychology upon graduating. B. According to the Employer Survey, over 90% of LLC students hired are proficient in communicating with clients.

SLO 7:Computer technology

Use computer technology in Cosmetology practice.

Related Measures:

M 7:Computer application course

85% of students will receive a "C" or above in the Computer Application course.

Source of Evidence: Standardized test of subject matter knowledge

Target:

Students will receive a C or higher in the Computer application course

Evidences (2012-2013) - Target: Met

2013: Upon graduation over 85% of students have accomplished a "C" or above in a Computer Application course.

Evidences (2011-2012) - Target: Not Met

2012: The next Cosmetology graduating class is August 2012

Evidences (2010-2011) - Target: Met

2011: Upon graduation over 85% of students have accomplished a "C" or above in a Computer Application course. 2010: Upon graduation over 85% of students have accomplished a "C" or above in a Computer Application course. 2009: Upon graduation over 85% of students have accomplished a "C" or above in a Computer Application course. 2008: Upon graduation over 85% of students have accomplished a "C" or above in a Computer Application course.

Lake Land College - District #51701

SLO 8:Professionalism

Exhibit professional and ethical behavior while providing client services.

Related Measures:

M 8:Professionalism

95% of client surveys returned will agree with the statement that the student exhibited professional and ethical behavior.

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

Target:

Students will show professionalism with clients

Evidences (2012-2013) - Target: Met

2013: According to Client Evaluations, the majority of students exhibit professional and ethical behavior while providing services to the public in the LLC clinic floor. Clients also added that they would request their particular student again. (SP 2013)

Evidences (2011-2012) - Target: Met

2012: According to Client Evaluations, the majority of students exhibit professional and ethical behavior while providing services to the public in the LLC clinic floor. (SP 2012)

Evidences (2010-2011) - Target: Met

2011: According to Client Evaluations, the majority of students exhibit professional and ethical behavior while providing services to the public. 2010: According to Client Evaluations, the majority of students exhibit professional and ethical behavior while providing services to the public. 2009: According to Client Evaluations, the majority of students exhibit professional and ethical behavior while providing services to the public. 2008: According to Client Evaluations, the majority of students exhibit professional and ethical behavior while providing services to the public.

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Lake Land College
District Number: 517

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP XX.XXXX 1 CIP per template (i.e. 51.3801) 12.0413	
Career Cluster (i.e. Health Sciences) Personal & Culinary Services	
Career Pathway (i.e. Therapeutic Services) Cosmetology & Related Personal Grooming Services	
Program of Study (i.e. Nursing) Cosmetology, Barber/Styling and Nail Instructor	
Community College Program Title (i.e. Associate Degree in Nursing-ADN) Certificate in Cosmetology Teacher (CRT.COSTR)	Degree Type (03AAS, 30Cert, or 20Cert) (i.e. 03) 30 Cert.

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Lake Land College - District #51701

Improvements & Rationale for Action

Summarize the college's local findings.

Address the minimum of program need, cost-effectiveness and quality. Include any additional information that supports your Action taken.

Describe any programmatic improvements achieved since the last review period and any planned before the next period.

Describe how this program is meets the minimum requirements of a Program of Study according to Perkins IV.

The Cosmetology Teacher certificate program continues to meet its objectives. It is a 29-credit hour certificate program designed to prepare students for a career in teaching cosmetology.

Enrollment in the program is low, but steady, with enrollment ranging over the last ten years from 0-3 students per year, with an average enrollment of 1.55 students. This is a special admissions program and candidates have to apply and go through an interview process for acceptance. The normal number accepted each year is a maximum of two students. In the last ten years, 16 students have completed this certificate with each of the 16 graduates passing the State of Illinois Cosmetology Teacher exam. Seven of the 16 graduates have been employed at Lake Land as adjunct cosmetology instructors with four of the seven currently employed at Lake Land.

The statewide job outlook in this field through 2018 shows a predicted increase of 18%, while the LLC district projects a 14% increase.

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 Cosmetology Teacher certificate program remains a strong program successfully preparing graduates for positions within the field.

Lake Land College

Detailed Assessment Report

As of: 6/05/2013 10:31 AM CENTRAL

2012-2013 Cosmetology Teacher(CRT.COSTR)

(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, Evidences, and Action Plans

SLO 1:Student teacher preparation

Graduates of Cosmetology Student Teacher Program will: Be prepared to perform competent, safe services after completion of Illinois State Board Exam.

Related Measures:

M 1:Student teach preparation

2012: A. Student teachers will create lesson plans, objectives, and chapter exams for review by the Director. B. Student teachers will create and execute a practical exam for Cosmetology students. C. Student teachers will demonstrate a score of 85% or above on the Cosmetology Teacher III written final exam in preparation for the State Board Examination. D. Graduates will pass State Board on first attempt 2011: A. Student teachers will create lesson plans, objectives, and chapter exams for review by the Director. B. Student teachers will create and execute a practical exam for Cosmetology students. C. Student teachers will demonstrate a score of 85% or above on the Cosmetology Teacher III written final exam in preparation for the State Board Examination. D. Graduates will pass State Board on first attempt 2010: A. Student teachers will create lesson plans, objectives, and chapter exams for review by the Director. B. Student teachers will create and execute a practical exam for Cosmetology students. C. Student teachers will demonstrate a score of 85% or above on the Cosmetology Teacher III written final exam in preparation for the State Board Examination. D. Graduates will pass the State Board Examination on their first attempt. 2009: A. Student teachers will create lesson plans, objectives, and chapter exams for review by the Director. B. Student teachers will create and execute a practical exam for Cosmetology students. C. Student teachers will demonstrate a score of 85% or above on the Cosmetology Teacher III written final exam in preparation for the State Board Examination. D. Graduates will pass the State Board Examination on their first attempt. 2008: A. Student teachers will create lesson plans, objectives, and chapter exams for review by the Director. B. Student teachers will create and execute a practical exam for Cosmetology students. C. Student teachers will demonstrate a score of 85% or above on the Cosmetology Teacher III written final exam in preparation for the State Board Examination. D. Graduates will pass the State Board Examination on their first

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attempt. 2007: A. Student teachers will demonstrate a score of 85% or above on examination and practical procedures. B. Student teachers will demonstrate a score of 85% or above on the final examination in preparation for the State Board Examination. C. Graduates will pass the State Board examination on their first attempt.

Source of Evidence: Certification or licensure exam, national or state

Target:

Monitoring for continuous improvement.

Evidences (2012-2013) - Target: Met

2013: A. The 2012 student teacher graduates completed all projects required with a score of 87% or higher. B. The 2012 student teacher graduate fulfilled the practical exam requirement with a score of 87% or higher. C. All previous student teachers have passed the Cosmetology Teacher III written exam with a score of 87% or higher. D. 100% of the student teachers have passed the State Board Exam on their first time. E. The average score for the State Board exam for 2012 student teachers was 86%.

Evidences (2011-2012) - Target: Met

2012: A. The 2011 student teacher graduates completed all projects required with a score of 85% or higher. B. The 2011 student teacher graduate fulfilled the practical exam requirement with a score of 85% or higher. C. All previous student teachers have passed the Cosmetology Teacher III written exam with a score of 87% or higher. D. 100% of the student teachers have passed the State Board Exam on their first time. E. The average score for the State Board exam for 2011 student teachers was 91%.

Evidences (2010-2011) - Target: Met

2011: A. The 2009 student teacher graduate completed all projects required with a score of 85% or higher. B. The 2009 student teacher graduate fulfilled the practical exam requirement with a score of 85% or higher. C. All previous student teachers have passed the Cosmetology Teacher III written exam with a score of 87% or higher. D. 100% of the student teachers have passed the State Board Exam on their first attempt. 2010: A. The 2009 student teacher graduate completed all projects required with a score of 85% or higher. B. The 2009 student teacher graduate fulfilled the practical exam requirement with a score of 85% or higher. C. All previous student teachers have passed the Cosmetology Teacher III written exam with a score of 87% or higher. D. 100% of the student teachers have passed the State Board Exam on their first attempt. 2009: A. The 2007 student teacher graduate completed all projects required with a score of 85% or higher. B. The 2007 student teacher graduate fulfilled the practical exam requirement with a score of 85% or higher. C. All previous student teachers have passed the Cosmetology Teacher III written exam with a score of 85% or higher. D. 100% of the student teachers have passed the State Board Exam on their first attempt. 2008: A. The 2007 student teacher graduate completed all projects required with a score of 85% or higher. B. The 2007 student teacher graduate fulfilled the practical exam requirement with a score of 85% or higher. C. All previous student teachers have passed the Cosmetology Teacher III written exam with a score of 85% or higher. D. 100% of the student teachers have

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passed the State Board Exam on their first attempt. 2007: A. Two of the last three student teachers scored above 85% on examinations and procedures. B. All student teachers, since 1998, have passed the State Board on their first examination. C. 100% of the student teachers scored above 85% and filed to take the State Board examination.

SLO 2:Employment as a Cosmetology Teacher

Be prepared to be employed in a cosmetology school or related profession.

Related Measures:

M 2:Employment as a Cosmetology teacher

Director tracks employment through contact with graduate.

Source of Evidence: Academic direct measure of learning - other

Target:

Continuous contact through email with recent graduates will help obtain results.

Evidences (2012-2013) - Target: **Met**

2013: One graduate from 2012 is now employed part-time by the Cosmetology department at Lake Land College. The second student teacher graduate from 2012 will be considered as a substitute, when needed.

Evidences (2011-2012) - Target: **Met**

2012: One graduate from 2011 is now employed part-time by the Cosmetology department.

Evidences (2010-2011) - Target: **Met**

2011: One graduate from 2010 is now employed at the college as a part-time Instructor. 2010: The graduates from 2007 to 2009 are employed as part-time instructors. 2009: Six of the last ten graduating student teachers are employed as part-time instructors. The other three are employed at salons. 2008: Six of the last ten graduating student teachers are employed as part-time instructors. The other three are employed at salons. 2007: Six of the last ten graduating student teachers are employed as part-time instructors. The other three are employed at salons.

SLO 3:Demonstrate teaching

Demonstrate an ability to effectively deliver material through proper oral and written communication in a professional manner.

Related Measures:

M 3:Demonstrate teaching

95% of the students will score "satisfactory" or above on this criteria using the classroom teaching assessment tool.

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

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Target:

During the Fall semester student teachers are evaluated in classroom management and relating theory skills to Cosmetology students.

Evidences (2012-2013) - Target: Met

2013: Both student teachers were evaluated in the Fall 2012 and received 89% or higher on classroom demonstration techniques

Evidences (2011-2012) - Target: Met

2012: Both student teachers were evaluated in the Fall and received 87% or higher on classroom demonstration techniques.

Evidences (2010-2011) - Target: Met

2011: 95% of the student teachers scored "satisfactory" or above on this criteria. 2010: 90% of the student teachers scored "good" or above on this criteria. 2009: 90% of the student teachers scored "good" or above on this criteria. 2008: 90% of the student teachers scored "good" or above on this criteria.

SLO 4: Classroom management

Practice proper classroom and human management skills in an instructional environment.

Related Measures:

M 4: Classroom management

90% of the students will score "good" or above on this criteria on the classroom teaching assessment tool.

Source of Evidence: Academic direct measure of learning - other

Target:

Throughout the entire year of education, student teachers are continuously monitored in classroom management skills.

Evidences (2012-2013) - Target: Met

2013: Both student teachers received a 90% or higher on classroom management skills

Evidences (2011-2012) - Target: Met

2012: Both student teachers received a 90% or higher on classroom management skills.

