

Lake Land College - District #51701



ICCB PROGRAM REVIEW REPORT

FISCAL YEAR 2014

Section 1

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Section 2

Career and Tech Ed Programs

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2014

6-digit CIP	47.0201
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Degree Type	Certificate
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Program Titles	HVACR Technology
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Action

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

Improvements & Rationale for Action

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

We have one major improvement to the HVACR Technology program recently. We offer the 608 EPA Certification exam on campus and encourage each student to take the exam. Next academic year we plan to require each student to complete the 608 exam. With this industry certification, graduates are more marketable.

Enrollment in the HVACR Technology program has remained steady over the last several years. The program enrollment is limited to 15 students and we always begin each fall semester at capacity.

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

The HVACR 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 district.

Principle Assessment Methods Used in Quality Assurance for this Program

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

Lake Land College - District #51701

- Study surveys
- Analysis of enrollment, demographic, and cost data
- Other, please specify: Lab Exercises

Statewide Program Issues (if applicable)

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

None noted.

Lake Land College

Detailed Assessment Report

As of: 5/20/2014 01:44 PM CENTRAL

2013-2014 Heating, Venting, Air Conditioning & Refrigeration Technology CRT.HVAC

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

Goals

G 1: HVACR 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.

Connected Document

- HVACR program at Lake Land College (LLC) will be moved on campus in Mattoon IL beginning the fall semester of 2014.

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

SLO 1: HVACR Safety

Demonstrate HVACR safety procedures in the use of hand tools and equipment.

Connected Document

- HVACR program at Lake Land College (LLC) will be moved on campus in Mattoon IL beginning the fall semester of 2014.

Related Measures:

M 1: HVACR Safety

Administer HVACR Safety Test. Criteria: 90% of students will score 80% or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2013-2014) - Target: Not Reported This Cycle

HVACR program at Lake Land College (LLC) will be moved on campus in Mattoon IL

Lake Land College - District #51701

beginning the fall semester of 2014. HVACR program at LLC has been taught primarily off campus by adjunct instructors. It has been very difficult to maintain scheduled outcomes/objectives data collection for the different courses in the program, mostly due to communication problems between the coordinator and the adjuncts teaching the HVACR courses. The relocating of the program to "on campus" should help alleviate the communication problems and provide feedback to the instructors currently teaching those courses.

Evidences (2011-2012) - Target: Not Reported This Cycle
not recorded yet

Evidences (2010-2011) - Target: Not Met
92% scored 85% or higher.

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

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

HVACR change of location

Established in Cycle: 2013-2014

HVACR program at Lake Land College (LLC) will be moved on campus in Mattoon IL beginning the fall semester of 2014.

HVACR pr...

SLO 2: HVACR Troubleshooting.

Apply logical and concise problem-solving techniques related to HVACR troubleshooting.

Connected Document

- *HVACR program at Lake Land College (LLC) will be moved on campus in Mattoon IL beginning the fall semester of 2014.*

Related Measures:

M 2: HVACR Troubleshooting.

Administer supervised lab project where the student must properly diagnose the HVAC unit's problem and repair. Criteria: 80 of students will diagnose and repair unit on the first attempt.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Lake Land College - District #51701

Evidences (2013-2014) - Target: **Met**

80% of student properly diagnose the HVAC unit's problem and repaired

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

80% of student properly diagnose the HVAC unit's problem and repaired

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

82% of students diagnosed and repaired unit on the first attempt. Some had trouble reading wiring diagrams.

SLO 3: HVACR Blueprint Reading

Adequately read blueprints relating to HVACR.

Connected Document

- HVACR program at Lake Land College (LLC) will be moved on campus in Mattoon IL beginning the fall semester of 2014.

Related Measures:

M 3: HVACR Blueprint Reading

Student will take a written test using blueprints.

Source of Evidence: Academic direct measure of learning - other

Target:

Criteria: 70% of students will score 70% or higher.

Evidences (2013-2014) - Target: **Met**

100% of the students scored above a 70%.

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

58% of students passed with a 80% or higher

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

87% of students scored 85% or above. Some experienced trouble locating items on blueprint.

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

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

Evaluate HVAC Blueprint reading course

Established in Cycle: 2011-2012

Evaluate HVAC Blueprint reading course in an Advisory Committee meeting

SLO 4: Refrigeration Recovery

Lake Land College - District #51701

Demonstrate the ability to properly use refrigeration recovery, vacuum and charging equipment.

Connected Document

- *HVACR program at Lake Land College (LLC) will be moved on campus in Mattoon IL beginning the fall semester of 2014.*

Related Measures:

M 4: Refrigeration Recovery

Administer a supervised lab project where students will demonstrate the ability to recover, vacuum, and recharge HVACR equipment. Criteria: 85% of students will complete the lab assignment on the first attempt.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2013-2014) - Target: Not Reported This Cycle

HVACR program at Lake Land College (LLC) will be moved on campus in Mattoon IL beginning the fall semester of 2014. HVACR program at LLC has been taught primarily off campus by adjunct instructors. It has been very difficult to maintain scheduled outcomes/objectives data collection for the different courses in the program, mostly due to communication problems between the coordinator and the adjuncts teaching the HVACR courses. The relocating of the program to "on campus" should help alleviate the communication problems and provide feedback to the instructors currently teaching those courses.

