

Lake Land College - District #51701



ICCB PROGRAM REVIEW REPORT

FISCAL YEAR 2015

Section 1

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Section 2

Career and Tech Ed Programs

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2015

6-digit CIP	010101
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Degree Type	Associate in Applied Science
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Program Titles	Ag Machinery Sales
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Action

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

Improvements & Rationale for Action

Program is inactive.

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)

Program is inactive.

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2015

6-digit CIP	010301
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Degree Type	Associate in Applied Science
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Program Titles	Ag Professional Custom Application
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Action

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

Improvements & Rationale for Action

Program is inactive.

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)

Program is inactive.

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CTE PROGRAM REVIEW REPORT FOR 2015

6-digit CIP	010103
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Degree Type	Associate in Applied Science
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Program Titles	Agriculture Business and Supply
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Action

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

Improvements & Rationale for Action

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

Upon recommendation from the Ag Advisory Council, faculty members have focused on integrating more Precision Agriculture information into the curriculum. This recommendation is based upon the evolving training needs of agri-businesses within our college district. The integration of Precision Ag topics has been emphasized in all agronomic and software courses within the curriculum.

The Agriculture Division continues to review delivery methods and course offerings to better suit the diverse needs of our students. The Agriculture Division currently has students that come from the following states; Illinois, Indiana, Michigan, Minnesota, Missouri, Ohio and South Dakota.

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

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Other, please specify: **Advisory Council Review**

Statewide Program Issues (if applicable)

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

Since the previous review, enrollment in the Agriculture Business and Supply program has increased by 63%. This increase is a direct function of job demand within the Ag retail sector. The Agriculture Division continues to seek out partnering opportunities with industry to provide students long term employment.

An emerging problem at the state level is funding for Agriculture Education. Since 2010, the Agriculture Education Line Item had been level funded at \$1.8 million. The state's 2016 proposed budget provided no funding for the Ag Ed Line Item. Although this funding provides minimal support to community college agriculture programs, it does provide substantial resources and incentive grants to high school Ag programs. The impact of this reduction could ultimately be felt at the community college level.

While this particular challenge provides concerns, the job outlook for Agriculture business and all agronomic industries in east central Illinois and nation-wide remains strong. The number of positions have increased and entry level salaries remain competitive when compared to similar industries and are commensurate with degree credentials.

The Agriculture Division is currently developing a 2 + 2 Agreement with Southern Illinois University-Carbondale. This agreement should provide our Ag Business and Supply graduates seamless transfer to SIU should they decide to continue their education.

Detailed Assessment Report

As of: 5/20/2015 06:30 AM CENTRAL

2014-2015 Agriculture Business & Supply AAS.AGBUS

(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: Business Evaluation

Students will be evaluated on their understanding of the material presented in the various AG Business courses that are within this degree.

Related Measures:

M 1: Embedded Test Questions

To demonstrate the students' progress embedded test questions will be placed within the exams of the various Ag Business class within the Ag Business degree. Examples of these classes include AGR 111 & 112, AGR 207, AGR 131, AGR 134, as well as other Ag Business classes.

Source of Evidence: Standardized test of subject matter knowledge

Target:

80% of the students will answer 70% of the embedded test questions correctly.

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

2013-2014 results to follow.

Evidences (2012-2013) - Target: Not Met

73.6% of the students scored 70% or higher.

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

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

Ag Business Action Plan

Established in Cycle: 2012-2013

The embedded test questions were taken from a comprehensive final that may have given scores lower than we expected (73.6%). In...

SLO 2: Agronomy Evaluation

Students will display their understanding of the presented material and relative concepts that are presented in the agronomy classes.

Related Measures:

Lake Land College - District #51701

M 2: Embedded Test Questions

Questions that make the students think critically and questions that ask the students to display a basic understanding of agronomy will be embedded within the various agronomy classes that students will take. Some of these classes include soils, pest management, soil fertility, and crops.

Source of Evidence: Standardized test of subject matter knowledge

Target:

80% of the students will answer 70% of the embedded test questions correctly.

Evidences (2013-2014) - Target: Not Met

78.85 of students correctly answered 70% or more of the embedded test questions correctly.

Evidences (2011-2012) - Target: Not Met

9 of 14 students that have taken AGR 052 scored better than 70% on the embedded test questions within the soybean exam. This falls slightly under the 80% goal.

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

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

Action plan for soybean unit

Established in Cycle: 2011-2012

I am in the process of restructuring this unit. Hopefully that will improve the flow of the material presented and increase the s...

Agronomy Unit

Established in Cycle: 2013-2014

Many students struggle with Nitrogen conversion and how it reacts in the soil. I will spend more lecture time on the chemistry ...

SLO 3: Livestock Evaluation

Students will be asked to reveal their level of understanding of livestock production.

Related Measures:

M 3: Embedded Test Questions

Questions will be embedded in the exams of AGR 060 and or AGR 206.

Source of Evidence: Standardized test of subject matter knowledge

Target:

80% of the students will correctly answer 70% of the embedded test questions.

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Evidences (2014-2015) - Target: Met

Students were evaluated on genetics and breeding stock selection. 81% of the students answered at least 70% of the embedded test questions correctly.

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

Action plan for soybean unit

I am in the process of restructuring this unit. Hopefully that will improve the flow of the material presented and increase the students' comprehension of the material.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Embedded Test Questions | **Outcome/Objective:** Agronomy Evaluation

Ag Business Action Plan

The embedded test questions were taken from a comprehensive final that may have given scores lower than expected (73.6%). In the future I will try to evaluate on single testing units.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Projected Completion Date: 05/14/2014

Ag Business Action Plan

The embedded test questions were taken from a comprehensive final that may have given scores lower than we expected (73.6%). In the future I will try to evaluate on single testing units.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Embedded Test Questions | **Outcome/Objective:** Business Evaluation

Agronomy Unit

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Many students struggle with Nitrogen conversion and how it reacts in the soil. I will spend more lecture time on the chemistry on Nitrogen so that they may have a better understanding of nitrogen.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Embedded Test Questions | **Outcome/Objective:** Agronomy Evaluation

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2015

6-digit CIP	010301
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Degree Type	Associate in Applied Science
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Program Titles	Agriculture Production and Management
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Action

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

Improvements & Rationale for Action

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

The Agriculture Advisory Committee provided the recommendation that students work at multiple work locations across their four Supervised occupational Experiences. The rationale for this recommendation stressed the importance of students gaining experience from different production operations. The accumulation of more diverse work experiences within industry would ultimately enhance their management skills and decision making processes.

The Advisory Council further recommended greater integration of Precision Agriculture topics into the curriculum. As a result, there has been a greater focus on Precision Ag particularly in agronomic and software classes.

The Agriculture Division continues to review delivery methods and course offerings to better suit the diverse needs of our students. The Agriculture Division currently has students that come from the following states; Illinois, Indiana, Michigan, Minnesota, Missouri, Ohio and South Dakota

Principle Assessment Methods Used in Quality Assurance for this Program

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

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- Study surveys
- Analysis of enrollment, demographic, and cost data
- Other, please specify: Advisory Council Review

Statewide Program Issues (if applicable)

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

The current challenge in Agriculture production has been the downturn in the commodity markets. Graduates of this program generally return to family farming operations. Lower commodity prices, high land values and high cash rents have lead more students to the more stable Ag retail side of the industry. To address this trend, courses within the Ag production curriculum stress the importance of risk management, efficient record keeping and sound marketing strategies.

Another emerging problem at the state level is funding for Agriculture Education. The state's 2016 proposed budget provided no funding for the Ag Ed Line Item. Although this funding provides minimal support to community college agriculture programs, it does provide substantial resources and incentive grants to high school Ag programs. The impact of this reduction could result in fewer Supervised Agricultural Experiences at the high level and therefore impact future community college Ag enrollments.

While these challenges provide concerns, the job outlook for Agriculture production in east central Illinois and nation-wide remains strong. The number of positions have increased and entry level salaries remain competitive when compared to similar industries and are commensurate with degree credentials.

The Agriculture Division is currently developing a 2 + 2 Agreement with Southern Illinois University-Carbondale. This agreement should provide our Agriculture Production and Management graduates seamless transfer to SIU should they decide to continue their education.

Detailed Assessment Report

As of: 5/20/2015 06:30 AM CENTRAL

2014-2015 Agriculture Production & Management AAS.AGPRO
(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

Demonstrate an awareness of farm safety and the safe operation of farm implements.

Related Measures:

M 1: Program Outcome Method 1

Use of imbedded questions in the final exam of AGR 049. 90% of the students will score 70% or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2013-2014) - Target: Met

95% of students obtained a score of 70% or higher on the embedded question

Evidences (2011-2012) - Target: Met

92% of students achieved an assessment of 75% or higher on the embedded question.

Evidences (2010-2011) - Target: Not Met

100% of the students in 2009 scored 80% or higher on the imbedded questions from AGR049. 100% of the students in 2008 scored 80% or higher on the imbedded questions from AGR 049. 100% of the students in 2007 scored 75% or higher on the imbedded questions from AGR049.

SLO 2: Program Outcome 2

Demonstrate an understanding of livestock fundamentals in the core areas of breeds, selection, genetics, reproduction, animal products, nutrition, and health.

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Related Measures:

M 2: Program Outcome Method 2

Use of a final project in AGR 060. 90% of the students will score 70% or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2012-2013) - Target: Met

92% of students achieved an 80% or higher on the embedded question

Evidences (2011-2012) - Target: Not Met

80% of the students scored a 70% or higher for the final project in 2011.

Evidences (2010-2011) - Target: Not Met

98% of the students in 2009 scored 70% or higher on the project in AGR 063. 88% of the students in 2008 scored 70% or higher on the project in AGR 063. 80% of the students in 2007 scored 70% or higher on the project in AGR063.

SLO 3: Program Outcome 3

Demonstrate an understanding of commodities and marketing

Related Measures:

M 3: Program Outcome Method 3

Use of imbedded questions in the final exam of AGR 123. 90% of the students will score 70% or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2011-2012) - Target: Not Met

80% of students achieved a 70% or higher on the targeted assignment.

Evidences (2010-2011) - Target: Not Met

100% of the students in 2009 scored 70% or higher on the imbedded questions from AGR123. 87% of the students in 2008 scored 70% or higher on the imbedded questions from AGR 123. 80% of the students in 2007 scored 70% or higher on the imbedded questions from AGR 123.

SLO 4: Program Outcome 4

Express basic agriculture competency skills in oral and written communication.

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Related Measures:

M 4: Program Outcome Method 4

Students will be assessed in 2008 using a project in AGR 122. 90% will score 70% or higher. Students will be assessed using a rubric developed for oral and written presentation in AGR 051. 90% will score 70% or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2011-2012) - Target: Met

100% of students achieved a 70% or higher on the targeted assignment

Evidences (2010-2011) - Target: Not Met

100% of the students in 2009 scored 70% or higher on the projects in AGR 122. 100% of the students in 2008 scored 70% or higher on the projects in AGR 122. 85% scored 70% or higher in 2007 on the rubric used to evaluate their projects in AGR 051.

SLO 5: Program Outcome 5

Express an understanding of computers and awareness of agriculture software.

Related Measures:

M 5: Program Outcome Method 5

Use of final project in AGR 111. A rubric will be used to evaluate. 90% of the participants will be proficient in their use and score 70% or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2011-2012) - Target: Met

93% of students scored a 70% or higher on the PowerPoint presentation.

Evidences (2010-2011) - Target: Not Met

90% of the students in 2009 scored 70% or higher on the rubric used to evaluate their final projects in AGR 111. 90% of the students in 2008 scored 70% or higher on the rubric used to evaluate their final projects in AGR 111. 90% of the students scored 70% or higher in 2007 on the rubric used to evaluate their final projects in AGR 111.

SLO 6: Program Outcome 6

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Demonstrate an understanding of the operation of a farm enterprise, skills and knowledge application, and use of technologies.

Related Measures:

M 6: Program Outcome Method 6

Employers will rate the students concerning their understanding of the farm enterprise. 90% will rate these awareness skills as average or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2011-2012) - Target: Met

Of the employers that reported 100% of students received a score of average or above.

Evidences (2010-2011) - Target: Not Met

Of the employers who responded in Spring 2009, 100% rated the students as average or higher for their understanding of the farming operation. Of the employers who responded in spring 2008, 100% rated the students as average or higher for their understanding of the farming operation. Of the employers who responded in Spring 2007, 100% rated students of the Agriculture Production Management program average or higher for their understanding of the farming operation.

SLO 7: Program Outcome 7

Identify risk and conflict in management decisions.

Related Measures:

M 7: Program Outcome Method 7

Employers will rate the students concerning their adaptability and management skills. 90% will rate these skills as average or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2014-2015) - Target: Met

98% of employers gave a score of average higher for management and adaptability

Evidences (2011-2012) - Target: Met

In the fall of 2011 all employers that reported gave 100% of students a score of average or higher in management and adaptability.

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

Of the employers who responded in spring 2009 100% rated the students average or higher for adaptability and management skills. Of the employers who responded in spring 2008, 100% rated the students average or higher for adaptability and management skills. Of the employers who responded in spring 2007, 100% rated students of the Ag Production Management program average or higher for adaptability and management skills.

SLO 8: Program Outcome 8

Apply appropriate mathematic skills required for agriculture production.

Related Measures:

M 8: Program Outcome Method 8

Use of imbedded questions in the final exam in AGR 051. 90% of the students will score 70% or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

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

83.3% of students received a 70% or higher on the targeted assignment

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

93% of the students in 2009 scored 70% or higher on the imbedded questions from AGR 051. 93% of the students in 2008 scored 70% or higher on the imbedded questions from AGR 051. 75% of the students in 2007 scored 70% or higher on the imbedded questions from AGR 051.