Evidences (2010-2011) - Target: Met

2011: 90% of the student teachers scored "good" or above on this criteria. 2010: 90% of the student teachers scored "good" or above on this criteria. 2009: 90% of the student teachers scored "good" or above on this criteria. 2008: 90% of the student teachers scored "good" or above on this criteria.

SLO 5: Design tests

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Design, implement, and evaluate instructional and test materials to assure proper student learning.

Related Measures:

M 5:Design tests

90% of the students will attain a score of 94% or above on the required teaching material, explained in "use of results" #2.

Source of Evidence: Academic direct measure of learning - other

Target:

Student teachers are required to design tests related to chapters they are teaching to Cosmetology students.

Evidences (2012-2013) - Target: Met

2013: Both student teachers achieved satisfactory results (85% or higher) on creating an exam for Cosmetology students.

Evidences (2011-2012) - Target: Met

2012: Both student teachers achieved satisfactory results (85% or higher) on designing a tests for Cosmetology students.

Evidences (2010-2011) - Target: Met

2011: 95% of the student teachers scored "satisfactory" or above on this criteria.
2010: 90% of the student teachers scored "good" or above on this criteria. 2009: 90% of the student teachers scored "good" or above on this criteria. 2008: 90% of the student teachers scored "good" or above on this criteria.

SLO 6:Co-worker relationships

Demonstrate a responsible attitude in work relationships with others including employers, peers, and subordinates.

Related Measures:

M 6:Final exam

Student teachers will answer embedded test questions concerning ethical standards and work relationships.

Source of Evidence: Standardized test of subject matter knowledge

Target:

Student teachers will answer embedded questions on final exam correctly.

Evidences (2012-2013) - Target: Met

2013: Both students teachers answered the embedded questions on the final exam correctly, with an average score of 85% or higher

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Evidences (2011-2012) - Target: Met

2012: Both student teachers answered the embedded questions on the final exam correctly, with an average score of 87% or higher.

Evidences (2010-2011) - Target: Met

2011: Ethical and work relationship questions answered correctly at 97%. 2010: Ethical and work relationship questions answered correctly at 97%. 2009: Ethical and work relationship questions answered correctly at 97%. 2008: Ethical and work relationship questions answered correctly at 97%.

SLO 7:Industry trends

Participate in professional development activities that maintain current styles and techniques.

Related Measures:

M 7:Hair Shows

Student teachers will attend professional development activities in related subjects: teaching, hair care, nail care, and/or skin care.

Source of Evidence: Project, either individual or group

Target:

Student teachers attend hair shows and industry seminars throughout the year.

Evidences (2012-2013) - Target: Met

2013: Surveys from the last two student teachers revealed that they attended professional development activities. The Illinois Department of Financial and Professional Regulation requires 10 CEU's in teaching related material and 14 CEU's in the cosmetology area to enable the teacher to renew their state license every two years.

Evidences (2011-2012) - Target: Met

2012: Surveys from the last six student teachers revealed that they attended professional development activities. The Illinois Department of Financial and Professional Regulation requires 10 CEU's in teaching related material and 14 CEU's in the cosmetology area to enable the teacher to renew their state license every two years.

Evidences (2010-2011) - Target: Met

2011: Surveys from the last four student teachers revealed that they attended professional development activities. The Illinois Department of Financial and Professional Regulation requires 10 CEU's in teaching related material and 14 CEU's in the cosmetology area to enable the teacher to renew their state license every two years. 2010: Surveys from the last seven student teachers revealed that they attended professional development activities. The Illinois Department of Financial and Professional Regulation requires 10 CEU's in teaching related material and 14 CEU's in the cosmetology area to enable the teacher to renew their state license

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every two years. 2009: Surveys from the last seven student teachers revealed that they attended professional development activities. The Illinois Department of Financial and Professional Regulation requires 10 CEU's in teaching related material and 14 CEU's in the cosmetology area to enable the teacher to renew their state license every two years. 2008: Surveys from the last seven student teachers revealed that they attended professional development activities. The Illinois Department of Financial and Professional Regulation requires 10 CEU's in teaching related material and 14 CEU's in the cosmetology area to enable the teacher to r

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CTE Program Review Report

Program Identification Information:

6-digit CIP	12.0503
Career Cluster	Hospitality and Tourism
Career Pathway	Restaurants and Food/Beverage Services
Program of Study	Food Services
Community College Program Food Service--CRT	
Degree Type	Certificate

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 objective of the Food Service Certificate is to provide employment opportunities to the special population incarcerated within the Illinois Department of Corrections. Graduates of the program will improve their employment outlook and will be more self-sufficient with the potential for higher-skilled and higher-wage positions after release, helping these individuals overcome the barrier their incarceration has produced.

The program is provided to students at 12 correctional sites with 2 vacant instructor positions in the hiring process. In 2012, there were 237 students enrolled in Food Services with 140 certificates completed a significant increase. Since then more classes were added to expand the overall number of students enrolled and completers in the future.

Program	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Food Service	59	59	51	62	140

Graduates from the correctional programs are released to every region of Illinois. It is difficult to determine job placement, because Illinois Department of Corrections prohibits contact with

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students after their release. The State of Illinois projects positive growth in jobs in the field of Food Preparation through 2020 (see below). This labor information supports the need for training in food service.

Title	Base 2010	Projected 2020	Number	Percent
Food Preparation & Serving Occupations	439,263	505,915	66,652	15.17
Supervisors, Food Prep. & Serving Workers	33,113	37,540	4,427	13.37
Chefs & Head Cooks	4,044	4,112	68	1.68

Source: IDES, Economic Information & Analysis Division

The program also operates below the State and Overall LLC unit cost as shown in the following table. The lower cost can be attributed to costs assumed by the Illinois Department of Corrections other than those covered by ICCB credit hour grant.

Unit Cost Comparison	FY 10	FY 11	FY 12
Program Unit Cost—LLC	\$88.74	\$95.97	\$87.38
Program Unit Cost—State	\$261.72	\$263.24	N/A
Overall Unit Cost—LLC	\$185.73	\$194.25	N/A
Overall Unit Cost—State	\$245.05	\$251.13	N/A

One strength of the program is its lab area. The lab area at each site constitutes a kitchen in which students receive hands-on training. Equipment for these labs continues to be updated. In addition, instructors are certified to provide students with the Illinois exam to receive their food service sanitation manager certificate so they may be immediately employed in the industry.

A weakness of the program is the Food Service Certificate has not been reviewed in the previous period to ensure all relevant skills needed to work in the industry are updated. As a statewide program, the Illinois Department of Corrections is responsible for scheduling this update and the program will be reviewed in FY 14 to better align the coursework with current industry needs.

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CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Lake Land College
District Number: 517

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP 15.1302	
Career Cluster Technology	
Career Pathway Drafting	
Program of Study Computer Aided Drafting	
Community College Program Title Computer Aided Drafting	Degree Type 30

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (***ONE Action per template***)

X Continued with minor improvements

Significantly modified

Discontinued/Eliminated

Placed on inactive status

Scheduled for further review

Other, please specify:

Improvements & Rationale for Action

<p><i>Summarize the college's local findings.</i></p> <p><i>Address the minimum of program need, cost-effectiveness and quality. Include any additional information that supports your Action taken.</i></p> <p><i>Describe any programmatic improvements achieved since the last review period and any planned before the next period.</i></p> <p><i>Describe how this program is meets the minimum requirements of a Program of Study according to Perkins IV.</i></p>
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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 remained steady.

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 Drafting 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).

The program has aligned coursework so that secondary students have a course map that outlines the non-duplicated academic and technical coursework that would lead a student, beginning as early as the 9th grade to complete a Computer Aided Drafting Certificate program.

Advanced and dual credit options are noted.

Certifications and career opportunities are noted, as well as associate degree and baccalaureate options where, at minimum, 2+2 agreements are in place.

Curriculum is discussed yearly at joint advisory committee meetings for the program which builds upon an earlier DACUM.

Lake Land College

Detailed Assessment Report

As of: 6/11/2013 02:12 PM CENTRAL

2012-2013 Computer-Aided Drafting CRT.CAD

(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, Evidences, and Action Plans

SLO 2:Program Outcome 2

CAD Certificate students will be able to customize the user interface of AutoCAD for specific needs.

Related Measures:

M 2:Program Outcome Method 2

80% of CAD Certificate students will be able to customize a CAD user interface with a score of 70% or better.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement.

Evidences (2012-2013) - Target: Met

100% of CAD Certificate students scored 70% or better on two user interface customization projects.

Evidences (2011-2012) - Target: Met

91% of CAD Certificate students scored 70% or better on two user interface customization projects.

Evidences (2010-2011) - Target: Met

100% of CAD Certificate students scored 87% or better on two user interface customization projects.

SLO 3:Program Outcome 3

Entry-level graduates with certificates in Computer-Aided Drafting will be able to communicate effectively and professionally in the drafting environment through proper use of verbal, written and graphic techniques.

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Related Measures:

M 3:Program Outcome Method 3

100% of graduating CAD Certificate students will create a Power Point resume presentation in Special Applications of CAD class to demonstrate their communications skills.

Source of Evidence: Presentation, either individual or group

Target:

Monitoring for continuous improvement.

Evidences (2012-2013) - Target: Met

100% of graduating CAD Certificate students completed a Power Point Resume Presentation to demonstrate communication skills.

Evidences (2011-2012) - Target: Met

93% of graduating CAD Certificate students completed a Power Point Resume Presentation to demonstrate communication skills.

Evidences (2010-2011) - Target: Met

100% of graduating CAD Certificate students completed a Power Point Resume Presentation to demonstrate communication skills.

SLO 4:Program Outcome 4

CAD Certificate students will 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 4:Program Outcome Method 4

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

Source of Evidence: Project, either individual or group

Target:

Monitoring for continuous improvement.

Evidences (2012-2013) - Target: Met

100% of graduating CAD Certificate students successfully completed at least one Civil, Architectural, Mechanical and Electronic CAD project.

Evidences (2011-2012) - Target: Met

98% of graduating CAD Certificate students successfully completed at least one Civil, Architectural, Mechanical and Electronic CAD project.

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Evidences (2010-2011) - Target: Met

96% of graduating CAD Certificate students successfully completed at least one Civil, Architectural, Mechanical and Electronic CAD project.

SLO 5:Program Outcome 5

CAD Certificate students will be able to apply analytical and geometric skills to complete a 3D solid model and rapid prototype.

Related Measures:

M 5:Program Outcome Method 5

90% of graduating CAD Certificate students successfully will complete a 3D solid modeling and rapid prototype project.

Source of Evidence: Project, either individual or group

Target:

Monitoring for continuous improvement.

Evidences (2012-2013) - Target: Met

100% of graduating CAD Certificate students demonstrated the ability to complete a 3D Solid Model and Rapid Prototype.

Evidences (2011-2012) - Target: Met

98% of graduating CAD Certificate students demonstrated the ability to complete a 3D Solid Model and Rapid Prototype.

Evidences (2010-2011) - Target: Met

93% of graduating CAD Certificate students demonstrated the ability to complete a 3D Solid Model and Rapid Prototype.

SLO 6:Program Outcome 6

CAD Certificate students will demonstrate an ability to follow written and oral instructions.

Related Measures:

M 6:Program Outcome Method 6

90% of graduating CAD Certificate students successfully will complete an Inventor tutorial, which will demonstrate the ability to follow written and oral instructions.

Source of Evidence: Project, either individual or group

Target:

Monitoring for continuous improvement.

Evidences (2012-2013) - Target: Met

100% of graduating CAD Certificate students demonstrated the ability to follow written instructions by completing a written tutorial using AutoDesk Inventor software.