Evidences (2011-2012) - Target: Partially Met

90% of students passed EPA 608 universal 4 part exam

Evidences (2010-2011) - Target: Not Met

90% completed the project on the first attempt.

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

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

HVACR change of location

Established in Cycle: 2013-2014

HVACR program at Lake Land College (LLC) will be moved on campus in Mattoon IL beginning the fall semester of 2014.

Lake Land College - District #51701

HVACR pr...

SLO 5: Manual J Calculation

Accurately figure heating and cooling loads for sizing HVAC equipment.

Connected Document

- *HVACR program at Lake Land College (LLC) will be moved on campus in Mattoon IL beginning the fall semester of 2014.*

Related Measures:

M 5: Manual J Calculation

Students will complete a lab project sizing heating and cooling equipment. Criteria: 80% of students will score 80% or above.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2013-2014) - Target: Not Reported This Cycle

HVACR program at Lake Land College (LLC) will be moved on campus in Mattoon IL beginning the fall semester of 2014. HVACR program at LLC has been taught primarily off campus by adjunct instructors. It has been very difficult to maintain scheduled outcomes/objectives data collection for the different courses in the program, mostly due to communication problems between the coordinator and the adjuncts teaching the HVACR courses. The relocating of the program to "on campus" should help alleviate the communication problems and provide feedback to the instructors currently teaching those courses.

Evidences (2011-2012) - Target: Met

80 % of the students completed a lab project for sizing heating and cooling equipment correctly (note: pass or fail lab)

Evidences (2010-2011) - Target: Not Met

82% scored 80% or above. Some experienced trouble reading blueprints.

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

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

HVACR change of location

Established in Cycle: 2013-2014

Lake Land College - District #51701

HVACR program at Lake Land College (LLC) will be moved on campus in Mattoon IL beginning the fall semester of 2014.

HVACR pr...

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

Evaluate HVAC Blueprint reading course

Evaluate HVAC Blueprint reading course in an Advisory Committee meeting

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

Relationships (Measure | Outcome/Objective):

Measure: HVACR Blueprint Reading | **Outcome/Objective:** HVACR Blueprint Reading

Implementation Description: Fall 2012
Projected Completion Date: 12/04/2012
Responsible Person/Group: Kris Kersey, Rick Watson

HVACR change of location

HVACR program at Lake Land College (LLC) will be moved on campus in Mattoon IL beginning the fall semester of 2014. HVACR program at LLC has been taught primarily off campus by adjunct instructors. It has been very difficult to maintain scheduled outcomes/objectives data collection for the different courses in the program, mostly due to communication problems between the coordinator and the adjuncts teaching the HVACR courses. The relocating of the program to "on campus" should help alleviate the communication problems and provide feedback to the instructors currently teaching those courses.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: HVACR Safety | **Outcome/Objective:** HVACR Safety
Measure: Manual J Calculation | **Outcome/Objective:** Manual J Calculation
Measure: Refrigeration Recovery | **Outcome/Objective:** Refrigeration Recovery

Implementation Description: HVACR program at Lake Land College (LLC) will be moved on campus in Mattoon IL beginning the fall semester of 2014. HVACR program at LLC has been taught primarily off campus by adjunct instructors. It has been very difficult to maintain scheduled outcomes/objectives data collection for the different courses in the program, mostly due to communication problems between the coordinator

Lake Land College - District #51701

and the adjuncts teaching the HVACR courses. The relocating of the program to “on campus” should help alleviate

Projected Completion Date: 07/31/2014

Responsible Person/Group: Kris Kersey

Additional Resources Requested: yes

Budget Amount Requested: \$3,000.00 (recurring)

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2014

6-digit CIP	48.0508
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Degree Type	Certificate
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Program Titles	Welding Technology
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Action

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

Improvements & Rationale for Action

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

We have two major improvements to our welding program since we began offering it on campus 5 years ago. The first major improvement was to provide adequate ventilation in the welding lab. Especially when welding stainless steel, fume extraction is extremely important. Chromium particulate is unhealthy and welders should insure that proper fume extraction is provided for health reasons. Safety first!

The second improvement that we have made in our welding program is the inclusion of an associate degree. Industry needed a skill set that was more advanced than our welding certificate curriculum provided so we accomplished satisfying that need with offering more advanced courses in materials joining.

Enrollment in the Welding Technology program has increased dramatically over the last few years. The enrollment documentation indicates a 32% increase in welding Technology majors from Fall 2011 to Fall 2013.

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

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

Lake Land College - District #51701

Principle Assessment Methods Used in Quality Assurance for this Program

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

Statewide Program Issues (if applicable)

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

Welding is a skill set that is currently in great demand. The greatest issue in this area of study is more demand for graduates with welding skills than number of graduates of welding programs of study.

Lake Land College

Detailed Assessment Report

As of: 5/20/2014 01:48 PM CENTRAL

2013-2014 Welding Technology CRT.WEL

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

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

SLO 1: Demonstrate safety procedures in the use of hand tools and equipment

Demonstrate safety procedures in the use of hand tools and equipment

Related Measures:

M 1: Administer safety test.

Administer safety test.