SLO 9: Program Outcome 9

Prepare accurate records for the purpose of accounting and financing.

Related Measures:

M 9: Program Outcome Method 9

Use of imbedded questions in AGR 124. 90% of the students will score 70% or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

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

92% of students scored above a 90% on embedded assignment

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

100% of students achieved a 70% or higher on the targeted assignment.

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

90% of the students in 2009 scored 70% or higher on the project from AGR124. 100% of the students in 2008 scored 70% or higher on the project from AGR 124. 80% of the students in 2007 scored 70% or higher on the project from AGR 124.

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2015

6-digit CIP	010304
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Degree Type	AAS
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Program Titles	Alternative Agriculture Production
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Action

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

Improvements & Rationale for Action

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

The Alternative Agriculture Production program has struggled to gain traction as a degree path. The staff and advisory council have studied the program with the focus on increasing enrollment. While there appears to be a need state wide, the east central region of Illinois is still highly devoted to traditional corn/soy production. The division will continue to evaluate the program and, during the remainder of 2015, focus on marketing the program through the state and national FFA convention as well as utilizing substantial media advertising via radio and social media.

As with other programs, the advisory council strongly recommends varying locations throughout the 4 Supervised Occupational Experiences.

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

Lake Land College - District #51701

Statewide Program Issues (if applicable)

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

An emerging problem at the state level is funding for Agriculture Education. The state's 2016 proposed budget provided no funding for the Ag Ed Line Item. Although this funding provides minimal support to community college agriculture programs, it does provide substantial resources and incentive grants to high school Ag programs. The impact of this reduction could result in fewer Supervised Agricultural Experiences at the high level and therefore impact future community college Ag enrollments. In spite of this concern, job outlook in the alternative Agriculture area remains steady.

The Agriculture Division is currently developing a 2 + 2 Agreement with Southern Illinois University-Carbondale. This agreement should provide our Agriculture Production and Management graduates seamless transfer to SIU should they decide to continue their education.

Detailed Assessment Report

As of: 5/20/2015 06:30 AM CENTRAL

2014-2015 Alternative Ag Production AAS.ALAG

(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: Program Outcome 1

Express basic agriculture business competency skills in communication.

Related Measures:

M 1:Program Outcome Method 1

Eighty percent of the students will score 80% or higher on rubric related to project in AGR 063.

Source of Evidence: Project, either individual or group

Target:

Eighty percent will score 80% or higher.

SLO 2: Program Outcome 2

Apply appropriate mathematic skills required for agribusiness.

Related Measures:

M 2:Program Outcome Method 2

Embedded test questions in AGR 040.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:

Eighty percent will score 80% or higher.

SLO 3: Program Outcome 3

Illustrate a logical approach of a dilemma at an internship site.

Related Measures:

M 3: Program Outcome Method 3

Supervised Occupational Experience staff visit.

Source of Evidence: Field work, internship, or teaching evaluation

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Target:

Eighty percent will score 80% or higher.

Evidences (2013-2014) - Target: Met

One hundred percent scored 80 percent or higher.

SLO 4: Program Outcome 4

Demonstrate skill in prioritizing during Supervised Occupational Experience.

Related Measures:

M 4: Program Outcome Method 4

Supervised Occupational Experience Employer Evaluation.

Source of Evidence: Field work, internship, or teaching evaluation

Target:

Eighty percent will score 80% or higher.

Evidences (2014-2015) - Target: Met

One hundred percent of the students scored 80% or higher.

Evidences (2012-2013) - Target: Met

One hundred percent scored 80% or higher.

SLO 5: Program Outcome 5

Express an understanding of computers and awareness of agricultural software.

Related Measures:

M 5: Program Outcome Method 5

Project in AGR 111.

Source of Evidence: Project, either individual or group

Target:

Eighty percent will score 80% or higher.

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CTE PROGRAM REVIEW REPORT FOR 2015

6-digit CIP	010601
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Degree Type	Associate in Applied Science
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Program Titles	Horticultural Production and Landscape
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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 Horticultural Production and Landscape program remains a high potential yet lower enrollment program. The program coordinator has engaged an aggressive recruiting and marketing approach in order to improve enrollment numbers. In addition, the program coordinator has been greatly involved in professional development activities that enhance the educational experience of the students. The program director has also participated in Master Gardener regional television broadcasts, providing expertise to area population.

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

Lake Land College - District #51701

Statewide Program Issues (if applicable)

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

One of the challenges to the Horticulture industry is a lack of student awareness of this vocation as a career pathway. Guidance counselors have, to an extent, overlooked this career as a viable option for students. The current program has a higher than normal number of non-traditional students because Horticulture often goes unrecognized as a viable career pathway at the high school level.

Another challenge is that the industry is comprised of many small, independent companies as opposed to larger, more diverse companies with greater employment needs. For this reason, Horticulture may lack the exposure in the public consciousness. The Horticulture industry is effected by the overall economy of the state. Many of the employment opportunities lost during the economic turn-down are looking to be filled by businesses across the state.

Detailed Assessment Report

As of: 5/20/2015 06:30 AM CENTRAL

2014-2015 Horticulture Production & Landscape AAS.HRT

(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: Outcome 1 -communication

Graduates from the Horticultural Production and Landscape program will be able to: Express basic horticulture competency skills in communication.

Related Measures:

M 1: Program Outcome Method 1

Students will be assessed on a final oral presentation prior to program completion. 90% of the students will score 70% or higher. HRT 081 Landscape Design course was chosen.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2012-2013) - Target: Met

100% of the students reached the criteria at the 70% or higher target, with actually all students earning a 90% or higher. This was done with a rubric based on the sales presentations given by students showing/presenting their landscape design recommendations for a given client.

Evidences (2011-2012) - Target: Met

100% of the students reached the criteria at the 70% or higher target, with majority of students reaching a 90% grade. In addition, a majority of the students received a 'A' rating for their work.

Evidences (2010-2011) - Target: Met

100% of the students reached the criteria at the 70% or higher target, with majority of students reaching a 90% grade.

SLO 2: Outcome 2 -mathematic skills

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Apply appropriate mathematic skills required for the horticulture industry.

Related Measures:

M 2: Program Outcome Method 2

Use of mathematic application questions embedded in exams in Greenhouse Management & Production (HRT 076). 90% of the students will score 70% or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Continue to stress the importance of mathematics in industry

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

The HRT 076 was not offered this year, students enrolled in other courses. Mathematics was incorporated into courses but not tracked for this assessment.

Evidences (2010-2011) - Target: Met

100% of the student reached the criteria on the greenhouse exams

SLO 3: Outcome 3 -horticulture fundamentals

Demonstrate an understanding of horticultural fundamentals in the core horticulture areas.

Related Measures:

M 3: Program Outcome Method 3

Employers will evaluate students' demonstration of general horticulture knowledge during the final student internship, Supervised Occupational Experience. 90% of the employers will rate students' knowledge average or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2014-2015) - Target: Met

100% of the employers on the evaluation rated students at average or higher of the students in SOE 3 with several students receiving the highest rating.

Evidences (2011-2012) - Target: Met

100% of the employers on the evaluation rated students at average or higher of the students in SOE 3.

Evidences (2010-2011) - Target: Met

100% of employers rated student knowledge at average or higher, with 80% receiving the highest rating.

Lake Land College - District #51701

SLO 4: Outcome 4 -logical approach to dilemma

Illustrate a logical approach of a dilemma at an internship site.

Related Measures:

M 4: Program Outcome Method 4

By discussion during the supervisory visit the coordinating instructor will assess the student's recognition of a dilemma and how the dilemma was reconciled. A rubric will be used to evaluate with 90% of the students scoring 70% or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

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

A majority of the students rated 70% or higher recognition of a dilemma. We will have to continue stress the importance of the SOE being a training method to prepare students to employers by including students in decision making process.

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

100% of the students scored 70% or higher on "Recognition and reconciliation of a dilemma."

SLO 5: Outcome 5 -demonstrate prioritizing skill

Demonstrate skill in prioritizing during Supervised Occupational Experience.

Related Measures:

M 5: Program Outcome Method 5

Following the final student internship, employers will be surveyed regarding the students' use of prioritizing during their internship or Supervised Occupational Experience. 90% of the employers will rate the prioritizing skill at average, above average, or excellent.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

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

95% of employers rated the students with average or higher prioritization skills.

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

100% of employers rated the students with average or higher prioritization skills. Would like to see all of the students rate even higher than reported.

Lake Land College - District #51701

SLO 6: Outcome 6 -Differentiate organizational workplace roles

Differentiate the organizational roles within the workplace including management, supervisory, and other horticultural employees.

Related Measures:

M 6: Program Outcome Method 6

Employers will rate the students during the Supervised Occupational Experience on the Employer Evaluation concerning their "understanding of the operation". 90% of the employers will rate this area of the evaluation as average or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2014-2015) - Target: **Met**

100% of the employers rate the students as average or higher concerning understanding of the internship operation.

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

100% of the employers rate the students as average or higher concerning understanding of the internship operation. However, I would like to continue to get students beyond the rating of average.

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

100% of the employers rate the students as average or higher concerning understanding of the internship operation.

SLO 7:Outcome 7 -horticulture salesmanship

Examine the basics of horticulture and salesmanship.

Related Measures:

M 7: Program Outcome Method 7

Use of embedded questions in the exams in Herbaceous Landscape Plants (HRT 071). 90% of the students will score 70% or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Continue to add a salesmanship portion to all exams

Lake Land College - District #51701

Evidences (2013-2014) - Target: Met

In the Herbaceous course, all students were asked to give a sales presentation as a graded project. 100% of the students received a 70% or better on the final grade.

Evidences (2011-2012) - Target: Met

90% of the students rated 70% or better. Because of the small class size the 10% represents one student that did poorly in the class, all the other students rated 85% or higher.

Evidences (2010-2011) - Target: Met

100% of students scored 70% or higher on embedded exam questions. Great improvement in this outcome over the students' college career.

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2015

6-digit CIP	51.3801
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Degree Type	Associate in Applied Science
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Program Titles	Associate Degree Nursing
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Action

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

Improvements & Rationale for Action

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 Associate Degree Nursing program curriculum was modified to improve student learning for increased retention, persistence, and completion. Students have become more involved in their learning. The curriculum now follows a concept based model which correlates with how licensed nurses practice. To coordinate with the concept based curriculum, faculty have collaboratively developed lesson plans to redistribute content rigor from novice to entry level. The practice/lab environment has become focused on simulation, instead of mechanics, to develop skills required for a whole patient encounter. Students have demonstrated a more relaxed transition from labs to clinicals.

Tests within the program are peer evaluated by the faculty to provide second party evaluation for assessment and consistency.

Beginning fall 2015, 16 additional first level students and 16 additional second level students, have been admitted into the program in an attempt to increase our acceptance of former Practical nursing graduates wanting to return, as well as meet the demands of the community. Changes to the program have been instituted during fall 2014. Data is being tracked and collected but additional time is needed for cumulative data and assessment for outcomes. Results should demonstrate effectiveness of the changes.

Principle Assessment Methods Used in Quality Assurance for this Program

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

Lake Land College - District #51701

- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic, and cost data
- Other, please specify: Advisory Council Review, ACEN standards

Statewide Program Issues (if applicable)

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

Employment outlook for the Associate Degree nurses is rising. From 2014 to 2016, there is expected to be a 2.23% increase in jobs. By 2022, these numbers are expected to rise to 10.51%.

Lake Land College

Detailed Assessment Report

As of: 5/20/2015 06:46 AM CENTRAL

2014-2015 Associate Degree in Nursing AAS.ADN

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

Goals

G 1:Program Outcomes

100% of graduates will achieve program outcomes.

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

SLO 1:NCLEX-PN exam

Students will pass the NCLEX-PN exam.

Related Measures:

M 1:NCLEX-PN exam

NCLEX-PN results

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

Target:

88% of graduates will pass the NCLEX-PN exam on first attempt.

Evidences (2014-2015) - Target: Met

92% of graduates passed the NCLEX_PN exam on first attempt.

SLO 2:Program completion

Students who complete the practical nursing program.

Related Measures:

M 2:Tracking tool

Faculty will track student progression and completion in the program using a tracking tool devised by the department.

Source of Evidence: Academic direct measure of learning - other

Target:

85% of students who begin the practical nursing will complete the course of study.

Lake Land College - District #51701

SLO 3: Graduate satisfaction

Students will be satisfied with the practical nursing program 6-12 months post-graduation.

Related Measures:

M 3: Post-grad satisfaction survey

Satisfaction survey completed via survey monkey 6-12 months post-graduation.

Source of Evidence: Client satisfaction survey (student, faculty)

Target:

90% of graduates will rate the program at least 4/5 on a 5-point Likert scale.

SLO 4: Employer satisfaction

Employers will be satisfied with graduates of the practical nursing program.

Related Measures:

M 4: Employer satisfaction survey

Employer satisfaction survey will address graduates 6 -12 months post-graduation.

Source of Evidence: Employer survey, incl. perceptions of the program

Target:

Employers will rate satisfaction with practical nursing graduates at 4/5 on a 5 point Likert scale.

SLO 5: Job placement

Graduates will be employed as practical nurses 6-12 months post-graduation.

Related Measures:

M 5: Job placement survey

Survey monkey tool for evaluating satisfaction/job placement.

Source of Evidence: Evaluations

Target:

100% of graduates of the practical nursing program will be employed in the field by 6-12 months post-graduation.

SLO 6: CCPE

Students will achieve benchmark on comprehensive computerized predictor exam (CCPE).

Related Measures:

Lake Land College - District #51701

M 6:Exit exam

Student will achieve the benchmark of 850 on the HESI exam.