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Evidences (2011-2012) - Target: **Met**

92% of graduating CAD Certificate students demonstrated the ability to follow written instructions by completing a written tutorial using AutoDesk Inventor software.

Evidences (2010-2011) - Target: **Met**

100% of graduating CAD Certificate students demonstrated the ability to follow written instructions by completing a written tutorial using AutoDesk Inventor software.

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

O/O 1:Program Outcome 1

Graduates of the CAD Certificate Program will be employable in an entry-level position as a CAD Operator or CAD Technician.

Related Measures:

M 1:Program Outcome Method 1

80% OF CAD Certificate graduates will complete a performance test based on employment skills and achieve a score of 70% or better.

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

Target:

Monitoring for continuous improvement.

Evidences (2012-2013) - Target: **Met**

83% of CAD Certificate students scored 70% or better average on a series of three performance tests.

Evidences (2011-2012) - Target: **Met**

82% of CAD Certificate students scored 70% or better average on a series of three performance tests.

Evidences (2010-2011) - Target: **Met**

80% of CAD Certificate students scored 70% or better average on a series of three performance tests.

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CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Lake Land College
District Number: 517

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP 46.0401	
Career Cluster Technology	
Career Pathway Maintenance and Repair	
Program of Study Industrial Maintenance	
Community College Program Title Industrial Maintenance	Degree Type 30

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (**ONE Action per template**)

X Continued with minor improvements

Significantly modified

Discontinued/Eliminated

Placed on inactive status

Scheduled for further review

Other, please specify:

Improvements & Rationale for Action

*Summarize the college's local findings.
Address the minimum of program need, cost-effectiveness and quality. Include any additional information that supports your Action taken.
Describe any programmatic improvements achieved since the last review period and any planned before the next period.
Describe how this program is meets the minimum requirements of a Program of Study according to Perkins IV.*

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The Outcomes Assessment Plan for the Industrial Maintenance certificate program indicates that several 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 Industrial Maintenance certificate program has increased steadily in recent years. Certificate programs are popular with dislocated workers because of the number of courses it takes to complete the certificate. They are able to get retrained and back into the workforce much quicker with a certificate.

The staff is highly skilled and educated in their field. Instructors are dedicated to insuring students obtain a relevant and current education. We have purchased some new equipment for our machining and welding labs to provide current technology for the instruction of students in this certificate program.

The Industrial Maintenance 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.

The program has aligned coursework so that secondary students have a course map that outlines the non-duplicated academic and technical coursework that would lead a student, beginning as early as the 9th grade to complete an Industrial Maintenance Certificate program.

Advanced and dual credit options are noted.

Certifications and career opportunities are noted, as well as associate degree and baccalaureate options where, at minimum, 2+2 agreements are in place.

Curriculum is discussed yearly at joint advisory committee meetings for the program which builds upon an earlier DACUM.

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Detailed Assessment Report

As of: 5/20/2013 06:18 AM CENTRAL

2012-2013 Industrial Maintenance CRT.INDMT

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

Understand maintenance

Goals

G 1: Industrial Maintenance 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, Evidences, and Action Plans

SLO 1: Employer Feedback

Graduates of the Industrial Maintenance Program will be prepared to obtain employment in an Industrial Maintenance related position. Graduates will be technically proficient in troubleshooting, repair and installation procedures. Employers of Industrial Maintenance students will be satisfied with the basic knowledge and skill level of our graduates.

Graduates will:

Related Measures:

M 1: Employer Feedback

Will interview at least 3 employers of industrial graduates

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for improvement towards the "Will interview at least 3 employers of industrial graduates"

Evidences (2011-2012) - Target: Met

Interviewed 3 employers of Industrial Maintenance graduates and found they were satisfied with their skill level.

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Evidences (2010-2011) - Target: **Not Met**
requirements met

SLO 2:Communication

Communicate effectively in an industrial maintenance environment through use of technical terms and techniques

Related Measures:

M 2:Communication

All graduating students will complete an oral presentation and written report related to industrial maintenance.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2011-2012) - Target: **Met**

90% of graduating students completed oral presentation and written report

Evidences (2010-2011) - Target: **Met**

90% of graduating students completed oral presentation and written report.

SLO 3:Mathematical Skills

Apply mathematical skills related to an industrial environment.

Related Measures:

M 3:Mathematical Skills

90% of graduating students will complete a locally developed exam covering applications of shop computations.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement towards the "90% of graduating students will complete a locally developed exam covering applications of shop computations"

Evidences (2011-2012) - Target: **Met**

Purchased new 3 phase motors for students to use in hands-on labs.

Evidences (2010-2011) - Target: **Not Met**

NOT ASSESSED THIS YEAR.

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SLO 4:Blueprint Comprehension

Demonstrate the ability to read and comprehend drawings and schematics for industrial projects.

Related Measures:

M 4:Blueprint Comprehension

90% of graduating students will complete a drafting project from idea to finished drawings.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement towards "90% of graduating students will complete a drafting project from idea to finished drawings."

Evidences (2011-2012) - Target: Met

90% of graduating students will complete a drafting project from idea to finished drawings.

Evidences (2010-2011) - Target: Not Met

89% of graduating students completed a drafting project from idea to finished drawings.

SLO 5:Electrical Troubleshooting

Demonstrate the principles of electrical flow and troubleshooting skills.

Related Measures:

M 5:Electrical Troubleshooting

90% of graduating students will complete lab projects related to troubleshooting electrical systems.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement towards "90% of graduating students will complete lab projects related to troubleshooting electrical systems."

Evidences (2012-2013) - Target: Met

90% of graduating students will complete lab projects related to troubleshooting electrical systems.

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Evidences (2011-2012) - Target: **Met**

90% of graduating students will complete lab projects related to troubleshooting electrical systems.

Evidences (2010-2011) - Target: **Not Met**

92% of graduating students completed lab projects related to troubleshooting electrical systems.

SLO 6:Electrical Installation

Demonstrate the principles of electrical installations related to both building and industrial applications.

Related Measures:

M 6: Electrical Installation

90% of graduating students will successfully set up and operate electrical equipment.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement towards "90% of graduating students will successfully set up and operate electrical equipment."

Evidences (2012-2013) - Target: **Met**

100% of graduating students did successfully set up and operate electrical equipment.

Evidences (2011-2012) - Target: **Met**

90% of graduating students will successfully set up and operate electrical equipment.

Evidences (2010-2011) - Target: **Not Met**

100% of graduating students successfully set up and operated electrical equipment.

SLO 7:Safety /OSHA

Demonstrate safety procedures that apply to industrial applications.

Related Measures:

M 7:Safety /OSHA

90% of graduating students will complete projects showing competency in Industrial Safety rules and procedures.

Source of Evidence: Academic direct measure of learning - other

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Target:

Monitoring for continuous improvement towards "90% of graduating students will complete projects showing competency in Industrial Safety rules and procedures."

Evidences (2011-2012) - Target: Met

95% of graduating students completed OSHA 10 hour safety exam successfully.

Evidences (2010-2011) - Target: Not Met

100% of graduating students successfully completed projects showing competency in Industrial Safety rules and procedures.

SLO 8:Hydraulic & Pneumatic Troubleshooting

Demonstrate the principles and mechanics of hydraulic and pneumatic flow associated with the repair and operation of industrial systems.

Related Measures:

M 8:Hydraulic & Pneumatic Troubleshooting

90% of graduating students will complete lab projects related to troubleshooting hydraulic systems.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement towards "90% of graduating students will complete lab projects related to troubleshooting hydraulic systems"

Evidences (2011-2012) - Target: Met

90% of graduating students completed lab projects in troubleshooting hydraulic systems.

Evidences (2010-2011) - Target: Not Met

77% of graduating students completed lab projects related to troubleshooting hydraulic systems.

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Lake Land College
District Number: 517

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP XX.XXXX 1 CIP per template 51.0904	
Career Cluster Allied Health	
Career Pathway Emergency Medical Services	
Program of Study Emergency Medical Technician & Paramedical Services	
Community College Program Title EMT –Cert./ AAS – Paramedical Services	Degree Type EMTcertificate/ Paramedic 03

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (***ONE Action per template***)

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- X Other, please specify: pursuit of Accreditation through CoAEMSP

Improvements & Rationale for Action

Lake Land College - District #51701

*Summarize the college's local findings.
Address the minimum of program need, cost-effectiveness and quality. Include any additional information that supports your Action taken.
Describe any programmatic improvements achieved since the last review period and any planned before the next period.
Describe how this program is meets the minimum requirements of a Program of Study according to Perkins IV.*

The Paramedical Services Program continues to meet its objectives. Enrollment remains steady. The statewide and Lake Land College district job projections both show only a modest growth of 2% through 2018.

Several of the district Fire departments require their firefighters to be licensed paramedics. We maintain a strong collegial and teaching relationship with our area hospitals, adding to the program credibility.

Due to future changes in testing requirements for licensure, the program has begun the process of acquiring CoAEMSP accreditation. The program advisory committee has been involved and supportive in the pursuit of accredited status.

Principle Assessment Methods:

Standardized assessment

Certificate and Licensure test results

Assessment report and Advisory Board input

Lake Land College

Detailed Assessment Report

As of: 6/18/2013 06:10 AM CENTRAL

2012-2013 Emergency Medical Services NDP.EMS

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Goals

G 1:Career Education as an EMT Basic

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

G 2:Career Education

The Emergency Medical Technician - Basic certificate provides career education which satisfies individual, local, and state human resource needs.

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

SLO 1:EMT skills

Perform all skills required of a licensed EMT

Relevant Associations:

Standard Associations:

NCA - HLC 2013* The Criteria for Accreditation (with Core Components)

3.1.1 Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Related Measures:

M 1:Program Outcome Method 1

Results of state and/or national testing will reveal an initial attempt pass rate of 80% on the written and satisfactory completion of practical evaluations.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2012-2013) - Target: Not Reported This Cycle

licensure exam pass/fail rate not verified by program faculty.

Evidences (2010-2011) - Target: Not Met

At present, there are no students enrolled in this program

Lake Land College - District #51701

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

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

Course review/assessment updates

Established in Cycle: 2012-2013

Reviews of course, assessment, and student success/failure tracking will be implemented at monthly meetings with faculty and adm...

tracking of licensure exam results

Established in Cycle: 2012-2013

Current tracking of exam results for licensure is inadequate. Tracking will begin, for each semester (class) beginning July 201...

M 9:Licensure exam pass rate

90% pass rate on licensing exam as an Emergency Medical Technician - Basic.

Source of Evidence: Certification or licensure exam, national or state

Target:

100% licensure pass rate.

Evidences (2012-2013) - Target: Not Met

80% average pass rate currently. Target not met.

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

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

Exit interviews

Established in Cycle: 2012-2013

The department has developed a survey for students completing the program to determine student evaluations of the strengths and ...

SLO 2:Communication

Communicate effectively utilizing verbal, written, and/or electronic means.

Relevant Associations:

Standard Associations:

NCA - HLC 2013* The Criteria for Accreditation (with Core Components)

3.1.1 Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Institutional Priority Associations:

1.1 Communication

Lake Land College - District #51701

Strategic Plan Associations:

Lake Land College

2.3 Enhance Student Learning and Experience

Related Measures:

M 2:Program Outcome Method 2

Students will successfully complete 70% of the radio communication, IPCR documentation, and verbal report criteria when given case scenarios during Paramedic Skills II. Results will be collected during summer term and analyzed during following Fall semester

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2010-2011) - Target: Not Met

At present, there are no students enrolled in this program

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

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

Course review/assessment updates

Established in Cycle: 2012-2013

Reviews of course, assessment, and student success/failure tracking will be implemented at monthly meetings with faculty and adm...