Source of Evidence: Academic direct measure of learning - other

Target:

All students will have a score of 95% or better on written test.

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

95% of students on their first attempt achieved a score of 95% or better on this task.

SLO 2: Apply logical and concise problem-solving techniques related to Welding Technology

Apply logical and concise problem-solving techniques related to Welding Technology

Related Measures:

M 2: Administer supervised lab project on final exam.

Administer supervised lab project on final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Criteria: Completion of 80% of the steps needed to solve the problem with 90% accuracy.

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

82% of the students achieved a satisfactory score of 80% on the steps completed with 90% accuracy.

Lake Land College - District #51701

SLO 3: Demonstrate the proper use of shop equipment.

Demonstrate the proper use of shop equipment.

Related Measures:

M 3: Administer supervised lab project on final exam.

Administer supervised lab project on final exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Criteria: Completion of 80% of the steps needed to solve the problem with 90% accuracy.

Evidences (2010-2011) - Target: Met

No results for this course are available at this time for Lake Land

SLO 4: Demonstrate the ability to weld using GMAW fillet weld.

Demonstrate the ability to weld using GMAW fillet weld.

Related Measures:

M 4: GMAW Fillet Weld Project

Demonstrate the ability to weld using GMAW fillet weld.

Source of Evidence: Project, either individual or group

Target:

85% of the students will achieve an 80% or better will demonstrate the ability to weld using GMAW to make a fillet weld.

Evidences (2013-2014) - Target: Met

Fall 2013, 40 students averaged 92% to 100% demonstrating GMAW fillet welds.
Spring 2014,

Evidences (2010-2011) - Target: Met

Fall 2010, 24 students averaged 96% on fillet weld project. Spring 2011, 12 students averaged 93% on fillet weld project

SLO 5: Demonstrate the ability to weld using SMAW fillet weld.

Fillet weld project

Related Measures:

M 5: SMAW Fillet Weld Project

Lake Land College - District #51701

Fillet weld project

Source of Evidence: Project, either individual or group

Target:

85% of the students will achieve an 80% or better will demonstrate the ability to weld using GMAW to make a fillet weld.

Evidences (2011-2012) - Target: Met

Fall 2011, 31 students averaged 93% or greater on SMAW fillet welds. Spring 2012, 10 students averaged 93% on SMAW fillet welds. Summer 2012, 18 students averaged 86% to 96% on SMAW fillet welds

SLO 6: Demonstrate the ability to weld using GTAW fillet weld.

Fillet weld project

Related Measures:

M 6: GTAW Fillet Weld Project

Fillet weld project

Source of Evidence: Project, either individual or group

Target:

85% of the students will achieve an 80% or better will demonstrate the ability to weld using GTAW to make a fillet weld.

Evidences (2012-2013) - Target: Met

Fall 2012, 22 students averaged 93% to 95% demonstrating GTAW fillet welds. Spring 2013, 6 students averaged 93% demonstrating GTAW fillet welds. Summer 2013, 8 students averaged 90% demonstrating GTAW fillet welds.

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2014

6-digit CIP	52.0301
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Degree Type	Certificate
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Program Titles	Accounting
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Action

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

Improvements & Rationale for Action

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

The Accounting certificate program continues to meet its objectives. It is a 32-credit hour certificate program designed to provide skills for employment as an entry-level accounting clerk or to compliment an existing associate in applied science degree.

Enrollment in the program is low, but steady, with enrollment ranging over the last ten years from 5-18 students per year, with an average enrollment of 9.8 students. Enrollment for fall 2013 at 10-day is 8 students.

No unique courses are necessary for this certificate, so unit costs are negligible. The statewide job outlook in this field through 2020 shows a predicted increase of 12.32%, while the LLC district projects a 8.27% 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 Accounting certificate program remains a strong program successfully preparing graduates for positions within the field.

Lake Land College - District #51701

Principle Assessment Methods Used in Quality Assurance for this Program

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

Statewide Program Issues (if applicable)

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

n/a

Lake Land College

Detailed Assessment Report

As of: 5/20/2014 01:51 PM CENTRAL

2013-2014 Accounting (CRT.ACC)

(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: Program Outcome 1

No longer in use.

Related Measures:

M 1: Program Outcome Method 1

85% or more of all graduates who choose to be employed will be employed. Director will review the Lake Land College Occupational Follow-up Study. Advisory Board members will discuss areas of employment at annual meeting.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

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

This information is no longer available.

Evidences (2010-2011) - Target: Not Reported This Cycle

2011: This information is not available. 2010: No graduates of the certificate program returned the May 2009 survey. 2009: One certificate completer responded and reported being employed full-time. 2008: One of the three graduates who responded is employed. Many graduates move from the certificate program into the degree program instead of seeking employment. 2007: No graduates were surveyed in 2005. Many graduates move from the certificate program into the degree program instead of seeking employment.

SLO 2: Program Outcome 2

Lake Land College - District #51701

Apply generally accepted accounting principles in the collection of data and the preparation of financial statements.

Related Measures:

M 2: Program Outcome Method 2

70% of students will earn 70% or higher on a comprehensive project in BUS 095.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2013-2014) - Target: Met

100% of students earned 70% or higher on a comprehensive project in BUS 095.