Source of Evidence: Capstone course assignments measuring mastery

Target:

Score of 850 on HESI exam.

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

Satisfaction Surveys

Director will review the satisfaction surveys to identify areas of strength and weakness in curriculum. (

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Implementation Description: Qualitative and quantitative surveys of employers and students

Responsible Person/Group: Program director

Scholarly practice analysis

Faculty will review the scholarly journals to ensure delivery of current evidence-base care within curriculum.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Implementation Description: Literature review

Responsible Person/Group: Program faculty

Lake Land College - District #51701

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2015

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

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

Improvements & Rationale for Action

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 Management program continues to meet its objectives. Enrollment for Fall 2014 is level with Fall 2013, with 65 and 66 students, respectively. When viewing the enrollment trends over a ten year period, the numbers have remained steady with a high of 83 students in 2011 and a low of 55 students in 2007. The average enrollment from 2004 through 2014 is 68.8 students. The statewide job outlook through 2020 shows a predicted increase of 3.67%, while the LLC district projects an increase of 3.75%.

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

Principle Assessment Methods Used in Quality Assurance for this Program

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

Lake Land College - District #51701

Statewide Program Issues (if applicable)

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

None noted.

Lake Land College

Detailed Assessment Report

As of: 5/20/2015 06:51 AM CENTRAL

2014-2015 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 (2014-2015) - Target: Met

Fall 2014: 92% (12 out of 13) 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 (2013-2014) - Target: Met

Fall 2013: 100% (8 out of 8) 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.

Lake Land College - District #51701

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 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 (2014-2015) - Target: Met

Fall 2014: 92% of students (12 out of 13) scored above 70% on the professional/ occupational behavior and work habits portion of the class.

Evidences (2013-2014) - Target: Met

Fall 2013: 88% of students (7 out of 8) scored above 70% on the professional/ occupational behavior and work habits portion of the class.

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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.

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 (2014-2015) - Target: Met

Fall 2014: The Capstone (BUS-078) students completed individual assignments based on a 5 points scale, which tested their knowledge and application of the management functions. 92 percent (12 out of 13) of the students scored above 4.5 out of 5 points.

Evidences (2013-2014) - Target: Met

Fall 2013: The Capstone (BUS-078) students completed individual assignments based on a 5 points scale, which tested their knowledge and application of the management functions. 88 percent (7 out of 8) of the students scored above 4.5 out of 5 points.

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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

Target:

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

Evidences (2014-2015) - Target: Met

Fall 2014: 100% (11 out of 13) of students in the Capstone class scored above 85% on the accounting portion of the class (i.e., classroom exercise).

Evidences (2013-2014) - Target: Met

Fall 2013: 100% (8 out of 8) of students in the Capstone class scored above 70% on the accounting portion of the class (i.e., classroom exercise).

Lake Land College - District #51701

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 (2014-2015) - Target: **Met**

Fall 2014: 100% (13 out of 13) of students in the Capstone class scored above 70% on the labor relations skills portion of the class (i.e., classroom exercise dealing with diversity in the workforce).

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

Fall 2013: 100% (8 out of 8) of students in the Capstone class scored above 70% on the labor relations skills portion of the class (i.e., classroom exercise dealing with diversity in the workforce).

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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.

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 (2014-2015) - Target: Met

Fall 2014: 100% (13 out of 13) of students in the Capstone class scored above 70% on the marketing skills portion of the class (i.e., classroom exercise).

Evidences (2013-2014) - Target: Met

Fall 2013: 100% (8 out of 8) of students in the Capstone class scored above 70% on the marketing skills portion of the class (i.e., classroom exercise).

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).

Lake Land College - District #51701

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.

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 (2014-2015) - Target: Met

Fall 2014: 92% (12 out of 13) of Management Capstone students scored 70% or higher on the Excel exercise.

Evidences (2013-2014) - Target: Met

Fall 2013: 88% (7 out of 8) of Management Capstone students scored 70% or higher on the Excel exercise.

Evidences (2012-2013) - Target: Met

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

Lake Land College - District #51701

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

Lake Land College - District #51701

Responsible Person/Group: Management Program Coordinator
Additional Resources Requested: n/a

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2015

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

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

Improvements & Rationale for Action

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 Marketing program continues to meet its objectives. Enrollment for Fall 2014 is 15 students, up from 13 students in Fall 2013. When viewing the enrollment trends over a ten year period, the numbers have remained steady with a high of 24 students in Fall 2007 and a low of 13 in Fall 2012 & Fall 2013. The average enrollment from 2004 through 2014 is 17.1. The statewide job outlook through 2020 shows a predicted increase of 5.73%, while the LLC district projects an increase of 3.35%.

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

Principle Assessment Methods Used in Quality Assurance for this Program

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

Lake Land College - District #51701

Statewide Program Issues (if applicable)

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

None noted.

Detailed Assessment Report

As of: 5/20/2015 06:51 AM CENTRAL

2014-2015 Marketing(AAS.MKTG)

(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:Understanding Behavioral Science Concepts

Graduates of the marketing program will be able to apply effective human relations skills to job/interpersonal situations.

Related Measures:

M 1:Understanding Behavioral Science Concepts

At least 80% of students will attain a 70% or better on the teamwork skills portion of the Marketing Capstone class, which includes participating in a group classroom exercise.

Source of Evidence: Academic direct measure of learning - other

Target:

At least 80% of students will attain a 70% or better on the teamwork skills portion of the Marketing Capstone class, which includes participating in a group classroom exercise.

Evidences (2014-2015) - Target: Met

Fall 2014 Results: 100% of students scored above 70% on teamwork skills portion of Capstone class.

Evidences (2013-2014) - Target: Met

Fall 2013 Results: 100% of students scored above 70% on teamwork skills portion of Capstone class.

Evidences (2012-2013) - Target: Met

Fall 2012 Results: 100% of students scored above 70% on teamwork skills portion of Capstone class.

Lake Land College - District #51701

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

Fall 2011 Results: 100% of students scored above 70% on teamwork skills portion of Capstone class.

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

Fall 2010 Results: 88% of students scored above 80% on teamwork skills portion of Capstone class. Fall 2009 Results: 90% of students scored above 80% on teamwork skills portion of Capstone class. Fall 2008 Results: 85% of students scored above 80% on teamwork skills portion of Capstone class. Fall 2007 Results: 90% of students scored above 80% on teamwork skills portion of Capstone class. Fall 2006 Results: 100% of students scored above 80% on teamwork skills portion of Capstone class. Fall 2005: 100% of students scored above 80% on teamwork skills portion of Capstone class. Fall 2004: 100% of students score above 80% on teamwork skills portion.

SLO 2:Target Markets and Marketing Mix

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

Related Measures:

M 2:Target Markets and Marketing Mix

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

Evidences (2014-2015) - Target: **Met**

Fall 2014 Results: 100% of the students scored above 70% on the final exam given to marketing majors.

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

Fall 2013 Results: 100% of the marketing students scored above 70% on the final exam given to marketing students.

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

Fall 2012 Results: 100% of the marketing students scored above 70% on the final exam given to marketing students.

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

Fall 2011 Results: 100% of the marketing students scored above 70% on the final exam given to marketing students.

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Evidences (2010-2011) - Target: Met

Fall 2010 Results: 100% of the marketing students scored above 70% on the final exam given to marketing students. Fall 2009 Results: 80% of the marketing students scored above 70% on the final exam given to marketing students. Fall 2008 Results: 80% of the marketing students scored above 70% on the final exam given to marketing students. Fall 2007 Results: 85% of the marketing students scored above 70% on the final exam given to marketing students. Fall 2006 Results: 75% of the marketing students scored above 70% on the final exam given to marketing students. The lower 2006 results were attributed to a small number of marketing majors in the fall 2006 Capstone class. Fall 2005: 100% of the marketing students scored above 70% on the final exam given to marketing students. Fall 2004: 100% of the marketing students scored above 70%.

SLO 3:Advertising Concepts

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

Related Measures:

M 3:Advertising Concepts

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

Evidences (2014-2015) - Target: Met

Fall 2014 Results: 100% of the marketing students scored above 70% on the final exam given to marketing students. (Which included questions in this area).

Evidences (2013-2014) - Target: Met

Fall 2013 Results: 100% of the marketing students scored above 70% on the final exam given to marketing students. (Which included questions in this area).

Evidences (2012-2013) - Target: Met

Fall 2012 Results: 100% of the marketing students scored above 70% on the final exam given to marketing students. (Which included questions in this area).

Evidences (2011-2012) - Target: Met

Fall 2011 Results: 100% of the marketing students scored above 70% on the final exam given to marketing students. (Which included questions in this area).

Evidences (2010-2011) - Target: Met

Fall 2010 Results: 100% of the marketing students scored above 70% on the final

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

SLO 4:Retailing and Selling

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

Related Measures:

M 4:Retailing and Selling

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

Source of Evidence: Academic direct measure of learning - other

Target:

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

Evidences (2014-2015) - Target: Met

The instructor evaluated each sales presentation and individually rated each student's performance relating to their approach, presentation, handling of objections and closing. Summer 2014 and Fall 2014 Results: 100% of AAS in Marketing students exceeded the minimum expectation of 75 percent in each of these individual areas.

Evidences (2013-2014) - Target: Met

The instructor evaluated each sales presentation and individually rated each student's performance relating to their approach, presentation, handling of objections and closing. Summer 2013 and Fall 2013 Results: 100% of AAS in Marketing students exceeded the minimum expectation of 75 percent in each of these individual areas.

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Evidences (2012-2013) - Target: Met

The instructor evaluated each sales presentation and individually rated each student's performance relating to their approach, presentation, handling of objections and closing. Summer 2012 and Fall 2012 Results: 100% of AAS in Marketing students exceeded the minimum expectation of 75 percent in each of these individual areas.

Evidences (2011-2012) - Target: Met

The instructor evaluated each sales presentation and individually rated each student's performance relating to their approach, presentation, handling of objections and closing. Summer 2011 and Fall 2011 Results: 92% of students exceeded the minimum expectation of 75 percent in each of these individual areas.

Evidences (2010-2011) - Target: Met

The instructor evaluated each sales presentation and individually rated each student's performance relating to their approach, presentation, handling of objections and closing. Summer 2010 and Fall 2010 Results: 88% of students exceeded the minimum expectation of 75 percent in each of these individual areas. Summer 2009 Results: 80% of students exceeded the minimum expectation of 75 percent in each of these individual areas. Summer 2008 Results: 85% of students exceeded the minimum expectation of 75 percent in each of these individual areas. Summer 2007 Results: 100% of students exceeded the minimum expectation of 75 percent in each of these individual areas. Fall 2006 Results: 100% of students exceeded the minimum expectation of 75 percent in each of these individual areas. Fall 2005: 100% of students exceeded the minimum expectation of 75 percent in each of these individual areas. Fall 2004: 100% of students exceeded the minimum expectation of 75 percent in each of these individual areas.

SLO 5: Cultural Diversity in Marketing

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

Related Measures:

M 5: Cultural Diversity in Marketing

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

Source of Evidence: Academic direct measure of learning - other

Target:

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

Evidences (2014-2015) - Target: Met

Fall 2014: 84% of the marketing students scored above 75% on their written analysis

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of the case study involving cultural diversity (taken from the Principles of Marketing, BUS-247, course).

Evidences (2013-2014) - Target: Met

Fall 2013: 87% of the marketing students scored above 75% on their written analysis of the case study involving cultural diversity (taken from the Principles of Marketing, BUS-247, course).

Evidences (2012-2013) - Target: Met

Fall 2012: 90% of the marketing students scored above 75% on their written analysis of the case study involving cultural diversity (taken from the Principles of Marketing, BUS-247, course).

Evidences (2011-2012) - Target: Met

Fall 2011: 83% of the marketing students scored above 75% on their written analysis of the case study involving cultural diversity.

Evidences (2010-2011) - Target: Met

Fall 2010: 88% of the marketing students scored above 75% on their written analysis of the case study involving cultural diversity. Fall 2009: (Changed assessment methodology from previous years) 90% of the marketing students scored above 75% on their written analysis of the case study involving cultural diversity. Fall 2008 Results: 100% of the marketing students scored above 70% on the final exam given to marketing students (which included questions in this area). Fall 2007 Results: 100% of the marketing students scored above 70% on the final exam given to marketing students (which included questions in this area). Fall 2006 Results: 100% of the marketing students scored above 70% on the final exam given to marketing students (which included questions in this area). Fall 2005: 100% of the marketing students scored above 70% on the final exam given to marketing students (which included questions in this area). Fall 2004: 100% of the marketing students scored above 70% on the final exam given to marketing students.

SLO 6: Spreadsheet Skills

Graduates of the Marketing program will be able to exhibit analytical skills in identifying and solving marketing and business-related problems.

Related Measures:

M 6: Spreadsheet Skills

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

Source of Evidence: Academic direct measure of learning - other

Target:

At least 80% of students will attain a 70% or better on the on the analytical/problem

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solving skills portion of the Marketing Capstone class as demonstrated by using their knowledge of Microsoft Excel to analyze data.

Evidences (2014-2015) - Target: Met

Fall 2014 Results: 100% of the Marketing Capstone students scored 70% or higher on the Excel exercise.

Evidences (2013-2014) - Target: Met

Fall 2013 Results: 100% of the Marketing Capstone students scored 70% or higher on the Excel exercise.

Evidences (2012-2013) - Target: Met

Fall 2012 Results: 100% of the Marketing Capstone students scored 70% or higher on the Excel exercise.

Evidences (2011-2012) - Target: Met

Fall 2011 Results: 100% of the Marketing Capstone students scored 70% or higher on the Excel exercise.