M 9:Licensure exam pass rate

90% pass rate on licensing exam as an Emergency Medical Technician - Basic.

Source of Evidence: Certification or licensure exam, national or state

SLO 3:Function as an EMT

Function as an EMT in the field.

Related Measures:

M 3:Program Outcome Method 3

Graduate exit interviews and/or follow-up surveys will reveal that 70% of students completing this program will be/are functioning at the paid, part-paid, and/or volunteer level.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Lake Land College - District #51701

Evidences (2010-2011) - Target: **Not Met**

At present, there are no students in this program.

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

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

Course review/assessment updates

Established in Cycle: 2012-2013

Reviews of course, assessment, and student success/failure tracking will be implemented at monthly meetings with faculty and adm...

M 9:Licensure exam pass rate

90% pass rate on licensing exam as an Emergency Medical Technician - Basic.

Source of Evidence: Certification or licensure exam, national or state

SLO 4:Continuing education

Seek appropriate continuing education.

Related Measures:

M 4:Program Outcome Method 4

Graduate exit Interviews and/or surveys will show 70% of graduates are participating in continuing education.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2010-2011) - Target: **Not Met**

At present, there are no students enrolled in this program.

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

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

Course review/assessment updates

Established in Cycle: 2012-2013

Reviews of course, assessment, and student success/failure tracking will be implemented at monthly meetings with faculty and adm...

M 9:Licensure exam pass rate

90% pass rate on licensing exam as an Emergency Medical Technician - Basic.

Source of Evidence: Certification or licensure exam, national or state

Lake Land College - District #51701

SLO 5:Program Outcome 5

Use knowledge of interpersonal communications to function within the EMT role.

Related Measures:

M 5:Program Outcome Method 5

Graduate exit Interviews and/or surveys will show 70% of students are able to utilize interpersonal skills, learned throughout the program, in their functioning as an EMT.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2010-2011) - Target: **Not Met**

At present, there are no students enrolled in this program

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

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

Course review/assessment updates

Established in Cycle: 2012-2013

Reviews of course, assessment, and student success/failure tracking will be implemented at monthly meetings with faculty and adm...

M 9:Licensure exam pass rate

90% pass rate on licensing exam as an Emergency Medical Technician - Basic.

Source of Evidence: Certification or licensure exam, national or state

SLO 6:Program Outcome 6

Practice within the profession's ethical and legal framework.

Related Measures:

M 6:Program Outcome Method 6

Graduate exit interviews and/or surveys will show 70% of students have been provided with the ethical and legal framework needed to function as an EMS professional.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2010-2011) - Target: **Not Met**

At present, there are no students in this program

Lake Land College - District #51701

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

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

Course review/assessment updates

Established in Cycle: 2012-2013

Reviews of course, assessment, and student success/failure tracking will be implemented at monthly meetings with faculty and adm...

M 9:Licensure exam pass rate

90% pass rate on licensing exam as an Emergency Medical Technician - Basic.

Source of Evidence: Certification or licensure exam, national or state

SLO 7:Program Outcome 7

Delegate resources and personnel appropriate to their level of licensure, education, experience and preparation

Related Measures:

M 7:Program Outcome Method 7

Graduate exit interviews and/or surveys will show 70% of students were provided adequate cognitive knowledge, psychomotor skills, and continuing education opportunities to function as a valued member of the EMS team.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2010-2011) - Target: Not Met

At present, there are no students in this program

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

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

Course review/assessment updates

Established in Cycle: 2012-2013

Reviews of course, assessment, and student success/failure tracking will be implemented at monthly meetings with faculty and adm...

M 9:Licensure exam pass rate

90% pass rate on licensing exam as an Emergency Medical Technician - Basic.

Source of Evidence: Certification or licensure exam, national or state

Lake Land College - District #51701

SLO 8:Critical thinking

Use critical thinking as a basis for EMT practice within system protocol.

Related Measures:

M 8:Program Outcome Method 8

All students will receive a satisfactory rating on their final Clinical Rotation Forms.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2010-2011) - Target: **Not Met**

At present , there are no students enrolled in this program

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

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

Course review/assessment updates

Established in Cycle: 2012-2013

Reviews of course, assessment, and student success/failure tracking will be implemented at monthly meetings with faculty and adm...

M 9:Licensure exam pass rate

90% pass rate on licensing exam as an Emergency Medical Technician - Basic.

Source of Evidence: Certification or licensure exam, national or state

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

Course review/assessment updates

Reviews of course, assessment, and student success/failure tracking will be implemented at monthly meetings with faculty and administrators for the EMT program. Currently, the communication of student success/failure and assessment outcomes is not shared at monthly meetings. Increased communication should improve the quality of student education by identifying goals, outcomes, needs for future improvements.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Lake Land College - District #51701

Measure: Program Outcome Method 1 | **Outcome/Objective:** EMT skills
Measure: Program Outcome Method 2 | **Outcome/Objective:** communication
Measure: Program Outcome Method 3 | **Outcome/Objective:** function as an EMT
Measure: Program Outcome Method 4 | **Outcome/Objective:** continuing education
Measure: Program Outcome Method 5 | **Outcome/Objective:** Program Outcome 5
Measure: Program Outcome Method 6 | **Outcome/Objective:** Program Outcome 6
Measure: Program Outcome Method 7 | **Outcome/Objective:** Program Outcome 7
Measure: Program Outcome Method 8 | **Outcome/Objective:** critical thinking

Implementation Description: Review and tracking requirements will be outlined at meeting with EMT faculty July 2, 2013.

Projected Completion Date: 07/01/2013

Responsible Person/Group: SBLHC EMT faculty, Dave Budde, Jane Slaughter

Exit interviews

The department has developed a survey for students completing the program to determine student evaluations of the strengths and weaknesses of the course. The outcomes will assist the program in the development of program changes to improve teaching and student performance.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: licensure exam pass rate | **Outcome/Objective:** critical thinking | EMT skills

Implementation Description: The survey has been developed and will be utilized summer 2013 for the first time.

Projected Completion Date: 08/07/2013

Responsible Person/Group: SBLHC EMS faculty, Dave Budde

Additional Resources Requested: none

Tracking of licensure exam results

Current tracking of exam results for licensure is inadequate. Tracking will begin, for each semester (class) beginning July 2013.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

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

Lake Land College - District #51701

Implementation Description: A tracking system shared by SBLHC faculty and Lake Land College program administrators will be developed July 2013. The system will be in place and updated at the end of every semester, beginning August 2013.

Projected Completion Date: 08/07/2013

Responsible Person/Group: SBLHC faculty, David Bud

CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Lake Land College
District Number: 517

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP XX.XXXX 1 CIP per template (i.e. 51.3801) 52.0201	
Career Cluster (i.e. Health Sciences) Business, Management, Marketing and Related Supportive Services	
Career Pathway (i.e. Therapeutic Services) Business Administration, Management and Operations	
Program of Study (i.e. Nursing) Business Administration and Management General	
Community College Program Title (i.e. Associate Degree in Nursing-ADN) Certificate in Management (CRT.MGT)	Degree Type (03AAS, 30Cert, or 20Cert) (i.e. 03) 30 Cert.

NOTE: Add lines for multiple program titles included in the same review.

Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)

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

Lake Land College - District #51701

Improvements & Rationale for Action

Summarize the college's local findings.

Address the minimum of program need, cost-effectiveness and quality. Include any additional information that supports your Action taken.

Describe any programmatic improvements achieved since the last review period and any planned before the next period.

Describe how this program is meets the minimum requirements of a Program of Study according to Perkins IV.

The Management certificate program continues to meet its objectives. It is a short-term 18-credit hour certificate program designed to compliment an existing degree, often the Marketing degree or designed as a short-term certificate easily attainable by an entry-level working adult.

Enrollment in the program is low, but steady, with enrollment ranging over the last ten years from 4-22 students per year, with an average enrollment of 11.09 students. Enrollment for Fall 2012 at 10-day is 5 students. However, enrollment at 10-day for Spring 2013 is 30 students. This spike is attributable to a group of 24 entry-level managers at a local factory who are pursuing this certificate as a cohort.

No unique courses are necessary for this certificate, so unit costs are negligible. The statewide job outlook in this field through 2018 shows a predicted increase of 3.6%, while the LLC district projects a 3.7% decrease.

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 Management certificate program remains a strong program successfully preparing graduates for positions within the field.

Lake Land College

Detailed Assessment Report

As of: 5/20/2013 06:52 AM CENTRAL

2012-2013 Management(AAS.MGT)

(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, Evidences, and Action Plans

SLO 1:Oral and Written Communication Skills

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

Related Measures:

M 1:Oral and Written Communication Skills

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

Source of Evidence: Academic direct measure of learning - other

Target:

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

Evidences (2012-2013) - Target: Met

Fall 2012: 100% (7 out of 7) of the Capstone class scored above 70% on the oral/written communications skills portion of the class as demonstrated by their performance on an oral classroom presentation using Microsoft PowerPoint and/or Word.

Evidences (2011-2012) - Target: Met

Fall 2011: 100% (4 out of 4) of Capstone class scored above 70% on the oral/written communications skills portion of the class as demonstrated by their performance on an oral classroom presentation using Microsoft PowerPoint and Word.

Evidences (2010-2011) - Target: Met

Fall 2010: 89% (8 out of 9) of Capstone class scored above 70% on the oral/written communications skills portion of the class as demonstrated by their performance on

Lake Land College - District #51701

an oral classroom presentation using Microsoft PowerPoint and Word. Fall 2009: 83% of Capstone class scored above 70% on the oral/written communications skills portion of the class as demonstrated by their performance on an oral classroom presentation using Microsoft PowerPoint and Word. Fall 2008: 90% of Capstone class scored above 70% on the oral/written communications skills portion of the class. Fall 2007: 85% of Capstone class scored above 70% on the same presentation. Fall 2005: 100% of Capstone class scored above 70% on same presentation. Fall 2004: 100% of Capstone class scored above 70% on the same presentation.

SLO 2: Professional Training

Graduates of the Management program will exhibit professional/ occupational behavior and work habits.

Related Measures:

M 2: Professional Training

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

Source of Evidence: Academic direct measure of learning - other

Target:

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

Evidences (2012-2013) - Target: Met

Fall 2012: 86% (6 out of 7) scored above 70% on the professional/ occupational behavior and work habits portion of the class.

Evidences (2011-2012) - Target: Met

Fall 2011: 100% (4 out of 4) scored above 70% on the professional/ occupational behavior and work habits portion of the class.

Evidences (2010-2011) - Target: Met

Fall 2010: 100% (9 out of 9) scored above 70% on the professional/ occupational behavior and work habits portion of the class. Fall 2009: 83% of the Capstone class scored above 70% on the professional/ occupational behavior and work habits portion of the class. Fall 2008: 90% of Capstone class scored above 70% on the above assignment. Fall 2007: 90% of Capstone class scored above 70% on the above assignment. Fall 2006: 100% of Capstone class scored above 70% on the above assignment. Fall 2005: 100% of Capstone class scored above 70% on the above assignment. Fall 2004: 100% of capstone students scored above 70% on the assignment.

SLO 3: Understanding Management Functions

Upon successfully completing all program requirements, graduates will: Demonstrate knowledge of the basic Management functions of planning, organizing, leading, and controlling and how each function fits into the Management process.