Evidences (2012-2013) - Target: Met

100% earned 75% or higher

Evidences (2011-2012) - Target: Met

95% earned 80% or higher.

Evidences (2010-2011) - Target: Met

2011: 79-% earned 70% or higher. 2010: 76% of students earned 70% or higher. 2009: 70% of students earned 70% or higher. 2008: 70% of students earned 70% or higher. 2007: 79% of students earned 70% or higher.

SLO 3: Program Outcome 3

Solve mathematical problems encountered in business.

Related Measures:

M 3: Program Outcome Method 3

80% of the students will earn a grade of 70% or greater on mathematical problems included in project in BUS 094.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2013-2014) - Target: Met

100% of the students earned a grade of 70% or greater on mathematical problems included in project in BUS 094.

Lake Land College - District #51701

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

100% earned 80% or higher

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

100% earned 80% or higher.

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

2011: 82% earned 80% or higher. 2010: 94% of students earned 70% or higher. 2009: 86% of students earned 70% or higher on a quiz involving interest calculations in BUS 094. 2008: 70% of students earned a grade of 70%. 2007: 79% of students earned a grade of 70%.

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2014

6-digit CIP	19.0699
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Degree Type	Certificate
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Program Titles	Custodial Maintenance
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Action

- Continued with minor improvement
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify: This program is part of a State-wide curriculum developed by the Illinois Department of Corrections (IDOC) and 3 other community colleges for incarcerated students. The schedule for updating and improving this program is determined by IDOC.

Improvements & Rationale for Action

The objective of the custodial maintenance program 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 to obtain higher-skilled and higher-wage positions after release, helping these individuals overcome the barrier of their incarceration has produced.

The program is provided to students at 12 correctional sites. In 2013, there were 756 enrolled in Custodial Maintenance with 465 certificates completed and 9022 credit hours earned.

Custodial Maintenance students receive hands-on experience in a variety of maintenance areas. Students will learn to shampoo carpets, strip, scrub and wax floors, wash walls and windows, write a resume and how to start a small custodial business. Statewide curriculum checklists for each course record tasks completed and mastered by individual students to ensure learning outcomes are continuously met.

A strength of the program is the number of hands-on activities each classroom provides to participants to ensure mastery of each task. The application of knowledge in the field enhances the employment potential of participants.

Graduates from the program are released to every region of Illinois. The State of Illinois projects positive growth in jobs in the field of cleaning and maintenance fields through 2020. The following labor information supports the continuing need for training in this area.

Lake Land College - District #51701

Code	Standard Occupational Classification (SOC) Title	Base Year	Projected	Employment Change		Average Annual Job Openings			Annual
		Employment	Year	2010-2020		due to			Compound
		2010	2020	Number	Percent	Growth	Replacements	Total	Growth
37-0000	Building & Grounds Cleaning & Maint. Occs	217,112	244,058	26,946	12.41	2,696	3,921	6,617	1.18
37-1000	Spvrs Bldg/Grounds Cleaning Maint Workers	15,555	16,244	689	4.43	70	219	289	0.43
37-1011	1st-Line Spvrs/Mgrs Housekeeping/Janitors	9,552	9,536	-16	-0.17	0	132	132	-0.02
37-2000	Building Cleaning & Pest Control Workers	153,950	168,472	14,522	9.43	1,452	2,860	4,312	0.91
37-2011	Janitors/Cleaners, Ex.Maids/Housekeepers	103,054	115,444	12,390	12.02	1,239	1,943	3,182	1.14
37-2012	Maids & Housekeeping Cleaners	48,470	50,169	1,699	3.51	170	816	986	0.35
37-2019	Building Cleaning Workers, All Other	279	311	32	11.47	3	5	8	1.09

Source: IDES, Economic Information & Analysis Division

The program operates below LLC and State general unit cost. The lower cost can be attributed to operating costs assumed by the Illinois Department of Corrections.

Unit Cost Comparison	FY 12	FY 13
Program Unit Cost—LLC	\$67.98	\$70.23

Principle Assessment Methods Used in Quality Assurance for this Program

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

Statewide Program Issues (if applicable)

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

A weakness of the program is that the curriculum has not been updated since 2003 to ensure all relevant skills needed to work in the industry are included. The schedule of revision for these State-wide programs is determined by the Illinois Department of Corrections in conjunction with a statewide curriculum committee that involves other community colleges contracting with IDOC.

Section 3

Academic Disciplines

Physical & Life Sciences

Physical and Life Sciences

At Lake Land College, science courses are taught in five areas, Bio Science, Chemistry, Earth Science, Geospatial Information Systems and Physics. The division's courses serve science majors, service courses for other majors (especially in the allied health and technology fields), general education and the general public. Most courses serve multi audiences. The vast majority of the courses have a lab component and due to lab considerations, enrollments are capped at 24 for most of the courses.

Each area has their unique strengths and concerns but there are common threads across all disciplines.

Strengths:

- A hugely dedicated and knowledgeable faculty who cooperate and collaborate well with each other, adjuncts and dual credit instructors to help ensure excellence in all sections.
- Assessment participation of all sections.
- Great science lab facilities and classrooms.
- Technology access for enriched student learning.