Evidences (2010-2011) - Target: Met

Fall 2010 Results: 100% of the Marketing Capstone students scored 70% or higher on the Excel exercise. Fall 2009 Results: 85% of the Marketing Capstone students scored 70% or higher on the Excel exercise. Fall 2008 Results: 80% of the Marketing Capstone students scored 70% or higher on the Excel exercise. Fall 2007 Results: Only 55% of the marketing capstone students scored 70% or higher on the Excel exercise. Fall 2006 Results: Only 50% of the marketing capstone students scored 70% or higher on the Excel exercise. Fall 2005: Only 31% of the capstone students scored 70% or higher on the Excel exercise. Fall 2004: Only 38% of the Capstone students scored 70% or higher on the Excel exercise.

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CTE PROGRAM REVIEW REPORT FOR 2015

6-digit CIP	010101
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Degree Type	Certificate
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Program Titles	Agriculture Business
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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.

Upon recommendation from the Ag Advisory Council, faculty members have focused on integrating more Precision Agriculture information into the curriculum. This recommendation is based upon the evolving training needs of agri-businesses within our college district. The integration of Precision Ag topics has been emphasized in all agronomic and software courses within the curriculum.

The Agriculture Division continues to review delivery methods and course offerings to better suit the diverse needs of our students.

Principle Assessment Methods Used in Quality Assurance for this Program

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

Statewide Program Issues (if applicable)

A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such

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problems/issues might include licensure changes, trends in occupational demand, developments in disciplines or modifications to university transfer policies.

In comparison with the previous review, this certificate has declined in enrollment. The primary cause for this has been the demand from industry for a more diverse skill set in their potential employees. Employers are placing greater emphasis on the “soft” skills provided by the general education classes offered in other occupational degree paths. These skills allow employers to more easily identify students with management potential.

An emerging problem at the state level is funding for Agriculture Education. Since 2010, the Agriculture Education Line Item had been level funded at \$1.8 million. The state’s 2016 proposed budget provided no funding for the Ag Ed Line Item. Although this funding provides minimal support to community college agriculture programs, it does provide substantial resources and incentive grants to high school Ag programs. The impact of this reduction could ultimately be felt in community college certificate programs.

While these challenges provide concerns, the job outlook for Agriculture business and agronomic industries in east central Illinois and nation-wide remains strong. The number of positions have increased and entry level salaries remain competitive when compared to similar industries and are commensurate with degree credentials.

Detailed Assessment Report

As of: 5/20/2015 06:30 AM CENTRAL

2014-2015 Agriculture Business CRT.AGBUS

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

Goals

G 1:Ag Business

To demonstrate the students' progress embedded test questions will be placed within the exams of the various Ag Business classes within the Ag Business degree. Examples of these classes include AGR 111 & 112, AGR 207, AGR 131, AGR 134, as well as other Ag Business classes.

G 2:Agronomy

Students will display their understanding of the presented material and related concepts that are presented in the agronomy classes.

G 3:Animal Science

Students will be asked to reveal their level of understanding of livestock production.

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

SLO 1:Ag Business

Students will be evaluated on their understanding of the material presented in the various AG Business courses that are within this degree.

Related Measures:

M 1:Ag Business

70% of the students will answer 70% of the embedded test questions correctly.

Source of Evidence: Standardized test of subject matter knowledge

Target:

70% of the students will correctly answer 70% of the embedded test questions.

Evidences (2014-2015) - Target: Met

No students were enrolled as Ag Business Certificate students.

M 2:Agronomy

70% of the students will correctly answer 70% of the embedded test questions.

Source of Evidence: Standardized test of subject matter knowledge

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Target:

70% of the students will correctly answer 70% of the embedded test questions.

M 3:Animal Science

70% of the students will correctly answer 70% of the embedded test questions.

Source of Evidence: Standardized test of subject matter knowledge

SLO 2:Agromony

Questions that make the students think critically and questions that ask the students to display a basic understanding of agronomy will be embedded within the various agronomy classes that students will take. Some of these classes include soils, pest management, soil fertility, and crops.

Related Measures:

M 2:Agromony

70% of the students will correctly answer 70% of the embedded test questions.

Source of Evidence: Standardized test of subject matter knowledge

Target:

70% of the students will correctly answer 70% of the embedded test questions.

M 3:Animal Science

70% of the students will correctly answer 70% of the embedded test questions.

Source of Evidence: Standardized test of subject matter knowledge

SLO 3:Animal Science

Questions will be embedded in the exams of AGR 060, AGR 063 and or AGR 206.

Related Measures:

M 2:Agromony

70% of the students will correctly answer 70% of the embedded test questions.

Source of Evidence: Standardized test of subject matter knowledge

Target:

70% of the students will correctly answer 70% of the embedded test questions.

M 3:Animal Science

70% of the students will correctly answer 70% of the embedded test questions.

Source of Evidence: Standardized test of subject matter knowledge

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CTE PROGRAM REVIEW REPORT FOR 2015

6-digit CIP	010302
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Degree Type	Certificate
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Program Titles	Livestock Production
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Action

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

Improvements & Rationale for Action

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

The Agriculture Advisory Committee provided the recommendation that students work at multiple work locations across their four Supervised Occupational Experiences. The rationale for this recommendation stressed the importance of students gaining experience from different production operations. The accumulation of more diverse work experiences within industry would ultimately enhance their management skills and decision making processes.

The Advisory Council further recommended greater integration of Precision Agriculture topics into the curriculum. As a result, there has been a greater focus on Precision Ag particularly in agronomic and software classes.

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

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Statewide Program Issues (if applicable)

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

The current challenge in Agriculture production has been the downturn in the commodity markets. Graduates of this program generally return to family farming operations. Lower commodity prices, high land values and high cash rents have lead more students to the more stable Ag retail side of the industry. To address this trend, courses within the Livestock Production Certificate stress the importance of risk management, efficient record keeping and sound marketing strategies.

Another emerging problem at the state level is funding for Agriculture Education. The state's 2016 proposed budget provided no funding for the Ag Ed Line Item. Although this funding provides minimal support to community college agriculture programs, it does provide substantial resources and incentive grants to high school Ag programs. The impact of this reduction could result in fewer Supervised Agricultural Experiences at the high level and therefore impact future community college Ag enrollments.

While these challenges provide concerns, the job outlook for livestock production in east central Illinois and nation-wide remains strong. The number of positions have increased and entry level salaries remain competitive when compared to similar industries and are commensurate with degree credentials.

Detailed Assessment Report

As of: 5/20/2015 06:30 AM CENTRAL

2014-2015 Livestock Production CRT.LVST

(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

Demonstrate an awareness of farm safety and the safe operation of farm implements.

Related Measures:

M 1:Program Outcome Method 1

Use of embedded questions in the final exam of AGR 049. 90% of the students will score 70% or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2014-2015) - Target: Not Reported This Cycle

No students were enrolled in this program for the 2014-2015 academic year.

Evidences (2013-2014) - Target: Met

90% of students received a score of 70% or higher on the embedded question

Evidences (2011-2012) - Target: Not Met

Insufficient number for data entry

Evidences (2010-2011) - Target: Not Met

No students were enrolled.

SLO 2:Program Outcome 2

Demonstrate an understanding of livestock fundamentals in the core areas of breeds, selection, genetics reproduction, animal products, nutrition, and health.

Related Measures:

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M 2:Program Outcome Method 2

Use of final project in AGR 063. 90% of the students will score 70% or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2011-2012) - Target: Not Met

Insufficient number for data entry

Evidences (2010-2011) - Target: Not Met

No students were enrolled.

SLO 3:Program Outcome 3

Prepare accurate records for the purpose of accounting and financing.

Related Measures:

M 3:Program Outcome Method 3

Use of embedded questions in the final exams of AGR 124. 90% of the students will score 70% or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2011-2012) - Target: Not Met

Insufficient number for data entry

Evidences (2010-2011) - Target: Not Met

No students were enrolled.

SLO 4:Program Outcome 4

Express basic agriculture competency skills in oral and written communication.

Related Measures:

M 4:Program Outcome Method 4

Students will be assessed on oral and written presentation in AGR124. A rubric will be used to evaluate and 90% of the students will score 70% or higher.

Source of Evidence: Academic direct measure of learning - other

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Target:

Monitoring for continuous improvement

Evidences (2011-2012) - Target: Not Met

Insufficient number for data entry

Evidences (2010-2011) - Target: Not Met

No students were enrolled.

SLO 5:Program Outcome 5

Express an understanding of computers and awareness of agriculture software.

Related Measures:

M 5:Program Outcome Method 5

Use of final project in AGR 111. 90% of the participants will be proficient in their use and score 70% or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2012-2013) - Target: Met

100%of students achieved a 90% or higher for the project

Evidences (2011-2012) - Target: Not Met

Insufficient number for data entry

Evidences (2010-2011) - Target: Not Met

No students were enrolled.

SLO 6:Program Outcome 6

Demonstrate an understanding of the operation of a livestock enterprise, skills and knowledge application, and use of technologies.

Related Measures:

M 6:Program Outcome Method 6

Employers will rate the students concerning their understanding of the livestock enterprise and the necessary skills to succeed. 90% will rate this awareness skills as average or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

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Evidences (2011-2012) - Target: Not Met

Insufficient number for data entry

Evidences (2010-2011) - Target: Not Met

No students were enrolled.

SLO 7:Program Outcome 7

Identify risk and conflict in management decisions.

Related Measures:

M 7:Program Outcome Method 7

By discussion during the supervisory visit the coordinating instructor will assess the students' recognition of a dilemma and how the dilemma was reconciled. A rubric will be used to evaluate with 90% of the students scoring 70% or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2010-2011) - Target: Not Met

No students were enrolled.

SLO 8:Program Outcome 8

Apply appropriate mathematic skills required for livestock production

Related Measures:

M 8:Program Outcome Method 8

Use of mathematics artifact in AGR 063. Students will score 70% or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2011-2012) - Target: Not Met

Insufficient number for data entry

Evidences (2010-2011) - Target: Not Met

No students were enrolled.

SLO 9:Program Outcome 9

Demonstrate an understanding of livestock commodities and marketing of animal products.

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Related Measures:

M 9:Program Outcome Method 9

Use of embedded questions in the final exam of AGR 123. 90% of the students will score 70% or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2011-2012) - Target: Not Met

Insufficient number for data entry

Evidences (2010-2011) - Target: Not Met

No students were enrolled.

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2015

6-digit CIP	010304
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Degree Type	Certificate
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Program Titles	Crop Production
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Action

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

Improvements & Rationale for Action

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

Upon recommendation from the Ag Advisory Council, faculty members have focused on integrating more Precision Agriculture information into the curriculum. This recommendation is based upon the evolving training needs of agri-businesses within our college district. The integration of Precision Ag topics has been emphasized in all agronomic and software courses within the curriculum.

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.

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An emerging problem at the state level is funding for Agriculture Education. Since 2010, the Agriculture Education Line Item had been level funded at \$1.8 million. The state's 2016 proposed budget provided no funding for the Ag Ed Line Item. Although this funding provides minimal support to community college agriculture programs, it does provide substantial resources and incentive grants to high school Ag programs. The impact of this reduction could ultimately be felt at the community college level.

While this particular challenge provides concerns, the job outlook for crop production and all agronomic industries in east central Illinois and nation-wide remains strong. The number of positions have increased and entry level salaries remain competitive when compared to similar industries and are commensurate with degree credentials.

Detailed Assessment Report
As of: 5/20/2015 06:30 AM CENTRAL
2014-2015 Crop Production CRT.CROP
(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

Graduates from the Crop Production certificate program will be able to: Acquire an understanding of plant growth.

Related Measures:

M 1:Program Outcome Method 1

A) 80% of the students will correctly answer 8 of 10 imbedded questions on the corn production exam. B) 80% of the students will correctly answer 8 of 10 imbedded questions on the soybean production exam.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement.

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

There were no students pursuing a certificate in Crops in the current academic year.

Evidences (2010-2011) - Target: Not Met

A) The student correctly answered 7 of the 10 imbedded questions. B) The student correctly answered 7 of the 10 imbedded questions.

SLO 2:Program Outcome 2

Demonstrate the ability to make good agronomic and economic decisions.

Related Measures:

M 2:Program Outcome Method 2

80% of the students will score a minimum of 19 of 24 points on the soil test project given in AGR051.

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Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement.

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

There were no students pursuing a certificate in Crops in the current academic year.

Evidences (2010-2011) - Target: Not Met

The student fell short of the assessment goal.

SLO 3:Program Outcome 3

Express basic agriculture business competency skills in oral and written form.

Related Measures:

M 3:Program Outcome Method 3

A) 80% of the students will score a minimum of 7 of 10 points on the written value from the soil test project given in AGR 051. B) 80% of the students will score 17 out of 20 points on the presentation pesticide project given in AGR053.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement.

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

There were no students pursuing a certificate in Crops in the current academic year.

Evidences (2010-2011) - Target: Not Met

A) The student has met the assessment goal. B) The student has exceeded this goal.

SLO 4:Program Outcome 4

Acquire a working knowledge of the pesticides used in production agriculture.

Related Measures:

M 4:Program Outcome Method 4

80% of the students will receive a rating of 3 or higher on their final SOE evaluations concerning their knowledge of pesticides.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement.

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Evidences (2014-2015) - Target: Not Reported This Cycle

Not reported in this cycle.

Evidences (2012-2013) - Target: Met

One hundred percent of the students scored average or higher in their knowledge of pesticides.

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

There were no students pursuing a certificate in Crops in the current academic year.

Evidences (2010-2011) - Target: Not Met

The student is reportedly doing a great job. Evaluations have not been received.

SLO 5:Math Skills

Students will be asked to apply mathematical skills when making agronomic decisions.