Lake Land College - District #51701

Related Measures:

M 3: Understanding Management Functions

The students will complete classroom assignments to assess their ability to utilize the four management functions. A rubric will be developed to measure how effectively each student applies the above functions to the situation described in the assignment. 80 percent of the students will score at least 4.5 out of a possible 5.0 on the exercise.

Source of Evidence: Academic direct measure of learning - other

Target:

80 percent of the students will score at least 4.5 out of a possible 5.0 on the exercise.

Evidences (2012-2013) - Target: Met

Fall 2012: The students completed individual assignments based on a 5 points scale, which tested their knowledge and application of the management functions. 86 percent (6 out of 7) of the students scored above 4.5 out of 5 points.

Evidences (2011-2012) - Target: Met

Fall 2011: The students completed individual assignments based on a 5 points scale, which tested their knowledge and application of the management functions. 88 percent of the students scored above 4.5 out of 5 points.

Evidences (2010-2011) - Target: Met

Fall 2010: The students completed individual assignments based on a 5 points scale, which tested their knowledge and application of the management functions. 84 percent of the students scored above 4.5 out of 5 points. Fall 2009: The students completed individual assignments based on a 5 points scale, which tested their knowledge and application of the management functions. 80 percent of the students scored above 4.5 out of 5 points. Fall 2008: 85 percent of the teams scored above 4.5 out of 5 points. Fall 2007: 90 percent of the teams scored above 4.5 out of 5 points or higher. Fall 2006: 100 percent of the teams scored above 4.5 out of 5 points or higher. Fall 2005: 100 percent of the teams scored above 4.5 out of 5 points or higher. Fall 2004: 90% of the teams scored above 4.5 or higher out of 5. Fall 2003: 90% of the teams scored above 4.5 or higher out of 5. (To date, 135 students, 25 teams have been measured).

SLO 4: Accounting Skills

Possess accounting skills appropriate to the management area.

Related Measures:

M 4: Accounting Skills

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

Source of Evidence: Academic direct measure of learning - other

Lake Land College - District #51701

Target:

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

Evidences (2012-2013) - Target: Met

Fall 2012: 86% (6 out of 7) of students in the Capstone class scored above 70% on the accounting portion of the class (i.e., classroom exercise).

Evidences (2011-2012) - Target: Met

Fall 2011: 100% (4 out of 4) of students in the Capstone class scored above 70% on the accounting portion of the class.

Evidences (2010-2011) - Target: Met

Fall 2010: 78% (7 out of 9) of students in the Capstone class scored above 70% on the accounting portion of the class. Fall 2009: 83% of students in the Capstone class scored above 70% on the accounting portion of the class. Fall 2008: 80% of students in the Capstone class scored above 70% on the accounting portion of the class. Fall 2007: 85% of students in the Capstone class scored above 70% on the accounting portion of the class. Fall 2006: 80% of students in the Capstone class scored above 70% on the accounting portion of the class. Fall 2005: 90% of students in the Capstone class scored above 70% on the accounting portion of the class. Fall 2004: 100% of students in the Capstone class scored above 70% on the accounting portion of the class.

SLO 5:Workforce Diversity

Understand the importance of relating to employees from culturally diverse backgrounds.

Related Measures:

M 5:Workforce Diversity

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

Source of Evidence: Academic direct measure of learning - other

Target:

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

Evidences (2012-2013) - Target: Met

Fall 2012: 100% (7 out of 7) of students in the Capstone class scored above 70% on the labor relations skills portion of the class (i.e., classroom exercise).

Evidences (2011-2012) - Target: Met

Fall 2011: 100% (4 out of 4) of students in the Capstone class scored above 70% on the labor relations skills portion of the class.

Lake Land College - District #51701

Evidences (2010-2011) - Target: Met

Fall 2010: 100% of students in the Capstone class scored above 70% on the labor relations skills portion of the class. Fall 2009: 83% of students in the Capstone class scored above 70% on the labor relations skills portion of the class. Fall 2008: 90% of students in the Capstone class scored above 70% on the labor relations skills portion of the class. Fall 2007: 90% of students in the Capstone class scored above 70% on the labor relations skills portion of the class. Fall 2006: 80% of students in the Capstone class scored above 70% on the labor relations skills portion of the class. Fall 2005: 100% of students in the Capstone class scored above 70% on the labor relations skills portion of the class. Fall 2004: 90% of students in the Capstone class scored above 70% on the labor relations skills portion of the class.

SLO 6:Marketing Concepts

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

Related Measures:

M 6:Marketing Concepts

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

Source of Evidence: Academic direct measure of learning - other

Target:

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

Evidences (2012-2013) - Target: Met

Fall 2012: 86% (6 out of 7) of students in the Capstone class scored above 70% on the marketing skills portion of the class (i.e., classroom exercise).

Evidences (2011-2012) - Target: Met

Fall 2011: 100% (4 out of 4) of students in the Capstone class scored above 70% on the marketing skills portion of the class.

Evidences (2010-2011) - Target: Met

Fall 2010: 78% of students in the Capstone class scored above 70% on the marketing skills portion of the class. Fall 2009: 60% of students in the Capstone class scored above 70% on the marketing skills portion of the class. Fall 2008: 80% of students in the Capstone class scored above 70% on the marketing skills portion of the class. Fall 2007: 85% of students in the Capstone class scored above 70% on the marketing skills portion of the class. Fall 2006: 90% of students in the Capstone class scored above 70% on the marketing skills portion of the class. Fall 2005: 80% of students in the Capstone class scored above 70% on the marketing skills portion of the class. Fall 2004: 90% of students in the Capstone class scored above 70% on the marketing skills portion of the class.

Lake Land College - District #51701

SLO 7: Spreadsheet Skills

Graduates of the Management program will be able to analyze problems and make solid, informed business decisions.

Related Measures:

M 7: Spreadsheet Skills

At least 80% of students will attain a 70% or better on the analytical/problem solving skills portion of the Management Capstone class as demonstrated by using their knowledge of Microsoft Excel to analyze data.

Source of Evidence: Academic direct measure of learning - other

Target:

At least 80% of students will attain a 70% or better on the analytical/problem solving skills portion of the Management Capstone class as demonstrated by using their knowledge of Microsoft Excel to analyze data.

Evidences (2012-2013) - Target: **Met**

Fall 2012: 86% (6 out of 7) of Management Capstone students scored 70% or higher on the Excel exercise.

Evidences (2011-2012) - Target: **Met**

Fall 2011: 100% (4 out of 4) of Management Capstone students scored 70% or higher on the Excel exercise. This result was a significant improvement over 2010 when the students' results did not meet expectations.

Evidences (2010-2011) - Target: **Not Met**

Fall 2010: 67% of Management Capstone students scored 70% or higher on the Excel exercise. Fall 2009: 83% of Management Capstone students scored 70% or higher on the Excel exercise. Fall 2008: 80% of Management Capstone students scored 70% or better on the Excel exercise. Fall 2007: Only 70% of management Capstone students scored 70% or better on the Excel exercise. Fall 2006: Only 60% of management Capstone students scored 70% or better on Excel exercise. Fall 2005: only 50% of management Capstone students scored 70% or better on the Excel exercise. Fall 2004: Only 38% of the Capstone students scored 70% or better on the Excel exercise.

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

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

Spreadsheet Skills

Established in Cycle: 2010-2011

2011: The results fell slightly below the goal; therefore, a broad program change is not warranted. We will continue to stre...

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

Spreadsheet Skills

2011: The results fell slightly below the goal; therefore, a broad program change is not warranted. We will continue to stress the importance of spreadsheet skills in other required courses for Management students (especially Principles of Selling and Principles of Retailing, which include spreadsheet assignments) and the need to think critically about the data in order to generate actionable information for decision makers.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Spreadsheet Skills | **Outcome/Objective:** Spreadsheet Skills

Implementation Description: 2011: Spreadsheet assignments in Principles of Retailing and Principles of Selling.

Projected Completion Date: 07/31/2011

Responsible Person/Group: Management Program Coordinator

Additional Resources Requested: n/a

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Lake Land College
District Number: 517

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP XX.XXXX 1 CIP per template (i.e. 51.3801) 52.0208	
Career Cluster (i.e. Health Sciences) Business, Management, Marketing and Related Supportive Services	
Career Pathway (i.e. Therapeutic Services) Business Administration, Management and Operations	
Program of Study (i.e. Nursing) E-Commerce Marketing (CRT.EMKT) Electronic Commerce	
Community College Program Title (i.e. Associate Degree in Nursing-ADN) Certificate of E-Commerce	Degree Type (03AAS, 30Cert, or 20Cert) (i.e. 03) 30 Cert.

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (***ONE Action per template***)

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

Lake Land College - District #51701

Improvements & Rationale for Action

Summarize the college's local findings.

Address the minimum of program need, cost-effectiveness and quality. Include any additional information that supports your Action taken.

Describe any programmatic improvements achieved since the last review period and any planned before the next period.

Describe how this program is meets the minimum requirements of a Program of Study according to Perkins IV.

The E-commerce Marketing certificate program continues to meet its objectives. It is a 24-credit hour certificate program designed to compliment an existing degree, often the IT-Web Technology degree.

Enrollment in the program is very low, ranging over the last ten years from 0-2 students per year, with an average enrollment of .55 students. Enrollment for Fall 2012 at 10-day is 1 student. However, this number is deceiving because many of the IT-Web Technology students earn this additional certificate, and because our computer database allows students to only declare one major, they are not counted as majoring in this certificate.

Only one unique course is necessary for this certificate, so unit costs are negligible. This course is Principles of E-Commerce, and this course is usually full and taken primarily by IT-Web Technology majors who are simultaneously pursuing this certificate. The statewide job outlook in this field through 2018 shows a predicted increase of 5.4%, while the LLC district projects a 1.8% increase.

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 E-commerce Marketing certificate program remains a strong program successfully preparing graduates for positions within the field.

Lake Land College

Detailed Assessment Report

As of: 5/20/2013 06:56 AM CENTRAL

2012-2013 E-Commerce(CRT.EMKT)

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Goals

G 1:Program Goal

Provide an understanding of the marketing strategies and tactics required to maximize an organization's e-commerce efforts.

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

SLO 1:Internet and E-Commerce

Demonstrate an understanding of the elements needed to effectively use the Internet as an e-commerce medium

Related Measures:

M 1:Internet and E-Commerce

Principles of Retailing students will analyze the websites of 10 popular retailers. The students will assess the effectiveness of the retailers' websites based on the following criteria: use of color and other imagery, ease of navigation, access to customer service options, number of items available for sale, the ease with which a transaction can be completed, and any suggestions the student has for improving the sites' effectiveness. The students will be rated in each of the above areas on a 1 to 10 scale (10 being high and 1 being low). Students should achieve an overall rating (i.e., mean score) of at least 7.0 out of 10 in each area.

Source of Evidence: Academic direct measure of learning - other

Target:

Principles of Retailing students will analyze the websites of 10 popular retailers. The students will assess the effectiveness of the retailers' websites based on the following criteria: use of color and other imagery, ease of navigation, access to customer service options, number of items available for sale, the ease with which a transaction can be completed, and any suggestions the student has for improving the sites' effectiveness. The students will be rated in each of the above areas on a 1 to 10 scale (10 being high and 1 being low). Students should achieve an overall rating (i.e., mean score) of at least 7.0 out of 10 in each area.

Evidences (2012-2013) - Target: Met

Summer 2012 Results: Use of color score, 9.2; ease of navigation, 8.3; access to

Lake Land College - District #51701

customer service, 7.5; appropriate number of items for sale, 9.0; ease of purchase, 8.0; student suggestions for improvement, 8.4.