Concerns:

- Need to revamp the laboratory portion of some classes.
- Transferability of some courses to specific institutions.

One of the biggest areas of improvement over the past five years has been the communication of instructors and common assessment of courses. Efforts have been made by both the college overall and the division to assess the rigor and strength of coverage of the course objectives. These efforts have been greatly aided by the college's Dual Credit Coordinator and Assessment Facilitator. Through these efforts, faculty have identified areas of needed improvement and immediately worked with the specific instructor to institute change. Dual credit instructors and adjunct instructors have been extremely receptive to and appreciative of the increased communication.

Instructors continue to upgrade laboratory equipment. The building housing the life sciences labs underwent renovations a year ago. We gained a much-needed additional lab in the process. Microbiology received a completely new lab with a long overdue fume hood, glassware dishwasher and extra ovens, incubators and lockable storage drawers. This will finally allow for the offering of additional sections of the course. Both Bio Science classrooms received a new full set of microscopes. Anatomy and Physiology now have a new spacious cadaver room which

Lake Land College - District #51701

is on its own cooling and ventilation system. Different classrooms of students can now access the cadaver room as needed. The extra space has also allowed for the purchase of additional cadavers, which aids in student access and learning. Physical sciences have also improved the equipment for use in the labs. The division acquired 10 mobile GPS units for use in the GIS program. Chemistry instructors researched and then purchased a microwave. This speeds up reaction times by orders of magnitude and greatly increases yield and reduces error. Not only is the microwave more energy efficient, it is allowing students to focus on the learning in lab versus being bogged down in waiting for chemical reactions. The instructors are in the process of rewriting several labs to encompass the new microwave. The division has also been working to be able to offer our first chemistry class at Kluthe, one of our satellite campuses.

The college continues to keep the division upgraded with the most recent technology and science instructors have utilized it to help the students. Life science courses are offered in online and hybrid formats as well as the traditional face-to-face. A smart board was installed at the request of the Anatomy and Physiology instructors and is used by small groups of students to enhance learning. Canvas, the college's new learning management system, has allowed all science instructors to incorporate more technology in the classroom. Across the board, science instructors report creating and using more online lectures, quizzes, sound bites, etc. to give students constant access to the learning materials. Content delivery has expanded and improved; students like the availability of the material.

Many disciplines including Chemistry, Physics and Anatomy & Physiology had previously revamped the laboratory component of their courses to include fewer "recipe" type labs and to include more inquiry based labs that require higher order critical thinking skills. Following in that same realm, Earth Science recently redesigned three labs to be scientific method labs. This particular discipline is still working to incorporate more labs with physical equipment into the Weather and Climate classes. Biology instructors are currently planning to redo the laboratory manual for their course to include more rigors in the labs. Physics is planning to incorporate more scientific writing and formal lab reports within the lab curriculum.

Though most physical and life science courses transfer seamlessly to other institutions in Illinois, there are still a couple courses where faculty have concerns. One large project over the next year is to investigate a biology major's course in addition to the general education course offering. The division will continue to research and investigate how our 3 course sequence in bioscience correlates to other institution's 2 course sequence. The other courses are on a course by course basis just with specific institutions. Faculty are well aware of the issues and continue to work with our courses as well as the transfer universities to help alleviate issues for students upon transfer.

SECTION 4

Cross-Disciplinary Review

Remedial/Developmental

Lake Land College - District #51701

SUMMARY REPORT OF REVIEW RESULTS – Remedial/Developmental Education REVIEWED IN ACADEMIC YEAR 2014

Improvements or Rationale for Action

Cooperation and Communication among Departments

Lake Land College's Developmental Task Force is charged with the following: Improve student success and retention by coordinating efforts to support students in developmental courses.

The three main goals of the task force, with accompanying objectives, are

1. Improve student success and retention in developmental education.
 - Ensure proper placement in developmental courses.
 - Facilitate provision of proper student support (including EAP, tutoring, labs)
2. Unify developmental programs into a cohesive unit.
 - Organize according to NADE guidelines
 - Seek NADE certification
3. Facilitate collaboration between college services/departments.
 - Create a support network
 - Disseminate information

Representation on the task force encompasses many different departments on campus and is as follows: full time (and sometimes adjunct) faculty in both English and Mathematics, two of whom are the Directors of Developmental programs, Humanities and Math/Science Division Chairs, Counselors including the Special Needs Counselor, the Director of Trio Programs, the Associate Vice President of Educational Services, the Director of the Learning Assistance Center, the Director of Learning Technologies, the Director of Institutional Research, and one student. The Task Force Meets monthly throughout the Academic Year and reports accomplishments at each year's end.

Success of Students beyond Developmental Courses

Since the last reporting period, the college has decided to create a yearly Developmental Course Report. It not only includes the number of students assessing into and taking developmental courses, but also tracks a student cohort that began 4 years prior through their developmental and then college level course work. The most recent report contains information about students who started at the college in FALL 2009. The main points of the most recent report are summarized below.

LLC KEY FINDINGS: Developmental Education Annual Report –2013

The annual developmental education report encompasses the following topics: 1) remedial course offerings, developmental student demographics, assessment trends including division and majors, developmental education course interventions, and developmental student cohort success results.