Related Measures:

M 5:Math Skills

80% of students will correctly answer 80% of the embedded test questions correctly on the math portion of a soils test given in AGR 051.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement.

Evidences (2013-2014) - Target: Met

All students (1) correctly answered 80% of the embedded test questions correctly.

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

There were no students pursuing a certificate in Crops in the current academic year.

Evidences (2010-2011) - Target: Not Met

The student met the goal.

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CTE PROGRAM REVIEW REPORT FOR 2015

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

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

Improvements & Rationale for Action

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 Horticultural Production and Landscape program remains a high potential yet lower enrollment program. The program coordinator has engaged an aggressive recruiting and marketing approach in order to improve enrollment numbers. In addition, the program coordinator has been greatly involved in professional development activities that enhance the educational experience of the students. The program director has also participated in Master Gardener regional television broadcasts, providing expertise to area population.

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

Lake Land College - District #51701

Statewide Program Issues (if applicable)

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

One of the challenges to the Horticulture industry is a lack of student awareness of this vocation as a career pathway. Guidance counselors have, to an extent, overlooked this career as a viable option for students. The current program has a higher than normal number of non-traditional students because Horticulture often goes unrecognized as a viable career pathway at the high school level.

Another challenge is that the industry is comprised of many small, independent companies as opposed to larger, more diverse companies with greater employment needs. For this reason, Horticulture may lack the exposure in the public consciousness. The Horticulture industry is effected by the overall economy of the state. Many of the employment opportunities lost during the economic turn-down are looking to be filled by businesses across the state.

Detailed Assessment Report

As of: 5/20/2015 06:30 AM CENTRAL

2014-2015 Horticulture CRT.HRT

(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:Outcome 1 -horticulture communication

Graduates from the Horticulture certificate program will be able to: Express basic horticulture competency skills in communication.

Related Measures:

M 1:Program Outcome Method 1

Students will be assessed on a final oral presentation prior to program completion. 90% of the students will score 70% or higher. HRT 081 Landscape Design course was evaluated.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

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

For the 2013/14 year there were no graduates with a Horticulture. (note: most certificate students either take a few course only or have switched into the AAS Horticulture program).

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

For the 2011/2012 there were no graduates of the Horticulture Certificate.

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

100% of the students reached the criteria at the 70% or higher target.

SLO 2:Outcome 2 -mathematic skills

Apply appropriate mathematic skills required for the horticulture industry.

Related Measures:

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M 2:Program Outcome Method 2

Use of mathematic application questions embedded in exams in Greenhouse Management & Production (HRT076). 90% of the students will score 70% or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2014-2015) - Target: Met

100% of the students reached the criteria on the greenhouse exams.

Evidences (2012-2013) - Target: Met

90% of the students will scored 70% or higher on the math problem embedded in the Greenhouse Management course.

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

For the 2011/2012 there were no graduates of the Horticulture Certificate

Evidences (2010-2011) - Target: Met

100% of the students reached the criteria on the greenhouse exams.

SLO 3:Outcome 3 -horticulture fundamentals

Demonstrate an understanding of agricultural fundamentals in the core horticulture areas.

Related Measures:

M 3:Program Outcome Method 3

Employers will evaluate students' demonstration of general horticulture knowledge during the final student internship, Supervised Occupational Experience III. 90% of the employers will rate students' knowledge average or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

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

For the 2011/2012 there were no graduates of the Horticulture Certificate

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

100% of employers rated student knowledge at average or higher.

SLO 4:Outcome 4 -horticulture salesmanship

Examine the basics of horticulture and salesmanship.

Related Measures:

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M 4:Program Outcome Method 4

Use of embedded questions in the exams in Herbaceous Landscape Plants (HRT 071). 90% of the students will score 70% or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

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

For the 2011/2012 there were no graduates of the Horticulture Certificate

Evidences (2010-2011) - Target: Met

100% of students scored 70% or higher on embedded exam questions.

SLO 5:Outcome 5 -approach dilemma

Illustrate a logical approach of a dilemma at an internship site.

Related Measures:

M 5:Program Outcome Method 5

By discussion during the supervisory visit the coordinating instructor will assess the student's recognition of a dilemma and how the dilemma was reconciled. A rubric will be used to evaluate with 90% of the student scoring 70 or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

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

For the 2011/2012 there were no graduates of the Horticulture Certificate

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

100% of the students scored 70% or higher on "Recognition and reconciliation of a dilemma"

SLO 6:Outcome 6 -prioritizing skills

Demonstrate skill in prioritizing during Supervised Occupational Experience.

Related Measures:

M 6:Program Outcome Method 6

Following the final student internship, employers will be surveyed regarding the students' use of prioritizing during their internship or Supervised Occupational Experience. 90% of the

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employers will rate the prioritizing skill at average or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

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

For the 2011/2012 there were no graduates of the Horticulture Certificate

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

100% of employers rated the students with average or higher prioritization skills.

SLO 7:Outcome 7 -workplace organizational roles

Differentiate the organizational roles within the workplace including management, supervisory, and other horticultural employees.

Related Measures:

M 7:Program Outcome Method 7

Employers will rate the students during the Supervised Occupational Experience on the Employer Evaluation concerning their "understanding of the operation". 90% of the employers will rate this area of the evaluation as average or higher.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

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

For the 2011/2012 there were no graduates of the Horticulture Certificate

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

100% of the employers rate the students as average or higher concerning understanding of the internship operation.

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2015

6-digit CIP	010304
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Degree Type	Certificate
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Program Titles	Introduction to GIS (Geospatial 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

We are modifying and adding options to our historic Geospatial Technology Program Certificate. This certificate is currently set-up as a six course sequence with a 15-17 credit hour option relating to the option of courses students take to complete the certificate. Evidence from the National Science Foundation indicates geospatial technology is often referred to as enabling technology. In translation, this fact indicates many students use geospatial technology in other programs and disciplines in areas like engineering, agriculture, social science, and science curricula. Many of these programs are packed with existing courses and time tables not allowing for students to add on the extensive time requirements to complete six additional courses. As a result, LLC is exploring the option of creating a mini-certificate with just three courses and reducing the time commitment required to complete the program. Partnerships are currently developing with other departments and programs to create mini-(stackable) certificate off the original certificate. Feedback from other faculty suggest this mini-certificate will be very marketable and more easily integrated within an existing program. In turn, this should increase the base of geospatial technology students and build a viable program relating to enrollments.

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

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Other, please specify: Advisory Council Review

Statewide Program Issues (if applicable)

National models and certifications are rapidly evolving for the preparation of GIS Technicians and Analyst driving the Department of Labor's call for supporting the needs for more geospatial technologist driving the information economy. Two organizations, GeoTech Center <http://www.geotechcenter.org/>, and the GIS Certification Institute <http://www.gisci.org/> are working on producing certification exams and national curriculum model (GTCM) <http://www.careeronestop.org/competencymodel/competency-models/geospatial-technology.aspx>. Lake Land, which is and was a major partner with the NSF-GeoTechCenter, is building and modeling curriculum and work experiences to prepare students for the evolving certification exams with credentialing GIS professionals. Using portfolios and nationally vetted curriculum models appears to be the recommended approach by most GIS professional of securing employment in this high growth industry. LLC is evolving and modifying curriculum to maintain consistency with both national standards in curriculum and workforce preparation.

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2015

6-digit CIP	51.3801
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Degree Type	Associate in Applied Science
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Program Titles	Associate Degree Nursing
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Action

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

Improvements & Rationale for Action

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 Associate Degree Nursing program curriculum was modified to improve student learning for increased retention, persistence, and completion. Students have become more involved in their learning. The curriculum now follows a concept based model which correlates with how licensed nurses practice. To coordinate with the concept based curriculum, faculty have collaboratively developed lesson plans to redistribute content rigor from novice to entry level. The practice/lab environment has become focused on simulation, instead of mechanics, to develop skills required for a whole patient encounter. Students have demonstrated a more relaxed transition from labs to clinicals.

Tests within the program are peer evaluated by the faculty to provide second party evaluation for assessment and consistency.

Beginning Fall 2015, 16 additional first level students and 16 additional second level students, have been admitted into the program in an attempt to increase our acceptance of former Practical nursing graduates wanting to return, as well as meet the demands of the community. Changes to the program have been instituted during Fall 2014. Data is being tracked and collected but additional time is needed for cumulative data and assessment for outcomes. Results should demonstrate effectiveness of the changes.

Principle Assessment Methods Used in Quality Assurance for this Program

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

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- Course embedded questions
- Study surveys
- Analysis of enrollment, demographic, and cost data
- Other, please specify: Advisory Council Review, ACEN standards

Statewide Program Issues (if applicable)

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

Employment outlook for the Associate Degree nurses is rising. From 2014 to 2016, there is expected to be a 2.23% increase in jobs. By 2022, these numbers are expected to rise to 10.51%.

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2015

6-digit CIP	150506
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Degree Type	Certificate
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Program Titles	Water Plant Operator
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Action

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

Improvements & Rationale for Action

Program is inactive.

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)

Program is inactive.

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CTE PROGRAM REVIEW REPORT FOR 2015

6-digit CIP	150506
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Degree Type	Certificate
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Program Titles	Wastewater Operator
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Action

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

Improvements & Rationale for Action

Program is inactive.

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)

Program is inactive.

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2015

6-digit CIP	46.1000
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Degree Type	Certificate
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Program Titles	Construction Occupations
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Action

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

Improvements & Rationale for Action

The objective of the Construction Occupations 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 for higher-skilled, higher wage positions after release, helping these individuals over the barriers their incarceration produced.

The program's curriculum is determined by IDOC based on security requirements and statewide employment needs. The curriculum is shared with 3 other contracting colleges. To ensure more students accessed the program two stackable certificates were developed and implemented within the review period.

As part of the advanced certificate, a new Sustainable Residential Construction course was added to ensure students were aware new industry guidelines in the field. A strength of the program is the number of hands-on activities each classroom provides to ensure mastering of each task. Hands-on projects include building wall sections for Habitat for Humanity affiliates across Illinois. The application of knowledge enhances the employment potential of graduates.

The program was offered to students at eleven correctional sites. In 2014, there were 289 certificates awarded and 8732 credit hours earned.

	<i>2010-2012</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
Completers	112	170	219	289

Graduates from the correctional program are released to every region of Illinois. It is difficult to determine job placement, because IDOC prohibits contact with students after their release. However, the State of Illinois projects positive growth as shown by the IDES, Economic Information and Analysis Division.

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Title	Base Year Employment 2012	Projected Year Employment 2022	Employment Change 2012-2022	
			Number	Percent
Construction Trades Workers	180,120	205,127	25,007	13.88
Helpers, Construction Trades	5,244	6,085	841	16.04
Other Construction & Related Workers	19,428	20,484	1,056	5.44

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.

The persistence and retention of students within program depends upon IDOC policies and security requirements. In addition, facilities at different security levels prevent some plumbing and electrical skills from being demonstrated and mastered within a classroom.

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2015

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

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

Improvements & Rationale for Action

Program is inactive.

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)

Program is inactive.

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2015

6-digit CIP	010505
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Degree Type	Certificate
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Program Titles	Helping Paws Dog Training - DOC
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Action

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

Improvements & Rationale for Action

Program is inactive.

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)

Program is inactive.

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2015

6-digit CIP	51.3901
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Degree Type	Certificate
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Program Titles	Practical Nursing
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Action

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

Improvements & Rationale for Action

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.

To increase retention, persistence, and completion in the Practical Nursing program, the curriculum was modified to focus on active learning strategies. Students are more involved in their own learning and follow a concept based model, which is how licensed nurses practice. The entire faculty have collaboratively developed lesson plans to redistribute content rigor from novice to entry level.

The practice/lab environment has become focused on simulation, instead of mechanics, to develop skills required for the whole patient encounter. Students have developed a more relaxed transition into clinicals.

Tests are peer evaluated by the faculty to provide second party evaluation for consistency and assessment throughout the program.

These changes began in the Fall 2014, so cumulative data for the program has not been assessed. However, tracking of the data has been developed and begun. The results should demonstrate effectiveness of the changes.

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

Lake Land College - District #51701

- Analysis of enrollment, demographic, and cost data
 Other, please specify: Advisory Council Review; ACEN standards

Statewide Program Issues (if applicable)

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

Employment outlook for Practical Nurses is on the rise. From 2014 to 2016, there is expected to be a 2.88% increase in jobs. By 2022, these numbers will climb to 19.90%.

Detailed Assessment Report

As of: 5/20/2015 06:46 AM CENTRAL

2014-2015 Practical Nursing CRT.PN

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

Goals

G 1:program outcomes

100% of graduates will achieve program outcomes.

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

SLO 1:NCLEX-PN

Students will pass the NCLEX-PN exam.

Related Measures:

M 1:NCLEX-PN exam

NCLEX-PN results

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

Target:

88% of graduates will pass the NCLEX-PN exam on first attempt.

Evidences (2014-2015) - Target: Met

93% of graduates passed the NCLEX-PN exam on the first attempt.

SLO 2:Program completion

Students who complete the practical nursing program.

Related Measures:

M 2:Tracking tool

Faculty will track student progression and completion in the program using a tracking tool devised by the department.

Source of Evidence: Academic direct measure of learning - other

Connected Document

- *Tracking tool*

Lake Land College - District #51701

Target:

85% of students who begin the practical nursing will complete the course of study.

SLO 3:graduate satisfaction

Students will be satisfied with the practical nursing program 6-12 months post-graduation.

Related Measures:

M 3:post-grad satisfaction survey

Satisfaction survey completed via survey monkey 6-12 months post-graduation.

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

Target:

90% of graduates will rate the program at least 4/5 on a 5-point Likert scale.

SLO 4:employer satisfaction

Employers will be satisfied with graduates of the practical nursing program.