Evidences (2011-2012) - Target: Met

Summer 2011 Results: Use of color score, 9.1; ease of navigation, 8.6; access to customer service, 7.5; appropriate number of items for sale, 8.8; ease of purchase, 8.1; student suggestions for improvement, 8.1.

Evidences (2010-2011) - Target: Met

Summer 2010 Results: Use of color score, 9.0; ease of navigation, 8.8; access to customer service, 7.6; appropriate number of items for sale, 8.5; ease of purchase, 8.4; student suggestions for improvement, 7.9. Summer 2009 Results: Use of color score, 8.9; ease of navigation, 8.6; access to customer service, 8.0; appropriate number of items for sale, 8.5; ease of purchase, 8.2; student suggestions for improvement, 7.3.

SLO 2:E-Commerce ROI Analysis

Demonstrate an understanding of how firms measure the return on investment (ROI) of a website.

Related Measures:

M 2:E-Commerce ROI Analysis

Principles of Advertising students will be introduced to concepts such as impressions, click through rates, conversion rates, and other terms needed to calculate a firm's ROI of its website. Exam number three will include 10 questions pertaining to this area. 80 percent of students should achieve an overall score of at least 7 out of 10 answers correct in this section of the exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Principles of Advertising students will be introduced to concepts such as impressions, click through rates, conversion rates, and other terms needed to calculate a firm's ROI of its website. Exam number three will include 10 questions pertaining to this area. 80 percent of students should achieve an overall score of at least 7 out of 10 answers correct in this section of the exam.

Evidences (2012-2013) - Target: Met

Summer 2012 Results: 90 percent of Principles of Advertising students correctly answered at least 7 out of 10 questions pertaining to the ROI of a Website.

Evidences (2011-2012) - Target: Met

Summer 2011 Results: 85 percent of Principles of Advertising students correctly answered at least 7 out of 10 questions pertaining to the ROI of a Website.

Evidences (2010-2011) - Target: Met

Summer 2010 Results: 84 percent of Principles of Advertising students correctly answered at least 7 out of 10 questions pertaining to the ROI of a Website. Summer

Lake Land College - District #51701

2009 Results: 80 percent of Principles of Advertising students correctly answered at least 7 out of 10 questions pertaining to the ROI of a Website.

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Lake Land College
District Number: 517

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP XX.XXXX 1 CIP per template (i.e. 51.3801) 52.0401	
Career Cluster (i.e. Health Sciences) Business, Management, Marketing and Related Supportive Services	
Career Pathway (i.e. Therapeutic Services) Business Operations Support and Assistant Services	
Program of Study (i.e. Nursing) Administrative Assistant and Secretarial Science, General	
Community College Program Title (i.e. Associate Degree in Nursing-ADN) Certificate in Office Technology Skills – General (NDP.OFSK.GEN)	Degree Type (03AAS, 30Cert, or 20Cert) (i.e. 03) 30 Cert.

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (***ONE Action per template***)

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

Lake Land College - District #51701

Improvements & Rationale for Action

Summarize the college's local findings.

Address the minimum of program need, cost-effectiveness and quality. Include any additional information that supports your Action taken.

Describe any programmatic improvements achieved since the last review period and any planned before the next period.

Describe how this program is meets the minimum requirements of a Program of Study according to Perkins IV.

The Office Technology Skills—General certificate program continues to meet its objectives. It is a short-term 18-credit hour certificate program designed to compliment an existing degree or to prepare a student for an entry level clerical position.

Enrollment in the program is low, but steady, with enrollment ranging over the last ten years from 4-15 students per year, with an average enrollment of 10 students. Enrollment for Fall 2012 at 10-day is 9 students.

No unique courses are necessary for this certificate, so unit costs are negligible. The statewide job outlook in this field through 2018 shows a predicted increase of 5%, while the LLC district projects a very slight decrease of .3%.

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 Office Technology Skills--General certificate program remains a strong program successfully preparing graduates for positions within the field.

Lake Land College

Detailed Assessment Report

As of: 6/05/2013 06:33 AM CENTRAL

2012-2013 Office Technology Skills-General(NDP.OFSK.GEN)
(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, Evidences, and Action Plans

SLO 1:Keyboarding

Keyboard from straight copy material at a minimum speed of 46 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 46 wpm with no more than six errors on a five-minute timing on average copy material.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2012-2013) - Target: Met

2013: 75% of students typed an average on 46 wpm or higher. Data collected from Advanced Formatting.

Evidences (2011-2012) - Target: Met

2012: 76% of students (n=45) can type 46 wpm or better with no more than six errors on a five-minute timing on average copy material. (Data collected from BUS114 Advanced Formatting fall 2011 and spring 2012).

Evidences (2010-2011) - Target: Met

2011: Sixty-eight percent (n=44) demonstrated a keyboarding speed of at least 46 wpm with no more than six errors on a five-minute timing on average copy material.
2010: Seventy-one percent of the students (N=69) demonstrated a keyboarding speed of at least 46 wpm with no more than six errors on a five-minute timing on average copy material.
2009: Eighty-two percent of the students (N=39)

Lake Land College - District #51701

demonstrated a keyboarding speed of at least 46 wpm with no more than six errors on a five-minute timing on average copy material. 2008: Seventy-three percent of students (N=37) demonstrated a keyboarding speed of at least 46 wpm with no more than six errors on a five-minute timing on average copy material. 2007: Seventy-eight percent of students (N=42) demonstrated a keyboarding speed of at least 46 wpm with no more than six errors on a five-minute timing on average copy material.

SLO 2:Accounting

Demonstrate and perform basic accounting tasks.

Related Measures:

M 2:Accounting

Students will earn a C average or above on a tests. Data collected from BUS095.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2012-2013) - Target: **Met**

2013: 90% of students earned a C or better on a test. data collected from bus095

Evidences (2011-2012) - Target: **Met**

2012: 88% of students (n=89) earned a 70% or better on a test in a three-hour accounting course. (data collected from BUS095 in the fall 2011 and spring 2012)

Evidences (2010-2011) - Target: **Not Met**

2011: Seventy percent (N=69) earned a 70% or better on a test in a three-hour accounting course. 2010: Eighty-percent (N=55) earned a 70% or better on locally developed tests and quizzes in a three-hour accounting course. 2009: Ninety percent of the students (N=67) earned 70% or better on locally developed tests and quizzes in a three-hour accounting course. 2008: Sixty-eight percent of the students (N=68) earned 70% or better on locally developed tests and quizzes in a three-hour accounting course. 2007: Ninety-two percent of the students (N=50) earned 70% or better on locally developed tests and quizzes in a three-hour accounting course.

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

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

Monitor for continued improvement

Established in Cycle: 2010-2011

The goal was not achieved. Instructors will continue to reinforce accounting principles with more exercises and computerized ac...

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

Lake Land College - District #51701

Monitor for continued improvement

The goal was not achieved. Instructors will continue to reinforce accounting principles with more exercises and computerized accounting problems.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Accounting | **Outcome/Objective:** Accounting

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Lake Land College
District Number: 517

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP XX.XXXX 1 CIP per template (i.e. 51.3801) 52.0407	
Career Cluster (i.e. Health Sciences) Business, Management, Marketing and Related Supportive Services	
Career Pathway (i.e. Therapeutic Services) Business Operations Support and Assistant Services	
Program of Study (i.e. Nursing) Business/Office Automation/Technology/Data Entry	
Community College Program Title (i.e. Associate Degree in Nursing-ADN) Certificate in Computer Applications Specialist (NDP.CMPAP)	Degree Type (03AAS, 30Cert, or 20Cert) (i.e. 03) 30 Cert.

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (***ONE Action per template***)

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

Lake Land College - District #51701

Improvements & Rationale for Action

Summarize the college's local findings.

Address the minimum of program need, cost-effectiveness and quality. Include any additional information that supports your Action taken.

Describe any programmatic improvements achieved since the last review period and any planned before the next period.

Describe how this program is meets the minimum requirements of a Program of Study according to Perkins IV.

The Computer Applications Specialist certificate program continues to meet its objectives. It is a short-term 18-credit hour certificate program designed to compliment an existing degree or to prepare a student for an entry level position using software applications.

Enrollment in the program is low, but steady, with enrollment ranging over the last ten years from 4-12 students per year, with an average enrollment of 6.8 students. Enrollment for Fall 2012 at 10-day is 5 students.

No unique courses are necessary for this certificate, so unit costs are negligible. The statewide job outlook for this field through 2018 shows a predicted increase of 12.6%, while the LLC district projects a stable employment in the field—no increase or decrease.

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 Computer Applications Specialist certificate program remains a strong program successfully preparing graduates for positions within the field.

Lake Land College

Detailed Assessment Report

As of: 6/05/2013 06:47 AM CENTRAL

2012-2013 Computer Applications Specialist(NDP.CMPAP)
(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, Evidences, and Action Plans

SLO 2:Business Problem

Demonstrate the ability to analyze a business problem and design the appropriate solution.

Related Measures:

M 2:Computer Logic Project

Students will design a business-oriented programming project in CIS 156.

Source of Evidence: Project, either individual or group

Target:

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

Evidences (2012-2013) - Target: **Met**

100% in Fall '12 and no students enrolled in CIS-156 in Sp '13 for this major.

Evidences (2011-2012) - Target: **Not Reported This Cycle**

No students enrolled in CIS156 for Sp '12 for this major.

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

66.7% in Spring '03 and 72.7% in Spring '04 of students successfully designed a business-oriented programming project in CIS 156. 87% in Spring '05. 100% in Spring '06. 100% in Spring '07. 100% in Fall '07. No students enrolled in CIS156 for Fall '08. No students enrolled in CIS156 for Fall '09. No students enrolled in CIS156 for Fall '10.

SLO 3:Programming Language

Demonstrate proficiency in a programming language.

Related Measures:

Lake Land College - District #51701

M 3:Computer Logic Project

Students will write a business-oriented program CIS 156.

Source of Evidence: Project, either individual or group

Target:

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

Evidences (2012-2013) - Target: Met

100% in Fall '12 and no students enrolled in CIS-156 in Sp '13 for this major.

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

No students enrolled in CIS156 for Sp '12 for this major.

Evidences (2010-2011) - Target: Not Reported This Cycle

66.7% in Spring '03 and 100% in Spring '04 of students successfully wrote a business-oriented program. 100% in Spring '05. 100% in Spring '06. 100% in Spring '07. 100% in Fall '07. No students enrolled in CIS156 for Fall '08. No students enrolled in CIS156 for Fall '09. No students enrolled in CIS156 for Fall '10.

Analysis Questions and Analysis Answers

How are you using your results?

Use of Results 2: Continue same practice. Use of Results 3: Continue same practice.

Lake Land College - District #51701

CTE Program Review Report

Program Identification Information:

6-digit CIP	52.0407
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Career Cluster	Information Technology
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Career Pathway	Information Support and Services
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Program of Study	Computer Technology
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Community College Program Computer Technology 1 Certificate Computer Technology 2 Certificate Degree Type Certificate
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Action

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

Improvements & Rationale for Action

N/A

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Lake Land College
District Number: 517

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP XX.XXXX 1 CIP per template (i.e. 51.3801) 52.0408	
Career Cluster (i.e. Health Sciences) Business, Management, Marketing and Related Supportive Services	
Career Pathway (i.e. Therapeutic Services) Business Operations Support and Assistant Services	
Program of Study (i.e. Nursing) General Office Occupations and Clerical Services	
Community College Program Title (i.e. Associate Degree in Nursing-ADN) Certificate in Office Assistant/Receptionist (CRT.OFREC)	Degree Type (03AAS, 30Cert, or 20Cert) (i.e. 03) 20 Cert.