Lake Land College - District #51701

Demographics

- Annually around 80% of first time degree seeking students assess into one or more developmental areas.
- 18% of first time degree seeking students assess into remedial English.
- Over 30% of first time degree seeking students assess into remedial reading.
- At least 75% of first time degree seeking students assess into remedial math.
- Around 20% of first time degree seeking students assess into college level courses in English, reading and math.
- Around 30% of students assessing into remedial courses have dual credits.
- Around 40% of students assessing into remedial courses are eligible for Pell grants.

Trends

- Over time the percent of students assessing into one remedial area has slowly declined; however, the percent of students assessing into two remedial areas has increased.
- The percent of students assessing into remedial reading has slowly increased over time. Moving from around 20 percent to more than 30% between fall 2005 and 2010.
- The percent of students assessing into English has remained steady.
- Student success¹ at 150% time is impacted by remedial education.
 - Students with no developmental coursework have a success rate that exceeds 55%.
 - Student with one developmental area have a success rate around 40%.
 - Student success is less than 30% for students assessing into all three areas.
- At least 60% of students who receive a C or better in their final developmental course receive a C or better in their first college level course across all three developmental areas.
 - Over 70% of students receive a C or better in their first college level English class.
 - Around 70% of students receive a C or better in their first college level math course.

Success Rates

- On average, LLC first time degree seeking students have a graduation rate around 30% at 150% time and a success (i.e., graduated or still enrolled) rate around 43%.
- These rates increase to around 50% for graduation and 58% for success for students who assess into college level courses.

¹ Student *success* is defined as graduated or still enrolled at the point of time indicated.

Lake Land College - District #51701

- These rates drop dramatically for students assessing into all three developmental areas. For this group, the average graduation rate is 15.8% and the average success rate is 28.3%.
- The average rates for students assessing into one remedial area is 30% for graduation and 43% for success.
- The average rates for students assessing into two remedial areas is 22% for graduation and 34.7% for success.

Finally, the developmental education task force set some long term stretch goals. In reviewing the data early in the fall of 2013, the committee thought that a ten percent positive change in all categories of data would be a great target to meet. The hope is to meet a ten percent positive change by the end of FY 14; however, any positive change will be considered a success by the task force!

Alternative Delivery Methods

During the FY13 and FY14 years, the Developmental Education Task Force was quite busy. The task force provided oversight for the numerous interventions being piloted by Lake Land College.

Intervention List:

- Linked Courses – A Strategies for Success class was linked with developmental classes
- Developmental and College Level Math at the same time – two different pilots were conducted with classes meeting for tutoring time with the instructor to cover Int. Alg. Topics, but merging with an existing section of the transfer level math class.
- Contextualized reading courses
- Faculty use a limited student (low enrollment) section to help students in developmental education receive more individualized instruction
- Online program used in ENG and RDG for students to work outside of class time on course-required – skills.
- Evening Writing Workshop - Instructor will conduct an evening of writing support for any interested Lake Land students.
- Math Boot camp - The purpose of this one day boot camp is to help students with borderline placement test scores brush up on their math skills. Students re-take the placement test at day's end with the intent of improving scores enough to the register in a college level math class. Counselors are available to assist with course placement at the close of the class.

The Committee has assumed a shot-gun approach to intervention, recognizing that the campus needs to employ multiple methods to address completion, retention, and success for students in developmental education classes. In addition, the Developmental Education Task Force has decided to create an annual report for developmental education at LLC. This report is being produced and should be ready for dissemination in late August/ early September. The report can be used to inform the campus and the community-at-large of developmental education activities at Lake Land College.

SECTION 5

**STUDENT & ACADEMIC SUPPORT
SERVICES**

**Learning Assistance Centers/Tutoring
&
Career Services**

STUDENT & ACADEMIC SUPPORT SERVICES REPORT

SUMMARY REPORT OF PROGRAM REVIEW 2014

Service Area	Learning Assistance Center/Tutoring
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Improvements or Rationale for Action

The overall goal of the Lake Land College Learning Assistance Center (LAC) is to assist students in developing the skills necessary for personal satisfaction and academic achievement. Major changes and restructuring have been done over the last several years.

Prior to Fall Semester, 2008, the Learning Assistance Center (LAC) included the Reading Center, the Assessment Center, the Tutoring Center, and the Intensive English Language Program. Some are still currently operating within the LAC with minor changes, while some areas have been discontinued or moved to other college departments. Each of these sections will be discussed separately.

Reading Center

The Reading Center included a three-tiered system of courses (RDG 007 – Fundamentals of Reading, RDG 009 – Essentials of Reading, and RDG 050 – Reading and Study Skills I) mandated by scores on the reading portion of the College placement testing battery or by student ACT scores.

With the retirement of the previous director who oversaw the Reading Center (August, 2008), the administration chose to relocate this program to the Humanities Division. The position of Developmental Reading and Writing Instructor/Coordinator was created to allow for oversight and teaching the reading courses within the division, and this person began in August, 2009.

Placement Testing Center

The Assessment Center was renamed as the Placement Testing Center (so as not to be confused with course/program assessment).