Related Measures:

M 4:employer satisfaction survey

Employer satisfaction survey will address graduates 6 -12 months post-graduation.

Source of Evidence: Employer survey, incl. perceptions of the program

Target:

Employers will rate satisfaction with practical nursing graduates at 4/5 on a 5 point Likert scale.

SLO 5:job placement

Graduates will be employed as practical nurses 6-12 months post-graduation.

Related Measures:

M 5:job placement survey

Survey monkey tool for evaluating satisfaction/job placement.

Source of Evidence: Student course evaluations on learning gains made

Target:

100% of graduates of the practical nursing program will be employed in the field by 6-12 months post-graduation.

SLO 6:CCPE

Students will achieve benchmark on comprehensive computerized predictor exam (CCPE).

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Related Measures:

M 6:Exit exam

Student will achieve the benchmark of 850 on the HESI exam.

Source of Evidence: Capstone course assignments measuring mastery

Target:

Score of 850 on HESI exam.

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

Satisfaction surveys

Director will review the satisfaction surveys to identify areas of strength and weakness in curriculum.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Implementation Description: Qualitative and quantitative survey of students and employers

Responsible Person/Group: Program director

Scholarly practice analysis

Faculty will review the scholarly journals to ensure delivery of current evidence-base care within curriculum.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Implementation Description: Literature review

Responsible Person/Group: Program faculty

SLS Use

Simulation Learning Systems (SLS) will be implemented to improved application-based knowledge and subsequently improve critical-thinking and NCLEX passage.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Responsible Person/Group: PNC 050, 052, 054 Instructor

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2015

6-digit CIP	51.3902
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Degree Type	Certificate
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Program Titles	Basic Nurse Assistant
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Action

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

Improvements & Rationale for Action

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 Basic Nurse Assistant program has incorporated Illinois Department of Public Health requirements into the curriculum to comply with updates on a yearly basis. Faculty have been calibrated through mentoring from the Coordinator and: standardized exams, curriculum, and classroom PowerPoints.

Students are TABE tested to provide reading scores since, 2012. An Accelerated Opportunity grant was the purpose for the testing. Students falling below a 9th grade level of reading are given additional tutoring to meet their needs and improve their success rate.

Since the above changes have occurred, our pass rate has increased from 98% to 99%. However, the mean scores have dropped from 86% to 84%. The lower mean scores appear to be associated with the lower reading level classes.

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

Lake Land College - District #51701

Statewide Program Issues (if applicable)

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

The job outlook in Illinois for Certified Nurse Assistants is projected to increase 2% from 2014 to 2016. Additionally, job needs will expand by 15% by 2022.

Detailed Assessment Report

As of: 5/20/2015 06:46 AM CENTRAL

2014-2015 Basic Nurse Assisting NDP.NA

(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:Basic Nursing Care

PROGRAM COMPLETERS OF THE BASIC NURSING ASSISTANT PROGRAM WILL: Provide basic nursing care under the direction of healthcare personnel (as determined by Illinois Department of Public Health) in the role of nursing assistant.

Related Measures:

M 1:State Certification Exam

BASIC NURSING ASSISTANT IS ASSESSED USING THESE CRITERIA: Nurse Aide Training Competency Evaluation Program first attempt pass rate will be at or above state pass rate. Staff and faculty will review after each semester. State regulation requires a minimum of 80%.

Source of Evidence: Academic direct measure of learning - other

Target:

Monitoring for continuous improvement

Evidences (2014-2015) - Target: Met

Mean score of Performing Basic Nursing Skills was 84% for this cycle Spring 2015
Mean score for Performing Nursing skill was 84%

Evidences (2013-2014) - Target: Met

The mean score was 83% on content cluster (Performing Basic Nursing Skills)

Evidences (2012-2013) - Target: Not Met

The mean score for content cluster score (Performing Basic Nursing Skills) was 77%

Evidences (2010-2011) - Target: Not Met

First time takers: 6 mo. Program Cluster Score Summary Report for May 08- Oct 08 reveals a mean score of 90.23%.

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SLO 2: Personal Care Skills

Students will... Be knowledgeable in Personal Care Skills needed to function in the role of a nursing assistant.

Related Measures:

M 2: State Certification Exam

Data obtained from the State exam content area III (Personal Care Skills)

Source of Evidence: Standardized test of subject matter knowledge

Target:

Mean score for content cluster III (Performing Personal Skills) will be 80% or above.

Evidences (2014-2015) - Target: **Met**

Mean score of 82% for Personal Care Skills from state certification exam SPRING 2015

Mean score for Personal Care skills was 84%

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

The mean Score on State exam for content cluster score (Performing Personal Skills)

was 86 %

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

Mean cluster score for Performing Personal Skills was 80%

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

curriculum review

Reviewed curriculum and added Module on Performing Basic Nursing Basic Nursing Skills.

Established in Cycle: 2012-2013

Implementation Status: In-Progress

Priority: High

Implementation Description: fall 2013

Projected Completion Date: 12/04/2013

Responsible Person/Group: BNA faculty

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2015

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

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

Improvements & Rationale for Action

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 Professional Sales program continues to meet its objectives. It is a 24-hour certificate program designed to complement a management degree or to prepare students for entry-level sales positions. Enrollment in the program is low, but steady; however, no unique courses are necessary for this certificate, so unit costs are negligible. The statewide job outlook through 2020 shows a predicted increase of 5.73%, while the LLC district projects an increase of 3.35%.

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

Principle Assessment Methods Used in Quality Assurance for this Program

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

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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.

Detailed Assessment Report

As of: 5/20/2015 06:51 AM CENTRAL

2014-2015 Professional Sales(CRT.SALES)

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

Goals

G 1:Program Goal

Provide an understanding of the sales process and selling profession.

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

SLO 1:Selling Techniques

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

Related Measures:

M 1:Selling Techniques

Students will successfully complete individual presentations in Principles of Sales. These presentations will be evaluated by the instructor. The evaluations will be based upon an established rubric and 80% or more of students will score 75% or higher. The rubric will measure principles, methods and techniques of selling as well as oral communication skills. Students will be individually rated in each of the following areas during their sales presentation: approach/opening, presentation content, demonstration, handling objections, and closing.

Source of Evidence: Academic direct measure of learning - other

Target:

Students will successfully complete individual presentations in Principles of Sales. These presentations will be evaluated by the instructor. The evaluations will be based upon an established rubric and 80% or more of students will score 75% or higher. The rubric will measure principles, methods and techniques of selling as well as oral communication skills. Students will be individually rated in each of the following areas during their sales presentation: approach/opening, presentation content, demonstration, handling objections, and closing.

Evidences (2014-2015) - Target: Met

The instructor evaluated each sales presentation and individually rated each student's performance relating to their approach, presentation, handling of objections and closing. Summer 2014 and Fall 2014 Results: 100% of students exceeded the minimum expectation of 75 percent in each of these individual areas.

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Evidences (2013-2014) - Target: Met

The instructor evaluated each sales presentation and individually rated each student's performance relating to their approach, presentation, handling of objections and closing. Summer 2013 and Fall 2013 Results: 88% of students exceeded the minimum expectation of 75 percent in each of these individual areas.

Evidences (2012-2013) - Target: Met

The instructor evaluated each sales presentation and individually rated each student's performance relating to their approach, presentation, handling of objections and closing. Summer 2012 and Fall 2012 Results: 81% of students exceeded the minimum expectation of 75 percent in each of these individual areas.

Evidences (2011-2012) - Target: Met

The instructor evaluated each sales presentation and individually rated each student's performance relating to their approach, presentation, handling of objections and closing. Summer 2011 and Fall 2011 Results: 92% of students exceeded the minimum expectation of 75 percent in each of these individual areas.

Evidences (2010-2011) - Target: Met

The instructor evaluated each sales presentation and individually rated each student's performance relating to their approach, presentation, handling of objections and closing. Summer 2010 and Fall 2010 Results: 88% of students exceeded the minimum expectation of 75 percent in each of these individual areas. Summer 2009 Results: 80% of students exceeded the minimum expectation of 75 percent in each of these individual areas. Summer/Fall 2008 Results: 100% of students exceeded the minimum expectation of 75 percent in each of these individual areas. Summer/Fall 2007 results: 93% of students exceeded the minimum expectation of 75 percent in each of these individual areas. Summer/Fall 2006 results: 100% of students exceeded the minimum expectation of 75 percent in each of these individual areas. Summer/Fall 2005 results: 100% of students exceeded the minimum expectations of 75 percent in each of these individual areas. Fall 2004 results: 100% of students exceeded the minimum expectations of 75 percent in each of these individual areas.

SLO 2:Salesforce Management

Demonstrate an understanding of the management of a sales department.

Related Measures:

M 2:Salesforce Management

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

Source of Evidence: Academic direct measure of learning - other

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Target:

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

Evidences (2014-2015) - Target: Met

The final exam covered the sales management portion of the class. Summer 2014 and Fall 2014: 92% of students exceeded the minimum acceptable score of 75 percent in this section of the class.

Evidences (2013-2014) - Target: Met

The final exam covered the sales management portion of the class. Summer 2013 and Fall 2013: 88% of students exceeded the minimum acceptable score of 75 percent in this section of the class.

Evidences (2012-2013) - Target: Met

The final exam covered the sales management portion of the class. Summer 2012 and Fall 2012: 85% of students exceeded the minimum acceptable score of 75 percent in this section of the class.

Evidences (2011-2012) - Target: Met

The final exam covered the sales management portion of the class. Summer 2011 and Fall 2011: 92% of students exceeded the minimum acceptable score of 75 percent in this section of the class.

Evidences (2010-2011) - Target: Met

The final exam covered the sales management portion of the class. Summer 2010 and Fall 2010: 84% of students exceeded the minimum acceptable score of 75 percent in this section of the class. Summer 2009: 90% of students exceeded the minimum acceptable score of 75 percent in this section of the class. Summer/Fall 2008: 100% of students exceeded the minimum acceptable score of 75 percent in this section of the class. Summer/Fall 2007: 93% of students exceeded the minimum acceptable score of 75 percent in this section of the class. Summer/Fall 2006: 80% percent of the students exceeded the minimum acceptable score of 75 percent in this section of the class. As with past semesters, students continued to show weaker results pertaining to the use of spreadsheet for sales management tasks than those pertaining to management terminology. Summer/Fall 2005: 85% percent of the students exceeded the minimum acceptable score of 75 percent in this section of the class. Fall 2004: 80% percent of the students exceeded the minimum acceptable score of 75 percent in this section of the class.

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CTE PROGRAM REVIEW REPORT FOR 2015

6-digit CIP	521804
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Degree Type	CRT
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Program Titles	Marketing
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Action

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

Improvements & Rationale for Action

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 Marketing certificate program continues to meet its objectives. It is a 24-hour certificate program designed to complement a management degree or to prepare students for entry-level marketing positions. Enrollment in the program is low, but steady; however, no unique courses are necessary for this certificate, so unit costs are negligible. The statewide job outlook through 2020 shows a predicted increase of 5.73%, while the LLC district projects an increase of 3.35%.

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

Principle Assessment Methods Used in Quality Assurance for this Program

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

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Statewide Program Issues (if applicable)

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

None noted.

Detailed Assessment Report

As of: 5/20/2015 06:51 AM CENTRAL

2014-2015 Marketing(CRT.MKTG)

(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:Target Markets and Marketing Mix

Demonstrate an understanding of basic marketing strategy, which includes target market selection, and choosing the appropriate marketing mix to effectively reach the desired market segment.

Related Measures:

M 1:Target Markets and Marketing Mix

Principles of Advertising students will study three print advertisements. The students will determine which market segment(s) the advertisers are targeting and address the marketing mix elements utilized by the firm to reach the chosen segment(s). A rubric will be developed to measure how well each student identified the correct target market, product strategy, price strategy, promotional strategy, and distribution strategy. Students should achieve an overall rating (i.e., mean score) of at least 7.0 out of 10 in each area (10 being high and 1 being low).

Source of Evidence: Academic direct measure of learning - other

Target:

Principles of Advertising students will study three print advertisements. The students will determine which market segment(s) the advertisers are targeting and address the marketing mix elements utilized by the firm to reach the chosen segment(s). A rubric will be developed to measure how well each student identified the correct target market, product strategy, price strategy, promotional strategy, and distribution strategy. Students should achieve an overall rating (i.e., mean score) of at least 7.0 out of 10 in each area (10 being high and 1 being low).

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Evidences (2014-2015) - Target: Met

Summer 2014 Results: Target market score = 8.3; product score = 8.1; price score = 7.8; promotion score = 8.6; distribution score = 8.3.

Evidences (2013-2014) - Target: Met

Summer 2013 Results: Target market score = 8.7; product score = 7.9; price score = 7.7; promotion score = 8.9; distribution score = 8.0.

Evidences (2012-2013) - Target: Met

Summer 2012 Results: Target market score = 9.0; product score = 7.7; price score = 7.6; promotion score = 8.4; distribution score = 7.8

Evidences (2011-2012) - Target: Met

Summer 2011 Results: Target market score = 8.8; product score = 8.1; price score = 7.5; promotion score = 8.1; distribution score = 7.7

Evidences (2010-2011) - Target: Met

Summer 2010 Results: Target market score = 8.5; product score = 8.5; price score = 7.2; promotion score = 8.0; distribution score = 7.1 Summer 2009 Results: Target market score = 8.0; product score = 8.2; price score = 7.6; promotion score = 8.0; distribution score = 6.7 Fall 2008 Results: Target market score = 8.2; product score = 8.4; price score = 7.7; promotion score = 7.9; distribution score = 6.4 Fall 2007 Results: Target market score = 7.9; product score = 8.9; price score = 7.5; promotion score = 8.1; distribution score = 6.1 Fall 2006 Results: Target market score = 8.1; product score = 9.2; price score = 7.1; promotion score = 8.6; distribution score = 6.5 Fall 2005 Results: Target market score = 8.3; product score = 9.1; price score = 7.5; promotion score = 8.4; distribution score = 6.2

SLO 2: Business Ethics and Social Responsibility

A recipient of the Marketing Certificate will understand the role that business ethics and social responsibility play in marketing decisions.