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (***ONE Action per template***)

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

Lake Land College - District #51701

Improvements & Rationale for Action

Summarize the college's local findings.

Address the minimum of program need, cost-effectiveness and quality. Include any additional information that supports your Action taken.

Describe any programmatic improvements achieved since the last review period and any planned before the next period.

Describe how this program is meets the minimum requirements of a Program of Study according to Perkins IV.

The Office Assistant Receptionist certificate program continues to meet its objectives. It is a 32 credit hour certificate program designed to prepare a student for an entry level clerical position.

Enrollment in the program is low, but steady, with enrollment ranging over the last ten years from 5-12 students per year, with an average enrollment of 8.6 students. Enrollment for Fall 2012 at 10-day is 6 students.

No unique courses are necessary for this certificate, so unit costs are negligible. The statewide job outlook in this field through 2018 shows a predicted increase of 5%, while the LLC district projects a very slight decrease of .3%.

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 Office Assistant Receptionist certificate program remains a strong program successfully preparing graduates for positions within the field.

Lake Land College

Detailed Assessment Report

As of: 6/05/2013 10:55 AM CENTRAL

2012-2013 Office Assistant/Receptionist(CRT.OFREC)

(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, Evidences, and Action Plans

SLO 1:Keyboarding

Keyboard from straight copy material at a minimum speed of 46 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 46 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

Evidences (2012-2013) - Target: Met

2013: 75% of students typed an average on 46 wpm or higher. Data collected from Advanced Formatting.

Evidences (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)

Evidences (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

Lake Land College - District #51701

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:Communication

Communicate effectively and professionally through proper use of communication techniques.

Related Measures:

M 2:Communication

the average on a comprehensive test covering English grammar, vocabulary and mechanics will be a B or better.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2012-2013) - Target: **Met**

2013: The average score on a comprehensive test covering English grammar, vocabulary, and mechanics was 78%. Data collected from Business English.

Evidences (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.

Evidences (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.

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

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

Lake Land College - District #51701

Monitor for continued improvement

Established in Cycle: 2010-2011

Although this criteria was not met and was lower than last year, the new instructor and new textbook are using higher expectat...

SLO 3:Transcribe

Transcribe office correspondence.

Related Measures:

M 3:Transcribe

Students will score an average of a B or higher on a midterm exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2012-2013) - Target: **Met**

2013: The average on a midterm exam was an 82%. Data collected from Office Transcription (BUS061).

Evidences (2011-2012) - Target: **Met**

2012: 40% of students (n=5) achieved an 80% or higher on a midterm exam. Data collected from fall 2011 and spring 2012 in Office Transcription (BUS061).

Evidences (2010-2011) - Target: **Not Met**

2011: Fifty-nine percent (n=22) achieved an 80% or higher on a midterm exam. 2010: Thirty percent (N=20) achieved an 80% or higher on a midterm exam. 2009: Thirty-eight percent of the students (N=29) produced a minimum of two error-free transcription documents. 2008: Eighty-eight percent of the students (N=17) produced a minimum of two error-free transcription documents. 2007: Ninety-three percent of the students (N=14) produced a minimum of two error-free transcription documents.

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

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

Monitor for continued improvement

Established in Cycle: 2010-2011

Although the criteria was not met, it is a significant improvement from last year. The instructor will continue to evaluate a...

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

Lake Land College - District #51701

Monitor for continued improvement

Although the criteria was not met, it is a significant improvement from last year. The instructor will continue to evaluate and emphasize the importance of proofreading.

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

Monitor for continued improvement

Although the criteria was not met, it is a significant improvement from last year. The instructor will continue to evaluate and emphasize the importance of proofreading.

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

Monitor for continued improvement

Although the criteria was not met, it is a significant improvement from last year. The instructor will continue to evaluate and emphasize the importance of proofreading.

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

Monitor for continued improvement

Although the criteria was not met, it is a significant improvement from last year. 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: Transcribe | **Outcome/Objective:** Transcribe

Monitor for continued improvement

Lake Land College - District #51701

Although the criteria was not met, it is a significant improvement from last year. The instructor will continue to evaluate and emphasize the importance of proofreading.

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

Monitor for continued improvement

Although this criteria was not met and was lower than last year, the new instructor and new textbook are using higher expectations which is important to students long-term understanding of the content. The instructor will continue to reinforce and emphasize difficult areas.

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

Relationships (Measure | Outcome/Objective):

Measure: Communication | **Outcome/Objective:** Communication

Lake Land College - District #51701

CTE Program Review Report

Program Identification Information:

6-digit CIP	52.0203
Career Cluster	Transportation, Distribution, & Logistics
Career Pathway	Warehousing and Distribution Center Operations
Program of Study	Warehousing and Distribution Specialist
Community College Program	
Certificate in Warehousing and Distribution-CRT	
Degree Type	Certificate

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 objective of the Warehouse and Distribution Certificate is to provide employment opportunities to the special population incarcerated within the Illinois Department of Corrections. Graduates of the program will improve their employment outlook and will be more self-sufficient with the potential for higher-skilled, higher-wage positions after release, helping these individuals overcome the barrier their incarceration has produced.

The program is provided to students at two correctional sites with the addition of a second program at the Sheridan Correctional Center in 2011. As a result, there was a dramatic increase in enrollment and completers as seen in the following table. In FY 12, there were 282 students enrolled in Warehouse and Distribution with 156 certificates completed.

Warehousing	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Graduates	8	56	65	63	156

Graduates from the correctional programs are released to every region of Illinois. It is difficult to determine job placement, because Illinois Department of Corrections prohibits contact with students after their release. However, the State of Illinois projects positive growth in related job

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areas such as Cargo and Freight Agents and Stock Clerks through 2020 although it projects reductions in Material Dispatchers through the same period.

Title	Base 2010	Projected 2020	Number	Percent
Material Recording/Schedule/Dispatchers	167,765	163,769	-3,996	-2.38
Cargo & Freight Agents	6,927	8,363	1,436	20.73
Shipping, Receiving & Traffic Clerks	30,267	28,374	-1,893	-6.25
Stock Clerks & Order Fillers	76,102	76,211	109	0.14

Source: IDES, Economic Information & Analysis Division

The program also operates below the State and Overall LLC unit cost as shown in the following table. The lower cost can be attributed to costs assumed by the Illinois Department of Corrections other than those covered by ICCB credit hour grant.

Unit Cost Comparison	FY 10	FY 11	FY 12
Program Unit Cost—LLC	\$62.50	\$57.63	\$62.67
Program Unit Cost—State	\$235.65	\$228.59	N/A
Overall Unit Cost—LLC	\$185.73	\$194.25	N/A
Overall Unit Cost—State	\$245.05	\$251.13	N/A

One strength of the program is its lab area. The lab area at each site constitutes a warehouse in which students receive hands-on training, including experience on riding/standing forklifts. A weakness of the program is the Warehousing and Distribution Certificate has not been reviewed in the previous period to ensure all relevant skills needed to work in the industry are updated. The program will be reviewed in FY 14 to better align the coursework with current industry needs.

Section 3

Academic Disciplines

Mathematics

Mathematics

Mathematical understanding and skills are foundational building blocks for student success in many different majors and careers.

Math at Lake Land College is not housed in one central division of the college but is spread through several divisions. Math on the transfer side of the college is served by the Math/Science Division. Service is provided in two areas, transfer math and developmental math. The transfer area can be further divided to general education courses, courses for math majors and service courses, i.e. Calculus for Engineering students, Finite Mathematics for Business majors, or Math for Elementary Education. To fulfill the college's General Education requirement all students on the transfer side of the college are required to take at least one transfer level course. Over 60% of transfer students enter college not ready for college math and are required to take at least one developmental math course prior to enrolling in the transfer course. Some non transfer programs of the College include their own math courses taught by members of the division offering the program. Examples of these courses are, Math for Meds (AHE 055), Agricultural Mathematics (AGR 040), Technical Math (TEC 050) and Business Math (BUS 094). The assessment of these courses should be found in the program assessment that includes the courses; this report focuses on the courses housed within the Math/Science Division.

Over the course of the last five years there have been changes made to increase both a student's mathematical skills as well as their success in math courses.

The developmental and transfer math courses share some of the same concerns.

- Proper course placement
- The uniformity of outcomes and course policies across sections of a course.
- Content mastery.

The college realized there would be an advantage to 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 mathematics 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.

In a typical year 56 sections of developmental math courses are taught with 73% of the courses taught by adjuncts and 27% by full time faculty. Of the 109 sections of transfer level

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courses offered, 18% are taught by adjuncts, 29% by dual credit instructors and 55% by full time instructors. Due to the large number of instructors utilized and the independent nature of instructors, communication is an important issue with regard to standards of the courses.

Several improvements have been instituted in recent years across the college that aid in this communication. Until recently, Lake Land College did not assess courses, but assessment consisted of program evaluation. This has been addressed, and the college is now assessing individual courses as well as programs. This system is very beneficial in aligning courses and providing consistency across the board. The process began in fall 2010 and now includes assessment of all sections of a course: face-to-face, online, hybrid, and dual credit. We are using the data that we gather each semester to improve the consistency and equality of the courses we teach. Lead instructors were established for each course, so adjunct instructors and dual credit instructors have one key person to communicate with regarding course content and policies. The innovation of adopting the planning management software WEAVE allows instructors to enter learning outcomes, measurement strategies, and assessment data, review results and develop action plans for courses. Results from the assessment indicate if there are weaknesses in the student's mastery of material. There is also the ability to link this information with general education goals.

Lake Land has also employed a director to assist the adjunct and off campus instructors as well as more recently a director of dual credit. Websites have been developed that contain many useful resources to assist the adjunct and dual credit instructors. A system of adjunct peer evaluation is also in the works which will help by providing positive feedback and the sharing of ideas. The same is established for dual credit instructors through a portfolio evaluation process and a Dual Credit Kick-Off event each summer. This collaboration between all instructors, which was accelerated by course assessment, has been hugely beneficial.

Additionally, since developmental math courses are such a large percentage of the whole math offerings, other changes were instituted to aid in the consistency of these courses. Release time for a new Developmental Math Coordinator was requested and granted to the division for the purpose of improving student success in all developmental math courses at the college. In addition to many other duties, this coordinator hosts a meeting for all developmental math instructors each August, where topics such as course policies, best practices, test management and student expectations are discussed.

Over the past few years, our developmental program has seen the most updates and implementation changes. This will continue to be the case over the next several years as the division has made a commitment to focus concerted efforts on this group of students (many students give up on college because the math seems insurmountable).

Recent developmental math implementations:

- Addition of the MAT 001 – Pre-algebra course. This change occurred in 2008 with the creation of an additional developmental math level. Prior to this time, our developmental math sequence began at Beginning Algebra and the pre-algebra skills were taught through the Tutoring Center on a system based on attendance, not mastery.
- Developmental Math Coordinator position created.

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- Commitment by the full time faculty to teach developmental courses. The percentage of developmental math courses taught by full-time faculty has increased from 20% to 27% since the last mathematics report to the state. Each full-time faculty member is deeply involved in discussions about Lake Land's developmental math courses, even if they are not currently teaching the classes.
- Creation of the Developmental Education Task Force by the college. The main purpose of the group is to improve student success and retention by coordinating efforts between various groups on campus. Several math pilot projects have stemmed from working with this group, including a pre-fall math "Bootcamp" for students who just missed a cutoff for placement to the next level of math.
- Offering of a fall 2013 pilot course which is a second "path" for general education math students through the developmental math sequence. Its focus is on math literacy with the learned mathematical skills being utilized as just one available tool.