The main duty of the Placement Testing Center in the LAC is to administer basic skills testing. Placement test scores in reading, math, and English is required of all degree-seeking students upon entrance to the college. Since 2004, a new rule allows students to utilize their ACT scores in place of the College placement testing. Students participate in mandatory placement in reading, math, and English based upon either assessment method. The administering of the tests, both on and off campus, is done by the staff of the LAC. There had been some concern about the validity of our placement testing instrument among some divisions on campus, so a committee began meeting in September, 2008, to examine other testing options. At that time, it appeared that Illinois was moving in the direction of statewide developmental course cut-off scores, and

Lake Land College - District #51701

over 83% of the community colleges utilized COMPASS for placement testing. In September, 2010, the College changed from ACCUPLACER (College Board) to COMPASS (ACT) for placement into spring, 2011 courses.

CLEP testing, testing future nursing students with the National League for Nursing examination, testing dual credit students at their high schools, and proctoring of distance learning classes are just a few of the additional testing responsibilities of LAC staff. In 2013, the LAC implemented ASE Automotive Certification test offerings for our automotive students for the first time.

Tutoring Center

The Tutoring Center offers tutorial assistance in most college courses. Prior to Fall Semester, 2008, pass/fail tutorial basic skills courses in reading, math, and English were available. As part of the Learning Assistance Center changes described earlier due to the retirement of the previous director, these small-group, non-graded courses were discontinued at the end of Summer Session, 2008, and replaced with ENG 005 - Foundations of Composition under the Humanities Division, and MAT 001 - Pre-Algebra in the Math/Science Division. Students in the lowest levels of reading placement tests were then enrolled in RDG 007 - Fundamentals of Reading. All three of these courses are graded, traditional courses. Other tutorial courses taught in the Tutoring Center include memory, test-taking, and an introduction to computers.

The number of contact hours tutored per year averages over 8,000. The staff of the LAC continues to work at expanding services to extension centers across the area. Currently, tutors are available at the Kluthe Center in Effingham on a limited basis. The trend continues towards utilizing more paid peer tutors and less degreed individuals.

Other services provided by the Tutoring Center include proctoring tests for students with disabilities and provision of English as a Second Language (ESL) classes. ESL classes continue to be offered on campus, at the Kluthe Center in Effingham, and at Marshall. Although attendance is small at both off-campus sites, the classes provide an opportunity for services to non-native English speakers from other parts of the district who cannot travel to campus.

Each tutee is asked to complete an evaluation on the Center and staff toward the end of each semester. This should help to determine if changes being implemented are positive and provide an opportunity for student thoughts, comments, and suggestions.

Lake Land College - District #51701

Intensive English Language Program

Begun in 2000, this small program (IEL) is designed to teach English to international students who wish to study in the United States and do not have the English skills necessary to enroll directly in college level courses. Learner competencies for this program are in place and are updated yearly. The competencies measure pre- and post- test results using the Michigan Test of English Language Proficiency of students completing the IEL program. The results also report the success of students who completed the program and enrolled in a regular college curriculum. At the conclusion of the Summer Session, 2012, the administration chose to relocate this program to the Humanities Division where continues as a three-level (beginning, intermediate, and advanced) program with minor, if any, changes.

In summary, the last several years have included changes for the programs and the staff of the Learning Assistance Center. In addition, during the Summer Session, 2012, the building was closed for extensive renovation, and the center was relocated to temporary summer spaces. Prior to fall semester, 2012, the Learning Assistance Center returned to much improved, ADA compliant renovated spaces that provide an atmosphere more conducive to learning.

Administration and LAC staff will carefully follow up to ensure that new initiatives and updated programs and projects produce positive benefits to the students who utilize these services.

Career Services Program Review May 2014

Career Services is committed to working with students to identify and develop skills that are critical to educational, personal and professional success, including establishing a portfolio, building transferable skills, creating networking opportunities, appreciating professionalism and etiquette, furthering communication skills and developing job search materials. Preparing throughout their educational experience helps students achieve their goals. The career services team includes three people, one full-time director, one full-time administrative assistant and one 29-hour per week representative.

The career services office at Lake Land College serves thousands of people annually through a variety of programming options. This number continues to grow as more faculty, students and community members recognize the need for the skills, techniques and concepts taught in career services.

Career services continues to evaluate and revise how services are offered. While students and community members are encouraged to use services independently and as-needed, more attention is given to program-specific offerings. These programs and tailored curriculums move students through structured systems that allow them to create materials that are more thoroughly developed and prepare them to effectively navigate their job search. Computer information systems, education, human services, administrative assistant, civil engineering technology, business, power plant technology and communications are some of the program areas utilizing tailored career curriculum with their students.

The career services website continues to undergo renovations on an as-needed basis. The addition of the NACElink CSM (Career Services Manager) is the most recent change and is providing greater access to prospective jobs and employers than ever before. This online, third party product also allows users to upload and store their resumes and employers to search resumes in the database. This added service makes the talent search process for efficient and effective for many employers. An introductory video has also been added to the career services website and content updates are currently being developed. In addition, office staff is implementing the use of social media as a way to share information and connect with employers and job seekers. As the use of social media continues to grow in American culture, career services will seek to use it as an effective communication tool.