Related Measures:

M 2: Business Ethics and Social Responsibility

Principles of Marketing students will complete a written assignment where they locate three recent news articles addressing a marketing ethics issue facing a firm (e.g., advertising to children, telemarketing, etc.). Students will highlight the ethical marketing issue presented in each article and recommend the optimal course of action the organization should follow in order to address the situation. A rubric will be developed to measure how effectively the student identifies the ethical issue and how well they support their recommendation for addressing the dilemma. Students should achieve an overall rating (i.e., mean score) of at least 7.0 out of 10 in each area (10 being high and 1 being low).

Source of Evidence: Academic direct measure of learning - other

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Target:

Principles of Marketing students will complete a written assignment where they locate three recent news articles addressing a marketing ethics issue facing a firm (e.g., advertising to children, telemarketing, etc.). Students will highlight the ethical marketing issue presented in each article and recommend the optimal course of action the organization should follow in order to address the situation. A rubric will be developed to measure how effectively the student identifies the ethical issue and how well they support their recommendation for addressing the dilemma. Students should achieve an overall rating (i.e., mean score) of at least 7.0 out of 10 in each area (10 being high and 1 being low).

Evidences (2014-2015) - Target: Met

Fall 2014 Results: Identifying articles highlighting relevant marketing ethics issues = 7.8; providing support for the students' strategies for dealing with the ethical issue 8.1.

Evidences (2013-2014) - Target: Met

Fall 2013 Results: Identifying articles highlighting relevant marketing ethics issues = 7.4; providing support for the students' strategies for dealing with the ethical issue 8.0.

Evidences (2012-2013) - Target: Met

Fall 2012 Results: Identifying articles highlighting relevant marketing ethics issues = 7.5; providing support for the students' strategies for dealing with the ethical issue 7.8.

Evidences (2011-2012) - Target: Met

Fall 2011 Results: Identifying articles highlighting relevant marketing ethics issues = 8.0; providing support for the students' strategies for dealing with the ethical issue 7.6.

Evidences (2010-2011) - Target: Met

Fall 2010 Results: Identifying articles highlighting relevant marketing ethics issues = 7.5; providing support for the students' strategies for dealing with the ethical issue 7.8. Fall 2009 Results: Identifying articles highlighting relevant marketing ethics issues = 8.0; providing support for the students' strategies for dealing with the ethical issue 7.5. Fall 2008 Results: Identifying articles highlighting relevant marketing ethics issues = 7.9; providing support for the students' strategies for dealing with the ethical issue 7.2. Fall 2007 Results: Identifying articles highlighting relevant marketing ethics issues = 7.5; providing support for the students' strategies for dealing with the ethical issue 7.1. Fall 2006 Results: Identifying articles highlighting relevant marketing ethics issues = 7.9; providing support for the students' strategies for dealing with the ethical issue 7.4. Fall 2005 Results: Identifying articles highlighting relevant marketing ethics issues = 8.3; providing support for the students' strategies for dealing with the ethical issue 7.5.

Section 3

Academic Disciplines

Humanities and Fine Arts

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ICCB Assessment Report: Humanities Division

The Humanities division at Lake Land College is the umbrella division that includes art, music, English, reading, literature, philosophy, radio and television broadcasting, and humanities courses. As such, it has offered 773 sections of art, music, philosophy, humanities and literature courses since the fall 2010 semester.

Fall 2010 – Spring 2015	Number of Sections
Art	229
Humanities	115
Literature	130
Music	131
Philosophy	168

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

Hybrid Composition I
Hybrid Composition II
Hybrid Ethics
Nature in the Humanities
World Religions II
Online Logic
Intersession sections of Intro to Film and Understanding Art

The most significant strength of the Humanities and Fine Arts Division is the diverse areas of expertise represented by the faculty, the autonomy extended to the faculty, and opportunities for the faculty to develop new curricula. Despite these advantages, there is still a challenge within the division to replace inactive courses with new courses, thus increasing opportunities for students. Several literature courses, for example, are currently offered only as “dual credit” in high schools within the Lake Land College district. New developments in curricula would not only enhance the educational experience of those seeking to satisfy general education electives, but would also attract potential English and art majors.

A perennial challenge in academia that typically rests on the shoulders of the Humanities division is the effect to promote academic integrity and eliminate plagiarism. Accordingly, faculty members within the division collaborated to produce a web site and a video series discussing the ethical, academic, and professional issues behind academic responsibility, plagiarism, copyright, and fair use. This resource for instructors and students offers videos, transcripts, handouts, projects, and recommended resources to be used in an educational setting. Furthermore, the college, with the help of the Humanities division, has used and recently renewed its license with Turnitin.com. Previously, only the division had this license, but the college has now paid to have a full site license. Additionally, we will have the opportunity to use this program within our college learning management system, Canvas.

With the exception of the English and art curricula, which will be discussed presently, the Humanities and Fine Arts curricula at Lake Land College are not organized into “programs.” Lake Land College does not offer “programs,” or organized programs of study often referred to

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as “majors,” in music, philosophy, or the humanities. Students enroll in courses within these disciplines in order to fulfill their general education requirements. As established by the Illinois Articulation Initiative (IAI) in 1998, students pursuing an Associates in Art or Associates in Science degree must complete nine hours of courses in the Humanities, with at least three of those credits coming from the Fine Arts curricula. Additionally, students pursuing an Associate in Applied Science degree at Lake Land College may choose to meet part of their six years of required elective by taking courses within the Humanities and Fine Arts. The student population in a typical music, philosophy, or humanities course, therefore, represents a wide variety of majors.

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

Communication

Students will communicate professionally and effectively through

- a. Reading
- b. Listening/Observing
- c. Speaking
- d. Writing

Critical Thinking

Students will apply critical thinking skills through

- a. Locating information
- b. Evaluating sources
- c. Analyzing data and arguments
- d. Interpreting initial results
- e. Transferring insights to new contexts

Based on these goals, Collegiate Assessment of Academic Proficiency (CAAP) is used to assess critical thinking, science, math and reading. Under the communication goal, speaking is assessed via SPE 111; listening/observing is a “home grown” test; and writing is assessed via essay prompts. Problem solving uses lab reports as well as CAAP. Diversity and citizenship is assessed via “home grown” essay prompts. Finally, foundational knowledge is assessed using yet another “home grown” test.

Lake Land College began a process of course assessment during spring semester 2009, opening with a review of the Higher Learning Commission’s (HLC) guidelines for course assessment. This faculty-driven process was led by the Coordinator of Assessment and the Instructional Improvement and Assessment Committee. Faculty volunteers from each division participated in

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a pilot project in which they developed course objectives and methods of measurement and collected results. Initial results were posted in spring semester 2010. A Focused Visit from the Higher Learning Commission in March 2015 allowed general faculty members to ask representatives from the HLC questions about the stages and guidelines for preparing their assessment reports.

In the Humanities division, each course is assigned a full-time Humanities faculty member as a lead instructor. For each course, our lead instructors, develop outcome statements, select measuring tools, identify and add achievement targets, collect and analyze data, report results, determine the achievement status (met, partially met, not met or not reported in cycle), write action plans, and write implementation notes in the web-based program, Weave. These faculty members communicate with all faculty (including full-time, part-time, and dual credit) teaching sections of the course including consulting with faculty selection of assessment activities, explaining the planned assessment activities within the first two weeks of each semester, providing written instructions, including deadlines, gathering respective data from all Humanities faculty teaching the assigned course, answering questions concerning the assessment process, providing feedback concerning the assessment results, and meeting twice-a year assessment deadlines.

As of Fall 2014, all Humanities courses were at 100% compliance with the implementation of results.

SECTION 4

Cross-Disciplinary Review

Vocational Skills

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Vocational Skills

Vocational Skills classes are used for the purpose to upgrade skills for business and industry through short term training. Lake Land College continues to utilize vocational skills courses to meet the changing markets, and training needs of business and industry. Industry has recognized the value of short term training to keep and maintain a stable workforce. Over the past five years the number of vocational skill courses has continued to increase with the small expectation of FY13. The increase can be attributed to several factors. Lake Land College continues to build relations with area businesses and develop customized courses to fit industry demand. The College continues to host career and technical advisory committees to identify short term training needs for upgrading skills for employers.

Vocational skills course offerings:

FY 10

classes – 1,109

credit hours -11,471

FY11

classes –1,266

credit hours -12,374

FY12

classes –1,449

credit hours – 13,517

FY13

classes – 1,287

credit hours – 12,861

FY14

classes – 1,642

credit hours – 12,229

Vocation skills courses are allowing individuals to increase their skill for workforce training. These classes assist companies with upgrading incumbent workers skills. Recently, the College offered computer training for an area employer to increase the employees Excel skills. The training was offered at various times to accommodate employee work schedule and course content was customized to meet the employer needs. Additionally, a local manufacturing company requested electrical systems training for some incumbent workers to refresh their skills. The company felt the training was so successful that they would like to continue the training on an annual basis until all the employees have received the training.

Vocational skills course provide a unique avenue for many students to improve their skills or increase their overall skill. Vocational skill courses provides the flexibility to work with business and industry.

SECTION 5

**STUDENT & ACADEMIC SUPPORT
SERVICES**

Financial Aid

TRIO Student Support

TRIO Talent Search

**STUDENT & ACADEMIC SUPPORT SERVICES REPORT
SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC YEAR 2015**

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

The mission of the Financial Aid & Veteran Services office is to assist families in actively seeking college financial aid resources in the form of grants, scholarships, work study, and loans. The last five years continued to bring challenges, as well as rewards, in fulfilling this mission. The need for financial aid, as well as the demands on the Financial Aid office, has continued to grow over the past five years. In 2013-14, the number of applications for financial aid increased by 28 percent over 2008-09. The amount of financial aid awarded also increased substantially. Five years ago in 2008-09, the total amount of federal, state, and institutional financial aid awarded was \$9.48 million. In 2013-14, the amount was over \$12.8 million. In order to respond to these increased needs and challenges, the financial aid office has undertaken many process improvements and innovative practices. Technology has allowed the office to automate many procedures, and we continue to find more efficient and effective ways to administer financial aid, as well as to communicate with students. This has become increasingly important as new and complex federal and state regulations are implemented each year.

The financial aid office continues to focus on community outreach. We conduct financial aid nights at all of our district high schools each fall to educate students and parents on the importance of going to college, as well as the planning and preparation required to know how to pay for college. We return to the communities in the spring to host FAFSA completion events to assist students in completing the FAFSA.

In response to a rising student loan default rate over the past five years, the college has taken action to review its practices and develop a default rate management plan to implement best practices to lower the number of students going into default. In the past year, our default rate dropped from 24.9% to 17%, which is a decrease of almost 8%. The Financial Aid Office continues to monitor the rate and will modify the plan as needed.

Statewide Programmatic Issues

The biggest area of concern on the state level continues to be funding. While the number of applicants and financial aid awarded has increased substantially, the state portion continues to decrease. Five years ago in 2009-10, we had 1049 MAP recipients receiving a total of \$1,166,533 in funding. In 2013-14, we had just 707 students receiving MAP funding totaling \$725,312. This dramatic decrease is due to the underfunding of the Illinois MAP Grant. Because the grant quickly runs out of funds, and the cut-off date moves earlier each year, fewer of our students are able to receive these funds. Many of our students, who are more likely to make the decision to attend college later in the year, are often left without adequate funding and must increasingly rely on student loans to make up the difference. For those who do receive a MAP Grant, the maximum award is still based on 2003-04 tuition and fees, which

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leaves a “MAP gap” which must be made up with the Pell Grant or other resources, leaving less money for other college expenses.

Funding for the Illinois Veterans Grant, which is an entitlement for those who qualify, is also severely underfunded.

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Illinois Community College Board Program Review
Lake Land College
TRiO Student Support Services
May 2015

Overview

Funded by the U.S. Department of Education, TRiO Student Support Services (SSS) provides student participants opportunities for academic development, assisting with basic college requirements and motivating students toward the successful completion of their postsecondary education. TRiO SSS provides academic tutoring, advice and assistance in postsecondary course selection, and assistance with information on both the full range of student financial aid programs, benefits and resources for locating public and private scholarships, and assistance in completing financial aid applications. The program also provides resources for improving students' financial and economic literacy, and assists students in applying for admission to and obtaining financial assistance for enrollment in four year programs. The program is also funded to provide all participants individualized counseling for personal, career, and academic information, activities and instruction designed to acquaint students with career options, and exposure to cultural events. Finally, the program awards supplemental grant aid to a limited number of qualifying students who apply.

Program staff includes: one full-time director who oversees all administrative and supervisory aspects of the program and also serves as advisor to program participants; one full-time advisor who carries a student advisory load and is also responsible for planning/coordinating the program's transfer university visits and cultural events, student academic recognition banquets, the Student Ambassador Program, participant workshops and social events; a part-time learning skills specialist who facilitates tutoring, ad-hoc learning skills instruction, student learning skills assessment and workshop planning with the TRiO Advisor; a part-time administrative assistant that provides support to all program functions and personnel.