For the transfer courses a couple changes have been implemented to assist students in transferring and completing their degree in a timely manner.

- College Algebra course presentation shifted. With the addition of a Pre Calculus math course (in the last reporting session) the student makeup of College Algebra based on student majors has been altered. The majority of the students are now business majors not science majors. This course has been revised to make it more meaningful to the current students; it now incorporates more realistic application and function behavior knowledge with much less emphasis on straight manipulation skills.
- Hybrid Intersession Statistics course offered. Students were requesting a way to finish their general education math requirement in a timely manner, even if they first needed to complete two developmental math courses. This short intense math course, offered at the end of spring semester, has filled each time over the last couple years.

The Math/Science Division continues to be a strong division offering math courses for a very skill-wise diverse group of students. One of the greatest strengths of the full-time math faculty is the great student caring they demonstrate by their willingness to share anything they've developed with other instructors. Decisions they make consider the student's math sequence as a whole and not just one specific class. The math faculty is committed to excellence in education, innovation, and collaboration across all levels.

SECTION 4

Cross-Disciplinary Review

Adult Education
&
ESL

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Cross-Disciplinary Review Report Template Summary Report of Review Results – Cross Disciplinary Programs Reviewed in Academic Year 2013 Adult Education

Improvements or Rationale for Action

The Adult Education Program at Lake Land College offers a variety of services for students returning to school or seeking technical career training. The diverse program serves many students with various background, goals, and plans. Student referrals are received from various departments at LLC as well as other community agencies.

Adult Basic Education and GED classes are offered at several times and locations throughout the Lake Land College district to assist adults in reaching their college and career goals. These classes help students prepare to take the GED test offered through the Regional Office of Education. All subjects are fully covered in the classrooms. Managed enrollment enables students to join the program throughout the academic year. Students can choose day or evening classes. There is no cost for these classes. The Adult Volunteer Literacy program provides tutors for students who need additional help in class.

All students enrolled in a Lake Land College adult education course complete a new student orientation and begin to complete an individualized College and Career Plan (CCP) that assists them in navigating the college culture, set goals, and prepare for college and the workforce. GED graduates are given opportunities to apply for the GED Scholarship, the Talented Student Award, other scholarships, and financial aid.

The multi-disciplinary curriculum involves math, science, social studies, language arts – reading, and language arts – writing. All Adult Education instructors hold a minimum of a Bachelor's degree. Many hold Master's degrees in various disciplines. Instructors are also required to complete at least eight hours of Professional Development per year.

Lake Land College Adult Education partners with Career and Technical Education, Perkins, Center for Business and Industry, employer advisory groups and college student support services to build manufacturing bridge and co-enrollment educational programs. These programs allow low-skill students to utilize contextualized curriculum to prepare for post-secondary training. Co-enrollment programs utilize bridge programming while students are enrolled in college credit courses allowing them to accelerate their program of study completion. The college has identified health and manufacturing careers as high need career clusters to build programs around. Business and industry with the colleges CTE coordinators drive curriculum development. The college has also completed Evidence Based Reading (EBRI) training and will offer classes to students in target academic levels to provide intense reading instruction to ensure achievement of learning gains.

LLC Adult Education continuously seeks to braid funding from multiple sources to ensure the sustainability of all facets of student learning. GED prep and basic skills courses are funded through Illinois community College Board Adult Education and Family Literacy grant. The college has received a Community Job Based Training grant that assisted in providing tuition assistance to adult education students enrolled in bridge and CTE courses. Lake Land College Board of Trustees approved tuition waivers for qualifying adult education students enrolled in these programs. Lake Land College was chosen as one of eight colleges in the state to receive finding through Jobs For the Future (JFF) promoting co-enrollment programs built utilizing I-

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BEST models. This Accelerating Opportunities Initiatives has assisted nurturing partnerships interdepartmentally at the college.

The Adult Education Program utilized a continual improvement model compiling and interpreting data from but not limited to the five National Reporting Standards (NRS) Core Outcome Measures: Educational Gains, Entered Employment, Retained Employment, Received a Secondary Diploma, Entered Post Secondary Employment. All Adult Education staff receives training and meets to assists in strategic planning and program outcomes.

Principle Assessment Methods Used in Quality Assurance for this Discipline

- Standardized assessment
- Analysis of enrollment, demographic and cost data
- College and Career Portfolio
- NRS Core Outcome Measures

Statewide program Issues (if applicable)

With the loss of Ability to Benefit, Adult Education students have no access to state or federal financial aid awards. This makes college inaccessible to many individuals in need of post secondary training to qualify for life sustaining employment opportunities.

Improvements or Rationale for Action

English as a Second Language (ESL) at Lake Land College offers district residents who are non-native speakers of English an opportunity to improve their English skills at any level from beginning through advanced. The program's mission is to assist non-native speakers in meeting their English language goals. The classes are held both on and off campus and are free to those residing within the College district. Visitors and individuals on student visas may also enroll by paying appropriate tuition. Total enrollment in ESL courses varies between 25 and 45 students each fiscal year.

Main campus classes meet in the Tutoring Center and are comprised of small groups with between two and eight students per session. These classes are offered on a "to be arranged" basis between the hours of 8:00 a.m. and 8:00 p.m. most days of the week. Off campus sections meet two evenings per week at the Kluthe Center in Effingham and one evening per week at a location in Marshall. Enrollments at the off campus sites are small and vary greatly within each semester. All ESL courses are "open entry/open exit." Students receive one-half to four hours of credit in beginning, intermediate, or advanced courses based upon hours of attendance. Grading is Pass/Fail.

ESL courses are funded by the College, but follow the guidelines for federal and state Adult Education Grants as directed by the Illinois Community College Board (ICCB). The College continues to work to ensure that ESL instruction and curriculum align with the Illinois Content Standards, and that ESL instructors are reaching the professional development goals set by ICCB. Courses also meet the state-mandated requirements for assessment of student skills.

Students are pre and post-tested utilizing the standardized instruments prescribed by ICCB. This ensures that students are appropriately placed according to their skill levels and that educational gains are documented. Educational gains are defined as advancement from one functioning level to the next. Test results of the Basic English Skills Test (BEST Literacy Skills) and/or the Combined English Language Skills Assessment (CELSA) place students into the appropriate class. The BEST Literacy Skills Test is a reading and writing test based on daily tasks such as reading clothing and food labels, addressing an envelope, and completing an application. This assessment is appropriate for the lower levels of ESL and can be administered individually or to a group. The CELSA, is a multiple-choice test measuring grammatical ability using authentic language and can be used for the intermediate and advanced levels of ESL. It is appropriate for group settings as well as individual administration, and has a maximum testing time of 45 minutes. If a student lacks literacy skills to be validly assessed with either test (for example, a student is not literate in his or her native language), then the BEST Literacy Test Screener is given. Ongoing evaluation of progress is also measured by samples of student work, competency checklists, and teacher-developed assessments.

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The number of non-native English speakers is increasing in within the College district. As the need for ESL courses grows, Lake Land will expand its offerings to meet that need. ESL staff has established relationships with secondary ESL personnel and with professionals within area social service agencies who serve this population. Communication with those groups helps to ensure that the College is receiving the necessary input to meet the ESL needs of district residents. Lake Land administration continues to monitor outreach and to direct the revision of ESL services in order to ensure that ESL is available where appropriate and needed.

SECTION 5

**ADMISSIONS AND
RECORDS/RECRUITING**

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STUDENT & ACADEMIC SUPPORT SERVICES REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS - STUDENT AND ACADEMIC SUPPORT SERVICES REVIEWED IN ACADEMIC YEAR 2013

Service Area: Admissions and Records

The Office of Admissions and Records' mission is to provide an array of quality services to students (prospective, current and past) of all ages from matriculation to graduation. In providing these services, we will be sensitive to the needs of each student.

Major Findings and Improvements/Modifications

Due to some changes in staffing in 2011, the office was able to do some reorganization. Through this process, a Director of New Student Admissions was created. This position oversees the Director of International Studies, Admissions Representative and a part time Dual Credit Student Support Specialist.

This part of the admissions and records office develop and implement strategic marketing plans focused on high school students, non-traditional students and special populations. They conduct important college events such as Discover Day, Career Day, Campus Visit Days, and the Principal, Deans and Counselors meeting. They also attend high school visits, and regional and national college fairs. Finally, they select and supervise a team of 15 Student Ambassadors. This reorganization has had a positive impact on our outreach efforts. It has allowed for us to build a stronger relationship with our area high school counselors and dual credit instructors.

Additionally, through the reorganization, the admission and records office took over the responsibility for the College Career Day. Career Day was designed to allow area high school students the opportunity to explore programs offered by Lake Land College and attend a Regional ICE Fair. This event has been very popular with our area high schools as evident by over 1000 attendees.

A new initiative for spring 2013 was Adult Week. This week was filled with a variety of events that focused on helping new adult students or students who had not been enrolled at the college during the last three years. Events were held on campus and various locations throughout the district. During the week, 20 new students enrolled at the college generating 93.5 credit hours. Additional events are being planned for summer and fall 2013.

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Statewide Programmatic Issues

Due to funding issues at the K12 level, events such as our Career Day, where local school district bus in the majority of the participants, could be in jeopardy. This year we witnessed a slight decrease in attendance as compared to pervious years. For many students in our district, this is their only oppportunity to attend a regional Career/College Fair.

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 12-13

SECTION 8

College 5-year Program Review Schedule

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ICCB 5-Year Program Review Schedule

Academic Disciplines

FIVE-YEAR SCHEDULE

Academic Discipline Reviews		
	Year	
1	2013	Mathematics
2	2014	Physical & Life Sciences
3	2015	Humanities & Fine Arts
4	2016	Social & Behavioral Sciences
5	2017	Written & Oral Communications

Cross-Disciplinary Curricula

FIVE-YEAR SCHEDULE

Cross-Disciplinary Reviews		
	Year	
1	2013	Adult Education and ESL
2	2014	Remedial/Developmental
3	2015	Vocational Skills
4	2016	Transfer Functions and Programs including the AA, AS, AES, AFA, AAT, and the AGS degree programs
5	2017	General Education (all transferable)

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Student and Academic Support Services

FIVE-YEAR SCHEDULE

Student and Academic Support Services					
	13	14	15	16	17
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

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Curr. #	Program	Associate in Applied Science				
		13	14	15	16	17
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

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Curr. #	Program					
	Associate in Applied Science	13	14	15	16	17
087	Physical Therapist Assistant(510806)				X	
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	13	14	15	16	17
957	Paraprofessional Educator (131501)				X	
939	Custodial Maintenance(190699)		X			
904	Improving Family Circumstances (190704)				X	
952	Nanny Child Care Provider (190709)				X	
973	Radio Broadcasting(090701)					X
976	TV Field/Studio Broadcasting(090701)					X
993	Broadcast Announcing (090701)					X
928	Desktop Publishing Graphic Design(100303)					X
997	Information Technology(110401)					X
949	Esthetics(120401)	X				
992	Cosmetology(120401)	X				
958	Cosmetology-Nail Technician(120410)	X				
994	Cosmetology Teacher(120413)	X				
FS	Food Service(120507)	X				
912	Ag Business(010101)			X		
918	Livestock Production(010302)			X		
914	Crop Production(010304)			X		
946	Introduction to GIS(010304)			X		
948	Vector Certificate(010304)			X		
919	Horticulture(010601)			X		
HRT	Horticulture(010601)			X		
ECT	Electronic Communication Technician(150303)					X

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Curr. #	Program	Certificate				
		13	14	15	16	17
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				

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Curr. #		Program				
Certificate		13	14	15	16	17
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		