The LLC Illinois College Exposition and Career Day, held each October, is coordinated through admission and records and supported heavily by career services. This event is the largest recruitment activity of the year and involves hundreds of presenters and volunteers. Throughout the day, high school juniors and seniors attend up to three career information sessions of their choice and have the opportunity to spend one hour with over 70 college and university representatives. At the end of the day, evaluations are collected from participating students, the high school counselors and the college and university representatives. In addition, staff members meet to review the evaluations and discuss their perspectives on the day. This process has led to

Lake Land College - District #51701

many improvements over the years and the team continues to seek feedback and implement enhancements.

In an effort to continually improve the Cooperative Work Study Program (CWSP) at Lake Land College, annual evaluations are conducted with participating employers to evaluate their experience and the student intern's job performance. These evaluations examine the employers' experience and continued interest, allowing staff members to tailor services and processes to meet the needs of various industries and employers served. In addition, as a state funded grant, evaluation results are required as part of the annual reapplication and reporting process. Information obtained through the evaluations is an invaluable tool to ensure the continued success of CWSP.

Finally, Career Services hosts the annual job fair each spring semester and utilizes informal evaluation measures to make adjustments to the event. Staff members speak directly with participating employers and students to gauge satisfaction and gather ideas for improvement. In addition, staff members speak with a variety of individuals to determine which advertising methods were most effective. This particular piece is very difficult to ascertain and new, creative advertising pieces are added each year.

The State of Illinois' and America's economic challenges place additional burdens on career services offices across the country as the need for services multiplies. Career services at Lake Land College continually evaluates strategies and techniques and modifies approaches to meet the needs of constituents. Doing so allows for a varied system of processes and procedures that address current concerns while being flexible enough to meet future demands; all within tight budget constraints. Utilization of a small staff and conservative budget encourages flexibility and innovation in delivery methods.

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, General Education Assessment, 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.

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.

The Assessment in Participation Task Force (APTF) was created during October 2013. The charge of this task force was to develop a written list of expectations for participation and defining the process of assessment for faculty members. The committee was comprised of the Associate Vice President for Educational Services; The Professional Development & Assessment Facilitator; the Director of Institutional Research; the Director of Learning Technologies; one division chair; and five faculty members that were named by the Lake Land College Faculty Association President. As a result of the APTF, the Assessment Participation document/procedure was released to division chairs and full-time faculty in May 2014 and implementation began soon thereafter.

SECTION 7

RESULTS FROM PRIOR REVIEWS

No major program changes in AY 13-14

SECTION 8

College 5-year Program Review Schedule

ICCB 5-Year Program Review Schedule

Academic Disciplines

FIVE-YEAR SCHEDULE

Academic Discipline Reviews		
	Year	
1	2014	Physical & Life Sciences
2	2015	Humanities & Fine Arts
3	2016	Social & Behavioral Sciences
4	2017	Written & Oral Communications
5	2018	Mathematics

Cross-Disciplinary Curricula

FIVE-YEAR SCHEDULE

Cross-Disciplinary Reviews		
	Year	
1	2014	Remedial/Developmental
2	2015	Vocational Skills
3	2016	Transfer Functions and Programs including the AA, AS, AES, AFA, AAT, and the AGS degree programs
4	2017	General Education (all transferable)
5	2018	Adult Education and ESL

Lake Land College - District #51701

Student and Academic Support Services

FIVE-YEAR SCHEDULE

Student and Academic Support Services					
	14	15	16	17	18
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	

Lake Land College - District #51701

Curr. #	Program	Associate in Applied Science				
		14	15	16	17	18
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	
097	Information Technology(110401)				X	
011	Ag Machinery Sales(010101)		X			
012	Agriculture Business & Supply (010103)		X			
014	Agriculture Production & Management(010301)		X			
020	Ag Professional Custom Applications(010301)		X			
ALAG	Alternative Agriculture Production(010304)		X			
018	Horticulture(010601)		X			
089	Civil Engineering Technology(150201)					X
094	CET/Advanced Technical Studies(150201)					X
086	Electronics Engineering Technology(150303)				X	
096	Electronics Systems Specialist(150303)				X	
098	Electronic Control Technology(150303)				X	
ICT	Instrumentation & Control Technology(150303)				X	
064	Mechanical-Electrical Technology(150403)				X	
085	Computer Integrated Manufacturing Tech.(150411)				X	
095	Computer Aided Design Technology(151302)				X	
082	Building Construction Technology(151303)				X	
027	Administrative Assistant-Legal(220301)				X	
037	Parole Officer(430102)				X	
056	Corrections(430102)				X	
053	Law Enforcement(430107)				X	
038	Corrections Officer/Youth Supervisor(430110)				X	
EMS	Fire Science Technology(430203)					X
060	Human Services(440701)			X		
081	Automotive Technology(470604)			X		
072	Dental Hygiene(510602)					X
023	Administrative Assistant-Medical(510716)				X	
087	Physical Therapist Assistant(510806)			X		

Lake Land College - District #51701

Curr. #	Program					
	Associate in Applied Science					
		14	15	16	17	18
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					
		14	15	16	17	18
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	

Lake Land College - District #51701

Curr. #	Program	Certificate				
		14	15	16	17	18
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

Lake Land College - District #51701

Curr. #		Program				
Certificate		14	15	16	17	18
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			