Who we serve

Lake Land College received its first TRiO Student Support Services grant from the Department of Education in September, 2005. The program is normally funded to serve 160 students from across Lake Land's district each year. However, due to the budget cuts of the federal sequestration, the program served 152 students in program year 2013-14. Of that number, 130 students (86% of program participants) were first-generation and low-income, and or disabled, including disabled who were also low-income. This exceeded the federal requirement of 2/3 of students served meeting such eligibility criteria. Of the 12 students with a disability, 7 were also low-income (58%). This exceeded the federal requirement of 1/3 of such students served meeting the low-income criteria. See Table 1 below. In addition to these criteria, all students served by the program must demonstrate academic need.

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Table 1

Funded Rate and Eligibility Status Table							
Number of Participants Funded to Serve & Served			2/3 Eligibility Requirement: First-generation and low-income, and/or students w/disabilities including students with disabilities who are also low-income		1/3 Eligibility Requirement: Disabled students w/disabilities who are low-income*		
Number Funded to Serve	Number of Current Participants Served	Percent Served	Number of first-generation and low-income, and/or disabled including disabled who are also low-income	2/3 Eligibility Percent	Number of students w/disabilities (including disabled and low-income)	Number of students w/disabilities who are also low-income	1/3 Eligibility Percent
152	152	100%	130	86%	12	7	58%

*The requirement only applies if at least one disabled student was served. If no disabled students were served, then the requirement does not apply.

Outcomes

The program has significantly impacted the academic standing and persistence and graduation rates of its participants. In the most recent Annual Progress Report to the Department of Education, for program year 2013-14, the SSS program met or exceeded all of the following performance objectives (see also Table 2):

- A. 2013-14 Persistence Rate: 70% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate/receive a certificate and/or transfer from a 2-year to a 4-year institution during the academic year.
- B. 2013-2014 Good Academic Standing Rate: 85% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution
- C. Graduation and Transfer Rates
 - a. 40% of 2010-2011 new participants served will graduate with an associate's degree or certificate within four (4) years
 - b. 17% of 2010-11 new participants served who graduated with an associate's degree or received a certificate will transfer from a 2-year to a 4-year institution within four (4) years

Table 2

Lake Land College - District #51701

Summary of PE Scores for 2013-14 Assessment Year (P042A100593)					
PE Criteria	Maximum Points Allowed	Approved Rate	Actual Attained Rate	PE Points Earned	
Persistence	4	70%	84%	4	
Good Academic Standing	4	85%	94%	4	
Associate's Degree or Certificate	2	40%	46%	2	
Associate's Degree or Certificate and Transfer to a 4-Year Institution	2	17%	42%	2	
Funded Number	3	Number of Participants Funded to Serve	Number of Participants Served	Percent Served	3
		152	152	100%	
Total Points	15			15	

Finally, as a result of similar performance in recent years' Annual Progress Reports, the college has earned near-perfect prior experience points (14.33 out of 15 possible) to help strengthen its application for continued funding and operation for the next grant cycle (2015-2020).

Best Practices

All program services are funded by the grant and provided to participants free of charge. Upon entering the program, students are interviewed by a staff member to confirm their eligibility status, share their past and present educational experiences, and discuss their educational/employment goals. Thereafter and until the student graduates and transfers, students meet regularly with their advisor - usually three times per semester. Topics discussed in these advisor-student meetings may include, but are not limited to: the student's performance in their classes, their study habits and time management skills, their perceptions of their "fit" in the college setting, their academic and financial aid standing, their finances, their other life commitments, their social support networks, and more. Always, the advisor maintains the focus on how elements of the student's life either advance or threaten their progress towards their degree.

Short, one-hour workshops offered throughout the semester complement the individual meetings with the student, and address related topics. Many workshops are presented by staff and faculty from other divisions on campus, or from different organizations entirely, including the closest transfer university, Eastern Illinois University. Presentations are also recorded and made available online through a Canvas course shell designed to increase access to these and other program resources and increase communication with students.

Students in need of additional academic support for particular subjects are encouraged to utilize the program's own tutoring resource at our walk-in tutoring service. This is available daily, and located across the hall from the offices of the program. If a student needs support in

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areas other than those familiar to the program's own tutor, he or she will be referred to the campus tutoring center to be regularly scheduled with an appropriate tutor.

To foster connections between students in the program and maintain focus on academic success, the program also hosts a banquet and academic recognition ceremony at the end of each semester. Here all participants achieving grade point averages at 3.0, 3.5 and 4.0 levels are recognized, and graduates are afforded special recognition. Additional cohort building activities include a welcome back orientation each semester, an on-campus family barbecue the first Friday evening of the fall semester, and a game night each spring semester.

Because the intended purpose of most TRiO programs is to increase the attainment of a bachelor's degree for eligible citizens, the program regularly organizes visits to universities. These visits are open to all program participants and typically include presentations of admissions information intended for transfer students, tours of campus (including academic and residential buildings) and a meal in a campus dining hall. To capitalize on the time and money already invested in planning these visits, staff incorporate cultural experiences into these outings. Previous opportunities provided to our students have included visits to museums and galleries, spiritual or religious centers, historical sites, theatrical plays and musicals, or participation in university co-curricular programming.

Challenges

The greatest opportunities for strengthening the program lie in the following: the growing number of increasingly under-prepared students entering the community college system translates to a TRiO population in need of intensive academic support. Many of these students are indeed the target population the program is intended to serve. However, the need for remediation at times is so great that it positions many vulnerable students for a long, uphill battle to negotiate developmental coursework for multiple semesters, consuming precious time and financial aid before they even succeed in completing any coursework towards their degree. Even when using TRiO resources effectively, such students, many of whom belong to families that are very vulnerable financially, can find themselves stopped from completing their education by a life or economic crisis of the family. Additionally, campus-wide awareness of the nature and purpose of the TRiO SSS program needs growing, and is often fraught with misperceptions. Also, many students referred to the program do not demonstrate an ability to benefit from program support. Therefore recruitment of new students into the program consumes a great deal of staff time that otherwise could be devoted to improving outcomes for students already in the program. These dynamics continue to pose the most significant challenge to the program meeting its established objectives, upon which continued funding and operation of the program is contingent.

Improvements

SSS staff operate the program from a viewpoint of continuous improvement, and new team members have found innovative, more effective ways to deliver required services. Recent events at the college and with the Department of Education have also provided rich

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opportunities for program development. The resulting key improvements, some in process and some complete, are as follows:

- Over the course of the current grant cycle the program has changed the application and selection process to shorten the time to bring students into the program. Effective use of an external evaluator highlighted additional opportunities to make changes to practices involving student files. The resulting improvement in documentation of students' eligibility and services received has prompted the college's auditors to note how much record-keeping has improved during the current grant cycle.
- The expanding variety of students' preferred modes of communication present a continual challenge to keeping program participants informed of events and services. Due to financial and other constraints, program participants frequently face interruptions to internet access and are forced to change phone numbers. The program's recent incorporation of multiple social and instructional media such as Canvas messaging, Facebook and Zipwhip have significantly improved the reliability and frequency of contacts between participants and the program.
- This year marks the close of the current grant cycle and the competition for the coming grant cycle. New to this year's competition are the Department of Education's two competitive preference priorities. These priorities allow for institutions to supplement their services with enhanced interventions to foster student success. Anticipating renewal of the grant, the SSS program has already implemented one of two proposed initiatives. The program now assesses all incoming students with the Noel-Levitz College Student Inventory. The results of this inventory of students' attitudes, beliefs and behaviors are already informing their work with TRiO advisors and resulting in more personalized Individual Student Plans (ISPs) being used in guiding students' progress towards completion each year. Implementation of the program's second initiative, using shared student narratives to positively impact the expectations and persistence of new students, will take place summer 2015.
- To meet the evaluation requirements of the grant competition, the college will assemble a new internal evaluation team. This team will consist of staff from Lake Land's office of Institutional Research and other Student Services departments, and will assess the impact of various program services on student persistence and completion.
- During the 2014-15 academic year, Lake Land College contracted a marketing consultant to conduct a marketing and branding survey in preparation for a rebranding initiative. Incorporating the consultant's findings, Lake Land's Marketing and Public Relations department has launched a college-wide rebranding initiative. To take advantage of this unique opportunity, and in order to increase campus awareness of the purpose and services of the program and boost recruiting efforts, TRiO Student Support Services is volunteering as one of the first programs to undergo the rebranding process.

Summary

The TRiO Student Support Services program is nearing the end of its grants cycle at a time when the college is developing its strategic plan to guide institutional growth for the next three years. Already, and as a local reflection of the national priority of college completion, Lake Land has selected "advancing student success" as a primary goal of this new plan. In support of this goal, the Division of Student Services' has set an objective of "improving retention, persistence and

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completion.” Given this, the above challenges and resulting program improvements are evidence that the work of this TRiO Student Support Services program continues to be perfectly relevant to the college’s efforts in supporting its students in earning their degrees.

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TRiO Talent Search Program Review May 2015

Overview

TRiO Talent Search provides information and services to assist students to overcome barriers to postsecondary education, focusing on students who are low income and potential first generation college students. The program identifies and assists individuals in targeted middle and high schools, throughout the Lake Land College District, who have potential to succeed in higher education. TRiO Talent Search provides academic, career, financial aid advisement to its participants to encourage them to overcome class, social and cultural barriers to graduate from high school and continue to postsecondary education. The TS team consists of a director, one full-time outreach advisor, two part-time outreach advisor, and one part-time administrative assistant. The TRiO Talent Search Program is in the fourth year of its second five-year cycle of funding through the U.S. Department of Education.

Who We Serve

Lake Land College received its first TRiO Talent Search grant in September of 2006. Each year, the program identifies 600 qualified applicants in 8 school districts and 16 schools per year to receive pre-college services. Over sixty-seven percent of TRiO TS participants are considered low-income and potential first generation college students. The other portion of students show one of these criteria and/or other needs for TRiO TS services. Since the implementation of TRiO TS, the services provided by the program and outcomes have greatly developed.

Outcomes

In the 2013-14 annual performance report to the U.S. Department of Education, TRiO Talent Search met all of the objectives set out in the grant. This year, the TRiO Talent Search Program was able to report that of 69 seniors, 94% graduated with a regular secondary school diploma within the standard number of years, and 43% also completed a rigorous secondary school program of study. Of those graduates, 75.3% enrolled in post-secondary education in the fall term following graduation. Of the 600 participants served, 98.5% of non-senior participants were promoted to the next grade level.

Best Practices

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

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

This year, high school participants attended the Engineering and Agriculture/Consumer/Environmental Science open houses at the University of Illinois. On the same day, they attended a community art fair. High school students also had the opportunity to tour the University of Indiana and tour the Clabber Girl Museum, where they participated in a cooking demonstration. Many students are provided assistance in traveling to Laker Visit Days at Lake Land College and to Lake Land College orientations and registration. In the summer an overnight camp is offered to students, where they participate in various educational demonstrations and career site visits.

Middle school participants are invited to Lake Land College to participate in summer day camp where they participated in a "Weird Science" chemistry lab and other experiential activities at various academic divisions across the college campus. At the end of each event, evaluations are collected from participants. Each year, modifications are made to improve the summer experience program and to provide new opportunities for the next year.

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

Finally, the TRiO Talent Search Team meets each Monday, when possible, and holds regular retreats for professional development, event planning and sharing of best practices. The team travels throughout much of the week and time together is limited. Therefore, these meetings have allowed the team much needed time to discuss challenges, opportunities and successes. All of the team members find this very beneficial.

Challenges

With the changes in testing and common core standards at the K12 level, new challenges have developed. First, time to work directly with students has become more limited. Students have fewer study halls or downtime to attend TRiO sessions. They are often working on Response To Intervention or test prep at meeting times. Also as new standards were established, many schools have adjusted the structure of the school day, leaving less time for TRiO sessions. In several schools, students must now attend TRiO during lunch periods or only on times where RTI is not needed. More students are finding it difficult to give up the academic time to attend TRiO Talent Search.

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Improvements

As time has become more limited, TRiO Talent Search has developed ways to make a greater impact in less time. To begin, when we are meeting with groups of 10 or more, we utilize a team approach. Advisors will pair up to facilitate group sessions at schools. We have observed, that this increases interaction, establishes more relationships at schools and allows us to provide more services to each student during the session. Secondly, we have streamlined our curriculum to follow the steps of attending college, with handouts and schedules to provide more guidance to students who cannot attend sessions. Last, we have established extra time in several larger schools for students to make appointments to come see us when they have time available to work on college/career preparation.

Currently, the TRiO Talent Search grant is being rewritten for the next 5 year cycle. With the grant rewrite, the program will focus on the events and activities that have found to be most effective. The regulations from the Department of Education is changed. Therefore, the new grant will reflect the new regulation and include current best practices.

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. Consequently, during the fall 2014 semester, all seven academic divisions reached 100% completion for course assessment. In addition, program assessment reached 100% completion within one month of the due date.

SECTION 7

RESULTS FROM PRIOR REVIEWS

No major program changes in AY 14-15

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.	2015	Humanities & Fine Arts
2.	2016	Social & Behavioral Sciences
3.	2017	Written & Oral Communications
4.	2018	Mathematics
5.	2019	Physical & Life Sciences

Cross-Disciplinary Curricula

FIVE-YEAR SCHEDULE

Cross-Disciplinary Reviews		
	Year	
1.	2015	Vocational Skills
2.	2016	Transfer Functions and Programs including the AA, AS, AES, AFA, AAT, and the AGS degree programs
3.	2017	General Education (all transferable)
4.	2018	Adult Education and ESL
5.	2019	Remedial/Developmental

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Student and Academic Support Services

FIVE-YEAR SCHEDULE

Student and Academic Support Services					
	15	16	17	18	19
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				
		15	16	17	18	19
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			

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Curr. #	Program						
	Associate in Applied Science		15	16	17	18	19
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		15	16	17	18	19
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				
		15	16	17	18	19
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 Mechanic (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		15	16	17	18	19
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				